

FACULTY HANDBOOK



Revised August 2022

Wytheville Community College
Faculty Handbook
Table of Contents

Contents

FOREWORD	2
I. INTRODUCTION TO WYTHEVILLE COMMUNITY COLLEGE.....	3
A. About the College	3
B. Virginia Community College System Mission Statement.....	3
C. Wytheville Community College Mission Statement	3
D. Wytheville Community College Vision Statement	4
E. Wytheville Community College Statement of Values	4
F. Program Discipline Offerings and Educational Programs.....	4
G. Roster of Instructional Administrators	8
H. Roster of Administrative Professionals	8
I. Organizational Structure	9
II. Faculty	9
A. Teaching Faculty Responsibilities.....	9
B. Institutional Responsibilities	11
C. Advising	13
D. Student Hours (formerly termed “Office Hours”).....	13
E. Faculty Personnel Files	14
F. Teaching Faculty Evaluation Policy and Procedures	14
G. Evaluation of Instruction.....	25
H. Appointment.....	25
I. Reappointment	25
J. Promotion of Faculty.....	26
K. Faculty Grievance Process	26
L. Professional Development.....	26
M. Employment Outside of the College	26
III. ADJUNCT FACULTY	27
A. Adjunct Faculty Teaching Responsibility	27
B. Student Hours (formerly termed “Office Hours”).....	27
C. Adjunct Faculty Personnel Files.....	28
D. Reference and Background Check	28
E. Substitute Instructors.....	29
F. Evaluation of Instruction.....	29
G. Appointment of Adjunct Faculty.....	29
H. Voluntary Benefit Options for Adjunct Faculty	30
I. Promotion of Adjunct Faculty	30
IV. COURSE INFORMATION	31
A. Course Syllabus.....	31
B. Class Meeting Times.....	32
C. Textbook and Other Required Materials	32
D. Class Admission.....	33
E. Attendance.....	33
F. Disruptive Students	34
H. Academic Freedom	36
I. Intellectual Property.....	36
J. Field Trips	36
V. Grading	37
A. Grading System.....	37
B. Grade Reports.....	38
C. Pass/Fail Policy	38
D. Student Non-Attendance Policy	38

E.	Auditing a Course	38
F.	Incomplete Grade	39
G.	Student Withdrawals	40
H.	Instructor Withdrawal Policy	41
I.	Final Examinations.....	41
J.	Posting of Grades by Faculty and FERPA	42
K.	Independent Studies	42
L.	Academic Records	42
VI.	STUDENT SUCCESS AND SUPPORT	42
A.	EAB Navigate	42
B.	Early Alert.....	43
C.	Club Sponsorship	43
D.	Learning Resource Center.....	44
E.	Library Services	44
F.	Instructional Technology/Audio Visual Services on Campus.....	45
G.	Course Publicity	46
H.	College Email.....	47
I.	Copyright Guidelines	47
J.	1-Stop Service Center.....	47
K.	Computer Support	47
L.	Students with Learning Disabilities	48
M.	Policy for Accident or Illness.....	49
N.	Weapons Policy.....	52
VII.	LOGISTICS.....	54
A.	Supplies and Equipment Requisition of Purchase.....	54
B.	College Emergency and Event Procedures.....	54
C.	Student Emergencies	54
D.	Parking Regulations	55
E.	Inclement Weather	56
F.	Use of Tobacco Products.....	56
G.	Use of College Bulletin Boards.....	56
H.	Where to Find Assistance.....	56
	Appendix A	58
	WCC Organizational Chart	58
	Appendix B.....	60
	WCC Annual Faculty Evaluation Timeline.....	60
	Appendix C	64
	WCC Annual Performance and Professional.....	64
	Development Objectives.....	64
	Faculty/Supervisor Agreement Form	64
	Appendix D	77
	WCC Faculty Evaluation Form –	77
	Probationary First-Year Appointment	77
	Appendix E.....	86
	WCC Faculty Evaluation Form –	86
	Second/Third-Year Appointment	86
	Appendix F	95
	WCC Faculty Evaluation Form –	95
	Senior Faculty Appointment.....	95
	Appendix G	104
	WCC Class Observation Assessment Form.....	104
	Appendix H	112
	WCC Faculty Reward and Recognition	112
	APPENDIX I.....	121
	Example of Master Course Syllabus for All Faculty	121
	Appendix J	133
	WCC School Dude Instructions	133
	Appendix K	137

WCC Student Authorized Accommodations	137
Appendix L	139
Accident Policy	139
Appendix M	159
Inclement Weather and Delayed	159
Class Schedule Announcements	159
Appendix N	162
WCC Enrollment Request	162
Appendix O	165
WCC Student Non-Attendance Instructions	165
Appendix P	167
WCC Instructor Initiated Withdrawal	167
Navigate Instructions	167
Appendix Q	169
WCC Incomplete Grade Form	169
Appendix R	171
Restrictions on State Employee Access to Information Infrastructure	171
WCC Computer Ethics Guidelines	171
Appendix S	175
WCC New Adjunct Faculty SIS Instructions	175



WYTHEVILLE COMMUNITY COLLEGE

1000 East Main Street • Wytheville, VA 24382

**Phone: (276) 223-4848 • Fax: (276) 223-4770 • EMAIL – dsprinkle@wcc.vccs.edu
www.wcc.vccs.edu**

Office of the President

Dear WCC Faculty Member,

To our full-time, adjunct, and dual enrollment faculty, whether you are a newcomer or a seasoned veteran, thank you! We appreciate your dedication and service, and realize the tremendous impact you have in helping our students succeed.

Opportunities and challenges abound in today's higher education environment. This manual is a valuable resource for you, providing information and guidance that will be helpful as we all work toward the same goal – student success. We also encourage you to call upon your lead faculty, program heads, peers, and division dean or director for assistance. They are a valuable resource.

I sincerely thank you for your devotion and dedication as we all work together to make WCC one of the finest, most inviting colleges anywhere. Please feel free to call me if you have any questions, concerns, ideas to share, or just to say hello.

Warmest regards,

Dean E. Sprinkle, Ph.D.
President

FOREWORD

The Wytheville Community College (WCC) Faculty Handbook is a resource document that provides WCC Faculty with information about the policies and procedures which affect their employment and which assist them in carrying out their duties and responsibilities. Most of the policies and procedures that govern WCC faculty are prescribed by the Virginia Community College System (VCCS) and apply to faculty throughout the VCCS. These system-wide policies and procedures are provided in the *VCCS Policy Manual*: <http://www.boarddocs.com/va/vccs/Board.nsf/Public>.

The system-wide policies and procedures for human resource questions are provided in the *VCCS Policy Manual* <http://www.boarddocs.com/va/vccs/Board.nsf/Public>.

Local policies, procedures and issues that apply specifically to the faculty at WCC are provided in this *Handbook*.

Policies contained in the handbook are subject to change. The local college board and VCCS governing board will from time to time adopt policies of general application relating to the employment and conditions of employment for members of the faculty, and may authorize the administration to adopt such policies. Appropriate policies will be developed in consultation with the Faculty Assembly regarding process for revision of certain policies contained in the handbook. Those procedures will be subject to approval by the President as required. Policies that pertain to a single academic unit only will be subject to review by the Vice President of Academics and Institutional Advancement.

Wytheville Community College does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, genetics, veteran status, or disability when the person is otherwise qualified in its educational programs, and activities or employment. The following person has been designated to handle inquiries regarding the non-discrimination policies: Malinda Eversole, Director of Human Resources, 111 Smyth Hall, 1000 East Main Street, Wytheville, VA 24382, 276-223-4869. For further information, see the list of OCR Enforcement offices for the address and phone number of the office that serves your area, or call 1-800-421-3481.

I. INTRODUCTION TO WYTHEVILLE COMMUNITY COLLEGE

A. About the College

Wytheville Community College is a two-year comprehensive community college serving residents of the counties of Bland, Carroll, Grayson, Smyth (Marion and eastward), Wythe, and the City of Galax. The college, one of 23 in the Virginia Community College System, operates under the policies established by the State Board of Community Colleges and the Wytheville College Local Board. The college is financed primarily with state funds supplemented by contributions from the participating localities. Wytheville Community College is accredited to award the associate degree by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 404-679-4500, ext. 4504).

Locations:

Wytheville Campus
1000 East Main Street
Wytheville, VA 24382
276-223-4700

WCC at the Crossroads Institute
1117 East Stuart Drive
Galax, VA 2433
276-744-4974

WCC at the Henderson
203 N. Church Street
Marion, VA 24354
276-783-1777

B. Virginia Community College System Mission Statement

The mission of the Virginia Community College System is that we give everyone the opportunity to learn and develop the right skills so lives and communities are strengthened. <http://www.vccs.edu/about/>.

C. Wytheville Community College Mission Statement

Dedicated to teaching excellence and student success, Wytheville Community College is an educational and community leader, providing lifelong career and personal growth, cultural enrichment, and economic advancement.
<http://www.wcc.vccs.edu/our-mission>.

D. Wytheville Community College Vision Statement

WCC is committed to unsurpassed student success and will be the leader for innovative, accessible programs that are responsive to community and regional need. We are a proactive, forward-thinking institution, providing world-class learning opportunities in a caring, inclusive, collaborative environment that values the contributions of all students, employees, and stakeholders.

E. Wytheville Community College Statement of Values

Learning and Growth

- We value, promote, and support learning and growth in our students, faculty, and staff. We believe in lifelong learning, the worth and dignity of all people and their right to realize their full potential.

Excellence

- We value excellence in teaching, learning, and service. We believe in accountability and the use of assessment for continuous improvement.

Community

- We value community. As a community, both internally and with our external partners, we adhere to high standards of professional conduct, are respectful of others, and value the contributions of each person as we work collaboratively to fulfill our mission and pursue our vision. We believe in partnering with business, industry, and civic leaders to strengthen the economic vitality of our community and are committed to providing cultural and personal enrichment opportunities for area citizens.

Diversity

- We value diversity, in people and ideas, and believe in the importance of maintaining an inclusive culture.

To view WCC's Vision and Values Statements, click the link below:

<http://www.wcc.vccs.edu/our-values-vision>.

F. Program Discipline Offerings and Educational Programs

Division of Health and Medical Services

Dental Assistant (CSC)

Dental Hygiene (AAS)

Medical Laboratory Technology (AAS)

Nursing (AAS)

Pharmacy Technician (CSC)

Phlebotomy (CSC)

Physical Therapist Assistant (AAS)

Practical Nursing (CERT)

Transfer and Educational Partnerships

Business Administration (AA&S)

Business Management & Leadership (AAS)

Education (AA&S)

Emergency Medical Services Technology (AAS) (Degree awarded by Southwest Virginia
Community College)

General Education (CERT)

General Studies (AA&S)

General Studies with Specialization in Community & Provider Services (AA&S)

General Studies with Specialization in Computer Information Systems (AA&S)

General Studies with Specialization in Communication & Media Services (AA&S)

General Studies with Specialization in Developmental Disabilities (AA&S)

General Studies with Specialization in Health Sciences (AA&S)

General Studies with Specialization in Human Services (AA&S)

General Studies with Specialization in Substance Abuse (AA&S)

Human Services: Developmental Disabilities (CSC)

Human Services: Integrated Discipline (CSC)

Human Services: Mental Health (CSC)

Human Services: Substance Abuse (CSC)

Science (AA&S)

Science: Computer Science Specialization (AA&S)

Science: Engineering Specialization (AA&S)

Science: Food Animal Production Specialization (AA&S)

Science: Mathematics Specialization (AA&S)

Science: Veterinary Preparation Specialization (AA&S)

Uniform Certificate of General Studies

Workforce Development and Occupational Programs

Administration of Justice (AAS)

Administration of Justice I (CSC)

Administration of Justice II (CSC)

Administrative Support Technology (AAS)

Administrative Support Technology with Specialization in Health Information
Management (AAS)

Administrative Support Technology with Specialization in Legal Assistant (AAS)

Carpentry I (CSC)
Carpentry II (CSC)
Clerical Assistant (CSC)
Clerical Studies (CERT)
Construction Technology with Track in Alternative Energy Systems (DIPL)
Construction Technology with Track in Carpentry (DIPL)
Construction Technology with Track in Electrical (DIPL)
Construction Technology with Track in Heating, Ventilation, and Air Conditioning (HVAC) (DIPL)
Construction Technology with Track in Plumbing (DIPL)
Corrections Science (AAS)
Corrections Science I (CSC)
Corrections Science II (CSC)
Cybersecurity and Network Foundations (CSC)
Electrical I (CSC)
Electrical II (CSC)
Electronic Medical Records Specialist (CSC)
File Clerk (CSC)
Heating, Ventilation, and Air Conditioning I (HVAC) (CSC)
Heating, Ventilation, and Air Conditioning II (HVAC) (CSC)
Information Systems Technology (AAS)
Legal Assisting (CSC)
Machine Technology (AAS)
Machine Technology I (CSC)
Machine Technology II (CSC)
Machine Tool Operations (CERT)
Medical Coding (CSC)
Medical Office Clerk (CERT)
Medical Records Clerk (CSC)
Medical Transcriptionist (CSC)
Plumbing I (CSC)
Plumbing II (CSC)
Public Health (CSC)
Solar Installer (CSC)
Technical Studies in (AAS)
Web Design and Office Applications (CSC)
Welding I (CSC)
Welding II (CSC)

- American Heart Association CPR
- Art
- Automotive Service Technology

- Basic and Advanced Water/Wastewater
- CDL/Truck Driving
- Community Choir
- Contractor's Business License
- Customize Training
- Dental Anesthesia
- Dental Radiation
- Ed 2 Go
- Nurse Aide
- OSHA
- Power Line Worker
- Pro Train
- Teacher Recertification
- The Center for Legal Studies
- Truck Driving
- U Got Class
- Underground Power Program
- Vet Assisting
- WCC Concert Band
- Welding

Wytheville Community College provides:

- ✓ Associate degree programs to prepare individuals for careers as technical and paraprofessional workers.
- ✓ Associate degree programs to prepare for transfer, as upper-division students, to baccalaureate degree programs in four-year colleges.
- ✓ Diploma and certificate programs to prepare individuals for careers as technicians and as skills and semi-skilled workers.
- ✓ Developmental programs to prepare individuals for other instructional programs.
- ✓ Student development services which, through counseling and guidance, assist individuals with decisions regarding occupational, educational, and personal goals.
- ✓ Industrial training programs where specific employment opportunities are available in new or expanding businesses, industries, and professions (those programs, part of

Virginia's economic expansion efforts, are planned to meet the needs of employers in the college's service region).

- ✓ Continuing education programs to provide educational opportunities for individuals who wish to continue and expand their learning experiences (such programs may include credit and non-credit courses, seminars, and workshops).
- ✓ Community services to area citizens of all ages (these services provide cultural and educational opportunities that complement and supplement the efforts of other educational and social services as well as governmental entities).
- ✓ General education courses designed to teach the knowledge, skills, and attitudes that people need to succeed in their positions at home, at work and in society.

G. Roster of Instructional Administrators

Dean Sprinkle	President
Rhonda Catron-Wood	Vice President of Academics and Institutional Advancement
Perry Hughes	Vice President of Workforce Development and Occupational Programs
Ewell Vernon	Dean of Health Professions and Medical Services
Renee Thomas	Dean of Student Success and Academic Development
Susan Evans	Dean of Transfer and Educational Partnerships
Roland Hall	Director of Workforce Development and Occupational Programs
Vicki Delp	Director of Institutional Effectiveness, Research, and Planning
Shawn McReynolds	Director of Technology
George Mattis, Jr.	Coordinator of Library Services

H. Roster of Administrative Professionals

Denita Burnett	Office of the President
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Jerri Lynch Montgomery	Office of Vice President of Academics and Institutional Advancement
Lisa Lowe	Office of Workforce Development and Continuing Education
Karen Hawkins	Office of Admissions
Zendell Harmon	WCC Information Desk
Sarah Ryan	Office of Health Professions and Medical Services and Transfer and Educational Partnerships
Jessica Phillips	WCC at the Crossroads Institute
Jane Mitchell	WCC at the Henderson

I. **Organizational Structure**

Wytheville Community College is organized in such a way as to allow the Office of Student Services, the academic programs within specific divisions, and business/industry training and community service through the Office of Workforce Development to support the college's mission in an appropriate manner

The college achieves its mission by providing student development programs for the enhancement of the academic, cultural, social, ethical, physical, and interpersonal development of students, by offering services in occupational/technical education, transfer education, and developmental studies, and by offering continuing education and community service programs within the WCC service region (See **Appendix A**).

II. **Faculty**

A. **Teaching Faculty Responsibilities**

The major emphasis shall be on teaching, by working with students in classrooms, laboratories, individual conferences, and related activities to help the students develop their interests and abilities to the fullest capacity to become better persons, better workers, and better citizens.

In addition, "faculty responsibilities include committee work, student activities, community activities, student advising and professional activities." (VCCS Policy 3.5.3 Additional Activities).

Faculty teaching loads during the academic year shall include such combinations of on- and off-campus, day, evening, distance learning, and weekend classes as the needs of the college require. Twelve-fifteen (12-15) credit hours and fifteen-twenty (15-20) contact hours per semester are required for all full-time faculty. For the purpose of workload calculations, every lecture hour shall equate to one (1) credit hour and one (1) contact hour, and every laboratory hour shall equate to one-half (1/2) credit hour and one (1) contact hour. When the number of credit hours falls below twelve (12) because of the number of laboratory hours involved, the number of contact hours should be increased to bring the teaching load to the minimum of twelve (12) credit hours (utilizing the standard of two (2) laboratory hours equal one (1) credit hour) or to a maximum of twenty-four (24) contact hours.

Faculty teaching loads shall be calculated for the academic year, with a teaching load less than or in excess of normal for the fall semester being compensated for with adjustments in teaching load in the spring semester.

A faculty teaching load may also be adjusted by the college to take into consideration such factors as the use of instructional assistance, team teaching, the use of non-traditional instructional delivery systems, special assignments, and curriculum development. Curriculum development should be primarily for the development of a new program or new course in a program or new course in a program and/or the complete revision of an existing course or program.

Teaching-load adjustments shall be expressed in terms of an equivalent teaching load for the purpose of computing a faculty member's total teaching load.

For the purpose of faculty workload, the following definitions shall apply:

1. Teaching Load – The portion of a faculty member's total workload directly associated with the delivery of instruction as provided the faculty member during a semester or academic term, an academic year, or a contractual period.
2. Credit Hour – 50 minutes of faculty instruction for a 15-week semester of 750 minutes of instruction.
3. Contact Hours – The number of hours faculty spend in direct student contact, per week, in a 15 week course, including lectures, laboratories, clinicals, seminars, supervised practice, or other similar instructional activities as prescribed by the course description in the college catalog. The total number of contact hours associated with a course of any length must be equal to the total number of contact hours associated with a 15-week course (VCCS Policy 5.3.0.1).
4. Workload – The sum of all workload credits associated with a faculty member's assigned responsibilities during a semester or academic term, an academic year, or a contractual period, including teaching load and released time for temporary administrative, professional, or other special assignment duties.

5. Workload Credits – For the purpose of workload calculations, one lecture hour shall equate to one workload credit and one contact hour; a laboratory hour or other non-lecture contact hour shall equate to one-half workload credit and one contact hour; every release time credit hour shall equate to one workload credit and 40 clock hours.
6. Lecture Hour – Equates to one credit hour and one contact hour.
7. Laboratory Hour – Equates to one-half credit hour and one contact hour.
8. Clinical Hour – Equates to one-half credit hour and one contact hour.
9. Reassigned Time – a portion of a faculty member’s total workload expressed in workload credits and measured in clock hours that represents a temporary assignment of non-teaching administrative, professional or other special duties, calculated into the workload as one credit hour of reassigned time equals one workload credit and a total of 40 clock hours devoted to the assigned duties. (See VCCS Policy 3.5.2.).
10. Overload – A faculty member’s workload that, for an academic year, is a) greater than 30 credit hours, b) greater than 40 contact hours, or c) greater than 30 workload credits – whichever figure results in the greatest amount of overload credit hours. (See VCCS Policy 3.8.4); or a faculty member’s workload that, for a Summer term, is a) greater than 10 credit hours or b) greater than 10 workload credits – whichever figure results in the greatest amount of overload credit hours.

Full-Time 9-Month Teaching Limits

Fall & Spring Semester	30 credits and 10 overload credits
Summer Semester	10 credits and 3 overload credits
Non-Credit Courses	No more than 3 CEUs at anytime

To view faculty policies and procedures mandated by the VCCS, reference the *VCCS Policy Manual*, Human Resources Section, <http://www.boarddocs.com/va/vccs/Board.nsf/Public>.

B. Institutional Responsibilities

Regular nine- and twelve-month teaching faculty may be temporarily assigned non-teaching duties (released time) for administrative/professional activities of more than 50% of an individual’s full-time teaching load for a maximum of two academic years by the college president. Faculty assigned more than 50% release time for non-teaching duties for more than two years must be classified as administrative faculty unless an extension beyond two years is approved by the Chancellor. The college shall maintain a record of all released time for audit purposes.

For each hour of reassigned time, one workload credit will be added to the faculty member's workload and a total of 40 clock hours will be devoted to the assigned duties. For accredited Health Professions programs reassigned time for Program Heads will be assigned based on individual program accreditation standards. When no program accreditation exists, reassigned time for Program Heads will be based on the following factors and will be adequate to meet college need:

1. Number of programs supervised/program development requiring needs assessment and application to the VCCS
2. Number of faculty, both full- and part-time
3. Additional leadership roles and any special assignments
4. Program student enrollment

All reassigned time must be approved by the appropriate Division Dean and the Vice President of Academics and Institutional Advancement. Reassigned time will be noted on the Faculty Workload form and signed by the faculty member and his or her respective Dean prior to the start of the semester.

Additional institutional faculty responsibilities can also include committee work, student activities, community activities, student advising, and professional activities.

In addition to teaching effectiveness, faculty are expected to engage in and contribute toward the good of the college and its community. This requires that faculty members maintain current competence in their disciplines or specializations and that they share their expertise, time and talents with the larger college community. Performances in this category will be measured not only by memberships or affiliation, but also by the quality of the contributions made by faculty members toward these endeavors. Such activities may include but are not limited to:

- a. Membership and activity in professional and civic organizations (general and/or specialized organizations at the local, state, and/or national levels);
- b. The accomplishment of important professional development activities that may or may not be part of an individual professional development plan;
- c. Attending and participating in professional conferences, workshops, and meetings;
- d. Keeping current regarding developments in education and industry;
- e. Participating in business or industrial activities related to professional field;
- f. Participating in college and System-wide committees;

- h. Engaging in writing speeches and reports and in consulting;
- i. Engaging in classroom-based research to improve teaching or in discipline-based research to improve teaching or in discipline-based research that may lead to publication;
- j. Sharing innovations in using instructional technology with colleagues in other colleges;
- k. Participating in the community service program at the colleges;
- l. Participating in local colleges' advisory committees; and
- m. Contributing to community welfare and community development

C. Advising

To effectively serve students and promote success in individual courses and academic programs, all full-time faculty are assigned advisees by the supervising academic dean. To promote academic success, persistence, and retention, faculty will implement proactive advising strategies to address students' scheduling needs, monitor advisee academic progress, manage early-alerts, implement interventions, and guide to effective resources.

D. Student Hours (formerly termed "Office Hours")

All full-time faculty members are required to establish a minimum of 10 hours per week to be available to work with students.

1. A minimum of three (3) hours of in-person student hours each week.
2. The remaining seven (7) student hours will be a combination of Email/phone/Zoom and Synchronous Zoom hours that are determined by each individual faculty and their respective Dean.
3. Student Hours will be posted to the faculty member's door no later than the first day of classes and communicated to students through Canvas and/or individual syllabi.

Other Faculty Expectations

1. Faculty will be available for meetings on campus that are designated as "required" for faculty to physically attend.
2. Faculty will be given a Zoom option for meetings designated as required to attend but not required to be physically present.
3. Faculty will create an Appointment campaign two weeks prior of Early Registration students can sign up for courses in both Fall and Spring semesters.
 - a) Faculty shall instruct their advisees to setup either an online advising appointment or an in-person advising appointment those two weeks during faculty availability times.

E. Faculty Personnel Files

The College is required to maintain a personnel file for each adjunct faculty member which is kept in the Office of Human Resources and contains at least the following information:

- Commonwealth of Virginia State Application
- Official transcripts from all colleges attended
- Credentials verification sheet completed by the appropriate dean or director
- Appropriate contract documentation

Official transcripts are often the hardest documentation to obtain since this information must be requested from other institutions by the adjunct faculty member. All faculty members should request official transcripts as quickly as possible after classes are arranged in order to assure that they will be paid in a timely fashion.

F. Teaching Faculty Evaluation Policy and Procedures

The WCC Full-Time Faculty Development and Evaluation Plan is located in the “Faculty Share” folder on the P drive.

Evaluation Schedule

The evaluation cycles for faculty on different appointments (first-year, second/third-year, and senior faculty appointments) are delineated below. A calendar of the annual evaluation timeline can be found in **Appendix B**.

- Probationary faculty members will be evaluated in both the fall and spring semesters of their first one-year appointment. For probationary teaching faculty members who are in their first one-year appointment, the summative rating will be assigned each semester, the second-semester evaluation to be assigned March 15th of their first year of employment.
- Individuals working under their second-year or third-year appointment will receive summative ratings by March 15th for work performed during the previous calendar year (January – December).
- Senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will receive their summative ratings by January 15th of the last year of the appointment. Evaluations will encompass all work performed during each of the calendar years (January – December) of the appointment.
- For all years, including the final year of a multi-year appointment, the faculty member will work with the dean/supervisor to develop individual Annual Performance and Professional Development Objectives. (See **Appendix C**).
- During the intervening years of a multi-year appointment, the faculty member will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan – unless they overtly fail to maintain acceptable college standards, including

satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

Evaluation Ratings

Teaching faculty members will receive a summative evaluation rating of either “Meets Expectations” or “Does Not Meet Expectations” at the conclusion of the evaluation cycle appropriate to their appointment term as described in the Evaluation Schedule above and in **Appendix B**.

Evaluation Domains and Weights

In order to receive a summative evaluative rating of “Meets Expectations,” each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains: Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (see Tables 1.1 and 1.2). The evaluation will include all aspects of the teaching faculty job description as well as temporary assigned administrative/professional duties, whether or not release time was granted. While percentages are given in Table 1 for the weighting of each of the four domains, the WCC Plan uses a holistic, qualitative approach to evaluation. Therefore, the weights express the relative importance of each domain; they do not represent a numerical approach to evaluation.

All faculty will be held to the minimum weights described below, except in cases where the faculty member is reassigned for more than 50% of their teaching load to other administrative/professional duties for a time period not to exceed two years.

Faculty with more than 50% of normal teaching load reassigned to other administrative/professional duties will consult with their dean/supervisor to adjust the relative domain weights as necessary with the following stipulations: (1) teaching should always comprise the maximum percentage weighting allowed by the reduction in teaching duties (i.e. if the faculty member is teaching 40% of a regular load, teaching must be weighted at 40%), and (2) the supervisor will make the final determination of the domain weights and the expectations in each domain that the faculty member will be held to.

Table 1.1

Domain weighting based on faculty member’s appointment.

DOMAIN	1st Year Faculty	2nd & 3rd Year Faculty	Senior Faculty
---------------	------------------------------------	---	-----------------------

Teaching	70%	60%	50%
Scholarly & Creative Engagement	10%	15%	20%
Service	10%	10%	10%
Institutional Responsibility	10%	15%	20%

Table 1.2

Domain definitions used for establishing college standard criteria.

DOMAIN	DEFINITION
Teaching	Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).
Scholarly and Creative Engagement	Activities specifically associated with the faculty member's formally recognized area of expertise.
Service	<p>Quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Service activities are divided into three categories:</p> <ol style="list-style-type: none"> 1) College Representation: Service activities that involve a <u>direct</u> connection between the faculty member who engages in the specific activity and his/her position at the college. 2) College Citizenship: Service activities that in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. 3) Community Citizenship: Service activities that are <u>indirect</u> in which the employee is acting as a community resident who also happens to be a college employee.
Institutional Responsibility	Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college – including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative

duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

Criteria for Achieving the “Meets Expectations” Standard for Each Domain Component

The criteria used for determining the rating of “Meets Expectations” for each domain component are included in the Faculty Evaluation Forms: **Appendix D** (Probationary First-Year Appointment), **Appendix E** (Second-Third-Year Appointment), and **Appendix F** (Senior Faculty Appointments).

Data Sources

The three required data source categories of self-evaluation, student ratings, and supervisor evaluation will be utilized to contribute to the summative rating for each domain as shown in Table 2. The burden of providing documentation to support a summative rating of “Meets Expectations” rests on the faculty member. The dean/supervisor will utilize all available data and evidence to prepare a narrative report that supports the assignment of each individual domain rating used in the determination of the summative rating of “Meets Expectations” or “Does Not Meet Expectations.”

Table 2

Required data sources that contribute to domain summative ratings.

DOMAIN	DATA SOURCE
Teaching	Self-Evaluation
	Student Ratings
	Supervisor Evaluations
Scholarly and Creative Engagement	Self-Evaluation
	Supervisor Evaluation
Service	Self-Evaluation
	Supervisor Evaluation
Institutional Responsibility	Self-Evaluation
	Supervisor Evaluation

Self-Evaluation. Faculty members shall prepare and submit a written report that includes a personal assessment of their performance in each of the required domain categories from Table 1 (including student outcomes and/or written statements provided to the faculty member that are pertinent to the faculty member's teaching self-rating). This report should align with the expectations detailed on the Faculty Evaluation Form (**Appendix D, E or F** as appropriate to the faculty member's appointment status) and should also include:

- A professional and college activities report that is detailed enough to support the self-assignment of individual ratings of either "Meets Expectations" or "Does Not Meet Expectations" for each of the four domains (Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service)
- A review of goals met/unmet from each Annual Performance and Professional Development Objective (see this section of the plan) pertinent to the current evaluation cycle (i.e. since the last full evaluation process)
- Any other factors as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties whether or not release time was granted).

Student ratings. Students in all class sections in all semesters will be given the opportunity to complete Student Ratings of Instruction. Student Rating of Instruction responses from all class sections taught by the faculty member each semester will be summarized by the dean/supervisor in a report, with attachments as necessary to support the report, and will be taken into account when determining the summative evaluation rating. When available and pertinent to the faculty member's performance, written statements from students provided to the faculty member and/or the dean/supervisor should also be included in the faculty member's self-evaluation and/or the supervisor's evaluation as appropriate.

Supervisor evaluation. The dean/supervisor will use available evidence from the faculty member's self-evaluation, student data, and the supervisor's own assessment of the faculty member's performance to evaluate each individual domain on the appropriate Faculty Evaluation Form (**Appendix D, E, or F**, as appropriate to the faculty member's appointment status). In addition to the data sources detailed above, the supervisor will also incorporate the following information:

- An assessment of the faculty member's progress in meeting goals set in the Annual Performance and Professional Development Objectives (see this section of the plan) pertinent to the current evaluation cycle (i.e. since the last full evaluation process).
- Notes from class observations, periodic meetings, and/or other evidence of the faculty member's classroom performance (other than Student Survey of Instruction responses). Supervisors will conduct class observations (and complete a Class Observation Assessment Form, **Appendix G**) with the following minimum frequency:
 - Each semester for faculty under a one-semester or under a probationary, first year appointment

- Once per year for faculty under any other one-year (non-probationary) appointment
- Once within the final three (3) semesters of a multi-year appointment
- An independent assessment of the faculty member's adherence to college policies.
- Sources of evidence related to the faculty member's performance of any other assigned duties as appropriate (e.g. reassigned time, temporary duties, or additional administrative or professional duties whether or not release time was granted).

Supervisor's Summative Evaluation Rating

The dean/supervisor will determine each faculty member's summative rating of "Meets Expectations" or "Does Not Meet Expectations" utilizing a preponderance of evidence from all of the above data sources. In order to receive a summative evaluative rating of "Meets Expectations," each teaching faculty member is expected to demonstrate mastery of a significant majority of the individual criteria and satisfactory progress toward mastery of those criteria where improvement is needed for each of the four evaluation domains. The faculty member must achieve a "Meets Expectations" rating in each of the four domains to receive a summative rating of "Meets Expectations."

The Faculty – Supervisor Evaluation Conference

Following completion of the summative evaluation process, the dean/supervisor will schedule a meeting with each faculty member to discuss the summative rating and the implications for continued employment as specified in VCCS Policy 3.6.

- Evaluation summary meetings for faculty members in the first three appointment years will be scheduled in advance of the March 15th deadline for non-reappointment.
- Evaluation summary meetings for senior faculty members (those beyond the first three continuous appointment years, whether on one-year or multi-year appointments) will be scheduled in advance of the January 15th deadline for non-reappointment.
- Evaluation summary meetings for faculty on a probationary first year appointment will be held in each of the first two semesters.

Implications for "Meets/Does Not Meet Expectations" Summative Meetings

Faculty members who receive a "Meets Expectations" summative rating will be eligible to receive a one-year or multi-year appointment, subject to other provisions of the appointment process as defined in VCCS Policy sections 3.4 and 3.6. Reappointed faculty will work with the dean/supervisor to develop Annual Performance and Professional Development Objectives (see this section of the plan) for the next year. The Annual Performance and Professional Development Objectives will include specific projects, goals, and anticipated

outcomes/deliverables within one or more of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Faculty members who meet all the other eligibility requirements of VCCS Policy 3.7 must receive a “Meets Expectations” rating to be considered for promotion.

Faculty members who achieve a “Meets Expectations” rating are also eligible to participate in the college’s Reward and Recognition Plan (see **Appendix H**). However, probationary first-year faculty members are only eligible to participate in the Recognition program –they are not eligible to receive a Reward.

Depending on a faculty member’s appointment status, a rating of “Does Not Meet Expectations” has differing implications as detailed in VCCS Policy 3.6.

- First-year probationary faculty who receive a “Does Not Meet Expectations” rating in either semester will not be reappointed for the following year. They shall continue to teach or be reassigned at the discretion of the president for the spring semester, but must be notified by March 15th that they will not be reappointed for the following academic year.
- Second and third-year faculty who receive a “Does Not Meet Expectations” rating will not be reappointed for the following year and must be notified of that fact by March 15th.
- Senior faculty (those beyond the first three continuous appointment years, whether they are on a multi-year appointment or on a one-year appointment by choice or by action of the president based, in part, on a previous “Does Not Meet Expectations” rating) who receive a “Does Not Meet Expectations” will have their evaluation documents further reviewed by the Ad Hoc Appointment Advisory Committee, consistent with policy 3.4.0.4. The president will consider the input of the dean/supervisor, the input of the supervising vice president, and the recommendation of the Ad Hoc Appointment Advisory Committee when determining whether to non-reappoint or to grant a one-year or a multi-year appointment.
- Senior faculty who receive a “Does Not Meet Expectations” rating and are reappointed will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the appointment. The supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member’s performance.

Evaluation Appeals

Teaching faculty may appeal their evaluation through the Faculty Grievance Procedures; however, appeals reaching Level III of the Faculty Grievance Procedure must be heard by peers through an Ad Hoc Hearing Committee. Throughout the

appeals process, it will be incumbent upon the dean/supervisor to provide documentary evidence for the evaluation given to the faculty member.

ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES

The Annual Performance and Professional Objectives component of the Faculty Development and Evaluation System focuses on faculty development. The goal is to provide structural and institutional support for the continuous improvement and professional growth of full-time teaching faculty. Setting objectives, conferring with the dean/supervisor, identifying resources, establishing timelines, and assessing achievement are key elements of Annual Performance and Professional Development Objectives.

Setting Annual Performance and Professional Development Objectives

At the beginning of the calendar year, each full-time faculty member will meet with the dean/supervisor to establish Performance and Professional Development Objectives for the remainder of the calendar year, set a completion date for each objective, identify supporting resources needed to meet each objective, and agree upon measures for assessing achievement of the established objectives. The faculty member should formulate approximately three to five objectives in one or more of the four domains of faculty activity established by VCCS Policy: (1) Teaching, (2) Scholarly and Creative Engagement, (3) Institutional Responsibility, and (4) Service. Performance and Professional Development Objectives are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (**Appendix C**), which is then signed by the faculty member and the supervisor.

Performance and Professional Development Objectives should be consistent with the professional goals of the faculty member as well as the strategic goals of the faculty member's department, program, division, college, and the VCCS. Objectives may be included related to specific professional interests of the faculty member. Faculty should also include objectives which address any areas of performance in need of improvement as noted in the previous year's assessment of Annual Performance and Professional Development Objectives and/or as noted in the faculty member's most recently completed comprehensive evaluation.

Technology Professional Development Objective for Non-Probationary Faculty

All faculty members, except probationary first-year faculty, who teach or plan to teach hybrid and/or online classes should establish a professional development objective to complete TOP, IDOL, MODEL, TOTAL, Quality Matters™ or equivalent coursework or certification in online instruction in the initial setoff their Annual Performance and Professional Development Objectives for the calendar year which begins January 1, 2014. Faculty who begin teaching hybrid and/or online courses in subsequent years should establish a professional

development objective to complete coursework or earn certification in online instruction no later than one year after beginning to teach in hybrid and/or online formats. Faculty who begin teaching hybrid and/or online courses in subsequent years should establish a professional development objective to complete coursework or earn certification in online instruction no later than one year after beginning to teach in hybrid and/or online formats. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives that contribute to continuous improvement in teaching with technology on an as-needed basis or as-desired. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective. Faculty members who teach only on-campus classes are encouraged to set Objectives for professional development in teaching with technology.

Resolving Differences between Objectives Proposed by the Faculty Member and the Supervisor

On occasion, the faculty member and the dean/supervisor may identify differing priorities for the faculty member's Performance and Professional Development Objectives. The faculty member and supervisor should identify those priorities, whatever differences exist, and the reasons for those differences. They should negotiate to resolve those differences, referring especially to the individual evaluation criteria in the domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service (**Appendices D-F**); to the assessment of the faculty member's most recent Performance and Professional Development Objectives and/or most recent performance evaluation; to the faculty member's areas of interest and/or identified need; to division, college, and/or VCCS strategic goals; and to other information that has a bearing on faculty performance and institutional priorities. The supervisor will make the final decision about which Annual Performance and Professional Development Objectives to authorize.

College Support for Annual Performance and Professional Development Objectives

The college is committed to supporting the professional growth and development of its full-time teaching faculty. Each year, as a part of its budget development process, the college will provide funding from a variety of sources in compliance with budgetary regulations of the Commonwealth of Virginia and the Virginia Community College System, to assist faculty in the pursuit of Annual Performance and Professional Development Objectives. In particular, as a component of this funding support, the college will allocate a specified dollar amount per faculty member, within budgetary constraints, to subsidize the professional development of its faculty. These funds will be pooled and may be accessed by faculty upon request and approval in accordance with college policy and procedures.

The college, and the VCCS more broadly, also demonstrates its support for the professional growth and development of its full-time teaching faculty by providing free training opportunities, reassigned time, grant-writing assistance, sabbatical leaves, and other assistance which advances the college mission, its strategic plan, and the success of its students.

Financial or other college resources needed to accomplish a faculty member's annual objectives must be documented on the Annual Performance and Professional Development's Objectives—Faculty/Supervisor Agreement Form (**Appendix C**). By signature, the faculty member and the dean/supervisor acknowledge that provision of resources thus identified is expected and that in the event this support is not available it may not be possible for the faculty member to achieve the objective.

Revision and Assessment of Annual Performance and Professional Development Objectives

Throughout the year, at the request of either party, the faculty member and dean/supervisor may meet to discuss progress toward attainment of the faculty member's objectives. In addition, within reasonable and ethical constraints of time, the faculty member's Performance and Professional Development Objectives may be renegotiated during the evaluation cycle at the request of the faculty member or supervisor. Moreover, since faculty members are encouraged to establish objectives that are challenging, ambitious, innovative, and/or long-term in nature, it is expected and acceptable that some objectives may not be achieved, in all or in part, due to changes in personal or institutional priorities, changes in faculty duties and responsibilities, availability of resources, or other circumstances which affect or impede achievement of one or more objectives. Any revisions to objectives necessitated by factors such as those described above must be documented on an updated Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (**Appendix C**).

At the end of the calendar year, the faculty member and dean/supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (**Appendix C**) and are included in the Evaluation component when assessing the Annual Performance and Professional Development criterion in the Institutional Responsibility domain. The faculty member should propose criterion in the Institutional Responsibility domain. The faculty member should propose Performance and Professional Development Objectives for the following calendar year. Those objectives should give due consideration to any objectives not met during the current calendar year. The supervisor has final approval over the setting of specific objectives for the faculty member, particularly in circumstances where the supervisor

judges that improvement is needed in one or more of the four performance domains. The supervisor's judgment should be based upon the assessment of the faculty member's achievement of the current year's Performance and Professional Development Objectives and/or other documentable information available to the dean/supervisor.

First-Year Faculty Performance and Professional Development Objectives

Performance and Professional Development Objectives for newly hired faculty are pre-established for the first year of employment (**Appendix C**). At the beginning of the first semester of employment, the newly hired faculty member will meet with the dean/supervisor to review these Performance and Professional Development objectives and the methodology for assessing the achievement of each objective. The supervisor and the faculty member may agree to modify the prescribed objectives where appropriate; however, all first-year faculty must complete the technology professional development objective by the end of their third semester of full-time teaching. Specifically, for faculty currently teaching or anticipated to teach at least one online or hybrid course: Earn certification or course credit through TOP, IDOL, MODEL, TOTAL, Quality Matters™ or other education in online instruction. For faculty anticipated to teach only on-campus courses: Earn Certification or course credit in teaching with technology. Faculty who have already completed such coursework or certification are exempt from the Technology Performance and Professional Development Objective requirement, although they are encouraged to set objectives on an as-needed or as-desired basis that contribute to continuous improvement in teaching with technology. The dean/supervisor will have final approval on what coursework or certification meets this professional development objective.

At the end of the first semester of full-time employment, the faculty member and supervisor will meet in conference to assess and document attainment of established Performance and Professional Development Objectives, noting objectives met, objectives not met, objectives partially met, and any circumstances or information that provides relevant context for the assessment of the objectives. Assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (**Appendix C**) and will serve to inform the first of two required comprehensive evaluations of the faculty member's performance during the first year of employment. Before the second semester of full-time employment or within appointment two weeks of the start of that semester, the faculty member and the supervisor will review the pre-established, second-semester Performance and Professional Development Objectives for first-year faculty (**Appendix C**) and reach agreement on any modifications to those objectives where appropriate.

Prior to the end of the second semester of full-time employment, the faculty member, in consultation with the supervisor, will meet to reassess and document the status of

established Performance and Professional Development Objectives. These updated assessment findings are to be documented on the Annual Performance and Professional Development Objectives—Faculty/Supervisor Agreement Form (**Appendix C**) and will serve to inform the second of two required comprehensive evaluations of the faculty member's performance during the first year of employment.

If, as a result of the second-semester assessment of Performance and Professional Development Objectives and the second-semester comprehensive evaluation the faculty member "Meets Expectations," the faculty member will establish Performance and Professional Development Objectives by following the process described in the subsection of the Plan titled "Setting Annual Performance and Professional Development Objectives." In the third and subsequent semesters, objectives are set through the end of the calendar year. All other relevant policies and procedures covered in the Annual Performance and Professional Development Objectives section of the Plan will apply to the faculty member in proposing, consulting with the supervisor about, and assessing Performance and Professional Development Objectives.

Objectives for Senior Faculty Who Receive a "Does Not Meet Expectations" Rating

Senior faculty who receive a "Does Not Meet Expectations" rating and are reappointed will participate in the setting and assessment of Performance and Professional Development Objectives during each semester of the appointment. The supervisor will take primary responsibility for setting these objectives, which should focus on areas of deficiency in the faculty member's performance.

G. Evaluation of Instruction

Student evaluation of faculty will be conducted every semester. Faculty will receive a copy of the evaluation instrument(s) and results via Anthology within the MyWCC portal and from the appropriate Dean. These results will be discussed with the supervising academic dean each semester to guide each faculty member with developing and/or revising annual performance and professional development objectives.

H. Appointment

Please refer to the VCCS Policy and the Human Resource Section at <http://www.boarddocs.com/va/vccs/Board.nsf/Public> for information on Appointment.

I. Reappointment

Please refer to the VCCS Policy and the Human Resource Section at <http://www.boarddocs.com/va/vccs/Board.nsf/Public> for information on Reappointment.

J. Promotion of Faculty

All WCC faculty, both nine- and twelve-month, will be considered for promotion on the basis of the Virginia Community College System's normal minimum criteria for each faculty rank. Eligibility for promotion does not mean that an immediate supervisor should or would automatically recommend a faculty member for that distinction. The following WCC guidelines are to be used to first determine if a faculty member can be promoted. The appropriate Dean, the Vice President of Academics and Institutional Advancement, and the President will review and act on any recommendation that may result from such determination.

No faculty member will be recommended for promotion unless he/she has completed a minimum of three full appointment years in his/her present rank by the termination date of his/her current appointment.

K. Faculty Grievance Process

Wytheville Community College will use the VCCS policy in its entirety. This policy is found at <http://www.boarddocs.com/va/vccs/Board.nsf/Public>, Section 3. Human Resources, 3.13.

L. Professional Development

An engaged faculty is essential to accomplishing the Institutional mission of the College, maintaining content competencies, and achieving institutional goals.

Every full-time faculty member will submit annual personal and professional development goals to his or her Division Dean as part of the evaluation process. Professional development activities should help the individual faculty member work toward improving teaching and learning and may include conferences, community activities, presentations, instructional activities (including graduate courses), and approved individual activities. See the complete WCC Full-Time Faculty Development and Evaluation Plan (located in the "Faculty Share" folder on the P drive) for details.

M. Employment Outside of the College

VCCS Policy 3.8.8 allows for faculty to engage in outside employment as long as "it does not interfere with their work performance, or professional responsibilities to the college, or create a conflict of interest as specified on the State Conflict of Interest Policy." To ensure that outside work commitments are consistent with state policy, the WCC President must provide written approval. All requests for approval must be sent to the President annually, prior to the start of the contract period. A copy of the written approval by the President must be kept in the Human Resource personnel file.

<http://www.boarddocs.com/va/vccs/Board.nsf/Public>

III. ADJUNCT FACULTY

A. Adjunct Faculty Teaching Responsibility

The primary responsibility of a part-time faculty member in the Virginia Community College System is to provide quality instruction for students. This objective is accomplished by working with students in classes, laboratories, individual conferences, and other related activities that will help them develop their interests and abilities to their fullest capacity. (See **Appendix S**, WCC New Adjunct Faculty SIS Instructions).

Each faculty member is responsible for the appropriate preparation and delivery of subject matter to be taught, regular evaluation and feedback of student performance and progress, maintenance of accurate class rolls and attendance records, and the prompt submission of grades. Faculty members are expected to attend the scheduled adjunct faculty development session each year. Faculty development sessions are scheduled at Wytheville Community College each fall semester.

Adjunct faculty are employed to teach less than a normal faculty load or to teach less than a full session on a semester by semester or summer term basis. The total workload includes credit hours taught at VCCS colleges. Adjunct faculty workload governed by the equivalent workload credit hour limits established in the Virginia Manpower Control Program, Section 4.7.0.1. of the Code of Virginia. The adjunct faculty contract contains no guarantee of continued employment.

Adjunct (Total at all VCCS Colleges)

Fall Semester	12 credit hours
Spring Semester	12 credit hours
Summer Semester	8 credit hours

B. Student Hours (formerly termed "Office Hours")

A minimum of **one student hour outside of class per class taught** must be scheduled each week to assist students. Adjunct faculty should announce these hours at the beginning of the semester and should provide the appropriate Dean, Site Coordinator and/or Evening Administrator a copy of this schedule. A location for student consultation will be arranged when needed. Adjunct office assignments, when needed, are made through the appropriate Dean.

C. Adjunct Faculty Personnel Files

The college is required to maintain a personnel file for each adjunct faculty member which is kept, ultimately, in Human Resources. It contains at least the following:

- Commonwealth of Virginia State Application
- Official transcript from all colleges attended
- Credentials verification sheet completed by the appropriate dean or director
- Appropriate contract documentation

Official transcripts are often the hardest documentation to obtain since this information must be requested from other institutions by the adjunct faculty member. All faculty members should request official transcripts as quickly as possible after classes are arranged in order to assure that they will be received in a timely fashion.

Once a folder is complete, it will be sent to the Vice President of Academics and Institutional Advancement office for final review. The adjunct faculty folder contents will be uploaded to Perceptive Content, which is a document management tool maintained by the Virginia Community College System. This management tool allows individual colleges to house important information, such as adjunct faculty folders, in a secure area to allow access to those administrators and any others deemed necessary that may need access to those folders.

D. Reference and Background Check

All new employees (full-time and adjunct teaching faculty, administrative/professional faculty, classified staff, and wage employees), and current employees who transfer into such positions as classified, administrative/professional, and teaching faculty positions will be required to obtain a satisfactory background check. The minimum investigation will always include the following:

- Criminal history check
- Sex offender check
- DMV history
- Social Security number verification
- Professional reference check
- A reference from the current (or most recent) supervisor is strongly preferred. If this is not feasible, references from two former immediate supervisors must be obtained in addition to checks of other appropriate references.
- All employees are subject to an e-verify check to determine employment eligibility as a condition of employment.

Some positions will require additional background investigation based upon the nature or importance of the position to the college and the community. All background check information should be completed prior to an offer of employment; however, an exception statement may be noted on the contract for employment, indicating conditional employment until a satisfactory background check has been completed.

Any information derived from a background check shall be maintained in the strictest confidence possible and retained in the Human Resource Office. Only essential personnel involved in the hiring process shall be informed, on a need-to-know basis, of the results of the background check.

E. Substitute Instructors

Every scheduled class is to be held. If a faculty member must be absent from a class, arrangements for a substitute instructor or other appropriate makeup work must be made in advance, when possible, through the appropriate Dean or Vice President of Academics and Institutional Advancement. Students are to be given advanced notice of such arrangements.

F. Evaluation of Instruction

Student evaluation of adjunct faculty will be conducted every semester. Faculty will receive a copy of the evaluation instrument(s) and results via Anthology in the MyWCC portal and from the appropriate Dean. Re-employment is based on, among other criteria, evaluation results. The Deans, in consultation with the Site Coordinators and/or other appropriate college staff members, are responsible for recommending re-employment. Adjunct faculty will receive an annual evaluation from their Division Dean or Vice President.

G. Appointment of Adjunct Faculty

Initial appointment of adjunct faculty is governed by the VCCS-29 Form (Normal Minimum Criteria for Each Faculty Rank). The form provides minimum academic related professional and teaching criteria for each academic rank. The adjunct ranks of Adjunct I, II, III, IV, and V equivalent to the full-time ranks of Assistant Instructor, Instructor, Assistant Professor, and Professor respectively. For additional information, see:

[https://go.boarddocs.com/va/vccs/Board.nsf/files/CCL4L20C024D/\\$file/VCCS-29%20Normal%20Minimum%20Criteria%20for%20Each%20Faculty%20Rank1.pdf](https://go.boarddocs.com/va/vccs/Board.nsf/files/CCL4L20C024D/$file/VCCS-29%20Normal%20Minimum%20Criteria%20for%20Each%20Faculty%20Rank1.pdf)

Note: Per VCCS policy, Adjunct Faculty are limited to teaching no more than **12** Credit Hours per semester in Fall and Spring and **8** Credit Hours during the Summer Session.

Faculty credentials and rate of pay are documented on the VCCS-10 (Faculty Qualifications Summary) using the same standards as those applied for hiring full-time, nine-month faculty.

The following procedures are used to determine the entry-level salary within each academic rank:

- Determine academic rank based on teaching assignment and educational/occupational qualifications
- List minimum salary (as stated on current VCCS-18)
- Additional salary may be given for education, related occupational experience, and teaching experience beyond the minimum criteria.
- This salary equivalent is then converted to the equivalent adjunct rate.

H. Voluntary Benefit Options for Adjunct Faculty

While adjunct faculty are not eligible for benefits such as health care, there are some benefits besides the paycheck earnings available to part-time employees:

- WCC pays the employer portion of Social Security benefits for adjunct faculty.
- Through payroll deduction, adjunct faculty are eligible to designate pre-tax dollars from their paycheck to be put into a tax-sheltered annuity fund for retirement. This decreases current taxable income while allowing adjunct faculty to save money. Several companies may be selected to handle this money. The options are flexible and can be annually changed including the amount saved, which company is used, and how dollars are invested. This is a long-term savings plan; withdrawals before the age of 59 ½ years old will incur a 10 percent tax penalty in addition to paying taxes on the sum at the employee's regular tax rate. Please contact the HR/Payroll Office to take advantage of this money-saving benefit.

I. Promotion of Adjunct Faculty

Eligibility for promotion of adjunct faculty is governed by the VCCS-29 Form (Normal Minimum Criteria for Each Faculty Rank). The form provides minimum academic related professional and teaching criteria for each academic rank. The adjunct ranks of Adjunct I, II, III, IV, and V are equivalent to the full-time ranks of Assistant Instructor, Instructor, Assistant Professor, Associate Professor, and Professor respectively.

The minimum criteria established for promotion to a higher rank are outlined on the VCCS-29 in terms of academic credentials (degrees, hours in field, etc.) and professional experience. However, many adjunct faculty are not teachers or instructors by profession and it is difficult for them to meet "Teaching Experience" requirements even though they have substantial teaching experience at WCC. "Teaching Experience" requirements have been understood to mean full-time teaching experience; therefore, some adjunct faculty may never be eligible for promotion. The following is established for these faculty members:

For consideration for promotion of adjunct faculty, and for purposes of meeting minimum teaching experience criteria, thirty (30) semester credits of adjunct teaching will be equivalent to one year of teaching experience. Adjunct teaching experience may not be considered in meeting hiring criteria if the adjunct faculty accepts a full-time appointment.

Adjunct faculty who are eligible for promotion will be recommended to the Vice President of Academics and Institutional Advancement using the Eligibility for Promotion Form. It is the responsibility of the adjunct faculty to request a review of eligibility by his or her Division Dean.

IV. COURSE INFORMATION

A. Course Syllabus

A course syllabus, to be submitted to the Division Dean, is required for each course offered by the College. Course syllabi are developed by full-time faculty from a template for use by both the adjunct faculty and dual enrollment faculty. It is the policy of the Wytheville Community College (WCC) to require all teaching faculty, including adjunct and dual enrollment instructors, to use the standardized WCC Syllabus template (**Appendix I**).

For Dual Enrollment Instructors: The Dual Enrollment Coordinator, Lead Faculty member, or Program Head distributes the dual enrollment syllabus template to the dual enrollment instructor teaching the WCC Dual Enrollment Course(s). The dual enrollment instructor completes the course syllabus by inserting the appropriate content into the WCC Dual Enrollment Syllabus Template and submitting the syllabus to the Lead Faculty/Program Head for review, feedback, and approval. Once the syllabus is approved at that level, the Lead Faculty Member/Program Head also updates the Shared Divisional Google Doc indicating the syllabus as approved. Syllabi that do not meet college policy are returned to the dual enrollment instructor for requested revisions. The appropriate Division Dean ensures that all syllabi are submitted and approved by the Lead Faculty/Program Head and documents final approval of the syllabus. The Dual Enrollment Coordinator ensures that any syllabi not submitted in a timely manner are collected and forwarded to Lead Faculty/Program Head for review (see **Appendix I** for the WCC Syllabus Template, Syllabus Approval Flow, Dual Enrollment Process Outline, and the Syllabus Checklist for Faculty Leads/Program Heads).

For Adjunct Instructors: The discipline Lead Faculty member/Program Head distributes the college syllabus template to the adjunct instructor teaching the course. The instructor completes the course syllabus by inserting the appropriate content into the WCC Syllabus Template and submitting the syllabus to the Lead Faculty/Program Head for review, feedback, and approval. Once the syllabus is approved at this level, the Lead Faculty/Member/Program Head uploads the syllabus into the College Syllabus Database. The Lead Faculty Member/Program Head also updates the Shared Divisional Google Doc indicating the syllabus

as approved. Syllabi that do not meet college policy are returned to the adjunct instructor for requested revisions. The appropriate Division Dean ensures that all syllabi are submitted and approved by the Lead Faculty/Program Head and documents final approval of the syllabus. The Lead Faculty/Program Head ensures that any syllabi not submitted in a timely manner are collected and forwarded for review (see **Appendix I** for the WCC Master Syllabus Template, Syllabus Approval Flow, and the Syllabus Checklist for Faculty Leads/Program Leads).

In order to ensure course consistency, these templates will be used by adjunct faculty and dual enrollment faculty for all sections of the course. (Deans keep a file of course syllabi for each course offered in their Division).

The following elements are included in each course syllabus template:

1. Course title and number
2. Faculty member's name, contact information and office hours
3. Textbook, ISBN number, and Materials
4. Course objectives
5. Methods of Evaluations of SLO's
6. Table of Student Resource links
7. Course content in outline form
8. Course requirements, i.e., papers, exams, special projects
9. Grading scale and information

Adjunct faculty may add additional elements to their syllabi, but no elements from the syllabus should be deleted. (See **Appendix I**).

B. Class Meeting Times

Every scheduled class is to be held, including the final examination, for the full scheduled number of minutes in the assigned room. If a change in classrooms is required, the instructor should contact the appropriate Division Dean for authorization and logistical support. In those rare instances when it is necessary to dismiss a class early, permission must be obtained from the instructor's supervisor in advance of the date of early dismissal.

C. Textbook and Other Required Materials

Requests to order textbooks should be submitted by the Instructor through the Follett online textbook request system. Adjunct faculty should communicate any needed textbook orders with the assigned lead faculty member or program head.

Date Request Due

Fall – April 15

Spring – October 15

Summer – March 15

This schedule will allow time for books to be ordered and delivered by the time needed. Early submittal of textbook request enables the Bookstore to better utilize their book buyback program.

Instructors should be realistic in the number of textbooks requested. The average cost of a new book is about \$200; however, many cost much more. Faculty who need to make a change in a required textbook must notify the bookstore as well as the division office. Reimbursement of shipping charges and/or restocking fee will apply if a change is made concerning a book already ordered by the Bookstore per the instructor's request.

The normal expectation for textbook use in a course is at least two years. Some textbooks may be available via the Textbook Rental Program, or as a used book or in digital format (e-book). If a typical new text costs \$200, a typical used text will cost \$150, at typical digital e-book will cost \$60, and a typical rental will cost \$70.

Follett's rental program brings a lot of flexibility and choice to students and parents so they can decide how, when, and where they want to buy their books. The Rent-A-Text program is designated to be available in store and online with in-store pick-up. Students will have the freedom to highlight and take notes all within the normal wear.

Students will have the choice to buy their textbook at the end of the term if they want to keep the book.

D. Class Admission

Proper registration must be accomplished prior to the last day to add a class. If there is a question regarding a student's registration, the instructor may request to see a copy of the receipt documenting tuition payment.

E. Attendance

Students are responsible for their own learning and are expected to attend class. Missing class compromises learning. If the number of student absences EXCEEDS twice the number of weekly meeting of the class, the student may be withdrawn under the terms of the Instructor-Initiated Withdrawal policy.

All students who received financial aid are awarded that aid based on (among other things) course credit load. If that load changes (student is withdrawn from class or received an "F" or "U" as a result of nonattendance), the student's financial aid award must be adjusted accordingly and the excess money returned. College policy regarding this issue is:

1. Instructor must keep attendance records.
2. Students who have registered but have never attended class by the last day of drop/add (first 2 weeks of class meetings) must be withdrawn and reported to the Admissions Office. The reporting should be done by the end of the week following the last day of drop/add.
3. For the remainder of the semester, each faculty must review attendance records regularly and fill out a withdrawal form when the number of absences and course grade warrants withdrawal for nonattendance (see above). List the last date of attendance on the form. The faculty must submit the form to the Admissions Office within 5 days after determining the student should be withdrawn.
4. Faculty who teach distance education courses use the last date an assignment was turned in, or the last date that the student accessed course materials (whichever is most recent), as the last date of attendance. Also, distance education faculty should have some indicator during the first two weeks to prove that students “attended class” and plan to begin or stay in the class, i.e., accessed course materials and produced an introductory letter, etc.

Any student wishing to file a complaint will need to follow the *Wytheville Community College Guidelines for Expression of Public Concern Policy*, located on the WCC Website at the following URL: <http://www.wcc.vccs.edu/complaints>

The student grievance procedure is found at this location:

<https://catalog.wcc.vccs.edu/content.php?catoid=8&navoid=205&hl=Student+Grievance+Procedure&returnto=search#grievance-procedure-for-students>.

F. Disruptive Students

The *Wytheville Community College Student Handbook*

(<https://catalog.wcc.vccs.edu/content.php?catoid=8&navoid=205&hl=Student+Conduct&returnto=search#campus-safety-and-security>) indicates in the Student Conduct section that a

student is considered to be a “responsible adult” and that a student’s conduct while in class, on campus, or a college-sponsored activity “should reflect that adult responsibility.” The great majority of students conduct themselves responsibly, but occasionally a student’s behavior may be outside the bounds of what is expected and can be considered “disruptive.” Disruptive behavior on the part of students is not acceptable and may subject the student to disciplinary action.

Faculty and Staff Role in Student Disruptive Behavior

If and when an individual from the faculty or staff is faced with student disruptive behavior, especially in a classroom setting, that individual may respond to the behavior in one or more of several levels.

Level One

Try to manage the disruptive behavior directly. Faculty members, for example, can manage minor disruptive classroom behavior such as excessive talking or inappropriate use of cell phones without the need for assistance or without the need to initiate disciplinary action. For most minor types of disruptive behavior, individual response is all that is needed.

Level Two

When efforts to manage disruptive behavior (Level One) are not successful or when disruptive behaviors appears to be out of hand, individuals from the faculty and staff should seek assistance from a supervisor or another appropriate individual.

Seek assistance from:

On-Campus/Day	Supervisor/Division Dean, or Dean of Student Success and Academic Development; Vice President of Academics and Institutional Advancement, or Associate Vice President of Finance and Administration
On-Campus/Night	Police Officer/Security Officer on Duty/Campus Police
Regional Site Classes	Regional Site Support Specialist (Staff) on duty
Other Sites	Site Facilities Specialist (Staff)

Level Three

If a student's disruptive behavior appears to be threatening to self or others, the individual should immediately seek assistance from Campus Police and/or 911. After such notification, the person reporting the disruptive behavior should notify his/her supervisor or a President's Cabinet member.

Student Disciplinary Action

Disruptive students may be subject to disciplinary action by the College. Examples of conduct for which a student may be subject to disciplinary action are listed in the *Student Handbook*

<https://catalog.wcc.vccs.edu/content.php?catoid=8&navoid=205&hl=Student+Conduct&returnto=search#campus-safety-and-security> under the Student Conduct heading. Any member of the College community, including members of the faculty and staff, can initiate disciplinary action. Faculty and staff may wish to consult with their supervisors or other responsible college personnel about which individual should initiate the disciplinary process.

H. Academic Freedom

Please refer to the VCCS website at <http://www.boarddocs.com/va/vccs/Board.nsf/Public> for information pertaining to academic freedom. VCCS Policy 3.05.5 outlines the Academic Freedom and Responsibilities. VCCS Policy 4.23.5 pertains to faculty sanctions and academic freedom. VCCS Policy 3.13.3.k pertains to Faculty Grievance Procedure and Academic Freedom.

I. Intellectual Property

Please see <http://www.boarddocs.com/va/vccs/Board.nsf/Public> for additional information on the following items:

- a. Intellectual Property Policy and Procedures
- b. Intellectual Property Guidelines
- c. Intellectual Property Definitions
- d. Applicability of Intellectual Property Policy
- e. Ownership of Intellectual Property
- f. Student-Developed Intellectual Property Materials
- g. Sponsor-Supported Intellectual Property Efforts
- h. Intellectual Property Consulting Work
- i. Administration of Intellectual Property Policy
- j. Intellectual Property Interest Notification
- k. Protection of Intellectual Property Use and Commercialization of Intellectual Property
- l. Intellectual Property Royalty Provisions
- m. Intellectual Property Dispute Resolutions
- n. Transfer of Intellectual Property
- o. Intellectual Property Reporting Requirements

J. Field Trips

The instructional philosophy of Wytheville Community College support the integration of classroom, laboratory, and field experiences in the belief that relevant education is good education. Therefore, selected learning experiences may be provided at a site other than the campus.

Transportation of students to and from the College and such sites in College vehicles must be scheduled and approved in advance, in writing, through the appropriate administrator.

All trips related to student activities should be cleared through the Dean of Student Success and Academic Development Office. Expenses for student activities trips may be paid out of student activity funds in accordance with official policies and procedures established to govern the express expenditure of these funds. Trip sponsors should have each participant complete the Student Travel Assumption of Risk and Student Assumption of Risk forms, which can be obtained from the faculty share folder on the P drive, Student Forms folder. A copy of each completed form should be kept with any permanent records for that event, as well as a copy submitted to the Dean of Student Success and Academic Development.

V. Grading

A. Grading System

Grades of A, B, C, D, P, and S are passing grades. Grades of F and U are failing grades. These, along with the R, I, X, and W grades are given more detailed explanation in the *WCC Student Handbook*. Normally, if a student transfers to a four-year college or university, only grades of A, B, and C will be accepted for credit in courses equivalent to those offered at the four-year college or university. In addition, only grades of A, B, or C will transfer between VCCS community college.

The recommended numerical range of each letter grade is as follows:

- A – 91-100
- B – 81-90
- C – 71-80
- D – 61-70
- F – 60 or below
- I – Incomplete
- W – Withdraw

Instructors are not required to follow this recommended scale; however, if an instructor plans to deviate from this range, students must be informed in the syllabus of the intended scale at the beginning of the term.

Final grades must be posted to the SIS web site no later than the due date at the end of the term, as published in the official academic calendar.

B. Grade Reports

Students can access their grades online via MyWCC in the Student Information System (SIS) tile. <https://identity.my.vccs.edu/idp/AuthnEngine#/authn>. Grade reports are not mailed to students.

C. Pass/Fail Policy

P – (Pass) No grade point credit; applies only to non-Developmental Studies courses.

R – (Re-Enroll) No grade credit (indicates additional time is needed to complete the Developmental course).

S – (Satisfactory) No grade point credit, applies only to Developmental Studies courses.

U – (Unsatisfactory) No grade point credit; applies to Developmental Studies courses and courses with P/U option.

W – (Withdrawal) No credit. Student withdrawal from a course without academic penalty may be made within the first 60% of a semester and the student will receive a grade of “W.” After that time, the student will receive a grade of “F,” except in rare, documented circumstances. A copy of this documentation must be placed in the student’s academic file.

X – (Audit) No credit (permission of the instructor and Division Dean is required to audit a class).

The grade point average (G.P.A.) is determined by dividing the total number of grade points earned in courses by the total number of credits attempted.

D. Student Non-Attendance Policy

A student who has not attended any classes during the add/drop period will be dropped and deleted from the course. (See **Appendix O**-WCC Student Non-Attendance Instructions).

E. Auditing a Course

A student may, under certain circumstances, register to “audit” a course. One who audits a course attends classes, but is not required to take examinations and, therefore, receives no credit. To register as an audit student, one must get permission from the instructor and the Division Dean and pay the normal tuition for the course. Students are allowed to audit courses only on a space-available basis and with reasons acceptable to the instructor and Division Dean.

An example of an acceptable reason would be to improve the student's background in a course he/she has taken previously but from which he/she does not feel adequately prepared to undertake an advanced course.

Audit is not a right and will be permitted only when it is clear that the decision is in the best interest of the student auditing, other students, and the College. Since audited courses carry no credit, they do not count as a part of the student's course load nor are they eligible for financial aid. A student who registers to audit a course but then decides to take it for credit must change his/her registration by the last day to drop a course and receive a tuition refund. Changes from credit to audit must be made by the last day to drop a course and receive a tuition refund.

F. Incomplete Grade

The "I" grade is to be used only for verifiable unavoidable reasons that a student is unable to complete a course within the normal course time. To be eligible to receive an "I" grade, the student must (1) have satisfactorily completed more than 60% of the course requirements and attendance and (2) must request the faculty member to assign the "I" grade and indicate why it is warranted. The faculty member has the discretion to decide whether the "I" grade will be awarded. Since the "incomplete" extends enrollment in the consultation between the faculty member and the student.

In assigning the "I" grade, the faculty member must complete documentation that (1) states the reason for assigning the grade; (2) specifies the work to be completed and indicates its percentage in relation to the total work of the course; (3) specified the date by which the work must be completed; and (4) identifies the default (B, C, D, F, P, R, or U) based upon course work already completed. Completion dates may not be set beyond the subsequent semester (to include summer term) without written approval of the chief academic officer of the campus. The student will be provided a copy of the documentation.

Upon completion of the work, a Change of Grade Form should be sent by the instructor to the Registrar's Office and copied to the Division Dean.

All "I" grades that have not been changed by the faculty member through the normal grade change processes are subsequently changed to the default grade assigned by the faculty member. An "I" grade will be changed to a "W" only under documented mitigating circumstances which must be approved by the Vice President of Academics and Institutional Advancement.

Faculty members are further reminded that students may withdraw from a course without academic penalty and receive a "W" during the first nine weeks after the beginning of the semester (for regular session). After that time, the student will receive a grade of "F" except

under mitigating circumstances that must be documented. A copy of the documentation must be placed in the student's academic file. This written documentation must be received in the Admissions Office before the deadline to turn in grades. The "W" grades for all students who withdraw after the nine week period and who do not have the proper documentation, will be automatically changed to an "F" grade.

The assignment of grades is the responsibility of the instructor.

G. Student Withdrawals

Students may withdraw from a course without academic penalty during the first 60% of that course's term and receive a grade of "W." For a standard 15-week academic term, a student may withdraw within the first nine weeks after the beginning of the semester. The latest date that a student can withdraw from a class is called "last date to withdraw without academic penalty." After this date, the student who withdraws will receive a grade of "F" or "U" (for Developmental courses) except under mitigating circumstances. Late withdrawals involving mitigating circumstances must be documented and approved by the Division Dean and a copy of the approval and documentation must be placed in the student's academic file. A student may also receive a grade of "W" through the Instructor Initiated Withdrawal Policy, below.

A student may not receive a "W" grade unless that student has completed the withdrawal process or a faculty member has withdrawn him/her through the Instructor Initiated Withdrawal Policy. Consequently, faculty members should not assign a "W" grade when completing the grade roster at the end of a class.

See <https://www.wcc.vccs.edu/adding-dropping-withdrawing> for the VCCS Policy governing student withdrawals.

VCCS Withdrawal Policy

A student may withdraw from a course without academic penalty during the first 60% of an academic term/session. For purposes of enrollment reporting, the following procedures will apply:

1. If a student withdraws from a case prior to the termination of the add/drop period for the session, the student will be removed from the class roll and no grade will be awarded.
2. After the add/drop period, but prior to the completion of 60% of an academic term/session, a student who withdraws from a course will be assigned a grade of "W."
3. After that time (60% of the academic term/session), if a student withdraws from a course, a grade of "F" or "U" will be assigned. Exceptions to this policy may be made under

mitigating circumstances; such circumstances must be documented, submitted to the appropriate Division Dean and a copy of the documentation placed in the student's academic file.

A grade of withdrawal implies that the student was making satisfactory progress in the course at the time of the withdrawal, the withdrawal was officially made before the deadline date published in the College calendar, or that the student was administratively transferred to a different program.

H. Instructor Withdrawal Policy

The Instructor may withdraw a student from a course without academic penalty ("W" grade) during the withdrawal period for that course when the following conditions are met:

- a. The number of student absences equals twice the number of weekly meetings of the class, and
- b. The student grade at the time of the absence is "D," "F," or "U."

Any student who meets the conditions described above may be withdrawn after the last date to drop (usually 14 calendar days in a normal session) and during the first 60% of an academic term/session. The student may appeal the withdrawal to the instructor. The instructor's decision to reinstate or not will be based on the circumstances and the student's status in the class.

I. Final Examinations

It is the policy of the College that final examinations are required in all courses except those that are skill/competency-based (specific psychomotor skill levels to be achieved) and courses where the final examination and the completion of the course may occur at any time during the semester (Developmental Studies).

All students will be expected to take examinations at the regularly scheduled times. No exceptions shall be made without the permission of the Vice President of Academics and Institutional Advancement or another appropriate academic administrator and the Instructor of the course.

Faculty members may exercise the option of waiving a final examination providing the student has an "A" average just prior to exam time (within one week of the end of the classes and after the last major test), the final examination is not a major part (more than 25%) of the student's course grade, and providing that this option is a part of the faculty member's course evaluation plan provided at the beginning of the semester.

J. Posting of Grades by Faculty and FERPA

The public posting of grades is prohibited.

K. Independent Studies

1. Definition: An independent study is a course that meets the following criteria:
 - Offered outside of the traditional constraints of a scheduled day, hour, and classroom;
 - Has an enrollment of 5 or fewer; and
 - Would otherwise be cancelled by the Division Dean/Administrators
2. The procedure for offering an independent study is as follows:
 - An Independent Study course will be offered only in extenuating circumstances
 - An Independent Study course must be approved by the participating faculty and the appropriate Division Dean. Approval must be in writing on the registration form.
 - An agreement form outlining the conditions and requirements of the course must be filed in the appropriate Division Dean's office. The agreement must be filed by the end of the "add" period for that course. It is understood that the course content, the material covered, and the evaluation requirement should be comparable to the traditionally scheduled class.

L. Academic Records

The retention and disposal of student records is governed by Virginia Community College System policy. The student's academic file is retained for three years after the date of separation from the college. The student's academic file is retained for three years after the date of separation from the college. The student's permanent record (transcript) is the only official document of a student's academic history and is retained permanently.

VI. STUDENT SUCCESS AND SUPPORT

A. EAB Navigate

WCC student success management system links students and the services such as tutoring, faculty advising, Project AIM advising and Student Services of the 1-Stop. These services are designed to support WCC students in attaining their educational goals through easy access to faculty and staff.

B. Early Alert

During the fifth week of the standard fifteen-week semester, instructors will utilize the EAB Navigate Early Alert system to report all students earning below a “C” grade. **Note: The timeframe differs for the various summer terms and for courses that do not follow the traditional fifteen-week semester schedule.**

Faculty advisors, counselors, and students will receive these reports via email and advisors will schedule meetings with their advisees to discuss students’ academic standings.

Faculty should contact those students who are having difficulty (including those with excessive absences) for a conference and offer their best advice and help. Faculty should try to do everything possible to assist students who are having problems in classes early in the semester.

Early alerts can be raised at any point in the semester to alert a student and his/her advisor to any difficulty the student may be having in the course, such as attendance concerns, test success, failure to submit assignments on time, etc. When an alert is raised, the student, the student’s advisor, and any persons associated with the student’s academic performance. (Project Aim counselors, etc.) will receive a copy of the email. Academic advisors should contact students who have had an alert raised to discuss how best for the student to proceed to ensure academic success. (See **Appendix N**, *WCC Enrollment Request*, **Appendix O**, *WCC Student Non-Attendance Form*, **Appendix P**, *WCC Instructor Initiated Withdrawal Form*, **Appendix Q**, *WCC Incomplete Grade Form*).

C. Club Sponsorship

Faculty or staff members may act as sponsors for student organizations or clubs. Student club or organization sponsors have the following responsibilities:

- a. Have a thorough knowledge of the nature and objectives of the organization.
- b. Express belief and enthusiasm for the sponsored club and its mission.
- c. Be willing and make efforts to attend all meetings of the club, along with meetings of club committees.
- d. Enforce cooperation and teamwork between the organization and the advisor(s).
- e. Serve as a general resource for the club by enforcing college policies and procedures within the club or all planned activities.
- f. Develop a successful line of communication with the Student Activities Coordinator and the Dean of Student Success and Academic Development with all club activities and operations.
- g. Report any issues, problems, concerns, or suggestions that arise within the club to the Student Activities Coordinator.

- h. Initiate and encourage student input, leadership, and participation in all club activities and functions.
- i. Serve as a constructive listener and critic for students in order to meet all goals and objectives of the organization.
- j. Assist with the setup and logistics of planned meetings and activities.
- k. Encourage club members to increase awareness of club activities through the services of the Public Information Office and Student Services.
- l. Keep accurate records of club activities, such as meeting agendas, minutes, club activities, budget expenditures, etc.
- m. Oversee club fundraising activities, cash collection and verification, preparing deposits, and submitting to the WCC Business Office.
- n. Organize, arrange, and meet all travel and expenditure requirements set forth by the college for club activities involving travel.
- o. Complete the Student Club/Organization Information Form and Budget Request Form by the end of the Spring Semester in order to receive continued funding.

D. Learning Resource Center

The Learning Resource Center services are located as follows:

LRC (Library)	101 Smyth Hall	(276) 223-4743
IT/AV Department	244 Grayson Hall	(276) 223-4746
1-Stop Student Services Center	100 Bland Hall	(276) 223-4825

Hours of Operation

The LRC, which houses the Academic Resource Center, is open during the regular session from 8:00 a.m. to 5:00 p.m., Monday through Friday.

All persons desiring to check out materials from the LRC are required to have a special identification card which carries a barcode. Identification cards are available in the 1-Stop Student Services Center in Bland Hall.

E. Library Services

Course-Related Instruction

Library staff are available to assist students in searching for materials to complete projects. Librarians can provide students with assistance in critically evaluating sources for relevance and objectivity. The LRC staff is available to assist with both print and online searches for

materials. Electronic resources can be assessed through both VCCS and VIVA (Virtual of Library of Virginia) services. Please contact the Coordinator of Library Services 276-223-4744 or 56-5744 on campus for assistance.

a. On WCC Campus

The materials in the library include print, non-print, and electronic media. Faculty members may check out books and audio-visual materials for two weeks. These materials may be renewed for two weeks if a hold has not been placed on them.

Requests for materials to be placed on reserve should be made at least two days prior to the assignment. Personal copies of books or other materials put on reserve by faculty will be protected and circulated as library holdings, but risk of loss or damage will be assumed by those placing materials on reserve.

Varied resources and services are available in the library. Faculty members are encouraged to avail themselves of these services and to request assistance of the library staff at any time. Faculty members are encouraged to participate in book selection, particularly in their area of specialization, in order to maintain an updated collection. Instruction in the use of the LRC materials and equipment is available upon request. These services will be provided either in the classroom or in the library itself.

Interlibrary loan services are available to faculty members wishing to obtain materials that are not in the WCC collection.

b. Regional Sites

Library services and resources are available on-campus and through the library homepage – <http://www.wcc.vccs.edu/library>. The library's catalog may be accessed through the homepage, as well as numerous electronic databases which support many subject areas. To access the licensed databases, students and faculty must follow the instructions for remote access on the homepage. Inquiries regarding library services and resources may be referred to the library staff by e-mail or by using the toll-free telephone number for the College (1-800-468-1195).

Faculty members teaching in regional sites are encouraged to discuss their needs with the Library Coordinator (Smyth Hall, telephone 223-4744).

F. Instructional Technology/Audio Visual Services on Campus

Classroom audio-visual equipment not already contained on the classroom teaching stations or not present in a given classroom may be requested on a daily, weekly, or semester basis.

Requests for equipment should be made to the IT/AV Department a minimum of two days in advance so scheduling of equipment, delivery, and pickup can be made.

Audio-Visual equipment and services are to be requested through the School Dude “Helpdesk” icon on WCC computers:

<https://login.myschoolbuilding.com/msb?acctNum=290667109&productID=ITD>

Equipment placed in classrooms is to be removed only by IT/AV Department personnel. Please do not move equipment from classroom to classroom.

Orientation in the use and operation of the Audio-Visual equipment will be provided upon request by the IT/AV Department.

Development and production of A/V media and multimedia presentations for educational purposes may be provided by the IT/AV Department. Faculty members are encouraged to use the services of the IT/AV Department. (See **Appendix J**).

a. Regional Site

Audio-Visual equipment is available to faculty for off-campus use at the regional sites on a daily and weekly basis, if the instructional space does not include a fully equipped teaching station. Audio-Visual equipment and services are to be requested through the School Dude “Helpdesk.” Requests for off-campus loan of equipment must be approved by the Audio-Visual technician or the Audio-Visual supervisor. Equipment must be picked up and returned to the IT/AV Department. The responsibility of any loss or damage (including cosmetic) is placed solely on the requestor until the equipment is properly checked back into the IT/AV Department. Some types of equipment are not available for off-campus use and some equipment is in short supply. Equipment cannot be provided for campus use on a semester basis.

b. Requests for Taping Duplication

Request for off-air and off-satellite taping and audio/video tape duplication should be made through the IT/AV Department. Such tapes will not be added to the library collection and will be only retained as per the copyright fair use policy. The IV/AT Department adheres strictly to all copyright laws.

G. Course Publicity

Publicizing courses is an important part of any successful program. Individuals wishing to be involved with marketing of specific courses must work through and with the Wytheville Community College Public Information Office (223-4771).

H. College Email

All full-time and adjunct faculty must use a college-assigned or VCCS-assigned email address for all student communications in order for the college to comply with Federal FERPA guidelines. Reminder of deadlines and other information from the college will be sent to your official college-assigned or VCCS-assigned email addresses. Please check this address frequently.

I. Copyright Guidelines

All college employees are expected to obey the United States copyright laws in their use of print and audio-visual materials and electronic media. Illegal copies of copyrighted programs may not be made or used on equipment owned by the college. The legal protection of the college or the VCCS will not extend to employees who violate copyright laws. Employees should consult the learning resources staff for guidance as to the applicability of the copyright laws and education--fair use in specific circumstances.

J. 1-Stop Service Center

The 1-Stop Student Services Center (Room 100, Bland Hall) includes Advisors, Admissions, Testing, Tutoring, Financial Aid, and Student IDs and is available to students who need other help with their academic studies. The 1-Stop Student Services Center is staffed by peer-tutors who are available to work with each student on an individual basis or in small groups to help students become more proficient in their academic areas. Computers are available in the Library for student use.

The 1-Stop Student Services Center offers a variety of materials designed to assist students in making academic and career choices that affect future employment. Materials range from printed material to audio-visual sources; from job listings to resume preparation materials.

In addition, students will find a wide range of computerized interest inventories which may be administered and interpreted by a counselor at no cost to students. There is also a testing center in the 1-Stop Student Services Center.

K. Computer Support

The first stop for computer support is SchoolDude. The SchoolDude program is used for submitting requests for Computer Support and A/V Services. If you need assistance, you will need to submit a request using the SchoolDude System (See **Appendix J** for SchoolDude instructions). The HelpDesk email address (helpdesk@wcc.vccs.edu) is also still being monitored if you do not have access to

SchoolDude. If Internet or email service is not available, call ext. 56-4835 from any campus phone or 276-223-4835 from off-campus. The Information Technology Office is located in Grayson Hall, Room 250 if you want to talk to someone in person. (See **Appendix R**, WCC Computer Ethics Guidelines).

L. Students with Learning Disabilities

The Americans with Disabilities Act (ADA) states: --No otherwise qualified individuals with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.

“Otherwise qualified” in the ADA means that only those people who are able to meet the technical and academic qualifications for entry into a school, program, or activity are protected by the ADA. This means that accommodations which are a “fundamental alteration” of a program or which would impose an undue financial or administrative burden are not required.

The College has no responsibility for identification and evaluation of student with disabilities. If an evaluation is needed, the expense is the student’s responsibility.

Procedure for Requesting Reasonable Accommodations

It is recommended that the student provide documentation of his or her disability (and this may be required for accommodation approval (**Appendix K**)).

The student must:

- Meet the admissions requirement; application for admission; transcripts; and placement testing. If accommodations are needed for the placement test, the student must arrange services with the Disability Counselor prior to taking the test.
- Self-identify with the Disability Counselor in Student Services as soon as possible. It is best to self-identify prior to registering to allow for accommodations to be aligned prior to the start of courses.
- Arrange an appointment with the Disability Counselor in Student Services to determine if he or she qualified for reasonable accommodations.
- Provide appropriate documentation as needed to determine accommodation(s) needed.

- Request specific accommodation(s) as soon as possible. It is recommended doing so well in advance of the start of classes to allow time for accommodations to be developed and for any assistive devices to be provided, changes to the classroom environment be made, etc.
- Discuss the disability with his or her academic advisor and instructors and provide them with a copy of the request for accommodations.

Recommended Syllabus Statement

Students with Disabilities: Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Disability Counselor at (276) 223-4758 to establish eligibility and coordinate reasonable accommodations as soon as possible.

WCC abides by the Americans with Disabilities Act (ADA), which states: “No otherwise qualified individual with a disability shall, solely by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

“Otherwise qualified” in the ADA means that only those who are able to meet the technical and academic qualifications for entry into a school, program, or activity are protected by the ADA. This means accommodations that are a “fundamental alteration” of a program, or which would impose an undue financial or administrative burden are not required.

The college has no responsibility for identification and evaluation of students with disabilities. If an evaluation is needed, the expenses are the student’s responsibility. (If you are a student who would like to receive disability services, you will need to follow the procedures listed below).

M. Policy for Accident or Illness

First Aid (On campus)

The college is equipped with AED’s (defibrillators) on each floor of every building. Please be aware of the location of these units in case of an emergency. The college provides training on these units during in-service or upon request.

The college is not equipped to provide medical services on campus. Individuals who have minor injuries and are in need of bandages and antiseptic may find first aid supplies at the locations listed below:

Carroll Hall	Student Services 1-Stop Center in Bland Hall
Bland Hall	Student Services 1-Stop Center
Smyth Hall	LRC/Student Services Office
Galax Hall	Nursing Office
Grayson Hall	Workforce Development

Eye Wash stations and/or Emergency Shower Stations may be found in the following locations:

Wytheville Campus

Eyewash / Emergency Shower Type	
Fincastle 107 Biology	D
Fincastle 205 Med Lab	B
Fincastle 208 Biology	B
Fincastle 211 Chemistry	B
Galax 101 Dental Lab (1)	A
Galax 101 Dental Lab (2)	A
Galax 127 Dental Sterilization	A
Galax 128 Dental Clinic	A
Galax 121 Dental X-Ray	A
Grayson 131 Machine Tech.	C

WCC at the Crossroads Institute

Room 130 Welding	Type C
Room 211 Wet Lab	Type D
Room 213 Health Science Lab #1	Type D
Room 213 Health Science Lab #2	Type D

WCC at the Henderson

Room 217 Auditorium next to Stage Type E Portable Eye Wash Station

Type: A	Two head part of sink faucet
B	One head wand with hose at sink
C	Free standing eyewash and emergency shower combination
D	Two head wand at sink
E	Portable

First Aid (Regional Sites)

The Regional Site Coordinators are responsible for responding to medical emergencies at regional sites.

In all cases, a telephone and emergency number should be accessible to the site coordinators. First aid supplies and eye washes are located in the following locations:

WCC at Crossroads Institute and WCC at The Henderson.

Administrators at each of these sites are responsible for checking the first aid supplies twice a month and restocking if necessary.

Emergency

The procedures listed below are to be followed in all emergency cases (or possible emergency cases) involving accident or illness.

1. Keep the injured/ill person quiet and calm. Do not move or allow the person to be moved unless, if by allowing the person to remain stationary, the affected person is deemed to be in further danger.
2. Go to the nearest phone and call 911; be prepared to give the exact location of the victim and the nature and apparent severity of the injury or illness.
3. Call college switchboard (dial—0) and inform the operator of the situation and location—**THEN RETURN TO THE INJURED/ILL PERSON AND WAIT FOR PROFESSIONAL ASSISTANCE.**
4. Never administer assistance beyond the level of your training.
5. Never give medical advice unless you are trained to do so.
6. The switchboard operator is to:
 - Immediately notify Student Services, who will send someone to the location of the injured/ill person. Student Services will also be responsible for notifying the family, if necessary.
 - Notify Campus Police (56-4713) so they can assist the rescue squad in getting to the proper location.

Hospital

If an emergency rescue squad has been called to come to an ill or an injured party's assistance, determine from the driver of the ambulance the hospital that will receive the injured party. Contact the hospital to alert them that an emergency case will be coming from this college and the nature of the injuries, if possible.

Emergency Phone Number

For all emergencies, dial 911. Campus Police (276) 223-4713

Employees and work-study students are required to file an accident report form with the Human Resources Office or Campus Police immediately after an accident. Students are required to contact the Student Services Office. (See **Appendix L** for WCC's Accident Policy).

N. Weapons Policy

Wytheville Community College prohibits threats and acts of violence on college property, within college facilities, at any college-sponsored event; while engaged in college business, educational, or athletic activities, and while traveling in state vehicles. Prohibited conduct includes but is not limited to:

- Injuring another person physically;
- Engaging in behavior that creates a reasonable fear of injury to self or another person;
- Engaging in behavior that would subject a reasonable person to, and does subject another individual to, extreme emotional distress;
- Possessing, brandishing, or using a weapon while on state premises by students, except where possession is a result of participation in an organized and scheduled instructional exercise for a course, or where the student is a law enforcement professional;
- Possessing, brandishing, or using a firearm, weapon or other device by faculty or staff that is not required by the individual's position while on college/system office property or engaged in college/system office business; or in violation of law or other college/system office policy, except where the employee is a law enforcement professional.
- Brandishing, using or possessing a weapon without a permit to carry a concealed weapon by third parties while on campus in academic or administrative buildings, or

while attending a sporting, entertainment, or educational event, when specifically asked by the college to agree not to possess a weapon as a condition of attendance. This provision does not apply to law enforcement personnel.

- Brandishing or using a weapon by third parties with a permit to carry a concealed weapon while on campus in academic or administrative buildings, or while attending a sporting, entertainment or educational event, when specifically asked by the college to agree not to possess a weapon as a condition of attendance. This provision does not apply to law enforcement personnel;
- Intentionally damaging property;
- Threatening to injure an individual (including oneself) or to damage property;
- Committing injurious acts, motivated by, or related to, domestic violence or sexual harassment; and retaliating against any employee or student who, in good faith, reports a violation of this policy.

Consequences of Policy Violations:

1. Employees violating this policy will be subjected to disciplinary action up to and including termination and criminal prosecution using existing policies and procedures including Section 3 of the VCCS Policy Manual per DHRM Policy 1.60, Standards of Conduct. Additionally, employees who are identified as engaging in the use of threatening language or behavior may be required, as a condition of continued employment, to participate in a mental health evaluation as part of a threat assessment process, and receive approval from the mental health evaluator that they are not a risk to themselves or others.

2. Students violating this policy will be subject to disciplinary action as outlined in the college's Student Handbook and other college policies as appropriate. Additionally, students who are identified as engaging in the use of threatening language or behavior may be required, as a condition of continued enrollment, to participate in a mental health evaluation as part of a threat assessment process, and receive approval from the mental health evaluator that they are not a risk to themselves or others.

3. Visitors and third parties violating this policy will be subject to applicable, state, and federal laws, and associated regulations, and may be barred from the college/System Office at the college's System Office's discretion for violating this policy. For the complete policy, see VCCS Policy Manual Section 3.14.6 (<http://www.boarddocs.com/va/vccs/Board.nsf/Public> and click Policies Tab. You then can type in 3.14.6)

VII. LOGISTICS

A. Supplies and Equipment Requisition of Purchase

All requests from faculty for supplies or equipment purchases should be coordinated through the appropriate Dean.

B. College Emergency and Event Procedures

The College has developed and printed procedures for a variety of emergency events. Each classroom and office on campus and at off campus sites has the following procedures in the event of a college emergency.

1. Emergency Evacuation
2. Emergency Procedures for an Active Shooter Threat
3. Shelter-in-Place Procedure
4. Tornado Shelter Procedure

All employees are expected to know the location of these printed procedures in this work area (classrooms and offices) and to follow the appropriate procedures in the event of a college emergency.

C. Student Emergencies

Students will be called from class only in the event of emergency. All emergency numbers are listed below.

Emergency Phone Numbers

WCC at the Crossroads Institute	(276) 744-4974
WCC at the Henderson	(276) 783-1777
Wytheville Community College	(276) 223-4700 or 1-(800) 468-1195

Faculty

If a faculty member is forced to cancel a class at the last minute, the faculty member should contact each student in the class, the Regional Site Coordinator, (if applicable) the appropriate Dean, and the off-campus evening administrator.

Student

If a student needs to contact a faculty member, or if a student's family needs to contact him/her while classes are being instructed, he/she should contact the college's main switchboard at (800) 468-1195 or (276) 223-4700. The message will be relayed to the regional site when appropriate.

D. Parking Regulations

WCC provides open, on-campus parking facilities for faculty, administration, staff, and students. All are free to park in any space EXCEPT those spaces which are specifically reserved (for example, Handicapped, Hybrid Vehicle, or Visitor). Cars that are improperly parked are subject to towing at the owner's expense.

For safety reasons, there will be absolutely NO parking allowed along the roadway leading into the college from East Main Street. Everyone should park in designated parking areas.

Please check with Regional Site Specialists (Staff) concerning parking regulations at off-sites.

Students will be called from class only in the event of emergency. All emergency numbers are listed below.

Emergency Phone Numbers:

Bland County High School	(276) 928-1100
Carroll County High School	(276) 728-2125
WCC at the Crossroads Institute	(276) 744-4974
Fort Chiswell High School	(276) 637-3437
Galax High School	(276) 236-2991
George Wythe High School	(276) 228-3157
Grayson County High School	(276) 773-2131
Grayson County Vocational School	(276) 773-2951
Marion Senior High School	(276) 783-4731
Oak Hill Academy	(276) 579-2619
Rocky Gap High School	(276) 928-1100
Rural Retreat High School	(276) 686-4143

WCC at the Henderson	(276) 783-1777
Wytheville Community College	(276) 223-4700

If a student needs to contact a faculty member, or if a student's family needs to contact him/her while classes are being instructed, he/she should contact the College's main switchboard at (800) 468-1195 or (276) 223-4700. If the class is at a regional site, the message will be relayed to that regional site.

E. Inclement Weather

The college inclement weather schedule and related information is posted at:
<http://www.wcc.vccs.edu/inclement-weather-delayed-schedule>. (See **Appendix M**).

F. Use of Tobacco Products

Smoking is defined as any product or apparatus (such as an electronic or e-cigarette) that emits smoke or is designed to simulate smoking cigarettes or any other tobacco product. At this time, smoking is allowed in certain designated areas. In situations where there is no designated area, the smoker should be 25 feet from the closest building. The use of tobacco products is not permitted inside any WCC building including the WCC at the Crossroads Institute and WCC at the Henderson and no tobacco products are allowed in any of the classrooms at regional sites.

G. Use of College Bulletin Boards

The College bulletin boards are available to promote College events and to provide information of interest to College students and staff. To ensure that items posted on the bulletin boards are relevant and current, notices should be stamped in Student Services and marked with the date of posting. Persons hanging notices should remove them after announced events are completed or within 30 days to ensure that items on College bulletin boards are timely.

College bulletin boards should not be used to promote commercial enterprises or other activities unrelated to the College, its students, or staff.

For safety and cosmetic reasons, posters and announcements should not be hung on walls, doors or windows.

H. Where to Find Assistance

The following are suggested places to seek answers and/or solutions:

Audio-Visual materials	Audio-Visual Technician	Ext. 56-4746
Class rosters	Admissions and Records	Ext. 56-4701
Contracts	Division Dean/Human Resources	HR Ext. 56-4869
Counseling services	Student Services	Ext. 56-4758
Copies	Division Support Staff	
HR/Payroll	Payroll Office	Ext. 56-4870
Library Materials	Librarian	Ext. 56-4742
Non-attending students	Admissions and Records	Ext. 56-4701
Paychecks	Payroll Office	Ext. 56-4870
Purchases	Division Dean	
Students not on roster	Admissions and Records	Ext. 56-4701
Supplies	Central Receiving	Ext.56- 4768
Textbook orders	Division Dean/Bookstore	
Tutoring services	1-Stop Student Services Center	Ext. 56-4825

For other problems, seek assistance from a Dean or Regional Site Coordinator.

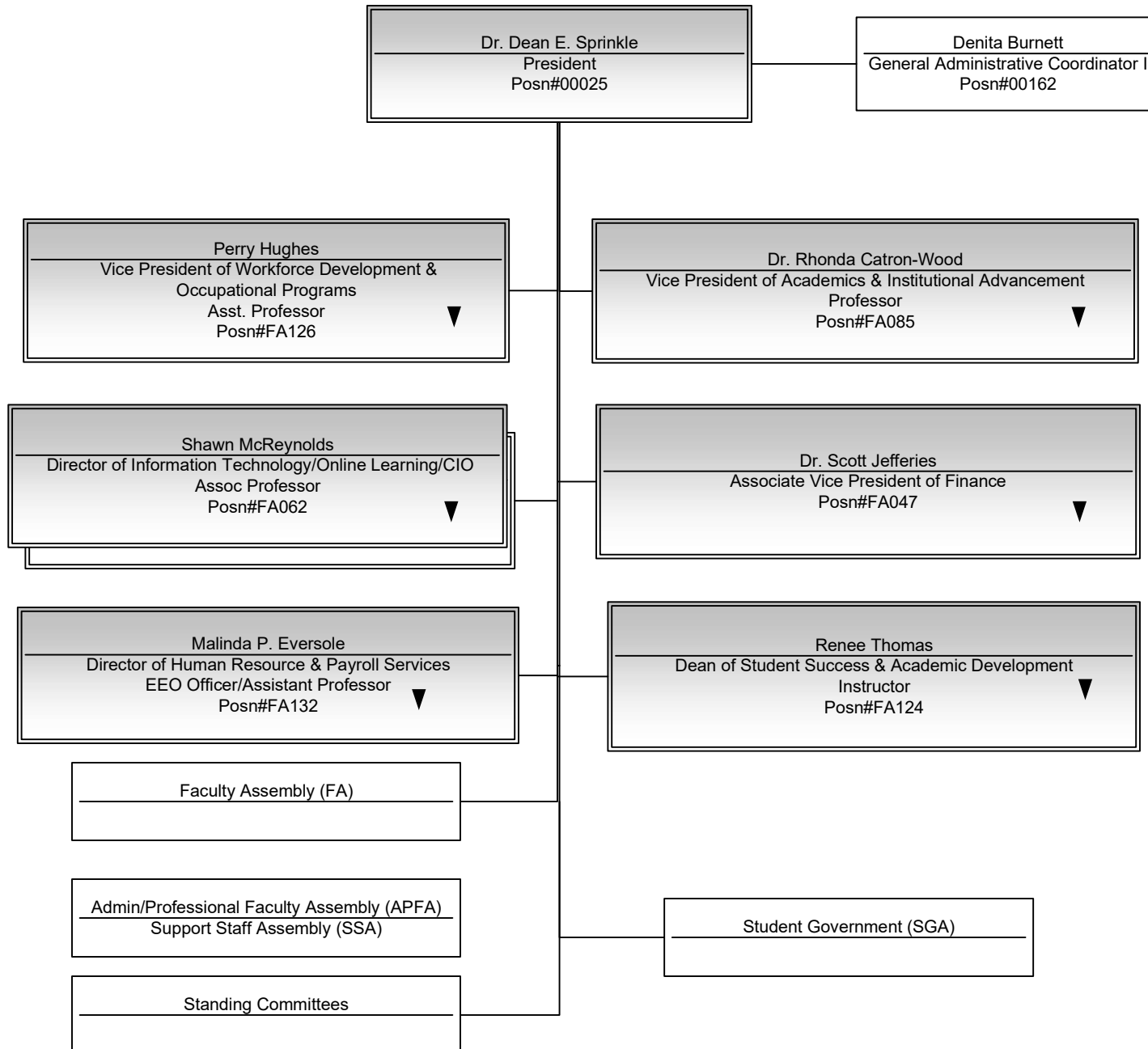
Appendix A

WCC Organizational Chart

Wytheville Community College

Organization Chart

August 3, 2022



Appendix B

WCC Annual Faculty Evaluation Timeline

APPENDIX B: ANNUAL FACULTY EVALUATION TIMELINE

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By Sep. 1	Dean/supervisor communicates first semester evaluation criteria and Performance & Professional Development Objectives.			
By Nov. 15	Faculty member completes assessment of Performance and Professional Development Objectives and self-evaluation for Fall semester.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and self-evaluation for current calendar year.	Faculty member submits assessment of Annual Performance and Professional Development Objectives and In last year of multi-year appointment self-evaluation for all years of the multi-year cycle.
By Dec. 1	Dean/supervisor completes Fall semester Performance and Professional Development Objectives assessment and summative evaluation.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Dean/supervisor completes evaluations for current calendar year.	Dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. Dean/supervisor completes evaluations for current calendar year.	In every year of multi-year appointment, dean/supervisor and faculty member complete assessment of Annual Performance & Professional Development Objectives for present calendar year and complete negotiations on Annual Performance & Professional Development Objectives for coming year. In last year of multi-year appointment, dean/supervisor

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
				completes evaluation for all years of the multi-year cycle.
By Dec. 15	For faculty member who receives a "Meets Expectations" rating, dean/supervisor communicates evaluation criteria for Spring semester.	For faculty member who receives a "Meets Expectations" rating, dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty, if applicable.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.	Dean/supervisor communicates evaluation criteria for next calendar year/evaluation cycle, as appropriate. Ad Hoc Appointment Advisory Committee meets to review documents of faculty.
By Jan. 15	Faculty and dean/supervisor receive student evaluation results from Fall semester. Dean/supervisor communicates to faculty second semester evaluation criteria and Performance & Professional Development Objectives.	Faculty and dean/supervisor receive student evaluation results from Fall semester.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.	Faculty and dean/supervisor receive student evaluation results from Fall semester. Faculty notified of non-reappointment decisions when applicable.

Date	Probationary First-Year Faculty	Second- and Third-Year Faculty	Senior One-Year Faculty (Beyond First Three Years)	Multi-Year Faculty
By March 1	Dean/supervisor completes second semester (Spring) evaluations.			
By Mar. 15	Faculty member who receives a "Does Not Meet Expectations" rating notified of non-reappointment decision.	Faculty member notified of non-reappointment decisions (when applicable).		
By June 1	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.	Faculty member and dean/supervisor receive student evaluation results from Spring semester.
By June 30	Faculty member receives appointment for the next academic year (if eligible).	Faculty member receives appointment for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives appointment for the next academic year (if eligible) and notification of one-year or multi-year appointment term as appropriate.	Faculty member receives appointment for the next academic year and notification of one-year or multi-year appointment term as appropriate.

Appendix C

WCC Annual Performance and Professional Development Objectives Faculty/Supervisor Agreement Form



WCC ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES FACULTY/SUPERVISOR AGREEMENT FORM

Guidelines and Instructions

Purpose: To promote high performance and continuous improvement in the areas of Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility with the goal of enhancing student success.

Guiding Principles:

- Annual Performance and Professional Development Objectives (APPDO) are integrated with Evaluation and with Reward and Recognition programs. They each provide inputs into one other.
- APPDOs are established each year for all faculty members regardless of the length of their appointment.
- Each faculty member should establish three to five objectives in one or more of the four performance domains: Teaching, Service, Scholarly and Creative Engagement, and Institutional Responsibility in consultation with their supervisor.
- The supervisor may add, cut, or modify APPDOs for the faculty member. In instances where the faculty member and supervisor disagree, they should work to resolve that disagreement, but the supervisor will make the final determination about which APPDOs will be assigned to the faculty member for the semester/calendar year.
- All four performance domain areas are not required each year, but it is expected that each one will appear at least once over a multi-year appointment period.
- All APPDOs should be clearly stated in one or two sentences.
- **All APPDOs should specify a specific outcome**, not describe an activity. Examples include “Incorporate service learning activities into my instruction” or “complete the redesign of my psychology course,” instead of “attend service learning conference” and “evaluate different ways of designing my course for distance learning.”
- APPDO statements should also include a list of appropriate activities that support the achievement of the objective as well as those activities that can be used to measure its progress or completion (e.g. Objective = Redesign X Course; supporting activities include review the literature on information literacy, evaluate instructional software, redesign syllabi, etc.).
- APPDOs fall into two separate categories: Performance or Development
 - Performance Objective: produce an outcome, product, or successful completion of a service activity, etc. during the year.
 - Development Objective: acquire knowledge, skill, or ability in a targeted area with a specific learning objective in mind as well as a description of how that objective will contribute to better performance.
- All faculty are expected to set technology APPDOs within the first three semesters as needed (refer to the technology APPDO section of the College evaluation plan).

Annual Performance and Professional Development Objectives Faculty/Supervisor Agreement Form

Faculty Name		Position Title	
Dean/Supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

I. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable):	

Objective I - Final Assessment

Faculty Member's Assessment:**Supervisor's Assessment:**

Faculty Name		Position Title	
Dean/Supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

II. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable):	

Objective II - Final Assessment

Faculty Member's Assessment:**Supervisor's Assessment:**

Faculty Name		Position Title	
Dean/Supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

III. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable):	

Objective III - Final Assessment

Faculty Member's Assessment:**Supervisor's Assessment:**

Faculty Name		Position Title	
Dean/Supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

IV. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable):	

Objective IV - Final Assessment

Faculty Member's Assessment:**Supervisor's Assessment:**

Faculty Name		Position Title	
Dean/Supervisor Name		Position Title	
Period Covered by These Objectives (semester/year):			

V. Objective Statement:	
Domain: ___ Teaching ___ Service ___ Scholarly and Creative Engagement ___ Institutional Responsibility	
Completion Date: ___ Fall Semester ___ Spring Semester ___ Other: _____	
Supporting Activities, Resources Required, & Target Dates:	
Measures of Success:	
Approval: ___ Yes ___ No ___ Revise	Schedule meeting to discuss goal ___ Yes ___ No
Supervisor Comments:	
Interim Assessment/Revision of Objective (if applicable):	

Objective V - Final Assessment

Faculty Member's Assessment:**Supervisor's Assessment:**

Objective Approval Signatures

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Interim Assessment/Objective Revision Signatures (if applicable)

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Final Assessment Signatures

Faculty _____ Date _____

Dean/Supervisor _____ Date _____

Appendix D

WCC Faculty Evaluation Form – Probationary First-Year Appointment



WCC FACULTY EVALUATION FORM—PROBATIONARY FIRST-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in each of the first two semesters of a teaching faculty member's probationary first-year appointment. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, probationary first-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. The dean/supervisor will communicate the expectations for probationary first-year faculty during the initial two weeks of the first semester of the first-year appointment (an in-person conference is recommended).
2. The dean/supervisor will explain to the probationary first-year faculty member the evaluation process, including the evaluation criteria, the first-and second-semester Performance and Professional Development Objectives, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Part 1: Faculty Member

FACULTY NAME:		EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:	

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
-------------------------------------	-------------------------------	---------------------------

Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN</p> <p><i>Definition:</i> Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, and instructional expertise).</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed</u>.</p> <p><i>Instructional Design</i></p> <ul style="list-style-type: none">• For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards.• Distribute the syllabus to students by the last day of the drop/add period for each course in the first semester of employment, and distribute the syllabus to students on or before the start date for each course in the second semester of employment.• Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes.• Design assessment strategies that effectively measure student achievement of prescribed course outcomes.• Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design.• For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement.	

Expectations	Comments
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ activities that foster cooperative learning among students. • Employ methods that facilitate active learning. • Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. • Foster communication with students outside of class meeting times. • Provide students with prompt feedback (usually within one week) on activities and assignments. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 	

Expectations	Comments
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. • Deliver effective instruction as measured by student performance on learning outcomes assessments. • Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise. • For second-semester faculty only: Analyze the previous semester's student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement and implement an action plan to accomplish that improvement. 	
<p>TEACHING DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input data-bbox="250 1772 302 1829" type="checkbox"/> <p>Expectations Met</p> </div> <div style="text-align: center;"> <input data-bbox="646 1772 698 1829" type="checkbox"/> <p>Expectations <u>Not</u> Met</p> </div> </div>	

Expectations	Comments
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member's formally recognized area of expertise.</p> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> Engage in and document at least one scholarly and/or creative activity. Activities may include, but are not limited to, conference attendance, participation in professional organizations, conference presentations, academic coursework, scholarly research, publications, and grant activity. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <p> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </p>	
<p>INSTITUTIONAL RESPONSIBILITY</p> <p><i>Definition:</i> Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.</p> <p><i>Standard:</i> The faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed</u>.</p> <ul style="list-style-type: none"> Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. Demonstrate satisfactory progress in developing the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS. Publish office hours and make oneself available for consultation with students and advisees during those 	

Expectations	Comments
<p>published hours throughout the semester.</p> <ul style="list-style-type: none"> • Fulfill responsibilities as an academic advisor to students (if applicable). • Satisfactorily participate in required department, division, campus, committee, and college meetings. • Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. • Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice. • Demonstrate knowledge of and adherence to college and VCCS policies. • Contribute to one's peer teaching community at the college. • Establish collegial working relationships with faculty, staff, and administrators. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input data-bbox="250 1031 302 1089" type="checkbox"/> <p>Expectations Met</p> </div> <div style="text-align: center;"> <input data-bbox="646 1031 698 1089" type="checkbox"/> <p>Expectations <u>Not</u> Met</p> </div> </div>	
<p>SERVICE</p> <p><i>Definition:</i> Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:</p> <ul style="list-style-type: none"> • College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college • College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. • Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee. 	

Expectations	Comments
<p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> Engage in one or more service activities. Activities may include, but are not limited to, participation in student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor's discipline, or service to a community organization. 	
<p>SERVICE DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input data-bbox="251 682 300 735" type="checkbox"/> <p>Expectations Met</p> </div> <div style="text-align: center;"> <input data-bbox="649 682 698 735" type="checkbox"/> <p>Expectations <u>Not</u> Met</p> </div> </div>	

Overall Evaluation of Performance

During the evaluation cycle the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

☐ **Meets Expectations**

☐ **Does Not Meet Expectations**

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each semester the faculty member will meet with the dean/supervisor to review previous and upcoming Performance and Professional Development Objectives established by the college for probationary first-year faculty. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to, progress on, assessment of, and reflection on Performance and Professional Development Objectives established by the college. • For second-semester faculty only: In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Performance and Professional Development Objectives for the following semester/calendar year evaluation. 	

Faculty Signature _____ Date _____

Evaluator Signature _____ Date _____

Appendix E

WCC Faculty Evaluation Form – Second/Third-Year Appointment



WCC FACULTY EVALUATION FORM—SECOND/THIRD-YEAR APPOINTMENT

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met in the second-year or third-year of a faculty member's initial appointment at the college. The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

During the evaluation cycle, second/third-year appointment faculty must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

Instructions

1. Do not use this form for first-year faculty; instead use the evaluation form for probationary first-year appointment faculty.
2. The dean/supervisor will communicate the expectations for second/third-year appointment faculty during the first two weeks of the first semester of the evaluation cycle (an in-person conference is recommended).
3. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Part 1: Faculty Member

FACULTY NAME:		EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:	

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN</p> <p><i>Definition:</i> Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <p><i>Instructional Design</i></p> <ul style="list-style-type: none"> • For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. • Distribute the syllabus to students on or before the start date for each course. • Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. • Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ activities that foster cooperative learning among students. • Employ methods that facilitate active learning. • Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. 	

Expectations	Comments
<ul style="list-style-type: none"> • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. • Foster communication with students outside of class meeting times. • Provide students with prompt feedback (usually within one week) on activities and assignments. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. • Deliver effective instruction as measured by student performance on learning outcomes assessments. • Deliver instruction effectively to foster student success as measured by student performance in related subsequent coursework and/or external tests or certifications (if applicable). • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving 	

Expectations	Comments
<p>summative and formative feedback to inform revisions to instructional expertise.</p> <ul style="list-style-type: none"> Analyze previous semesters' student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. 	
<p>TEACHING DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Expectations Met </div> <div style="text-align: center;"> <input type="checkbox"/> Expectations <u>Not</u> Met </div> </div>	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member's formally recognized area of expertise.</p> <p><i>Standard:</i> The faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> Engage in and document one or more scholarly and/or creative activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on second/third-year appointments. Activities may include, but are not limited to <ul style="list-style-type: none"> Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching. Present creative works in forums for which admission/acceptance is competitive. Participate in multiple activities of professional organizations. Present at professional conferences. Organize or lead workshops, seminars, or other training activities for one's peers. Earn graduate credits or a degree. Earn a professional or industry certification. Conduct scholarly research. Write, receive, or review job-related grants. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Expectations Met </div> <div style="text-align: center;"> <input type="checkbox"/> Expectations <u>Not</u> Met </div> </div>	

INSTITUTIONAL RESPONSIBILITY

Definition: Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.

Standard: The faculty member must demonstrate mastery of a significant majority of the bulleted criteria and satisfactory progress toward mastery of those criteria where improvement is needed.

- Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives.
- Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college and in the VCCS congruent with the performance of one/three-year appointment faculty.
- Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester.
- Fulfill responsibilities as an academic advisor to students (if applicable).
- Satisfactorily participate in required department, division, campus, committee, and college meetings.
- Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation.
- Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice.
- Demonstrate knowledge of and adherence to college and VCCS policies.
- Contribute to one's peer teaching community at the college.
- Maintain collegial working relationships with faculty, staff, and administrators.
- Engage in and document one or more institutional responsibility activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by other faculty on

<p>second/third-year appointments. Activities may include, but are not limited to</p> <ul style="list-style-type: none"> ○ Implement and facilitate the adoption by others of an innovative advising best practice. ○ Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project. ○ Actively participate on ad hoc college or VCCS committees/projects. ○ Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success. ○ Mentor a new full-time or new or returning part-time faculty member in one's department/division. ○ Engage in activities that strengthen relationships with K-12 or four-year school partners. ○ Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input data-bbox="337 1094 391 1150" type="checkbox"/> <p>Expectations Met</p> </div> <div style="text-align: center;"> <input data-bbox="922 1094 976 1150" type="checkbox"/> <p>Expectations <u>Not</u> Met</p> </div> </div>	

SERVICE

Definition: Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:

- College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college
- College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity.
- Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee.

Standard: The faculty member must meet the criterion below.

- Provide evidence of engagement in service activities consonant with the number of years of teaching experience, with the number of years of experience teaching in the VCCS, and with the high standards of performance demonstrated by second/third-year appointments. Activities may include, but are not limited to, student clubs/activities, attendance at college activities where participation is voluntary, service to professional organizations related to teaching or the instructor's discipline, or service to a community organization.

SERVICE DOMAIN EVALUATION

☐

Expectations Met

☐

Expectations Not Met

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

☐ Meets Expectations

☐ Does Not Meet Expectations

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college. • In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year. 	

Faculty Signature _____ Date _____

Evaluator Signature _____ Date _____

Appendix F

WCC Faculty Evaluation Form – Senior Faculty Appointment



WCC FACULTY EVALUATION FORM—SENIOR FACULTY APPOINTMENTS¹

Introduction

This form lists criteria dean/supervisors will use to evaluate whether or not expectations have been met over the entire course of a teaching faculty member's appointment term (one, three, or five years as appropriate). The expectations establish a demonstration and growth baseline for faculty performance that represents high standards with particular emphasis on performance in the teaching domain.

In every year during the evaluation cycle, the senior faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service

Instructions

1. The dean/supervisor will communicate the expectations for senior faculty near the start of the first semester of the evaluation cycle (an in-person conference is recommended).
2. The dean/supervisor will explain to the faculty member the evaluation process, including the evaluation criteria, the data sources for the evaluation, how a summative rating is determined, and the implications of summative ratings of "Meets Expectations" and "Does Not Meet Expectations," including potential impact on continued employment.

Part 1: Faculty Member

FACULTY NAME:		EMPLOYEE ID #:
DEPARTMENT/DIVISION:	PERIOD COVERED BY THIS EVALUATION:	

Part 2: Evaluator

<input type="checkbox"/> Supervisor	<input type="checkbox"/> Self	Printed Name of Evaluator
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¹ Senior faculty are those beyond the first three continuous appointment years; senior faculty may be on one-year, three-year, or five-year appointments.

Part 3: Performance Evaluation

Expectations	Comments
<p>TEACHING DOMAIN</p> <p><i>Definition:</i> Creating a learning environment that facilitates students' acquisition of knowledge and skills in a subject (i.e. instructional design, instructional delivery, instructional effectiveness, instructional expertise).</p> <p><i>Standard:</i> For each component of the teaching domain (instructional design, instructional delivery, instructional effectiveness, and instructional expertise) in every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed</u>.</p> <p><i>Instructional Design</i></p> <ul style="list-style-type: none"> • For each course section taught, develop and/or utilize a course syllabus (course policies and course calendar) that is complete, accurate, and compliant with college standards. • Distribute the syllabus to students on or before the start date for each course. • Select high-quality learning resources, such as textbooks, bearing in mind appropriateness, necessity, accessibility, and cost. • Design learning activities and materials that facilitate student engagement, active learning, critical thinking, and achievement of prescribed course outcomes. • Design assessment strategies that effectively measure student achievement of prescribed course outcomes. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional design. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional design, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional design activities consonant with the high standards of senior faculty, such as teach a course not previously offered at the college and/or in the VCCS, teach a course in a new delivery mode (e.g. online) that the instructor has not used to teach the course in the previous three years, teach a course not taught by the instructor in the previous three years, or substantially redesign a course that the instructor has taught in the previous three years. 	

Expectations	Comments
<p><i>Instructional Delivery</i></p> <ul style="list-style-type: none"> • Align course activities with target learning outcomes. • Employ activities that foster faculty-student interaction. • Employ activities that foster cooperative learning among students. • Employ methods that facilitate active learning. • Employ methods that develop students' high order cognitive skills, such as analyzing, evaluating, and creating. • Employ required texts and other resources, including resources designated as required by the department or division, to achieve instructional objectives. • Employ technology and other supporting materials to achieve instructional objectives. • Respond constructively and respectfully to student comments and questions. • Respond promptly (usually by the end of the next business day) to student phone, email, or other communications. • Foster communication with students outside of class meeting times. • Provide students with prompt feedback (usually within one week) on activities and assignments. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional delivery. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional delivery, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional delivery activities consonant with the high standards of senior faculty, such as adopt a new textbook or other core learning resource for at least one class; substantially alter a major test, written assignment or other assignment; substantially alter activities or introduce new activities that are substantially different from previous activities in one or more courses; or implement a substantially different pedagogy in one or more courses. 	
<p><i>Instructional Effectiveness</i></p> <ul style="list-style-type: none"> • Conduct timely assessments of student learning, including at least one assessment within the first two weeks of class. • Deliver effective instruction as measured by student performance on learning outcomes assessments. • Deliver instruction effectively to foster student success as measured by student performance in related subsequent 	

Expectations	Comments
<p>coursework and/or external tests or certifications (if applicable).</p> <ul style="list-style-type: none"> • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional effectiveness. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional effectiveness, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional effectiveness activities consonant with the high standards of senior faculty, such as implement a new activity to assess instructional effectiveness in a course, implement a new activity to assess instructional effectiveness for students after they exit a course, or utilize an existing assessment of instructional effectiveness in a substantially new way. For any of these activities demonstrate modifications to instructional design and delivery based on the results of the assessment. 	
<p><i>Instructional Expertise</i></p> <ul style="list-style-type: none"> • Demonstrate currency in academic discipline. • Demonstrate currency in methods of teaching and learning. • Demonstrate currency in instructional technology. • Follow college policies and procedures for administering and encouraging participation in student surveys of instruction in all course sections taught for the purpose of receiving summative and formative feedback to inform revisions to instructional expertise. • Analyze previous semesters' student ratings of instruction and other student feedback about instructional expertise, identify areas for improvement, and implement an action plan to accomplish that improvement. • Engage in instructional expertise activities consonant with the high standards of senior faculty, such as activities to advance one's instructional expertise in the instructor's academic discipline and activities in the area of teaching effectiveness. Provide evidence for how the instructional expertise activities changed instructional design, instructional delivery, and/or instructional effectiveness. 	
<p>TEACHING DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input data-bbox="337 1724 389 1780" type="checkbox"/> <p>Expectations Met</p> </div> <div style="text-align: center;"> <input data-bbox="919 1724 971 1780" type="checkbox"/> <p>Expectations <u>Not</u> Met</p> </div> </div>	

<p>SCHOLARLY AND CREATIVE ENGAGEMENT</p> <p><i>Definition:</i> Activities specifically associated with the faculty member's formally recognized area of expertise.</p> <p><i>Standard:</i> In every year of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in and document one or more scholarly and/or creative activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Publish in peer-reviewed forums in one's academic discipline or the general area of college teaching. ○ Present creative works in forums for which admission/acceptance is competitive. ○ Participate in multiple activities of professional organizations. ○ Present at professional conferences. ○ Organize or lead workshops, seminars, or other training activities for one's peers. ○ Earn graduate credits or a degree. ○ Earn a professional or industry certification. ○ Conduct scholarly research. ○ Write, receive, or review job-related grants. 	
<p>SCHOLARLY AND CREATIVE ENGAGEMENT DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Expectations Met </div> <div style="text-align: center;"> <input type="checkbox"/> Expectations <u>Not</u> Met </div> </div>	
<p>INSTITUTIONAL RESPONSIBILITY</p> <p><i>Definition:</i> Performing assigned or presumed duties according to one's role at the college. These activities support and advance both the mission of the VCCS and the college to enhance the effective functioning of the college - including the business processes (i.e. advising students, adherence to college and VCCS policy, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarly and Creative Engagement, or Service, and the activity is job related, then it should be counted in the Institutional Responsibility domain.</p> <p><i>Standard:</i> In every year of the appointment term the faculty member must demonstrate <u>mastery of a significant majority of the bulleted criteria</u> and <u>satisfactory progress toward mastery of those criteria where improvement is needed.</u></p> <ul style="list-style-type: none"> • Satisfactorily participate in the development and execution of Annual Performance and Professional Development Objectives. • Demonstrate the knowledge, skills, abilities, and behaviors representative of teaching faculty excellence at the college 	

<p>and in the VCCS congruent with the performance of five-year appointment faculty.</p> <ul style="list-style-type: none"> • Publish office hours and make oneself available for consultation with students and advisees during those published hours throughout the semester. • Fulfill responsibilities as an academic advisor to students (if applicable). • Satisfactorily participate in required department, division, campus, committee, and college meetings. • Submit accurate and punctual attendance reports, grade reports, and other required department, division, and college documentation. • Satisfactorily perform assigned administrative, supervisory, leadership, or other non-teaching duties to include program review and assessment as required by SACS, other regulatory agencies, and/or ongoing best institutional practice. • Demonstrate knowledge of and adherence to college and VCCS policies. • Contribute to one's peer teaching community at the college. • Maintain collegial working relationships with faculty, staff, and administrators. • Engage in and document one or more institutional responsibility activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Implement and facilitate the adoption by others of an innovative advising best practice. ○ Take a leadership role in one's academic discipline or academic department/division at the college to include chairing a committee or leading a special project. ○ Actively participate on ad hoc college or VCCS committees/projects. ○ Take a leadership role in an activity or initiative that reaches out to staff, administrators, or faculty outside one's department/division to advance a cross-functional area approach to student service/success. ○ Mentor a new full-time or new or returning part-time faculty member in one's department/division. ○ Engage in activities that strengthen relationships with K-12 or four-year school partners. ○ Support the delivery of quality instruction in dual enrollment classes in the faculty member's discipline through activities such as mentoring of dual enrollment faculty, course content review, assessment activities, and classroom observation. 	
<p>INSTITUTIONAL RESPONSIBILITY DOMAIN EVALUATION</p> <div> <input type="checkbox"/> Expectations Met <input type="checkbox"/> Expectations <u>Not</u> Met </div>	

<p>SERVICE</p> <p><i>Definition:</i> Service is the quality participation and commitment to students, college and/or community organizations. Participation in these activities is not done for extra compensation, but is an expectation of one's activities as a professional educator. Activities in this domain are differentiated as follows:</p> <ul style="list-style-type: none"> • College Representation—Service activities that involve a direct connection between the faculty member who engages in the specific activity, and his/her position at the college • College Citizenship—Service activities that are in support of college or VCCS initiatives in which the participant is not in a leadership role for the activity. • Community Citizenship—Service activities that are indirect in which the employee is acting as a community resident who also happens to be a college employee. <p><i>Standard:</i> In every year of the appointment term the faculty member must meet the criterion below.</p> <ul style="list-style-type: none"> • Engage in and document one or more service activities consonant with the high standards of senior faculty. Activities may include, but are not limited to <ul style="list-style-type: none"> ○ Take the (co)sponsor role in a student organization. ○ Take a leadership role in a college or VCCS Foundation activity or participate in activities sponsored by the college or VCCS Foundation. ○ Attend college activities for which participation is voluntary. ○ Take a leadership or service role in one or more professional organizations. ○ Take a leadership role or active participant role in one or more community organizations. ○ Serve as a judge/juror for a community activity. 	
<p>SERVICE DOMAIN EVALUATION</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> <p>Expectations Met</p> </div> <div style="text-align: center;"> <input type="checkbox"/> <p>Expectations <u>Not</u> Met</p> </div> </div>	

Overall Evaluation of Performance

During the evaluation cycle, the faculty member must

- Demonstrate mastery of a significant majority of the individual criteria in each domain
- Demonstrate satisfactory progress toward mastery of those criteria where improvement is needed
- Demonstrate, through mastery and satisfactory progress as noted above, that expectations have been met in every one of the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.

☐ **Meets Expectations**

☐ **Does Not Meet Expectations**

Expectations	Comments
<p>ANNUAL PERFORMANCE AND PROFESSIONAL DEVELOPMENT OBJECTIVES</p> <p>Note: Each year the faculty member will meet with the dean/supervisor to review previous and upcoming Annual Performance and Professional Development Objectives. Information from those discussions will provide data points to inform evaluations in the four domains of Teaching, Scholarly and Creative Engagement, Institutional Responsibility, and Service.</p> <ul style="list-style-type: none"> • Document satisfactory attention to, progress on, assessment of, and reflection on Annual Performance and Professional Development Objectives established by the college. • In collaboration with the supervisor, establish specific, measureable, attainable, and relevant Annual Performance and Professional Development Objectives for the following calendar year. 	

Faculty Signature _____ Date _____

Evaluator Signature _____ Date _____

Appendix G

WCC Class Observation Assessment Form



WCC CLASS OBSERVATION ASSESSMENT FORM

DIRECTIONS

1. This form is intended for observations of face-to-face class meetings. For online class observations, the dean/supervisor should use Quality Matters™ or a similar rubric.
2. The dean/supervisor will review with the instructor the class observation process and expectations for the class observation.
3. The instructor should identify possible course(s), section(s), day(s), and time(s) for the class observation. The dean/supervisor will make the final decision about which class will be observed.
4. **Part 1: Background Information** on this form will be completed by the instructor and forwarded to the dean/supervisor observer at least 24 hours before the class observation.
5. **Part 2: Assessment** on this form will be completed by the dean/supervisor observer and returned to the instructor no more than one week after the observation.
6. **Part 3: Response** on this form will be completed by the instructor and returned to the dean/supervisor observer no more than one week after receiving the Part 2 Assessment.
7. The instructor and dean/supervisor observer will meet in person no more than two weeks after the class observation to discuss the class session, the assessment, and the instructor's response. The instructor and supervisor observer will identify both areas of excellence and areas of potential improvement in the instructor's practice. The instructor and supervisor observer will identify specific strategies for addressing areas of potential improvement.

Instructor Name		Position Title	
Supervisor Observer Name		Position Title	
Catalog/Section Number of Observed Class		Course Title	
Date and Start/End Times of Observation		Location	

PART 1: OBJECTIVES

(To be completed by the instructor at least 24 hours before the class observation.)

1. What are the <u>student learning outcomes</u> for this class session?
2. What methods will be used to foster <u>instructor-student interaction</u> ?
3. What methods will be used to foster <u>collaborative learning among students</u> ?
4. What methods will be used to facilitate <u>active learning</u> ?

5. What methods will be used to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating)?

6. What methods will be used to meet a diversity of learning styles?

7. What support materials (technology, media, handouts, etc.) will be used to achieve instructional objectives?

PART 2: ASSESSMENT

(To be completed by dean/supervisor observer no more than one week after the class observation.)

1. The instructor was prepared for the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
2. The instructor described the learning outcomes to students at the start of the class session.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
3. The instructor successfully interacted with students.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
4. The instructor facilitated student-to-student interaction to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
5. The instructor employed methods to facilitate active learning.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		

6. The instructor employed methods to develop students' high order cognitive skills (e.g. analyzing, evaluating, creating).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
7. The instructor employed methods to target a variety of student learning styles.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
8. The instructor effectively used support materials (e.g., technology, media, handouts, etc.) to achieve instructional objectives.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
9. The stated learning outcomes were achieved.		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		
10. The instructor summarized learning outcomes for the class session, explained how they connect to previous and to upcoming learning outcomes, and communicated to students, <u>both verbally and in writing</u> (e.g. through Blackboard, on the chalkboard, in the syllabus), the assignments due for the next class session(s).		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> PARTIALLY
Comments:		

11. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific instances where the instructor exceeded expectations. (If the instructor did not exceed expectations in any of the four areas, please note that.)

Comments:

12. Within the categories of (1) instructional design, (2) instructional delivery, (3) instructional effectiveness, and (4) instructional expertise, identify a total of 3-5 specific teaching behaviors the instructor could improve upon. (Note: A behavior targeted for improvement does not necessarily indicate subpar performance; instead, it may indicate the potential to further develop an excellence.)

Comments:

PART 3: RESPONSE

(To be completed by the instructor no more than one week after reviewing the completed Part 2 above.)

Instructor comments after reviewing Part 2 above or after meeting with the supervisor observer to discuss Part 2 above.

Comments:

Instructor Signature

Date

Dean/Supervisor Observer Signature

Date

Appendix H

WCC Faculty Reward and Recognition

Faculty Reward and Recognition

FACULTY REWARD AND RECOGNITION

In order to promote high performance and utilize the talent and potential of faculty, Wytheville Community College has developed a comprehensive Reward and Recognition plan. Nominations for Rewards shall be due by April 1 with awards being given at spring end-of-semester in-service. Nominations for Recognitions shall be due by November 1 and April 1 with awards being given at end-of-semester in-services, respectively.

A. Rewards

The College recognizes outstanding contributions of current faculty through the following awards. Each of these awards carries a significant monetary reward which will be determined each year by the Faculty Reward and Recognition Committee per item [C.6](#) below.

1. Outstanding Faculty Award

The Outstanding Faculty Award is given to a current teaching faculty member who exhibits exemplary performance, dedication, and commitment in two or more of the domains of Teaching, Institutional Responsibility, Scholarly and Creative Engagement, and Service.

In order to be eligible for this award, faculty must satisfy the following:

- received a “met expectations” for their most recent evaluation. During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives (APPDO), as documented by the dean/supervisor.
- be on a multi-year appointment
- not have received the award within the last five years.

In order for the nomination to be considered for selection by the committee, the following documentation is required:

- A completed nomination form (including a letter of recommendation indicating rationale for nomination)
- Approved and completed APPDO from the previous year’s evaluation must be submitted and include documentation of contributions in at least two of the evaluation domains (Teaching, Institutional Responsibility, Scholarly and Creative Engagement, and Service). Nominees may also submit additional portfolio information documenting such contributions.

- A letter of support from the supervisor of the nominee with verification of eligibility (Supervisor Checklist Appendix M). In the event that the supervisor is the nominator, an additional letter of support will be required.

The award includes a plaque and a monetary reward as determined by the Faculty Reward and Recognition Committee. A minimum of 50% of these funds are to be utilized for professional development initiatives including but not limited to study/travel abroad, pursuit of additional/enhanced credentialing by both tradition (post-graduate course work related to teaching and learning within the recipient's discipline) or non-traditional (areas of personal and/or professional development outside mainstream course work—for example National Endowment for Humanities Summer Seminar—Master Teacher Institutes)

The recipient of this award will then be the College nominee for the Chancellor's Award for Teaching Excellence (CATE) and the SCHEV Outstanding Faculty Award. If interested in pursuing the nominations, the nominee will be responsible for the submission of the requested information for each award with assistance from college personnel.

2. Excellence in Teaching Award

The Excellence in Teaching Award recognizes a current teaching-faculty member who demonstrates exemplary performance, dedication, and commitment to teaching. Recipients are selected based on criteria such as the person's ability to inspire students to perform beyond normal expectations, responsiveness to needs within and outside of class, contributions to improve the intellectual climate of the College, and the individual's depth and breadth of expertise, sensitivity, enthusiasm, and dedication.

In order to be eligible for this award, faculty must satisfy the following:

- received a “meets expectations” for their most recent evaluation. During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives (APPDO), as documented by the dean/supervisor.
- be on a multi-year appointment
- not have received the award within the last five years.

In order for the nomination to be considered for selection by the committee, the following documentation is required:

- A completed nomination form (including a letter of recommendation indicating rationale for nomination)
- Approved and completed APPDO from the previous year's evaluation must be submitted and include documentation of contributions in the evaluation domain of Teaching. Nominees may also submit additional portfolio information documenting such contributions.
- A letter of support from the supervisor of the nominee with verification of eligibility (Supervisor Checklist Appendix M). In the event that the supervisor is the nominator, an additional letter of support will be required.

The award includes a plaque and a monetary reward as determined by the Faculty Reward and Recognition Committee. A minimum of 50% of these funds are intended for use resulting in professional renewal through programs/activities whose outcomes involved innovative teaching and learning strategies/methods.

3. Faculty Service Award

The Faculty Service Award recognizes a current teaching-faculty member who demonstrates exemplary performance in one or more of the non-teaching domains (Institutional Responsibility, Scholarly and Creative Engagement, and Service). This award recognizes faculty who give the College exceptional service, other than teaching, in a manner that is beyond the normal expectations and above specific monetary compensation.

In order to be eligible for this award, faculty must satisfy the following:

- received a “meets expectations” for their most recent evaluation. During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives (APPDO), as documented by the dean/supervisor.
- be on a multi-year appointment
- not have received the award within the last five years.

In order for the nomination to be considered for selection by the committee, the following documentation is required:

- A completed nomination form (including a letter of recommendation indicating rationale for nomination)
- Approved and completed APPDO from the previous year's evaluation must be submitted and include documentation of contributions in one or more of the non-teaching evaluation domains (Institutional Responsibility, Scholarly and Creative Engagement, and Service). Nominees may also submit additional portfolio information documenting such contributions.

- A letter of support from the supervisor of the nominee with verification of eligibility (Supervisor Checklist Appendix M). In the event that the supervisor is the nominator, an additional letter of support will be required.

The award includes a plaque and a monetary reward as determined by the Faculty Reward and Recognition Committee.

4. Advancement of Instruction Award

The Advancement of Instruction Award is given to a current teaching faculty member who has made a significant contribution to the improvement of instruction at the College. There may be up to two awards given for this category. The improvement of instruction may be through innovative uses of technology or may not involve technology at all.

In order to be eligible for this award, faculty must satisfy the following:

- received a “meets expectations” for their most recent evaluation. During the intervening years of a multi-year appointment, faculty members will be deemed to have met expectations if their previous rating was “Meets Expectations.” Therefore, they will be eligible to participate in the college Reward and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives (APPDO), as documented by the dean/supervisor.
- be on a multi-year appointment
- not have received the award within the last five years.

In order for the nomination to be considered for selection by the committee, the following documentation is required:

- A completed nomination form (including a letter of recommendation indicating rationale for nomination)
- Approved and completed APPDO from the previous year’s evaluation must be submitted and include documentation of contributions in one of the four major evaluation domains (Teaching, Institutional Responsibility, Scholarly and Creative Engagement, and Service). Nominees may also submit additional portfolio information documenting such contributions.
- A letter of support from the supervisor of the nominee with verification of eligibility (Supervisor Checklist Appendix M). In the event that the supervisor is the nominator, an additional letter of support will be required.

The award includes a plaque and a monetary reward as determined by the Faculty Reward and Recognition Committee. The recipient(s) of this award will be nominated for the appropriate New Horizon’s Excellence in Education (EIE) award. If interested

in pursuing the nomination, the nominee(s) will be responsible for the submission of the requested information for the award with assistance from college personnel.

5. WCC Rising Star Award

The WCC Rising Star Award is given to a current faculty member who demonstrates exemplary service, dedication, and enthusiasm in support of the mission of the College and has fewer than five years of full-time teaching at the College (associate instructor rank does not qualify). There may be up to two awards given for this category.

In order to be eligible for this award, faculty must satisfy the following:

- received a “met expectations” for their most recent evaluation
- completed one full year of teaching (associate instructor rank does not qualify) at the College. Therefore, he/she will be eligible to participate in the college Rising Star Award and Recognition plan—unless they overtly fail to maintain acceptable college standards, including satisfactory performance on Annual Performance and Professional Development Objectives, as documented by the dean/supervisor.

In order for the nomination to be considered for selection by the committee, the following documentation is required:

- A completed nomination form (including a letter of recommendation indicating rationale for nomination)
- Approved and completed APPDO from the previous year’s evaluation must be submitted and include documentation of contributions in the Service evaluation domain and in one additional evaluation domain of Institutional Responsibility or Scholarly and Creative Engagement. Nominees may also submit additional portfolio information documenting such contributions.
- A letter of support from the supervisor of the nominee with verification of eligibility (Supervisor Checklist Appendix M). In the event that the supervisor is the nominator, an additional letter of support will be required.

The award includes a certificate, a monetary reward as determined by the Faculty Reward and Recognition Committee.

One recipient of this award will be selected by the Faculty Reward and Recognition Committee to serve as the College nominee for the SCHEV Rising Star award. If interested in pursuing the nomination, the nominee will be responsible for the submission of the requested information for this award with assistance from college personnel.

B. Recognition

Approximately 25% of the teaching faculty will receive certificates/recognition each semester. These awards, which are *de minimis* benefits, may have individual value up to \$50. Recognition awards will be more numerous than rewards.

To be eligible to receive these *de minimis* recognition awards for outstanding contributions, full-time faculty must satisfy the following:

- received “met expectations” in one or more of the domains (Teaching, Institutional Responsibility, Scholarly and Creative Engagement, Service).
- be current with their Annual Performance and Professional Development Objectives.

Nomination forms will be displayed throughout the college and online so that those desiring to make a recommendation can easily do so. All stakeholders in the organization—from student to custodial personnel can recognize members of the instructional team who make a difference in the life of the college. Those recommendations will be directed and cataloged with the office of the Vice President of Instruction and Student Services. From that office those recommendations would be vetted by the Faculty Reward and Recognition Committee formed by policy by the President. Those recommendations will be due by November 1 and April 1 with awards presented during the end-of-semester in-services.

C. Process

1. Nominations
 - a) Nominations for Rewards: A faculty member may be self-nominated, or may be nominated by any other employee of the college or VCCS. Eligibility will be validated by the supervisor of the nominee.
 - b) Nominations for Recognitions: A faculty member may be self-nominated, or may be by any member of the college, students, or any other stakeholders (which could be internal or external to the college). Eligibility will be validated by the supervisor of the nominee.
2. Nominators for rewards and recognitions must write a letter of nomination stating the reasons the candidate is being nominated for a specific award. The letter must be submitted to the Vice President of Instruction and Student Services in support of the nominee by dates specified.
3. The Vice President will inform the eligible faculty members of their nominations (in order for the nominee to provide additional documentation, if desired).
4. The President will appoint an ad hoc committee to review the nominations and select award recipients. The committee will be composed of teaching faculty. Faculty who have been nominated for an award will be eligible to serve on the selection committee but must recuse themselves from voting for themselves.
5. The committee will complete its work and forward names of the award recipients to the President by the specified date. Recipients will be announced at the end-of-semester in-services.

6. Estimated costs and/or value of the awards are subject to periodic review and may change depending on the type of award and the availability of funding. It is the responsibility of the President to include money for the awards in the annual budget. State funded salary increases may not be used as a funding source for the awards. The committee will work with the President to determine the value of the awards as the budget necessitates.
7. The selection committee will review the number of awards annually to ensure that 10-25% of the full-time teaching faculty are being acknowledged.
8. The budget monies for the awards will be distributed as follows:
 - a) 15% for *de minimis* items, to not exceed \$50 each
 - b) 22% for Outstanding Faculty Award, or \$500 (whichever is greater in value)
 - c) 15% for Excellence in Teaching Award, or \$500 (whichever is greater in value)
 - d) 12% for Faculty Service Award, or \$500 (whichever is greater in value)
 - e) 10% each (for 20% total) for Advancement of Instruction Awards, or \$500 (whichever is greater in value)
 - f) 8% each (for 16% total) for WCC Rising Star Awards, or \$500 (whichever is greater in value)

Cash or cash equivalent items provided by the employer are never excludable from income. Gift certificates that are redeemable for general merchandise or have a cash equivalent value are not *de minimis* benefits and are taxable. The Faculty Reward and Recognition Committee **should give due consideration to the potential for tax implications associated with certain types of awards. Recipients of faculty reward and recognition awards are responsible for any tax liabilities associated with acceptance of these awards. Specific information regarding *de minimis* benefits can be found at:** <http://www.irs.gov/Government-Entities/Federal,-State-&-Local-Governments/De-Minimis-Fringe-Benefits>

Appendix M

Supervisor Checklist for Faculty Rewards and Recognition

Name of Nominee: _____

Name of Supervisor: _____

Award of Nomination: _____

I verify that the following items apply to the abovementioned nominee:

_____ Letter of support from division dean (supervisor) included

_____ "Met Expectations" on most recent evaluation

_____ Professional development portfolio information is up to date

_____ Meets employment requirements for award (check the applicable item below)

☐ Nominee is on a multi-year contract

☐ Nominee has less than five years employment, but more than one year full-time

_____ Other: _____

Supervisor's Signature

APPENDIX I

Example of Master Course Syllabus for All Faculty

Syllabus Approval Flow

Dual Enrollment Process Outline

Syllabus Checklist for Faculty Leads & Program Heads



Wytheville Community College
CST 100-1H – HYBRID Principles of Public Speaking
FALL 2022 – 10 week Session

Contact Information

Mr. Tracy McAfee, Associate Professor
Smyth 136 – Main Campus
276-223-4838 (office)

Student Engagement Hours: Please see Canvas “Syllabus” tab and “Navigate” for specific hours.

Email: tmcafee@wcc.vccs.edu

Course (Catalog) Description

Applies theory and principles of public address with emphasis on preparation and delivery.

Course Materials

Required Textbook: *WCC CST 100 E-Textbook* - (Provided by the instructor electronically on Canvas)

Canvas: Supplemental Material

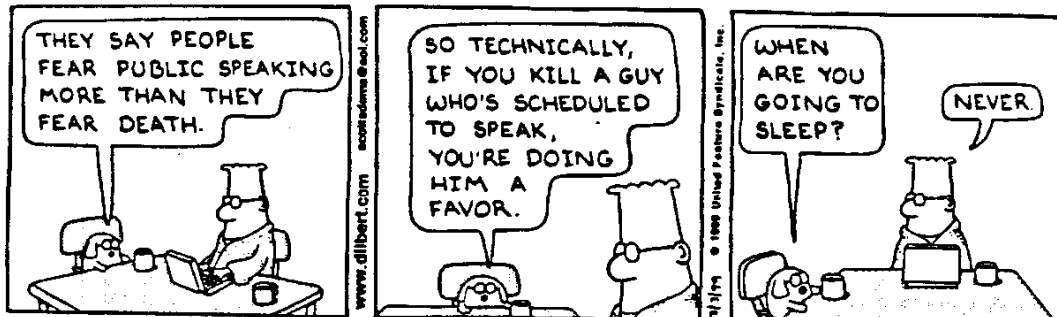
Equipment: Students must furnish their own recording device for speeches.
Students must also use a computer with a WEBCAM for testing

Course Learning Outcomes/Objectives

Upon successful completion of the course, the student should be able to:

1. recognize situations in which gender and cultures affect communication patterns.
2. distinguish the differences between verbal and nonverbal communication.
3. identify what is appropriate for the audience when preparing a presentation.
4. improve self-confidence through participation in activities and speeches.
5. prepare and present effective speeches.
6. apply active listening skills as a speaker as well as an audience member.

Dilbert® by Scott Adams



Method of Evaluating Student Achievement

Students will receive a final course grade (A, B, C, D, F) based on a variety of criteria such as test results, class participation, projects, written assignments, and oral presentations. Written quizzes and exams may include objective, short answer, and essay questions. There is an expectation that students will demonstrate a minimum of 60% mastery of the course objectives in order to pass the course. Evaluative measures of course objectives are at the discretion of each instructor. Measures are specifically described on the page(s) designated as "Course Information"

1. attendance and participation
2. quizzes and exams
3. conferences
4. presentations (practice & graded)
5. self-evaluation

WCC Student Links and Resources

It is the student's responsibility to be familiar with the current catalog and student handbook. Catalog/Student Handbook or http://www.wcc.vccs.edu/sites/default/files/WCC_Catalog_and_Student_Handbook.pdf)

VCCS/WCC Withdrawal Policy	Withdrawing from a course.	http://www.wcc.vccs.edu/adding-dropping-withdrawing
Americans with Disabilities Act (ADA)	Services available to persons with disabilities.	http://www.wcc.vccs.edu/disability-services
Inclement Weather/WCC Alert	Inclement weather policy and schedule.	http://www.wcc.vccs.edu/inclement-weather-delayed-schedule
Financial Aid Policy/Return of Funds Policy	Financial Aid Information and policy.	http://www.wcc.vccs.edu/financial-aid http://www.wcc.vccs.edu/return-funds-policy
Grievance Policy	Fair and guarantee due process for students.	http://www.wcc.vccs.edu/complaints
Title IX	Sexual harassment policy.	http://www.wcc.vccs.edu/violence-prevention-policy
Academic and Computer Integrity Policies	Cheating, plagiarism, other forms of academic dishonesty. Computer Ethics Guidelines.	https://catalog.wcc.vccs.edu/content.php?catoid=8&navoid=205#academic-and-computer-integrity-policies
Alcohol and Substance Abuse Policy	Drug and alcohol prevention program.	http://www.wcc.vccs.edu/alcohol-and-substance-abuse-policy
FERPA (Family Education Rights and Privacy Act)	Access to educational records.	http://www.wcc.vccs.edu/policies

Course Information and Policies

This is an hybrid course designed specifically for students whose learning styles are best served by providing instructional opportunities beyond the traditional classroom setting.

Public Speaking provides students with an understanding of the process of human communication in public speaking situations through the application of theory and principles of public address. Students will gain an overview of the process of public speaking, then learn the basic principles of speech preparation, and finally apply and adapt those principles when delivering various types of speeches.

This CST 100 class is a HYBRID course with many required “on-campus” meetings in order to perform the speeches. To satisfy the course requirements and learning objectives, each student must comply with the following technical requirements if this course is subject to transitioning to an online course due to circumstances. The following technology requirements and policies will apply at that point.

ALL SPEECHES IN THIS COURSE ARE PERFORMED IN FRONT OF THE CLASS – The only exception is when a class is canceled (OR DELAYED) due to weather related circumstances (for the practice (Minute Speeches) speeches only) and then the professor will issue a Canvas announcement with specific instructions such as “Submit your recorded speech to Canvas by midnight”.

IF THE CLASS HAS TO BE CONVERTED INTO A TOTALLY ONLINE COURSE, THEN THE FOLLOWING TECHNOLOGY REQUIREMENTS AND POLICIES WILL BE IN EFFECT:

Technology Requirements and Policies:

MINUTE SPEECHES (or Practice Speeches) **DO NOT** REQUIRE AN AUDIENCE OF **5-7** ~~10~~ ADULTS – Recording **MUST** show you from **head to toe and standing**.

GRADED SPEECHES (Informative, Demonstration and Persuasive Speeches) **DO** REQUIRE AN AUDIENCE OF **5-7** ~~10~~ ADULTS

Audience - Each student **MUST** deliver his or her speech in front of an audience of **at least 5-7** ~~10~~ adults (defined as 16 years old or older). No speech given without an audience (with at least **5-7** ~~10~~ qualified members) with the speaker speaking to the camera/camera operator will be accepted. Failure to adhere to this requirement will result in a grade of “0” for the speech. There will be no repeat submissions of any speech submitted by a student who fails to follow this requirement.

Recording – Each student is responsible for the necessary equipment to record presentations – Most students use a smartphone to record their speech. It is equally the student’s responsibility to record, compress (if necessary) and upload (using the **YOUTUBE Upload Instructions in Module 002**) all of the required speeches in a timely manner consistent with the due dates / time of the class. Wytheville Community College, the Online Learning and Instructional personnel, faculty, and staff will not be considered responsible for providing equipment, services, software or technical consultation in order for students to complete assignments. The professor is not responsible for providing IT support in recording, processing or uploading videos.

IF A CELL PHONE IS USED TO RECORD THE SPEECH, THE RECORDING MUST BE STEADY. IF THE RECORDING IS TOO SHAKEY, POINTS WILL BE DEDUCTED.

The video camera or recording device must be positioned behind the audience in order for the speaker and some of the audience to be clearly visible in the video. **The camera operator must pan (video) the audience before the speech begins to prove that there are at least 5-7 10 adults present.** It is each speaker's responsibility to ensure their camera operator includes the entire audience and all visuals used by the speaker in the video. **The camera operator must maintain a "head to foot" shot of the presenter – it is preferred that the camera not be in the very back of the room but equal to the last row of the audience... almost as if the camera were an audience member sitting in the room right behind the audience.** All visual aids must be large enough to be seen by every person in the audience - including the camera without zooming in for a close up shot of the visual aid. The student is responsible for the actions of the camera operator – if a rule is violated or policy is ignored.

Note: The speaker should not give the speech to the camera but speak to and make eye contact with the audience so therefore the speaker should be in front of the audience and the recording should not be showing a side view of the speaker but a front view and close enough so that I am able to see all body movements including facial expressions.

No presentation may be edited, dubbed, looped, or altered in any manner. Speeches that have been technically altered will receive a grade of zero. This is also considered a violation of the Academic Dishonesty policy and grounds for failure for the course.

Students will be given directions and access to upload their presentation in a secured YouTube repository where a link will provide the professor access and no one else unless the student shares their private link.

IMPORTANT - Each member of the audience will be required to sign in on an attendance sheet as a class affidavit (document download provided by the professor) **stating that the speaker delivered the speech only one time and that one recording is the first and only taping done of the speech. Failure to submit this signed form will result in point deductions for the speech.**

No student should "teleprompter" their speech by displaying the speech behind the video camera or anywhere else in the room and acting as though the speech delivery is extemporaneous. **This is cheating and speeches that are recorded in this fashion will receive a zero for the speech.** (Teleprompter speeches are notoriously easy to detect based on the simple eye movement patterns and constantly looking in a certain direction.) All speeches (there is a free gift for first person who claims it. go to the WCC Foundations Office in Smyth Hall on main campus and ask the desk person - or vice president, for the book that is about love. open the book and use this code: four eight six) must be delivered in the extemporaneous form – where the speech is prepared (using an outline supplied ahead of time (see due date/time to submit the outline BEFORE the speech), practiced and then delivered to the audience using notecards with key words/brief phrases only. After the speech has been concluded, the speaker will have the camera operator film all note cards used in the speech without a break in the recording to prove that those were the actual notecards used during the performance. **Any student who teleprompts a speech, reads from a manuscript, or an electronic device will receive a zero for the speech.**

Preview the taped speech before it is uploaded to the YouTube site. Make sure the picture is clear and the sound is audible. Poor quality submissions will be graded accordingly – see grading rubric for details. Only those speeches uploaded to the YouTube Private site and then pasting the link to Canvas will be accepted for grading. Speech submissions must meet FERPA (Family Educational Rights and Privacy Act) requirements. **Speeches submitted by email, or any other electronic means will not be accepted.** There are No Exceptions!

No assignment will be considered as complete if it does not comply with the requirements of this course regarding audience, setting and technical requirements.

Grade Penalties for Failure to Adhere to the Technical Requirements:

Delivering the speech solely to the camera – no audience	Grade of Zero “0” for the presentation
Videos that have been technically altered	Grade of Zero “0” for the presentation
Teleprompting or using an electronic device	Grade of Zero “0” for the presentation
Failure to show all audience members in the video at the beginning of the speech or failure to have at least 5-7 10 adults in the audience	Grade of Zero “0” for the presentation
Failure to upload the <u>Attendance and Audience Affidavit Record</u> to Canvas	-10 points
Poor quality video	- 10 points
(Poor quality may be defined as blurred, distorted, inaudible, uploaded upside down/sideways)	

POLICY FOR SUBMITTING SPEECHES AND LATE POLICY:

All speeches and assignments are due by their scheduled due dates. NO SUBSTITUTIONS may be made to any assignment and no extra credit work will be offered in lieu of missing a speech.

PLEASE NOTE THAT THE DEADLINE TIME FOR ALL SUBMISSIONS IS 8:00AM – 8:01am is “Late” and penalties apply

After you submit the speech to Canvas, **double check** to make sure you actually submitted it. If the link is not there or I cannot open it, you will receive a zero for the speech. It is very dangerous to wait and upload the speech the night before OR the day it is due. It is very easy for something to go wrong in the process of uploading... computer glitch, no internet access, etc. **I am very firm with the due date /time to be fair and consistent for all students.** I will accept late submissions within 24 hours of the original due date with a penalty of a letter grade deduction. **After the 24 hour late period window of submission, I WILL NOT ACCEPT THE ASSIGNMENT.**

Procrastination is a very common trait for students and I would encourage you to plan well in advance for the speech since you also have the technical aspect to worry about. Please do not ask me to change my policies for your situation. Proper time management is the student’s responsibility.

Excused Absence FOR MAJOR GRADED SPEECHES – a medical doctor’s excuse or a death in the immediate family is considered an “excused” absence on the days when the two graded speeches (Informative and Persuasive) are due. I will require documentation. Just being “sick” doesn’t qualify – it must be a major illness that requires medical attention. The instructor reserves the right to decide to grant a make-up or not.

Rarely do I ever grant extensions since students have plenty of time to complete assignments if they start when they should. “Life” does happen but by working ahead, you can be prepared for due dates and not have penalty deductions on your assignment because of lateness.

As stated earlier in the syllabus, Minute (practice) Speeches do not fall into this category and are not permitted to be made up regardless of the reason.

NOTE: Please do not ask me to make an exception for you since it is not fair to the other students who did the assignment on time. I want to be fair and consistent with all students.

Instructor Initiated Withdrawal

After the third week of a (16 week) course and until the 60% mark (last day to withdraw and receive a “W”), the instructor can use the Instructor Initiated Withdrawal Policy. A student who misses more than twice the number of weekly meetings of a course and is unsatisfactorily progressing (U, W, or F) can be withdrawn by the instructor by completing the Instructor Initiated Withdrawal form and submitting it to the Admissions office. Students can request re-entry into the course. Re-entry must be approved by the instructor. If the instructor utilizes this policy, it is included in the course syllabus.

Since attendance is not a valid measurement for online learning courses, a student may be withdrawn due to non-performance. Assuming that the student has completed the 2 initial postings (Introduction and Acknowledgment of the Late Policy) during the first week of classes, if the student has not completed any assignments during the next two weeks (Week 3), the professor will submit an “Instructor initiated Withdrawal” and remove the student from the course. The student will receive a “W” on their transcript. This MAY affect your Financial Aid and result in you having to pay back any financial aid you might have received. It is important to remain active in online courses just as you would with a normal “in-classroom” course.

Additional Course Policies

1. **Attendance is “expected”.** It is expected that you are an “active” learner and take responsibility for completing all assignments by the due date. Poor attendance will prevent the realization of the course objectives.
2. **Timing of correspondences and grading** – I will answer all emails within 24 hours (48 hours on the weekends) and assignments will be graded within a week of the due date. I typically do not answer emails **after 9:00PM or before 8AM.**
3. **Major Speech Assignments:** Students who omit both major presentations (speeches) **will not** receive credit for the course. **All topics for the major speeches will be approved before 24 hours of the day the major speeches start or the student will not be permitted to give the speech and will receive a zero.**
4. **Late Work:** If an assignment or speech is late, the grade will be dropped one letter grade. (Does not apply to Minute Speeches, Discussion Board postings, E-Conferences & Tests/Quizzes/Exams). Late submissions are only accepted within 24 hours of the original due date. Minute Speeches (practice speeches) cannot be made up.
5. **Quizzes:** **Students must use a computer/laptop with a webcam for all testing.**
A webcam /built-in camera is required when taking all tests/quizzes. All quizzes are taken using REPONDUS LockDown and Monitor software. Failure to do so will result in a zero for the quiz. There will be 14 quizzes worth 10 points. **QUIZZES CANNOT BE MADE UP. Plan ahead and take the quizzes early.** If you lose power or internet, students have gone to the WCC parking lots and/or any retail business like Walmart/Lowes to complete the quiz.
6. **MIDTERM / FINAL EXAMS:** **Both the Midterm and Final Exam are taken in the TESTING CENTER at any WCC location.** Hours are 8-5pm but you must begin the exam **no later than 4pm** since they will close at 5pm. You must bring a picture ID (student ID or driver’s license). You will use the Testing Center’s computers (and webcam) to login into your Canvas site and Respondus Lockdown software.

There is a **15 point penalty** for not taking the exam at the regularly scheduled day/time **regardless** of the reason. The student must notify the instructor within 24 hours for consideration. The instructor reserves the right to refuse the student’s request for a make-up exam. If a student is out of town or traveling, a local community college testing center will be acceptable if they are contacted at least 1 week prior to the exam date. Note: The local community college may not permit the proctoring so prior approval by the professor is mandatory.

7. **Dropping the Course**: It is the student's responsibility to drop the course if necessary and fill out the appropriate paperwork within the time schedule listed in the college's course offerings publication.

8. **Class Schedule**. The class calendar/schedule is tentative. It is subject to change depending on Individual classes and progress that is achieved.

9. **"COLLEGE CLOSED" OR "2 HOUR DELAY" POLICY** – If we are scheduled to meet as a class to do one of the practice speeches and the college closes or is on a 2 hour delay, **students will be required to record their minute speech at home and upload it to Canvas BY MIDNIGHT of that day**. Students must use the **YouTube Upload Instructions** (found in Module 002) to submit their speech and also include a link to the article that is used. Students who fail to submit a speech electronically will not receive credit for the assignment. Always check Canvas announcements when the college closes or is on a delay.

GRADES:

Quizzes (14 @ 10 pts)	140 (18%)	
Minute Speeches (5 @ 15 pts)	75 (10 %)	693 – 770 A (90-100%)
Midterm	100 (13 %)	616 – 692 B (80-89%)
Final	100 (13%)	539 – 615 C (70-79%)
Class Attendance/Participation	100 (13%)	462 – 538 D (60-69%)
Informative Speech	100 (13%)	0 – 461 F
Persuasive Speech	125 (16%)	
Required Conferences (2 @ 15 pts)	<u>30</u> (4%)	
TOTAL	770 (100%)	

(Does not include any extra credit opportunities)

BRIEF EXPLANATION OF PRESENTATIONS

1. **MINUTE SPEECHES** – these one (1) to three (3) minute informative speeches are designed to give you practice speaking before the graded speeches. TIME YOURSELF! Practice the speech MANY times and make sure you are right around 1 minute.
Topics – select an item from the local or national newspaper / a magazine article / or an online article and **SUMMARIZE** it. DO NOT GIVE YOUR OPINION! Keep the material appropriate for a mixed audience. Try to find a creative way to begin and end the speech. While these speeches are not graded, you are awarded 15 points for each minute speech attempted. These are designed to give you experience (in an ungraded situation) BEFORE THE 2 MAJOR GRADED SPEECHES. You are required to BRING THE ARTICLE WITH YOU TO CLASS – I will collect it and return it to you at the end of class. If you do not bring the article, you will lose 5 points from the speech. If we are closed or on a 2 hour delay, you will need to **upload the article to Canvas with your link to the speech** – failure to do so will result in loss of points.

THESE CANNOT BE MADE UP. These speeches are NOT extra credit. *If you choose not to do minute speeches, you will receive a "0" for the assignment.*

Go to **CANVAS** under **Module 002 – "Minute speeches Explanation"** link and view the **YouTube Minute Speech Instructional Video Clip Parts 1 & 2**. Be sure to watch **BOTH** parts – allow 20 minutes.

2. **INFORMATIVE SPEECHES** – (See Chapter 12 in the E-Text) This speech is designed to tell the audience about a topic. Do not give your opinion – just the facts. Cite at least one source in the speech. Have a creative intro and use a closure in your conclusion. An outline is required and visual aids are helpful (if used correctly). This **5 minute** speech is worth 100 points. **(All topics must be approved at least 24 hours before the day we "start" the speeches or the student will not be permitted to give the speech and will receive a "0")**
3. **PERSUASIVE SPEECH** – (See Chapter 13 in the E-Text) This is a **serious** proposal for change. Define a problem and offer a solution. You are required to use a visual aid (correctly) and you must cite at least 3 different sources in your speech. This **6 minute** speech is worth 125 points. **(All topics must be approved at least 24 hours before the day we "start" the speeches or the student will not be permitted to give the speech and will receive a "0")**



Course Code: **CST 100-1H – HYBRID Principles of Public Speaking**

Term: **FALL - 10 WEEK TERM**

MONDAY

1st Week

Aug 21-27

CLASS MEETS - Complete 2 Discussion Board Posts & Email Assignment
Minute Speeches Explained – See Module 002
Read Chapters 1, 2, 3
Take PRACTICE QUIZ – See Module 001

2nd Week

Aug 28-Sept 3

Labor Day – College Closed
Read Chapters 7, 8, 9

3rd Week

Sept 4-10

CLASS MEETS – 2nd DUE (by 8am)
QUIZZES – Ch 4, 5, 6 (by midnight)
Read Chapters 10, 11
Watch Visual Aid Demo – See Module 11

4th Week

Sept 11-17

CLASS MEETS - 4th Minute (2 Minutes) Speech DUE (by 8am)
QUIZZES – Ch 10, 11 (by midnight)
Read Chapter 14

5th Week

Sept 18-24

CLASS MEETS - 5th Minute (3 Minutes) Speech DUE (by 8am)

DUE TUESDAY, Sept 20th - E-Conference for Informative Sp DUE (by 8am)

6th Week

Sept 25-Oct 1

CLASS MEETS - INFORMATIVE SPEECH
Work on Extra Credit – Self-Evaluation (see Mod 12)

DUE THUR, Sept 29th - E-Conference for Persuasive Sp DUE (by 8am)

DUE FRIDAY, Sept 30th - Extra Credit – Self-Evaluation DUE (by 8am)

7th Week

Oct 2-8

Prepare/Practice Persuasive Speech
Quiz – Ch 14 (by midnight)

CLASS MEETS - PERSUASIVE SPEECH

8th Week

Oct 9-15

CLASS MEETS - PERSUASIVE SPEECH

CLASS MEETS - PERSUASIVE SPEECH

9th Week

Oct 16-22

CLASS MEETS - PERSUASIVE SPEECH

CLASS MEETS - PERSUASIVE SPEECH

10th Week

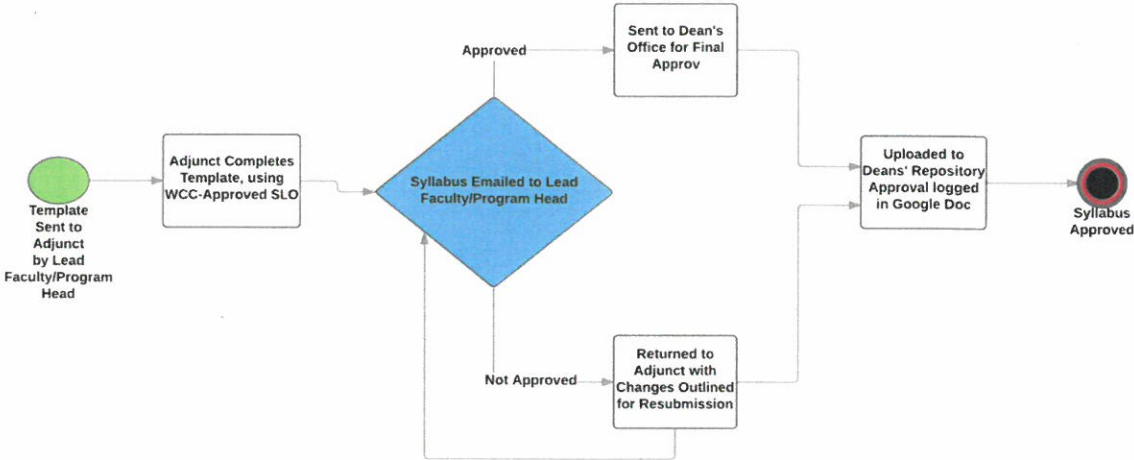
Oct 23-29

Study for Final Exam / Make up Day

Final Examination (Comprehensive Ch 1-14)
(8am-4 pm at any WCC Testing Center)

(Syllabus is tentative. Subject to change based on individual classes' progress and weather-related changes)

SYLLABUS APPROVAL PROCESS



Dual Enrollment Process

To ensure that the rigor of high school dual enrollment classes are consistent with WCC classes:

Goals	Details for Meeting Goals
Goal 1: Objectives identified in the college course outlines are incorporated in the high school curricula	<ol style="list-style-type: none"> 1. DE Instructor submits syllabi and final examinations to the WCC contact (faculty lead or program head) 2. Faculty lead/program head reviews syllabi and approves or assists DE faculty with meeting WCC objectives and forwards to the dean for approval 3. Faculty lead/program head reviews new textbooks for appropriateness
Goal 2: Data collection is consistent with program assessment measures and completing faculty evaluations	<ol style="list-style-type: none"> 1. Faculty lead/program head requests assessment information for course outcomes 2. Faculty lead/program head assists Dean with distribution and collection of student evaluations 3. Faculty lead/program head provides feedback to Dean for the dual enrollment faculty evaluations 4. Dean completes the annual faculty evaluation and forwards to the DE faculty in June
Goal 3: Communication between college and dual enrollment faculty is regular, ongoing, and facilitates meeting course and college objectives	<ol style="list-style-type: none"> 1. Faculty lead/program head sends a welcome letter or email to all new dual enrollment instructors 2. Faculty lead/program head maintains regular contact with DE faculty 3. Faculty lead/program head and dean meet with DE faculty a minimum of two times per calendar year 4. Business Office will reconcile billing and issue reimbursement. 5. Professional development activities conducted
Goal 4: Facilitate best practices between program heads or faculty leads, the coordinator of dual enrollment, the high school faculty, and the high school division	<ol style="list-style-type: none"> 1. Dual enrollment coordinator works with the high schools to determine potential DE instructors; collects transcripts, resume, application and other supporting documents from the candidate/school system Forwards all information with a course request form to the appropriate Dean 2. DE Coordinator notifies identifying person(s) of a credentialing decision (principal, counselor, etc.) 3. DE Coordinator meets with Dean and/or faculty lead/program head to discuss courses to be offered at each school for the academic year 4. DE Coordinator sends a list of DE instructors and classes to the Deans and faculty leads/program heads, including name, location and contact information before classes start or as soon as a new course is added 5. DE Coordinator will meet with school administrators to discuss any faculty that fall below the acceptable evaluation limits 6. Contracts are signed and sent to the System Office before September 1



WYTHEVILLE COMMUNITY COLLEGE

Syllabus Check Sheet

Course Prefix and Number: _____ Section: _____

Regular Credit Course: _____ Dual Enrollment Course: _____

Required Credit Course Items

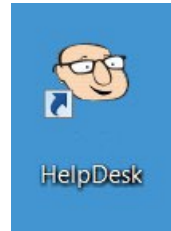
- ☐ College's Name
- ☐ Contact Information
- ☐ Course Description
- ☐ Course Material
- ☐ Course Learning Outcomes/Objectives
- ☐ Method of Evaluating Students
- ☐ WCC Student Links
- ☐ Course Information

Lead Faculty/Program Head
Approval

Date

Appendix J

WCC School Dude Instructions



Enter your WCC new, full email address and click **Submit**.
(example: aperson@wcc.vccs.edu)

Wytheville Community College

Welcome! To begin, please enter your email address below.

Email Address

After logging into WCC HelpDesk, you will see the Request Form.

FOR IT/AV REQUEST

Step 1: Check to be sure you have the IT Request tab showing. Fill in the online form. If you see a red check box ☒, that field MUST be filled in.

Wytheville Community College

Maint Request IT Request My Requests Settings Help

IT Helpdesk Request

To submit your request complete the following form. If you have any questions please call 223-4736

***Note:** Purpose codes are one of the required fields. Choose OTHER for all requests that are NOT AIS, HRMS or SIS

Purpose

-- Select Purpose --

AIS

Blackboard

HRMS

Other

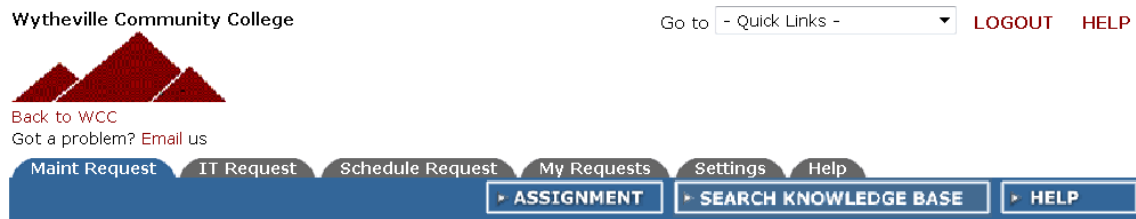
SIS

FOR MAINTENANCE REQUEST

Step 1: Check to be sure you have the Maint Request tab showing. Fill in the online form. If you see a red check box



, that field **MUST** be filled in.



Always select General Maintenance (the other two options are for Facility Scheduling which is not available)



Maintenance Help Desk:

Click [here](#) for Maintenance Emergency Contacts
Click on the problem type below that best describes your issue.



Event Setup



General Maintenance



Housekeeping

school wide yet)

Step 2: When you have completed all of the information required for your request, submit the request.

Step 3: Type in the submittal password of: **password**

Step 4: Click submit

After you click submit, the screen will refresh and show **My Request** Tab.

On this screen you will see up to date information on your request including the status, work order number and action taken notes. You can click on the number next to the status description to see all request marked with that status. You can search for any work order request by typing in a key word in the **Search** box and clicking on **GO**. This will pull up any of your requests with that word in it. (ex: keys would pull up any request dealing withkeys).

Click on the **IT Request** or **Maint Request** Tab to input a new request.

How do you access the SchoolDude application?

The easiest way to access the application is by using the Helpdesk icon/shortcut found on your desktop. If you do not have this icon, logout of the Novell network and log back in. This process is automated and you should see a copy of the icon once you connect to the network. Please contact IT (mkegley@wcc.vccs.edu – ext. 4730) if you do not see the icon upon connection.

You can also access the SchoolDude application while on or off campus using the following URL:

<https://www.myschoolbuilding.com/myschoolbuilding/itdgateway.asp?acctnum=290667109>

We suggest that you add this to your favorites/bookmarks for future easy access.

Appendix K

WCC Student Authorized Accommodations



Tim West, Counselor
Disability Services
(276) 223-4102(voice)
(276) 223-4861 (fax)
twest@wcc.vccs.edu

Student Authorized Accommodations

Student: _____ **Empl ID#:** _____ **Semester:** _____
Course: _____ **Instructor:** _____

This certifies that this student is eligible for disability services and is legally entitled to the following accommodations. Implementation of accommodations should not compromise academic standards or alter the integrity of the course content. This information is CONFIDENTIAL and should not be shared with other faculty, staff, and students without this student's specific permission. If you need assistance to implement these accommodations, please contact Student Services. ***This Student Authorization Accommodation Form is only valid for one semester. Requests for accommodations should be made prior to the start of each semester by the student for each semester which they require accommodations.*** It is the student's

responsibility to discuss their disability with their instructors and provide them a copy of this accommodation form.

Approved Accommodations

*Extended time on non-performance based test/exams (1 ½ for test and 2 time for comprehensive final exams).

*Copies of classroom notes/overheads at student request.

*Distraction Reduced Environment for testing at student request

*Permission to audiotape lectures

Note to Faculty & Students Regarding Testing Accommodations:

- Students are required to request any needed accommodations at least 48 hours prior to each test by contacting the disability counselor and their instructor.
- If a reader or scribe is needed then the test will be administered on the main campus or at one of the WCC sites in order to provide the accommodation.
- For all testing accommodations the student is expected to take the test on the regularly scheduled day and provide advanced notice of needing accommodations.

Section 504 of the Rehabilitation Act of 1973 and ADA mandates institutions to provide appropriate and reasonable accommodations based on disability and individual need. The following designated accommodations have been requested to help the student successfully complete their studies. The Institute for Higher Education Policy stresses that accommodations which are a "fundamental alteration" of a program or which would impose an "undue" financial or administrative burden are not required. Please call Tim West in Student Services at 276-223-4102, if you have any questions or if we can help in any way. Thank you for your cooperation!

Disability Counselor: _____

Date: _____

Student: _____

Date: _____

Appendix L

WCC

Accident Policy

Safety and Accidents

1.1 General

Wytheville Community College endeavors to provide a safe environment for faculty, staff, students and the general public. This safe environment includes activities in our classrooms, laboratories, grounds, and other locations where student attendance is required or permitted.

Accident prevention should be practiced and taught as an objective of any shop or laboratory program. Faculty members should inspect classrooms, laboratories, and other areas for which they are responsible to see that acceptable standards for safety are met. When appropriate, safety manuals or Material Safety Data Sheets (MSDS) should be distributed to students. Acceptable standards in the classroom or on the athletic field include the removal of any known hazard and adequate supervision for the activity at hand. Faculty and staff should report any potential hazard to the appropriate division dean immediately. The division dean will take the necessary actions to correct the hazard.

Students are required to wear shoes, appropriate clothing, and protective devices in laboratories, shops, darkrooms, and any other place where there is a danger of injury. Students are expected to follow safe practices in their class activities. Faculty and staff members should set a proper example and ensure that appropriate protective equipment is available and used.

Students are responsible for providing the cost of their own medical services. It is recommended that faculty members advise their students to review their medical insurance to determine whether they have appropriate coverage, particularly if they take laboratory courses or participate in clinicals.

As a public agency, the college's liability is limited by statute. The college is not authorized to make payment to individuals who seek to recover for injury or property damage. In addition, state regulations prohibit the college from assisting individuals who seek damages from the Commonwealth. Under no circumstances should a faculty member or other college employee indicate to a student or member of the public that the college will be responsible for an injury or for property damage. Any individual seeking redress or recovery for damages or expenses should be directed to the Vice President of Finance and Administrative Services.

WCC cannot be responsible for the safety and welfare of unsupervised minors. Minors must not be left unattended while parents are working or attending class at the college. In addition, except with the permission of the instructor arranged prior to the class session, minors are prohibited from any college classroom in which instructional activities are taking place. Parents of unsupervised minors will be held responsible for any destruction of property or any disruption of orderly function of the college that their children may cause.

1.2 Accidents In Classrooms, Laboratories, Grounds, and Shops:

Wytheville Campus

The college is not equipped to provide medical services. In the event of an injury requiring emergency medical treatment, the WCC Police Department should be contacted by dialing "56-4713". The WCC Police Department can be reached by telephone during normal work hours, evenings and Saturdays. The WCC Police Department will notify the local emergency services agency and appropriate persons at the college. If the WCC Police Department cannot be reached, the emergency services agency can be summoned directly by dialing "911". This is a free call from any phone at WCC.

- **First Aid** Only employees with the proper training should attempt to administer first aid. Nevertheless, individuals who have minor injuries and are in need of bandages and antiseptic may find first aid supplies at the locations listed in each building directory located at each entry and below:
- Bland Hall - Business Office storage closet, Room 210; the Follett Bookstore, Room 245; the 1-Stop Center, Room 101 (at the reception desk);
- Carroll Hall - the WCC Police Department Office, Room 107;
- Galax Hall - the Nursing Department, Room 225; the Dental Hygiene Department, Room 103;
- Grayson Hall - Machine Shop, Room 134;
- Fincastle Hall - The Faculty Office Suite, Room 121; the Maintenance Office, Room 011;
- The Maintenance Shop – maintenance bay;
- Smyth Hall – the Kitchen in the Foundation Office (in cabinet above sink), Room 152; Library work room; 107 (in a cabinet above the sink);
- Automated External Defibrillator (AED) Devices are located on each floor on Wytheville Campus buildings.

Regional Sites

The Regional Site Specialists (Staff) are responsible for responding to medical emergencies at regional sites. In all cases, a telephone and emergency number should be accessible to the site specialists. Only employees with the proper training should attempt to administer first aid. Nevertheless, individuals who have minor injuries and are in need of bandages and antiseptic may find first aid supplies at the locations listed below:

- Crossroads Institute – the WCC Police Department office;
 - Automated External Defibrillator (AED) Devices are located in the WCC Police Department Office, Construction Technology Lab, and second floor Adjunct Faculty Office Area.
- The Summit Center – administrative office area;
 - Automated External Defibrillator (AED) Device is located in the administrative office area.

Reporting Incident/Accident

The supervising faculty member should complete one of the following reports.

- ❖ Accident Report Appendix A ([LINK](#))
- ❖ Incident Report Appendix B ([LINK](#))
- ❖ and if needed, the Blood Borne Pathogen Exposure Report Appendix C ([LINK](#)) or the Blood and Body Fluid Exposure Report Form ([LINK](#)) for incidents such as needle or sharp object exposure, mucous membrane or skin, or bite exposure.
- ❖ The report should be filed with the appropriate division dean when an accident occurs in a classroom, laboratory, clinical site, grounds, or shop within 24 hours after the conclusion of the incident/accident.
- ❖ A copy of the report(s) should be sent to the office of the Vice President of Finance and Administrative Services within 24 hours after the conclusion of the incident/accident in order to file the report with the Department of Treasury, Risk Management Division.

1.3 Employee Accidents On The Job

All accidents involving college employees, including student employees, should be immediately reported to the Human Resources Office after the incident is concluded. The employee should complete an "Employer's First Report of Accident" ([LINK](#)) with the assistance of the Human Resources personnel who will then send the information to the designated claim processing/review firm. Employees and work-study students are required to file an incident report form with the WCC Police Department immediately after the accident. Students are required to contact the Student Services Office and the Student Services Office will contact the WCC Police Department so that an incident report can be completed.

Both reports should be forwarded to the Vice President of Finance and Administrative Services within twenty four (24) hours after the conclusion of the incident/accident.

1.4 Responding To On-Campus Health/Safety Emergencies

The procedures listed below are to be followed in all emergency cases (or possible emergency cases) involving accident or illness:

1. Keep the injured/ill person quiet and calm. Do not move or allow the person to be moved unless, by allowing to remain stationary, the affected person is deemed to be in further danger.

2. Any person witnessing an accident should call the WCC Police Department by dialing "56-4713" during normal work hours, evenings and Saturdays. In the event an emergency should happen on Sundays or a holiday, the reporting person should dial "911". Be prepared to give the following information:
 - a. Exact location of the victim,
 - b. Nature and apparent severity of the injury or illness.

The WCC Police Department will notify the local emergency services agency and appropriate personnel at the college. If the WCC Police Department cannot be reached, the emergency services agency can be summoned directly by dialing "911". This is a free call from any phone at WCC.

The WCC Police Department will:

- On Wytheville Campus: call the Wythe County Central Dispatch
- At Crossroads: call the Galax Police Department (267-236-8101)
- At The Summit Center in Marion VA the employee on duty will call "911"
- Notify the Dean of Student Services and others, if necessary. Student Services will also be responsible for notifying the family if necessary.

3. THE REPORTING PARTY OR WITNESS SHOULD THEN RETURN TO THE INJURED/ILL PERSON AND WAIT FOR PROFESSIONAL ASSISTANCE.

- a. Never administer assistance beyond the level of your training.
- b. Never give medical advice unless you are trained to do so.

In the event of a safety emergency (e.g. assault, gas leak, electrical problem, etc.), the witness should contact the WCC Police Department and report the specifics of the incident.

The WCC Police Department will:

- On Wytheville Campus: call the Wythe County Central Dispatch, Buildings and Grounds personnel, and the Dean of Student Services, as appropriate;
- At Crossroads Institute in Galax: Galax Police Department (276-236-8101) or the Crossroads Institute's Maintenance Personnel (276-236-0391), and the Dean of Student Services, as appropriate;
- At the Summit Center in Marion: Contact the Marion Police Department (276-783-8145), the Town of Marion maintenance staff (276-783-4113, and the Dean of Student Services, as appropriate
- Assist with the evacuation of personnel, if needed.
- For accidents involving students, a WCC Accident Report (Appendix A) ([LINK](#)) shall be completed by the supervising faculty/staff member.
- The accident report for accidents involving members of the general public shall be completed by the WCC police officer taking the initial report.

- Reports of accidents involving students or members of the public shall be submitted to the Vice President of Finance and Administrative Services within twenty four (24) hours after the conclusion of the incident/accident so that the information can be forwarded to Department of Treasury, Risk Management Division.

Hospital

If an emergency rescue squad has been called to come to an injured party's assistance, determine from the driver of the ambulance the hospital that will receive the injured party. Contact the hospital to alert them that an emergency case will be coming from this College and the nature of the injuries, if possible.

If the student or employee seeks medical attention after the fact, as in later in the day or anytime afterwards, the person must contact the Dean of Student Services or Human Resource Department with the information.

APPENDIX A

**WYTHEVILLE COMMUNITY COLLEGE
ACCIDENT REPORT**

Person(s) Involved _____

Employee _____ or Student _____
(yes, no) (yes, no)

Student ID _____

Address _____
(Street address) (City) (State)

Phone _____
(Cell) (Home or Work)

WCC Department _____

Date and Time of Accident _____

Location of Accident _____
(Location on campus)

Description of Accident _____

Was medical attention sought? _____

Was medical attention refused? _____

In your opinion did the accident occur because the injured person(s) or some other person did something that was unsafe?

Yes _____ No _____

If so, what was the unsafe act? _____

In your opinion did the accident occur because of some physical hazard or the location or equipment?

Yes _____ No _____

If so, what was the unsafe hazard? _____

NOTE: This form does not take the place of the Employer's First Report of Accident which must be used to report accidents involving WCC employees, including student employees.

Person completing this report _____
(Print)

Signature _____

Date _____

APPENDIX B

**WYTHEVILLE COMMUNITY COLLEGE
INCIDENT REPORT**

Employee/Student Involved _____

Employee _____
(yes, no)

Student _____
(yes, no)

Student ID _____

Address _____
(Street address) (City) (State)

Phone _____
(Cell) (Home or Work)

WCC Department _____

Date and Time of Incident _____

Location of Incident _____
(Location on campus)

Description of Incident _____

Action Taken: _____

Person completing this report _____
(Print)

Signature _____

Date _____

APPENDIX C
WYTHEVILLE COMMUNITY COLLEGE
BLOODBORNE PATHOGENS EXPOSURE REPORT

Instructions:

You are completing this form because you have experienced an actual or a potential exposure to blood or other potentially infectious material. An evaluation of this exposure is required by OSHA's Bloodborne Pathogens standard (29 CFR 1910.1030) regulations.

Please complete all the information below. Take a copy of this form with you when you go to a physician or other healthcare provider for the evaluation of the exposure. The information contained on this form is crucial to a proper evaluation of the exposure. Please take the time and care in completing the form to insure that the information is clear and accurate. If you need information on where to have this medical evaluation performed, please contact your supervisor or the Human Resource Department.

The medical evaluation for a suspected exposure to blood or other potentially infectious material should be done as soon as possible after the exposure. The effectiveness of certain vaccines or other medication which might prevent any illness resulting from these exposures is greatest if given shortly after the exposure.

Complete the appropriate Accident report for your supervisor/ faculty member.

Exposed Person's Statement: (Please Print)

Name: _____

Job Title: _____ Work Location: _____

Work Phone: _____ Supervisor: _____

Description of Exposure Incident:

Date: _____ Time: _____ am / pm

City/Town: _____ State: _____

Describe Incident (Please include the type of infectious material to which you were exposed and the circumstances of the exposure):

Continue

Supervisor's Statement: (Please Print)

Employee/Student's Name: _____

Supervisor Identification:

Name: _____

Work Phone: _____

Description of Incident

(Please describe the employee's duties as they relate to the exposure incident):

Hepatitis B Status

The employee named above has / has not (circle one) received a three dose series of hepatitis B Vaccine.

If yes, the series was completed on _____ (date).

Investigation of Source

Please describe what information is known about the source of the exposure (the person's name, address, telephone number, or other contact point), the result(s) of the blood testing of the source person (if known), or why blood testing of the source person is not feasible. Also, if the source person is known to have or test positive for hepatitis B or human immunodeficiency virus (HIV), please indicate this fact. The source person must be tested for these agents unless such testing is not legally possible.

Blood and Body Fluid Exposure Report Form

Facility name: _____

Name of exposed worker: Last _____ First : _____ ID #: _____

Date of exposure: _____ / _____ / _____ Time of exposure: _____ : _____ AM PM (Circle)

Job title/occupation: _____ Department/work unit: _____

Location where exposure occurred: _____

Name of person completing form: _____

Section I. Type of Exposure *(Check all that apply.)*

☐ **Percutaneous (Needle or sharp object that was in contact with blood or body fluids)**
(Complete Sections II, III, IV, and V.)

☐ **Mucocutaneous** *(Check below and complete Sections III, IV, and VI.)*
 _____ Mucous Membrane _____ Skin

☐ **Bite** *(Complete Sections III, IV, and VI.)*

Section II. Needle/Sharp Device Information

(If exposure was percutaneous, provide the following information about the device involved.)

Name of device: _____ ☐ Unknown/Unable to determineBrand/manufacturer: _____ ☐ Unknown/Unable to determine

Did the device have a sharps injury prevention feature, i.e., a "safety device"?

☐ Yes☐ No☐ Unknown/Unable to determine

If yes, when did the injury occur?

☐ Before activation of safety feature was appropriate☐ Safety feature failed after activation☐ During activation of the safety feature☐ Safety feature not activated☐ Safety feature improperly activated☐ Other: _____

Describe what happened with the safety feature, e.g., why it failed or why it was not activated: _____

Section III. Employee Narrative *(Optional)*

Describe how the exposure occurred and how it might have been prevented:

NOTE: This is not a CDC or OSHA form. This form was developed by CDC to help healthcare facilities collect detailed exposure information that is specifically useful for the facilities' prevention planning. Information on this page (#1) may meet OSHA sharps injury documentation requirements and can be copied and filed for purposes of maintaining a separate sharps injury log. Procedures for maintaining employee confidentiality must be followed.

Section IV. Exposure and Source Information

A. Exposure Details: (Check all that apply.)

1. Type of fluid or material (For body fluid exposures only, check which fluid in adjacent box.)

- ☐ Blood/blood products
☐ Visibly bloody body fluid*
☐ Non-visibly bloody body fluid*
☐ Visibly bloody solution (e.g., water used to clean a blood spill)

*Identify which body fluid

<input type="checkbox"/> Cerebrospinal	<input type="checkbox"/> Urine	<input type="checkbox"/> Synovial
<input type="checkbox"/> Amniotic	<input type="checkbox"/> Sputum	<input type="checkbox"/> Peritoneal
<input type="checkbox"/> Pericardial	<input type="checkbox"/> Saliva	<input type="checkbox"/> Semen/vaginal
<input type="checkbox"/> Pleural	<input type="checkbox"/> Feces/stool	<input type="checkbox"/> Other/Unknown

2. Body site of exposure. (Check all that apply.)

- ☐ Hand/finger ☐ Eye ☐ Mouth/nose ☐ Face
☐ Arm ☐ Leg ☐ Other (Describe: _____)

3. If percutaneous exposure:

Depth of injury (Check only one.)

- ☐ Superficial (e.g., scratch, no or little blood)
☐ Moderate (e.g., penetrated through skin, wound bled)
☐ Deep (e.g., intramuscular penetration)
☐ Unsure/Unknown

Was blood visible on device before exposure? ☐ Yes ☐ No ☐ Unsure/Unknown

4. If mucous membrane or skin exposure: (Check only one.)

Approximate volume of material

- ☐ Small (e.g., few drops)
☐ Large (e.g., major blood splash)

If skin exposure, was skin intact? ☐ Yes ☐ No ☐ Unsure/Unknown

B. Source Information

1. Was the source individual identified? ☐ Yes ☐ No ☐ Unsure/Unknown

2. Provide the serostatus of the source patient for the following pathogens.

	Positive	Negative	Refused	Unknown
HIV Antibody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HCV Antibody	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HbsAg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. If known, when was the serostatus of the source determined?

- ☐ Known at the time of exposure
☐ Determined through testing at the time of or soon after the exposure

Section V. Percutaneous Injury Circumstances

A. What device or item caused the injury?

Hollow-bore needle

- ☐ Hypodermic needle
 ___ Attached to syringe ___ Attached to IV tubing
 ___ Unattached
- ☐ Prefilled cartridge syringe needle
- ☐ Winged steel needle (i.e., butterfly^R type devices)
 ___ Attached to syringe, tube holder, or IV tubing
 ___ Unattached
- ☐ IV stylet
- ☐ Phlebotomy needle
- ☐ Spinal or epidural needle
- ☐ Bone marrow needle
- ☐ Biopsy needle
- ☐ Huber needle
- ☐ Other type of hollow-bore needle (type: _____)
- ☐ Hollow-bore needle, type unknown

Suture needle

- ☐ Suture needle

Glass

- ☐ Capillary tube
- ☐ Pipette (glass)
- ☐ Slide
- ☐ Specimen/test/vacuum
- ☐ Other: _____

Other sharp objects

- ☐ Bone chip/chipped tooth
- ☐ Bone cutter
- ☐ Bovie electrocautery device
- ☐ Bur
- ☐ Explorer
- ☐ Extraction forceps
- ☐ Elevator
- ☐ Histology cutting blade
- ☐ Lancet
- ☐ Pin
- ☐ Razor
- ☐ Retractor
- ☐ Rod (orthopaedic applications)
- ☐ Root canal file
- ☐ Scaler/curette
- ☐ Scalpel blade
- ☐ Scissors
- ☐ Tenaculum
- ☐ Trocar
- ☐ Wire
- ☐ Other type of sharp object
- ☐ Sharp object, type unknown

Other device or item

- ☐ Other: _____

B. Purpose or procedure for which sharp item was used or intended.

(Check one procedure type and complete information in corresponding box as applicable.)

<input type="checkbox"/> Establish intravenous or arterial access (Indicate type of line.)	→	Type of Line ___ Peripheral ___ Arterial ___ Central ___ Other
<input type="checkbox"/> Access established intravenous or arterial line (Indicate type of line <u>and</u> reason for line access.)	→	
<input type="checkbox"/> Injection through skin or mucous membrane (Indicate type of injection.)	→	Reason for Access ___ Connect IV infusion/piggyback ___ Flush with heparin/saline ___ Obtain blood specimen ___ Inject medication ___ Other: _____
<input type="checkbox"/> Obtain blood specimen (through skin) (Indicate method of specimen collection.)	→	
<input type="checkbox"/> Other specimen collection	→	Type of Injection ___ IM injection ___ Epidural/spinal anesthesia ___ Skin test placement ___ Other injection ___ Other ID/SQ injection
<input type="checkbox"/> Suturing	→	
<input type="checkbox"/> Cutting	→	Type of Blood Sampling ___ Venipuncture ___ Umbilical vessel ___ Arterial puncture ___ Finger/heelstick ___ Dialysis/AV fistula site ___ Other blood sampling
<input type="checkbox"/> Other procedure	→	
<input type="checkbox"/> Unknown	→	

C. When and how did the injury occur? (From the left hand side of page, select the point during or after use that most closely represents when the injury occurred. In the corresponding right hand box, select *one or two* circumstances that reflect how the injury happened.)

☐ During use of the item →

Select one or two choices:

- ☐ Patient moved and jarred device
- ☐ While inserting needle/sharp
- ☐ While manipulating needle/sharp
- ☐ While withdrawing needle/sharp
- ☐ Passing or receiving equipment
- ☐ Suturing
- ☐ Tying sutures
- ☐ Manipulating suture needle in holder
- ☐ Incising
- ☐ Palpating/Exploring
- ☐ Collided with co-worker or other during procedure
- ☐ Collided with sharp during procedure
- ☐ Sharp object dropped during procedure

☐ After use, before disposal of item →

Select one or two choices:

- ☐ Handling equipment on a tray or stand
- ☐ Transferring specimen into specimen container
- ☐ Processing specimens
- ☐ Passing or transferring equipment
- ☐ Recapping (missed or pierced cap)
- ☐ Cap fell off after recapping
- ☐ Disassembling device or equipment
- ☐ Decontamination/processing of used equipment
- ☐ During clean-up
- ☐ In transit to disposal
- ☐ Opening/breaking glass containers
- ☐ Collided with co-worker/other person
- ☐ Collided with sharp after procedure
- ☐ Sharp object dropped after procedure
- ☐ Struck by detached IV line needle

☐ During or after disposal of item →

Select one or two choices:

- ☐ Placing sharp in container:
 - ☐ Injured by sharp being disposed
 - ☐ Injured by sharp already in container
- ☐ While manipulating container
- ☐ Over-filled sharps container
- ☐ Punctured sharps container
- ☐ Sharp protruding from open container
- ☐ Sharp in unusual location:
 - ☐ In trash
 - ☐ In linen/laundry
 - ☐ Left on table/tray
 - ☐ Left in bed/mattress
 - ☐ On floor
 - ☐ In pocket/clothing
 - ☐ Other unusual location
- ☐ Collided with co-worker or other person
- ☐ Collided with sharp
- ☐ Sharp object dropped
- ☐ Struck by detached IV line needle

☐ Other (Describe): _____

☐ Unknown

Section VI. Mucous Membrane Exposures Circumstances**A. What barriers were used by worker at the time of the exposure? (Check all that apply.)**

- ☐ Gloves ☐ Goggles ☐ Eyeglasses ☐ Face Shield ☐ Mask ☐ Gown

B. Activity/Event when exposure occurred (Check one.)

- ☐ Patient spit/coughed/vomited
☐ Airway manipulation (e.g., suctioning airway, inducing sputum)
☐ Endoscopic procedure
☐ Dental procedure
☐ Tube placement/removal/manipulation (e.g., chest, endotracheal, NG, rectal, urine catheter)
☐ Phlebotomy
☐ IV or arterial line insertion/removal/manipulation
☐ Irrigation procedure
☐ Vaginal delivery
☐ Surgical procedure (e.g., all surgical procedures including C-section)
☐ Bleeding vessel
☐ Changing dressing/wound care
☐ Manipulating blood tube/bottle/specimen container
☐ Cleaning/transporting contaminated equipment
☐ Other: _____
☐ Unknown

Comments: _____

First Report of Injury

Virginia Workers' Compensation Commission
1000 DMV Drive Richmond Virginia 23220
1-877-664-2566



Reason for filing: _____
VWC Jurisdiction Claim #: _____
(If assigned) _____

SEE INSTRUCTIONS ON REVERSE SIDE

www.vwc.state.va.us

Claim Administrator File#: _____

Employer		
Employer's Legal Name		Federal Employer Identification Number (FEIN)
Employer's Mailing Address		
Name/FEIN of Entity on Policy		Nature of Business
Name and Address of Insurer or Self-Insurer for this Claim		Policy Number
Time and Place of Accident		
Location where accident occurred	Date of injury	Hour of injury <input type="checkbox"/> a.m. <input type="checkbox"/> p.m.
Date injury or illness reported	If fatal, give date of death	If fatal, give marital status <input type="checkbox"/> Single <input type="checkbox"/> Divorced
	If fatal, give number of dependent children	<input type="checkbox"/> Married <input type="checkbox"/> Widowed
Injured Worker		
Name of Injured Worker	Phone Number	Injured Worker ID Number
Injured Worker's mailing address		Type of ID <input type="checkbox"/> Social Security No. <input type="checkbox"/> Employment Visa <input type="checkbox"/> Green Card <input type="checkbox"/> Passport No. <input type="checkbox"/> Unknown
Occupation at time of injury or illness	Date of birth	Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
Nature and Cause of Accident		
Machine, tool, or object causing injury or illness		
Describe fully how injury or illness occurred		
Describe nature of injury, occupational disease, or illness, including body parts affected		
Signatures		
Submitter (name, signature, title)	Date	Phone number
Submitter's Address		

First Report of Injury

Filing Instructions

The Virginia Workers' Compensation Act requires that **ALL** injuries occurring in the course of employment be reported to the Commission pursuant to Va. Code §65.2-900.

Employer

The employer is responsible for accurately completing all sections of this form when an employee is injured. It should be typed or legibly printed, signed, and dated by the preparer. Send the original form to the claim administrator for the insurance company who provided insurance coverage on the date of the occurrence. The claim administrator will report this information to the Commission. Contact your workers' compensation insurance provider for additional information.

Claim Administrator

Claim administrators who are EDI enabled will use the information contained on the paper form and submit electronic data to the Commission.

Claim administrators who are NOT EDI enabled must immediately file the completed form with the Commission. Please note: EDI is mandatory no later than June 30, 2009, after which time paper reports will no longer be accepted. Until you are in EDI production, mail the completed form to the Virginia Workers' Compensation Commission, 1000 DMV Drive, Richmond, VA 23220. At the top of the form, use a numerical code (1-7) to indicate the reason for filing the form for accidents meeting one of the filing criterion.* If none of the criteria apply, you must still report the accident, but may use either Form 45A or this form to do so. (Leave "reason for filing" blank in such a case.)

For questions or assistance in completing the form, please contact the Commission toll-free at 877-664-2566.

*Criteria for filing are: (1) lost time exceeds seven days; (2) medical expenses exceed \$1,000.00; (3) compensability is denied; (4) issues are disputed; (5) accident resulted in death; (6) permanent disability or disfigurement may be involved; and (7) a specific request is made by the Virginia Workers' Compensation Commission.

Appendix M

WCC

Inclement Weather and Delayed Class Schedule Announcements

Inclement Weather and Delayed Schedule Announcements

Day Classes

Decisions concerning the closing or late opening of Wytheville Community College due to inclement weather will be made by college officials early each day. WCC will be utilizing the following to communicate all closures or delays:

WCC email
WCC Alerts
WCC website
WCC Facebook page
WCC Twitter feed

Due to the inability to customize messaging for TV and radio stations, and the complexities and potential confusion with using codes, the above will be the only methods used to announce closures or delays. You can sign up for and manage your WCC Alert account at <https://www.wcc.vccs.edu/alert>.

WYTHEVILLE COMMUNITY COLLEGE

Closing and Delay Schedule - 2 Hour Delay		
Monday - Friday		<p>1. If your class does not have a start time listed, students will receive instruction from the course faculty member.</p> <p>2. Students enrolled in clinical courses at an off-site location will receive instructions from their faculty member.</p> <p>3. Evening Classes (4:00 PM and later starting times) will run as normally scheduled unless cancelled.</p> <p>4. Saturday Classes will begin at 10:00 am when WCC is on a 2-hour delay schedule.</p>
Regular Schedule	Delayed Schedule	
8:00 AM - 9:15 AM	10:00 AM - 11:00 AM	
9:30 AM - 10:45 AM	11:15 AM - 12:15 PM	
11:00 AM - 12:15 PM	12:30 PM - 1:30 PM	
12:30 PM - 1:45 PM	1:35 PM - 2:35 PM	
2:00 PM - 3:15 PM	2:40 PM - 3:40 PM	
3:30 PM - 4:45 PM	3:45 PM - 4:45 PM	

WCC Alerts

Wytheville Community College uses WCC Alert to immediately contact you during a major crisis or emergency.

Register or Manage WCC Alert

WCC Alert delivers important emergency alerts, notifications and updates to you on all your devices:

- E-mail account (work, home, other)
- Cell phone
- Smartphone (Android, iPhone & other mobile devices)

When an incident or emergency occurs, authorized senders will instantly notify you using WCC Alert. WCC Alert is your personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact and other important information.

Please remember to remove yourself from WCC ALERT when you are no longer affiliated with WCC. Since enrollment is voluntary, we have no way of knowing that you are no longer interested in being in our alert list.

WCC Alert is a free service offered by Wytheville Community College.

Your wireless carrier may charge you a fee to receive messages on your wireless device.

Delayed Class Schedule

Every effort will be made to keep the college open during inclement weather. However, when conditions dictate, this delayed schedule may be put into effect. The delayed schedule will be used as necessary to allow for improvement of road conditions. Each student is expected, in the final analysis, to decide whether it is safe to come to the college. Every attempt will be made to work with students who are forced to be absent because of weather.

This delayed schedule will be in effect upon communication disseminated via paths listed above.

Any class that does not start at a regular listed time will utilize a delayed schedule that will overlap with the class.

Evening Classes

Evening classes are defined as those classes beginning at 4:00 p.m. or later. Decisions concerning the cancellations of WCC on campus and regional site evening classes will be made between 1:00 p.m. and 2:30 p.m. and will be announced in the same manner as used for cancellation of day classes. (NOTE: Sometimes day classes are cancelled but night classes are not. When night classes are cancelled, they may not be cancelled at all regional sites).

Appendix N

WCC Enrollment Request

Wytheville Community College

ENROLLMENT REQUEST

1000 East Main St • Wytheville, VA 24382 • (276) 223-4700. V/TDD

(Complete and submit to the WCC Admissions and Records Office)

Semester: **FALL** ف **SPRING** ف **SUMMER** ف Year: 20__

Name: (Last) _____ (First) _____ (Middle Initial) _____

User I.D.: _____

Class Number	Course No.	Section	Credits	Meeting Time(s)	Location
ex. 39969	ex. ACC 212	ex. 95	ex. 3	ex. 9:20 AM - 10:30 AM MW	ex. Rm. 225 Carroll Hall
Total Credits Added					
Class Number	Course No.	Section	Credits	Meeting Time(s)	Location
Total Credits Dropped					

Request for Exceptions – See back of this form

If you are a financial aid recipient dropping classes, you are required to check with the Financial Aid Office prior to submitting this form to the Admissions and Records Office.

Student Signature _____/Date _____ Advisor Signature _____/Date _____

ف CHECK THIS BOX IF PERMISSION FOR AN EXCEPTION WAS APPROVED ON THE BACK OF THIS FORM

REQUEST FOR EXCEPTIONS

(Submit to the Admissions and Records Office with appropriate signatures)

APPROVAL IS NEEDED FOR THE FOLLOWING EXCEPTIONS BY THE APPROPRIATE ACADEMIC DEAN:

_____ Permission to register for more than 18 credits excluding STD 100. (If cumulative GPA is below 3.0, the academic dean must provide written justification for the overload.

_____ Permission to enroll in a full class.

_____ Permission to audit a class (List class name and class number here) _____
Note: Audited classes are not counted in your course load for financial aid.

_____ Permission to enroll in a class for the third time.

_____ Permission to allow a high school student to enroll in a class(es).

Academic dean's approval for the above exceptions _____

(Date) _____

APPROVAL IS NEEDED FOR THE FOLLOWING EXCEPTIONS BY THE DEAN OF STUDENT SERVICES:

_____ Permission to register past the deadline

_____ Permission to withdraw from class(es) after the deadline

Dean of Student Services' approval for the above exceptions _____

(Date) _____

APPROVAL IS NEEDED TO DROP CLASS(ES) AFTER THE DEADLINE AND RECEIVE A TUITION REFUND:

Reason: _____

V.P. of Instruction's approval _____ **(Date)** _____

V.P. of Finance's approval _____ **(Date)** _____

Appendix O

WCC Student Non-Attendance Instructions

Student Non-Attendance

You will receive an email asking you to complete an **Enrollment Census Report** for each course that you are teaching this semester. The report will contain a class roster where you will report “non-attendance” for those students who have either not physically attended the course or not actively participated in an online course. The class roster will reflect course enrollment as of today. Please indicate the students who have not attended/participated, check a box to mark the others as active, and submit the report. ***Students that are marked as never attended will be contacted by a 1-Stop Advisor. Advisors may be reaching out to you for permission to reinstate students that may still have the ability to get started and be successful in the course.*** Please submit your reports as soon as possible to allow time for students to be contacted and offered assistance.




Instructor Name

You have been asked to fill out enrollment census evaluations for the students in the following classes. Update each student based on the best of your knowledge of their attendance at this point in the term.

Course Name

Student name	Active	Last day	1. Never attended	Comments
1 Bolash, Hannah	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2 Collins, Christian	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3 Dixon, Chandler	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4 Dye, Joseph	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5 Johnson, Jeffrey	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6 Lewson, Alexis	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7 McCarthy, McKenzie	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8 Miller, Lauren	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
9 Patrick, Kaylee	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
10 Poston, Alec	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
11 Robinson, Jasmine	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
12 Russell, Ashley	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
13 Shumate, Jamie	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
14 Vannatter, Haley	<input type="radio"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

☐ Mark remaining as active

2.   3. 

Legend Active Inactive

Appendix P

WCC Instructor Initiated Withdrawal Navigate Instructions

Requesting an Instructor Initiated Withdrawal in Navigate

1. Locate the student you wish to withdraw. You may select the student by clicking on the student's name if the student shows up on your "home" screen. You may also search for any student by using the magnifying glass near the top of the page.

Staff Home

Students | Upcoming Appointments | My Availability | Appointment Queues | Appointment Requests

My Assigned Students for 2020 Fall

ALL	STUDENT NAME	ID	STUDENT LIST	CUMULATIVE GPA
<input type="checkbox"/>	1 Adams, Noah			
<input type="checkbox"/>	2 Childs, Hannah			
<input type="checkbox"/>	3 Combs, Anthony			
<input type="checkbox"/>	4 Cook, Keith			
<input type="checkbox"/>	5 Cox, Carson			
<input type="checkbox"/>	6 Dent, Mitchell			
<input type="checkbox"/>	7 Fink, Spencer			
<input type="checkbox"/>	8 Freeman, Michael			

Previous 1 Next 30 total results

1.

2. Once you have selected the student and are on the student's page, you will click **Issue an Alert**.

Overview | Success Progress | History | Class Info | Path | Academic Plan | More

Course Grade: 7 | Repeated Course: 3 | Withdrawn Course: 2 | Missed Success Markers: 0 | Cumulative GPA: 2.25

Total Credits Earned: 100.00 | Credit Completion % at this institution: 93%

Nursing
Associate of Applied Science
Non-Developmental

Major History

STUDENT ID: [REDACTED]

CLASSIFICATION: Sophomore

MOST RECENT ENROLLMENT: [REDACTED]

Staff Alerts 4

- I want to...
- Message Student
- Add a Note on this Student
- Add a Reminder to this Student
- Report on Appointment
- Create Request for Appointment
- Schedule an Appointment
- Add to Student List
- Issue an Alert
- Edit User Settings

2.

3. Click in the reason box and select **Instructor Initiated Withdrawal**, then select the course in the drop down box and add any additional comments. (The student does not see the comments).

4. Click **Submit**.

ISSUE AN ALERT

Student: [REDACTED]

Please select the reason you believe this student needs assistance: Select at least one

Is this alert associated with a specific class? Optional

Additional Comments: Please enter a comment.

Cancel Submit

3.

4.

An alert will be sent to the Admissions Office and Financial Aid Office and the student will be withdrawn from the class and notified via email.

Appendix Q

WCC Incomplete Grade Form



WYTHEVILLE COMMUNITY COLLEGE

1000 East Main Street • Wytheville, VA 24382

INCOMPLETE GRADE FORM

Student Name _____ Student ID _____

Course Prefix and Number _____ Section _____ Term _____

The following is a description of the work that must be made up by the student:

In the event that I am not available to assist the student, the assignments, tests, or other materials described above may be found in:

If a Change of Grade form is not submitted by the end of the subsequent term, the grade that the student should receive is: (Circle One)

☐ B ☐ C ☐ D ☐ F ☐ P (For standard credit classes)

☐ S ☐ R ☐ U (For developmental classes)

Additional information or directions (if needed)

Name (Print): _____

Signature: _____ Date _____

Appendix R

Restrictions on State Employee Access to Information Infrastructure

WCC Computer Ethics Guidelines

Restrictions on State Employee Access to Information Infrastructure

§ 2.2-2827

A. For the purpose of this section:

"Agency" means any agency, authority, board, department, division, commission, institution, public institution of higher education, bureau, or like governmental entity of the Commonwealth, except the Department of State Police.

"Information infrastructure" means telecommunications, cable, and computer networks and includes the Internet, the World Wide Web, Usenet, bulletin board systems, on-line systems, and telephone networks.

"Sexually explicit content" means (i) any description of or (ii) any picture, photograph, drawing, motion picture film, digital image or similar visual representation depicting sexual bestiality, a lewd exhibition of nudity, as nudity is defined in § 18.2-390, sexual excitement, sexual conduct or sadomasochistic abuse, as also defined in § 18.2-390, coprophilia, urophilia, or fetishism.

B. Except to the extent required in conjunction with a bona fide, agency-approved research project or other agency-approved undertaking, no agency employee shall utilize agency-owned or agency-leased computer equipment to access, download, print or store any information infrastructure files or services having sexually explicit content. Agency approvals shall be given in writing by agency heads, and any such approvals shall be available to the public under the provisions of the Virginia Freedom of Information Act (§ 2.2-3700).

C. All agencies shall immediately furnish their current employees copies of this section's provisions, and shall furnish all new employees copies of this section concurrent with authorizing them to use agency computers.

(1996, c. 382, §§ 2.1-804, 2.1-805, 2.1-806; 1999, c. 384; 2001, c. 844.)

Acceptable Use Policy for All College Computers

Computer Ethics Guidelines

Thousands of users share VCCNet computing resources. Everyone must use these resources responsibly since misuse by even a few individuals has the potential to disrupt VCCS business or the work of others. Students are expected exercise ethical behavior when using VCCNet resources.

State Law (Article 7.1 of Title 18.2 of the Code of Virginia) classifies damage to computer hardware or software

(18.2-152.4), unauthorized examination (18.2-152.5), or unauthorized use (18.2-152.6) of computer systems as misdemeanor crimes. Computer fraud (18.2-152.3) and use of a computer as an instrument of forgery (18.2-152.14) can be felonies. The VCCS's internal procedures for enforcement of its policy are independent of possible prosecution under the law.

VCCNet resources include mainframe computers, minicomputers, microcomputers, networks, software, data, facilities and related supplies.

Guidelines

The following guidelines shall govern the use of all VCCNet resources:

You must use only those computer resources that you have the authority to use. You must not provide false or misleading information to gain access to computing resources. The VCCS may regard these actions as criminal acts and may treat them accordingly.

You must not use the VCCNet resources to gain unauthorized access to computing resources of other institutions, organizations or individuals.

You must not authorize anyone to use your computer accounts for any reason. You are responsible for all use of your accounts. You must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of your account by unauthorized persons. You must not, for example, share your password with anyone.

You must use your computer resources only for authorized purposes. Students or staff, for example, may not use their accounts for private consulting. You must not use your computer resources for unlawful purposes, such as the installation of fraudulently or illegally obtained software.

Use of external networks connected to the VCCNet must comply with the policies of acceptable use promulgated by the organizations responsible for those networks.

Other than material known to be in the public domain, you must not access, alter, copy, move or remove information, proprietary software or other files (including programs, members of subroutine libraries, data and electronic mail) without prior authorization. The college or VCCNet data trustee, security officer, appropriate college official or other responsible party may grant authorization to use electronically stored materials in accordance with policies, copyright laws and procedures. You must not copy, distribute, or disclose third party proprietary software without prior authorization from the licensor. You must not install proprietary software on systems not properly licensed for its use.

You must not use any computing facility irresponsibly or needlessly affect the work of others. This includes transmitting or making accessible offensive, annoying or harassing material. This includes intentionally, recklessly, or negligently damaging systems, intentionally damaging or violating the privacy of information not belonging to you. This includes the intentional misuse of resources or allowing misuse of resources by others. This includes loading software or data from untrustworthy sources, such as freeware, onto official systems without prior approval.

You should report any violation of these regulations by another individual and any information relating to a flaw or bypass of computing facility security to the Information Security Officer or the Internal Audit department.

Enforcement Procedure

Faculty, staff and students at the college or VCCNet facility should report violations of information security policies to the local Chief Information Officer (CIO). At WCC, this is the Director of Institutional Computing.

If the accused is an employee, the CIO will collect the facts of the case and identify the offender. If, in the opinion of the CIO, the alleged violation is of a serious nature, the CIO will notify the offender's supervisor. The supervisor, in conjunction with the college or System Office Human Resources Office and the CIO, will determine the appropriate disciplinary action. Disciplinary actions may include but are not limited to:

- Temporary restriction of the violator's computing resource access for a fixed period of time, generally not more than six months.

- Restitution for damages, materials consumed, machine time, etc., on an actual cost basis. Such restitution may include the costs associated with determining the case facts.

- Disciplinary action for faculty and classified staff in accordance with the guidelines established in the State Standards of Conduct Policy.

In the event that a student is the offender, the accuser should notify the Vice President of Instruction and Student Development. The Vice President, in cooperation with the CIO, will determine the appropriate disciplinary actions which may include but are not limited to:

- Temporary restriction of the violator's computing resource access for a fixed period of time, generally not more than six months.

- Restitution for damages, materials consumed, machine time, etc. on an actual cost basis. Such restitution may include the costs associated with determining the case facts.

- Disciplinary action for student offenders shall be in accordance with the college student standards of conduct.

The college President will report any violations of state and federal law to the appropriate authorities. All formal disciplinary actions taken under this policy are grievable and the accused may pursue findings through the appropriate grievance procedure.

- Any student disciplined under these academic policies has a right to appeal under the college grievance policy.

Appendix S

WCC New Adjunct Faculty SIS Instructions



WYTHEVILLE COMMUNITY COLLEGE

1000 East Main Street • Wytheville, VA 24382

Phone: (276) 223-4772 • Fax: (276) 223-4802 • EMAIL – rcatronwood@wcc.vccs.edu

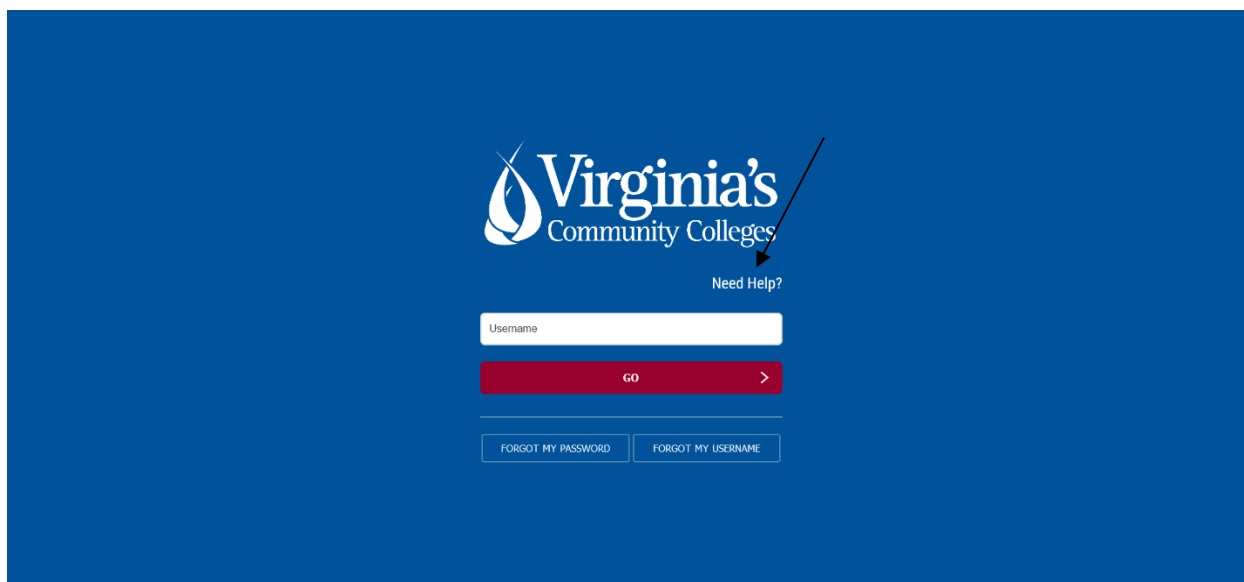
Web Address: <http://www.wcc.vccs.edu>

August 4, 2022

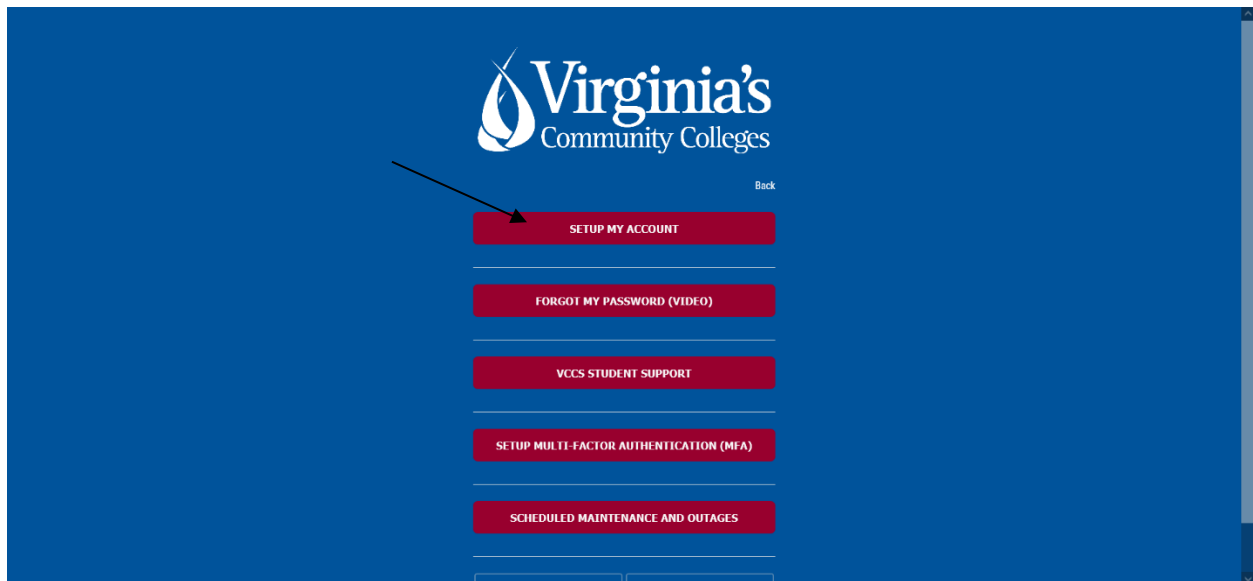
ACCESSING VCCS EMAIL AND PEOPLESOFT (SIS)

Welcome to your new position as adjunct instructor. As a new adjunct, you will need to access PeopleSoft (for class rosters, entering grades, etc.) and your VCCS email. Please follow the steps below to gain access to your accounts in the VCCS system.

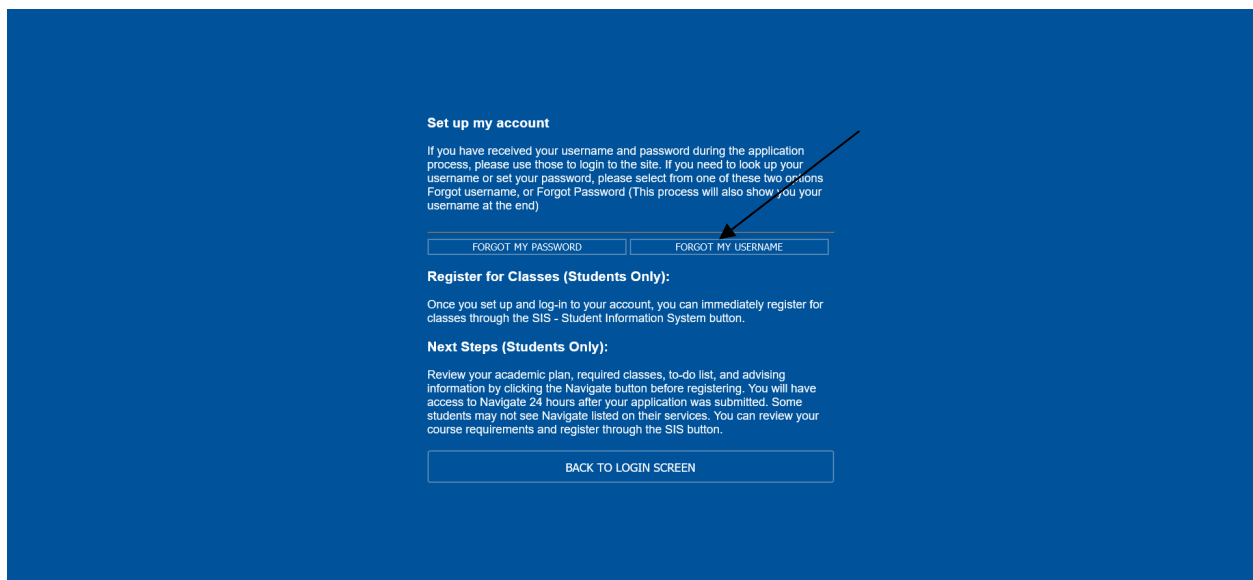
First, go to WCC Homepage; click on "My WCC" beside the Search box in the upper right hand corner. At this address: <https://identity.my.vccs.edu/idp/AuthnEngine#/authn>, click on "need help".



The next screen shot allows you to "set up your account"



The next screen gives you the option to Set up your account. You should choose “Forgot My Username.”




Once you click “Forgot my username,” you will see this screen:

Forgot my Username
Step 1 of 2

Enter the email address associated with your account.

Email Address

☐ I'm not a robot  reCAPTCHA
Privacy - Terms

NEXT →

For students, the personal email must match what you used when you filled out your college admissions application. For employees, the email will be the work email associated with your account. If you do not have these details, then contact your college help desk for assistance at support.vccs.edu. It should NOT be your myVCCS email i.e. @email.vccs.edu

BACK TO LOGIN SCREEN

If you do not have the work email associated with your account, contact helpdesk@wcc.vccs.edu or call 276.223.4835. The IT Team monitors these accounts and will get with you shortly to set up your email.

Once your email is set up, you can then log in to the PeopleSoft Student Information System (SIS). To log into SIS, you can go to the home page and in the upper right hand corner next to the Search box, click on “My WCC.”

You will complete the user id in the next screen.

 Virginia's
Community Colleges

Need Help?

Username

GO >

FORGOT MY PASSWORD FORGOT MY USERNAME

Once you enter your username, then click “Go.”

At this screen, add your password from your email process, click go. The next screen will look somewhat like the following:

As an adjunct faculty, you will have access to the Faculty Center where you will be able to see any class you are teaching. You can click on the people icon to access the class roster.

You will use your email address to receive correspondence from all WCC personnel. It should be your mail email account.

Your EMPL ID number is tied to your classes in PeopleSoft (SIS) and will be used as your copier code once the information has been sent to IT. If you have questions, please feel free to contact your Administrative Assistant by email or phone.