

VCU ELP FACULTY HANDBOOK

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VCU ELP MISSION STATEMENT

The Virginia Commonwealth University English Language Program's mission is to prepare students for academic, career, and personal success through English language proficiency. ELP achieves its mission by:

- providing excellent instruction and advising within a safe, caring, and inclusive environment;
- offering comprehensive and structured curricula featuring academic preparation;
- being a learner-centered and culturally diverse program;
- taking advantage of local and global partnerships to broaden educational opportunity and cultural understanding;
- offering specialized short-term programs to advance English language learning for academic and professional reasons.

VCU Equity, Inclusion and Diversity

We affirm our strong commitment to diversity, equity, and inclusion so that everyone—students, faculty, and staff— has the chance to explore ideas and foster knowledge, regardless of background, identity, beliefs, abilities, or needs.

We strive particularly to amplify and engage with the perspectives of students, staff, and faculty who have historically been excluded from full access to the opportunities and rewards of our discipline because of their race, ethnicity, nationality, religion, gender, sexuality, economic or educational background, dis/abilities, and learning needs.

We believe our commitment to diversity is best achieved when all individuals within our community feel seen, heard, valued, and welcomed. To fully realize this vision, we must always reflect on our past, evaluate our present, and aspire for our future.

We seek to provide students with the critical, expressive, and cultural skills necessary to negotiate life both within and outside the academy. This goal requires that all students and faculty recognize how our identities and experiences inform our reading, writing, and interactions in the classroom.

We pledge to create a department composed of faculty with diverse cultural and educational backgrounds. Together, we seek to overcome long-standing inequities in our disciplinary areas by fostering a faculty attentive to both historical and current forms of exclusion and privilege. As teachers, we strive to be sensitive to the complex, lived realities of students' lives, as well as to respond to those realities with compassion and flexibility.

We commit ourselves to create intellectually challenging learning environments where inequities of power and opportunity are openly recognized, and where meaningful engagement with matters of identity—whether of race, ethnicity, class, gender, sexuality, age, dis/ability, religion, or nation-status—are not only welcomed but also warmly encouraged.

(Diversity and Inclusion Statement- VCU)

GENERAL UNIVERSITY INFORMATION

VCU Code of Conduct (from the VCU Faculty Handbook)

VCU's Code of Conduct highlights some of the laws, regulations, VCU policies and ethical standards everyone is expected to follow. One's actions shape the public's view of VCU, which is why it is so important that all faculty take responsibility to act ethically in all situations.

Additionally, VCU's Code of Conduct helps to identify potential issues, lists resources where faculty can find more information and outlines our reporting options when we have a concern. It also serves as a reminder to treat others with the utmost respect and professionalism.

VCU's Code is part of our university-wide Compliance and Ethics Program, supported by the VCU Board of Visitors, the president and senior leadership. The Integrity and Compliance Office oversees our Compliance Program with the support of the Compliance Advisory Committee.

For a printable copy of the VCU Code of Conduct, visit
<https://hr.vcu.edu/current-employees/code-of-conduct/>

VCU Code of Ethics (from the VCU Faculty Handbook,

Virginia Commonwealth University is committed to an environment of uncompromising integrity and ethical conduct. Our ethical standards are the foundation for our decisions and actions. As members of the faculty, staff, and administration of Virginia Commonwealth University your actions will be guided by these principles and values:

- Respect: We will respect individuals, diversity and the rights of others.
- Honesty: We will act and communicate honestly and candidly. We will not mislead others.
- Excellence: We will strive for excellence in all that we do.
- Responsibility and Accountability: We will be responsible and accountable for our decisions and actions.
- Stewardship: We will be good stewards of the resources entrusted to the university.
- Compliance: We will understand and comply with the codes, laws, regulations, policies and procedures that govern our university activities.

We recognize that our decisions and actions reflect not only upon our individual reputations but also upon the reputation of the university. Our actions will be guided by these ethical principles even when confronted by personal, professional, social or economic pressures.

For a printable copy of the VCU Code of Ethics, visit president.vcu.edu/ethics/index.html.

VCU Creed (from the VCU Faculty Handbook)

Academic institutions exist, among other reasons, to discover, advance and transmit knowledge and to develop in their students, faculty and staff the capacity for creative and critical thought. At Virginia Commonwealth University, members of the academic community should strive to exemplify the following specific ideals in addition to other worthy ideals:

- To demonstrate academic and personal integrity.
- To respect the rights and property of others.
- To be open to others' opinions.
- To uphold academic freedom and freedom of intellectual inquiry.
- To appreciate diversity and to value and learn from the uniqueness of each person.
- To uphold the right of all persons to be treated with dignity and respect and to refrain from all forms

of intimidation, harassment and illegal discrimination.

- To demonstrate and respect intellectual courage in situations that demand it.
- For a copy of the VCU Creed, visit vcu.edu/vcu/creed.php

Safety and Health (from the VCU Faculty Handbook)

VCU has a responsibility to provide a safe and healthful environment. Faculty are responsible for the safety of the students, staff, and faculty members under their direction. The words “safety and health” encompass routine and emergency situations. Each new class of students needs to be informed of procedures for reporting emergencies, evacuation plans, and exit routes from buildings. In addition, faculty also must be aware of any student with special needs and determine if they require special assistance in emergency situations. The VCU Alert status is posted on the University’s Website and is updated frequently in the event of an emergency.

Duty to Report (from the VCU Faculty Handbook)

VCU is committed to an environment of uncompromising integrity and ethical conduct wherein all individuals are expected to understand and comply with the laws, regulations, and policies that govern our university activities. In order to maintain integrity at the highest level of excellence and to promote equal treatment, VCU expects that all members of our university community will timely report actual or suspected violations of laws, regulations, and policies, hereinafter referred to as misconduct.

The expectation to report actual or suspected misconduct is absolute and for this reason every individual also retains protection against retaliation for making a good faith report, raising a good faith concern and/or participating in an investigation of misconduct. Knowingly making a false report, or reporting with malice or reckless disregard for the truth, is prohibited. The detailed policy on the Duty to Report can be found at VCU Policy Library. Questions regarding the policy can be addressed to the Integrity and Compliance office in the Department of Assurance Services).

Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination (from the VCU Faculty Handbook)

As members of the VCU community, we are committed to fostering an environment of mutual trust and respect. VCU does not tolerate sexual assault, sexual exploitation, partner or relationship violence, sex/gender discrimination, sexual harassment, complicity or retaliation. Such behavior is harmful to the wellbeing of our community members; the living, learning and working environment of our university, and collegial relationships among our faculty members, staff, and students. VCU’s policy on Sexual Misconduct/Violence and Sex/Gender Discrimination contains information about resources, prohibited conduct and the university process for investigations and resolution of possible Title IX cases, including sexual assault and misconduct.

Faculty/Staff Ombudsperson (from the VCU Faculty Handbook)

The ombudsperson is a confidential resource for all faculty and staff at Virginia Commonwealth University. Information is available at ombudsperson.vcu.edu. In addition to providing assistance in problem, complaint and conflict resolution, the ombudsperson will monitor the policies, procedures and practices of the University for fairness and equity. The ombudsperson is a resource for information and guidance who, if necessary, directs clients to the University’s formal processes for grievances, such as the Faculty and Staff Mediation Program listed below.

Faculty Mediation and Grievance Policies

All faculty are referred to <https://ombudsperson.vcu.edu/services/mediation/> for information on VCU's faculty mediation and grievance policies and processes. As noted there,

VCU offers mediation for faculty, staff, postdoctoral trainees and students who have a conflict. Whether a problem developed recently or over a longer period of time, mediation offers an opportunity to discuss issues with your supervisor, a co-worker, subordinate, peer or professor in a confidential atmosphere.

In mediation, each participant will have a chance to speak, and the mediators will help clarify issues that individuals may wish to address. There is no time limit to the mediation process. Mediation will take as long as is needed to resolve the conflict and may include more than one session....

If attempts to informally resolve the situation fail, VCU employees or students may choose to participate in a formal grievance process.

Tuition Waiver (from the VCU Faculty Handbook)

Full-time faculty may apply to take up to six credit hours of tuition-free courses per semester at Virginia Commonwealth University. Guidelines for tuition waivers may be found at hr.vcu.edu/benefits/tuition.html. Adjunct faculty may receive a waiver of tuition and fees (excluding special course fees) for one class (1-3 credit hours) once they complete nine credit hours of adjunct teaching. The adjunct faculty tuition waiver must be used within the three-semester period immediately following the completion of teaching the nine credit hours. The summer semester counts as a semester.

Adjunct faculty may take one course at VCU under the tuition benefit after they have completed teaching 15 ELP credit hours. The benefit must be used within the three semester period immediately following the completion of teaching the nine credit hours. Adjunct faculty are not eligible to be reimbursed for a class taken at another educational institution. The most relevant information to read regarding adjunct faculty and tuition benefits is found on pages 3-4 of the Educational and Training Opportunities policy and guidelines.

Tuition Reimbursement

Tuition benefit means that VCU waives the standard undergraduate and graduate tuition costs required to complete an education course offered at VCU. One course (equivalent to three credit hours) per semester may be taken during work time.

Tuition reimbursement is available for employees taking an approved course at another educational institution. The cost of the class will be reimbursed by VCU if:

- The class is not offered at VCU at all, including online, and
- The class is related to your job, and
- Your supervisor approves.

The most relevant information to read regarding tuition benefits for classes taken at VCU is located on pages 2-3 of the Educational and Training Opportunities policy and guidelines (search under VCU HR policies). Tuition reimbursement is covered in greater detail on page 4 of the same document.

Academic Rights and Responsibilities (from the VCU Faculty Handbook)

On November 18, 1976, VCU's Board of Visitors approved the Academic Rights and Responsibilities statement. This policy covers collegial rights and responsibilities of faculty and members of the administration, such as academic freedom; matters of curriculum and instruction; admission, retention,

and graduation of students; University governance; as well as ethical principles relating to teaching and students, the University and colleagues.

Copyright and Fair Use Policy

All practices and policies relevant to copyright are governed by VCU Policy, in accordance with Federal Code. VCU's copyright policy is articulated in the VCU Intellectual Property Policy and is communicated primarily through the VCU Library. These resources guide faculty, staff, and students in the responsible use of copyrighted works and fair use rights.

As stated in the VCU Intellectual Property Policy, the University retains all rights, title, and interest in any and all Intellectual Property generated, created, or developed in facilities operated or controlled by the University, supported by funds administered by the University, and/or performed in the course of regular duties by University Members.

For a more detailed explanation, please refer to VCU Libraries Research Guides: Copyright for Faculty: <http://guides.library.vcu.edu/copyright-for-faculty>

"The University expects students, faculty and staff to respect the Intellectual Property rights of others and comply with applicable laws in their teaching, learning, research, creative, and other University activities. 'Use' of a work includes using, adapting, copying, distributing, displaying, or performing a work, including making a work available to others through online or other media. The University also supports principles of Fair Use in teaching, learning, research and creative activities consistent with U.S. laws regulating Intellectual Property and judicial interpretations thereof. University community members are expected to seek guidance from VCU Libraries and/or the Office of University Counsel when questions regarding Copyright compliance and Fair Use arise."

General information about Fair Use of copyrighted materials may be found on the VCU Libraries website at <https://guides.library.vcu.edu/copyright-for-faculty/fair-use> and is posted at each copy machine in the ELP.

Classroom and Laboratory Guidelines (from the VCU Faculty Handbook)

Classes must meet regularly and on time and must be conducted in a professional manner for the full duration of the assigned class period. Absences for personal or for professional reasons, such as scholarly meetings, are to be approved in advance by the department chair. These absences, however, should be limited in number and should not hinder the progress of normal class work. If a faculty member experiences an extended illness or disability, arrangements must be made through the department chair to have classes taught by other faculty. Faculty must, by grades or comments and in a timely fashion, periodically evaluate each student's achievement.

Inclement Weather

The ELP will follow all official decisions regarding VCU closings / class cancellations / late starts, etc.

To keep informed about the status of VCU and ELP classes:

- Sign up to receive VCU Emergency Text Messages - <http://alert.vcu.edu/signup>.
- Check the VCU homepage and click on ALERTS to monitor the status of classes at www.vcu.edu
- Call the Inclement Weather Hotline at 804.828.OPEN (6736)
- For more information: https://alert.vcu.edu/media/alert/docs/inclement_weather_faqs.pdf

Human Resource Policies (from the VCU Faculty Handbook)

Human Resources maintains a comprehensive list of human resource policies at: <https://hr.vcu.edu/>

Confidentiality of Faculty and Student Records

VCU ELP staff and faculty use secure electronic communication and information storage platforms provided by the University. VCU provides reliable and secure access to electronic means of communication for ELP and other units in GEO and the University. Upon joining the University, faculty and staff are oriented and trained on access and security of electronic platforms, such as VCU eServices, Banner, and ImageNow. The VCU Information Security Office is committed to protecting information and resources that are critical to VCU's academic and research missions. Protection may be governed by contractual, financial, or University considerations. Faculty and staff receive occasional training on secure information access, and sensitive information is available to select positions / individuals only through a formal request and review process.

At Virginia Commonwealth University, records management is governed both by the state records management program, Public Records Act in the Code of Virginia, and by VCU's Records Management policy. Records management includes: the maintenance of currently active, administratively useful, public records; the disposition of public records that no longer serve administrative, legal, fiscal, or historical purposes; the preservation of those records that have historical, legal, fiscal, or administrative value or that must be preserved by law. VCU's records management is determined by the University's Records Management Policy and is overseen by the University Records Officer.

Maintenance of and reporting on student records follows state and federal code, including FERPA, and is conducted in cooperation with VCU Records and Registration, Student Accounting, Student Health, Admissions, and Student Affairs. In GEO, ELP administrators ensure that student records are current, accessible, complete, accurate, and secure.

Maintenance of and reporting on personnel records follows state and federal code and is conducted in cooperation with VCU Human Resources. In GEO, a dedicated Human Resources representative ensures that personnel records are current, accessible, complete, accurate, and secure.

Faculty are responsible for following all relevant university, state, and federal policies and guidelines regarding student records and for seeking guidance from administration regarding such.

Work/Life Resources (from the VCU Faculty Handbook)

Work/Life resources offers services to the faculty and staff of Virginia Commonwealth University to help balance work and home responsibilities throughout the life cycle. These services are provided at no charge and are administered through Human Resources. In addition, VCU is a participating CommonHealth agency with access to many wellness initiatives and resources.

Smoking in the Workplace (from the VCU Faculty Handbook)

In accordance with the Virginia Indoor Clean Air Act, Virginia Commonwealth University provides reasonable no smoking areas in all University buildings.

GENERAL ELP INFORMATION

New ELP Faculty Orientation

New ELP faculty are required to attend the Virginia Commonwealth University New Faculty Orientation. In addition, new ELP faculty meet with ELP administration and senior faculty for introductory and continuing guidance and assistance as needed. New ELP faculty meet with GEO administration to set up their VCU e-services account, get building access, and other important initial activities.

Teaching Assignments

ELP administration assigns courses to faculty each session based on program need, faculty experience, and, to the degree possible, faculty preference. Faculty are surveyed each term regarding their teaching preferences for the following term. Final course schedules and teaching assignments are not available and confirmed until the completion of placement testing and advising each session. Faculty teach an average of 18 hours per week each term, coupled with an average of 4 hours of service to the program per week.

ELP Faculty ListServ and InsideELP

In order to receive information via VCU email from ELP administration and colleagues, all faculty will be included in the ELP Faculty ListServ. All faculty are also included in InsideELP, where important information and documents may be found.

Inside ELP is a web-based shared drive designed to allow faculty to access documents and common resources in a secure environment. It is also a space for information sharing, collaboration, and communication. Resources in Inside ELP include course assessments, teaching resources, ELP curriculum, list of CEA standards, meeting minutes, calendar, contact rosters, and discussion boards. Inside ELP is managed by faculty and ELP administration.

To avoid problems uploading or downloading files, and to assure that others can readily access them, faculty should use the following file and folder naming guidelines. Naming files consistently, logically, and in a predictable way will distinguish similar files from one another at a glance and make it easier for colleagues to locate and label files.

- A file name is made up of two parts: (1) the name of the file or document; (2) the file extension (e.g. doc, .ppt, .htm....) which is between two and four letters long preceded by a period. The file extension identifies what kind of document it is and should NOT be removed when renaming a file.
- File names should be as concise as possible, so you are able to find the right documents easily. Lengthy file names are hard to read.
- Avoid unnecessary repetition and redundancy in file names and file paths.
- Do not use any special characters in your file names such as punctuation marks or spaces. Use only letters, numbers, and underscores (_).
- The file names of records relating to events should include the date and a description of the event.

Examples of correct file names:

- Content added to the Teaching Resources area:
 - Course Abbreviation and Level ; Textbook abbreviation / Chapter (if applicable); Document title (avoiding abbreviations); Term (Fall, Spring, or Summer); Year
 - Examples: Speaking and Listening Diagnostic Spring 2024.doc ; Reading and Writing Rubric for Argumentative Essay 2024.doc

- All other documents:
 - Document title (avoid abbreviations); Applicable year
 - Examples: Attendance policy 2024.doc ; ELP Tutoring Center brochure 2024.doc

Assessment, Alignment and Revision of the ELP Curriculum

Assessment of students and of the ELP is based on the ELP Curriculum and its associated curriculum map and grading rubrics correlated to student learning objectives and outcomes. Clearly articulated rubrics are used to grade students along a range of direct and indirect measures, and students' accomplishments along these measures are used to assess the program's achievement toward its goals. The primary purpose of assessing learning outcomes is the continuous improvement of student learning and program effectiveness. The assessment of student learning outcomes is, in simple terms, asking and answering questions about the efficacy of the curriculum. Assessment should answer the question, "To what degree are students achieving the learning that the curriculum has been designed to effect?"

Like other VCU units, ELP assessment uses the WEAVE model of assessment to guide and demonstrate programmatic efforts.

WRITE expected outcomes. Identify your goals and objectives. What are your intended outcomes?

ESTABLISH criteria for success. Identify measures, or evidence, that you will use to demonstrate movement toward your outcomes. Include targets for each measure.

ASSESS performance against criteria. Compare data from measures against your targets and outcomes.

VIEW assessment results. Interpret your results. How do the results of your measures compare to your targets and your outcomes? In what areas were you successful and in which could you improve?

EFFECT improvements through actions. What have you learned? What will you change and what will you retain in the future? What is your action plan moving forward

Faculty are responsible for implementing the assessment process at the course unit and course levels. They are also responsible for providing those results to program administration, who, together with instructors, use that data to assess the program and its movement toward its goals and mission. GEO administration will consider program assessment within the context of GEO's mission and the University's Guidelines.

Professional Development

Each year, GEO sets aside limited funds to support its staff members in their efforts to advance faculty's professional goals in alignment with program priorities. Based on availability, support may be requested for a variety of professional activities, including conference presentations, relevant workshop participation, and visits to other institutions for networking and learning opportunities. Support for professional materials, research-related travel, or conference attendance (without presenting) may also be requested, but will be considered as a lower priority. ELP expects its employees to engage in relevant professional development.

GEO leadership will review requests for support. Requests will be judged on the following criteria:

- evidence that the proposed activity clearly supports the University's and GEO's missions
- significance of the proposed activity for the staff member's professional development
- evidence of ability to complete proposed activity
- evidence of ability and willingness to cost-share when necessary

Requests may be partially supported (i.e. less than the amount requested), and it will generally be the case that funds approved will not cover full per diems.

Requests for professional development support should:

- describe the proposed project, its purpose, and its anticipated outcomes (max: 300 words)
- describe how the proposed project advances VCU's and GEO's goals (max: 100 words)
- describe how the proposed project advances your professional development goals (max: 100 words)
- include a detailed budget, including plans for sharing costs (Please see the budget guidelines on the following page.)

Relevant supporting documents, such as information about conferences and professional organizations, should be included. Requests to support conference presentations should include the proposal materials to be submitted to the organization sponsoring the conference.

Requests must be discussed with your director before a formal proposal for funding is submitted.

Proposals will be reviewed within two weeks after receipt by all directors and should be submitted directly to your director. Requests for funding should be made as far in advance as possible, before you have formally submitted a paper / presentation to a conference or heard if your proposal was accepted. Professional development funds cannot be shared with or assigned to another colleague, nor can they be carried over to the next fiscal year.

A final report should be submitted to your director within two weeks of completion of funded activities and should be attached to annual self-reports. The purpose of the final report is to assess the value of the experience for VCU and GEO and for the grantee. The final report should be no more than 500 words and should directly address the themes outlined in the initial proposal. Supporting materials may be attached. Final reports will be filed by the staff member's director in anticipation of annual reports and evaluations.

Self-funded professional development activities are welcomed. With directorial approval, staff choosing to do so may take up to five days away from the office, with no more than three days taken consecutively. Notice of participation in such activities should be submitted to your director as far in advance as possible.

Budget Guidelines

Applicants should visit the VCU Office of Procurement Services Travel website.

Budgets most commonly include:

- Transportation costs: air travel, rail travel, personal vehicles, rental vehicles, ground transportation (such as taxis and metros), airport shuttles, parking
- Lodging
- Meals
- Registration fees
- Miscellaneous

Applicants are encouraged to anticipate ALL possible costs they believe they will incur while traveling, even if they are not requesting full funding of all costs. Questions should be directed to their director.

Once approved for funding, staff will be directed to submit a Chrome River travel authorization request and receive funds and reimbursements.

A few important things to keep in mind:

Those seeking professional development funds should make thoughtful choices about conference locations and about the number of internal presenters included, as well as the value of particular conferences / organizations to GEO. Kindly keep cost in mind.

Before submitting a proposal for funding, you must meet with your Director and discuss your request.

Proposals for funding should be submitted at the time you propose a paper / presentation.

Professional development refers to activities undertaken by a staff member primarily for his/her own development. Programmatic development activities, undertaken at the request of a Director to further unit or GEO goals, will be funded from a different resource pool.

Mentoring of New ELP Faculty

New FTE faculty are required to attend the VCU New Faculty Orientation. In addition, new ELP faculty meet with ELP administration and senior faculty for introductory and continuing guidance and assistance as needed. A New Faculty Orientation Committee exists within ELP. Senior teachers play a particularly critical role in orienting and supporting new faculty. The Director of the ELP monitors and supports development of faculty members by providing opportunities for collaboration with instructors who have a high level of experience in teaching. Experienced teachers assist in lesson planning, supplemental material creation, and assessment of students.

Procedures for Making Teaching Assignments

No later than the midpoint of the preceding term, faculty receive via email a survey asking for their preferences in which courses to teach and any scheduling requests. This data is used to assign faculty to courses in the subsequent term, relative to the program's anticipated needs and faculty expertise. Faculty are reminded that until new students arrive and are placed, the draft schedule and their particular teaching assignments may change.

Meetings of Faculty and Committees and Minutes

Regular meetings of the faculty as a whole are held, usually monthly on a Friday afternoon. Regular meetings of faculty groups - committees, course teams, etc. - are also held regularly and as needed. Faculty are expected to keep Friday afternoons open for the purpose of attending meetings. A schedule of anticipated meetings is shared no later than the start of each term but faculty should anticipate additional required meetings being added to their schedules.

Minutes should be kept at all meetings and submitted to InsideELP in a timely manner. The responsibility of recording minutes of meetings of the faculty as a whole will be rotated among all FTE faculty (as noted in the notice of important dates shared with all before the start of each academic year).

Meeting Minutes Format

- Meeting of the ELP Faculty / the ----- Committee
- Date / Time / Location
- Hours of Meeting's Commencement and Adjournment
- Faculty / Staff / Guests Present
- Approval of / Amendments to previous meeting's minutes
- Content of Meeting: Topics / Information / Questions / Discussions
- Decisions Made / Actions Planned
- Next Meeting: Date and Time, Location, and Agenda Items
- Related Materials: Committee Reports / Materials Distributed / Presentation Materials

All minutes should be archived in InsideELP, and minutes should be shared via email with all faculty / committee members at least 48 hours prior to the following meeting.

It is recommended that minutes include the following information:

- What we decided in the meeting
- What we accomplished in the meeting

- What we agreed to in terms of next steps (action items)....
- When was the meeting?
- Who attended?
- What topics were discussed?
- What was decided?
- What actions were agreed upon?
- Who is to complete the actions, by when?
- Were materials distributed at the meeting? If so, are copies or a link available?
- Is a follow-up meeting scheduled? If so, when? where? why?

Faculty Evaluation

An annual evaluation of all full-time faculty will be conducted by the ELP Director to support the continual improvement of faculty performance. Its objectives are:

- Provide a continuous performance record for each faculty member
- Give feedback to faculty members
- Enhance and encourage faculty development

Each year, together with administration, each full-time faculty member will assemble an annual review portfolio, including:

- a written self-report of his/her professional activities
- observation materials, including pre and post meeting documents and observer notes
- student evaluations

Self-Report Guidelines

Full-time faculty are expected to submit their annual Self-Reports to the Director of the ELP by 1 May each year (this date may change per university guidelines). The report should be an overview of the faculty member's professional accomplishments in and out of the classroom. It should highlight all activities that have contributed to faculty's performance and professional development during the academic year. Faculty members should include any relevant supporting documentation with the report. (Narrative format is fine, as is a succinct bulleted or tabular format, or a combination thereof.) The self-report should address the following items:

- **Teaching:** A summary of courses taught should be included, as should anything special a faculty member designed and/or implemented in his/her classes during the academic year. This may include initiatives to improve instructional tools and methods and their outcomes. Challenges faced and obstacles overcome may be articulated as well.
- **Service:** The components of service described in the report should be based on the faculty member's service assignments and contributions to the program during the academic year. These may include, but are not limited to, curriculum coordination and development, committee work, participation in student activities, and special projects. Self-reports should also contain a detailed summary of special project activities, outcomes, and recommendations.
- **Scholarship / Professional Development:** Scholarly activities may include publications, grants, and scholarly presentations. Full citations should be provided when applicable. Professional development covers all other activities - research, workshops / sessions attended, topical exploration - completed during the academic year.
- **Planning goals:** Professional goals and development plans may also be included in the self-report.

Annual evaluations will be based on each faculty member's self-report, classroom observations, products of special projects, and student evaluations. Historical data on enrollment numbers and pass-fail rates

will also be included in faculty files, along with past annual evaluations, for purposes of discussion and professional development goal-setting. In addition to reviewing materials from the past year, each faculty member will be asked to articulate professional goals for the coming year.

Classroom Observations

The ELP Director or Assistant Director will attend one scheduled class session observation to be included in annual faculty evaluations, optimally during Fall and Spring terms. Observations will occur at a date and time mutually agreed upon between the observer and the faculty member. The purpose of these observations is to assess preparedness, attention to course objectives and curriculum, the classroom learning climate, instructional methods, professionalism, and classroom management.

Student Evaluations

During the last week of each term, ELP students will be asked to complete evaluations of all their instructors / courses. The evaluations are conducted online and are anonymous. Results are made available to faculty members and administration at the end of the term. These evaluations are used as part of faculty annual evaluations. Faculty are encouraged to reflectively review student evaluations when preparing subsequent courses. Students are asked to evaluate teaching methods and materials.

Student Exit Surveys

Student evaluations of level 3 courses will include additional questions which gather data on students' evaluation of and satisfaction with the ELP program as a whole. The responses to these questions will be isolated and be analyzed in the aggregate. This data will not be used in individual faculty evaluation, but rather in assessment of the ELP program in its entirety.

Faculty Leave Procedure for ELP 9-Month FTE Faculty (from VCU Human Resources website)

Faculty leave

Twelve-month teaching faculty and administrative and professional faculty (nine- or 12-month) who work 50 percent or more of the pay period accrue the following leave:

- Annual leave at the end of each semi-monthly pay period in proportion to the number of hours they work
- Sick leave as follows, depending on which sick leave program the faculty member participates in:
- Traditional Sick Leave Program (TSLP) - at the end of each semi-monthly pay period in proportion to the number of hours they work
- Virginia Sickness and Disability Program (VSDP) - on Jan. 10 of each year in proportion to their total months of state service and whether they are full-time or part-time
- Personal and family leave (only if they participate in the VSDP) on Jan. 10 of each year

Teaching faculty on nine- or 10-month contracts observe the same holidays as students; they also accrue sick leave at the beginning of each fall and spring semester but do not accrue annual leave.

Study-research leave and educational leave are available to eligible faculty seeking to enrich their professional growth and development. When faculty members have a status change (e.g., full-time to part-time, part-time to full-time, or 12-month to nine- or 10-month teaching), the conditions of annual leave and sick leave change, including accruals and payouts. Eligible faculty qualify for other leaves of absence – see Types of Leave below. Faculty earn leave before using it and, when possible, request approval in advance to take it. Faculty support the institution's timekeeping process by:

- Submitting approved leave requests promptly to their timekeepers

- Reviewing their leave advice statements on eServices/VCU Self Service every pay period for accuracy
- Resolving leave discrepancies promptly with their timekeepers

Faculty Hiring Process and Job Description

Job Description

FTE faculty provide ESL instruction and collaborate with administration in program and course operations and development. In addition, they assist in the assessment of incoming students and participate in placement and exit testing. FTE Faculty teach an average of 18 ELP course credits, hold office hours to meet with students, and provide instructional leadership to the program through assigned service roles. In addition to teaching assigned courses and program service faculty members are expected and should engage in professional development activities and/or scholarly activities and participate in program support activities, such as meetings, etc.

Qualifications for Employment

Required qualifications:

- Master's degree in English to Speakers of Other Languages (TESOL), or a related field, or a Master's degree and a TESOL/EFL Certificate
- Two years full-time experience teaching in an academic preparation intensive university ESL program in the United States (for FTEs; adjuncts need only have relevant teaching experience)
- Applicants should hold U.S. citizenship or residency
- Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU.

Preferred qualifications:

- 3 to 5 years of experience teaching full-time in an academic preparation intensive ESL program in the U.S.
- Experience with CEA accreditation standards
- Experience living, studying, or teaching overseas
- Demonstrated excellence in teaching all English language skill areas and levels to university students, including level one students
- Demonstrated experience with ESL testing, placement and advising in an intensive ESL program, for example familiarity with the Versant Placement Test
- Experience in ESL curriculum and materials development
- Evidence of strong organizational skills, involvement in the profession, cross-cultural sensitivity, computer literacy, and strong interpersonal skills
- Native or near-native English language fluency

ELP Teaching Proficiency Requirements Policy

In cases where an applicant is not a native speaker of English, the ELP establishes English language fluency through review of their application including education and job histories. Applicants may demonstrate English language proficiency by successful completion of a graduate degree in an accredited U.S. institution and/or having taught English as a Second language at an accredited institution. During interviews, clear communication in English is expected of all candidates.

Faculty Compensation and Hiring

For details on VCU's compensation and hiring policies and practices, please visit:

<https://insidehr.vcu.edu/faculty/faculty-compensation/>

Terms and Conditions of Employment

TERMS AND CONDITIONS OF EMPLOYMENT 1. CODE OF CONDUCT, FACULTY HANDBOOK AND UNIVERSITY POLICIES

Virginia Commonwealth University's Code of Conduct, the provisions of the Faculty Handbook, and any future modifications to it, as well as all University policies, procedures and regulations pertaining to faculty, are incorporated into this contract by reference and constitute part of this contract.

2. CONDITIONS

As a condition of your faculty appointment at VCU, you are subject to all applicable policies and procedures of the University. Significant policies and procedures include, but are not limited to, University statements which address promotion and tenure, conflict of interests, outside professional activity, intellectual property and code of conduct. It is your responsibility to be aware of these policies and procedures as well as all others which may apply to you. University policies and procedures are subject to change, and further information regarding those which may be applicable to you, in addition to information concerning your privileges and duties as a faculty member, may be obtained by contacting your department chair and by visiting the VCU web site at the VCU Policy Library. Additionally, please be aware that as a faculty member at VCU, you are an employee of the Commonwealth of Virginia and subject to the laws of the Commonwealth including but not limited to the provisions of the Virginia State and Local Government Conflict of Interests Act and the applicable State Department of Human Resource Management (DHRM) policies.

Also, you may, in the course of your employment, have access to confidential information regarding employees, students, patients, the public, or to proprietary or other confidential information belonging to or in the possession of VCU. This information is to remain confidential, and may be disclosed only in strict accordance with federal or state law and/or University Regulations and policy.

FOR INITIAL FACULTY APPOINTMENTS, TRANSFERS, AND PROMOTIONS

Employment at VCU is conditioned upon the university conducting a job related background check. Criminal conviction investigations also will be conducted in connection with certain transfers and promotions. As required by state law, the employment offer is conditioned upon U.S. citizens verifying that they have registered for the Selective Service or providing documentation from the Selective Service System that their requirement to register has been "terminated or become inapplicable." VCU is required by state law to ask each new employee if he/she has an income withholding order for child support payments. An affirmative response will not adversely affect employment with VCU. A U.S. Department of Justice I-9 Employment Eligibility Verification also must be completed no later than three business days from the date employment begins.

It is also a condition of employment that within thirty (30) days of hire, you are required to submit documentation to the hiring authority that you have the academic qualifications for the faculty position in which you are hired. Failure to comply with this documentation requirement and/or misrepresentation of your professional credentials in any manner may result in revocation of your contract and/or termination of your faculty appointment with VCU. In most instances, this required documentation will be an original, official seal-bearing transcript from the institution which awarded your highest degree. If your duties include teaching and the content area is different from the discipline or field in which your highest degree was earned, then you may be required to provide additional documentation upon hire or as assignments change to confirm your academic qualifications and/or

credentials for the respective instructional duties.

TERMS OF APPOINTMENT

Your appointment with the University is binding after approval of the President and/or Board of Visitors of the University. Renewal of tenure eligible and term (non-tenure) appointments shall be at the option of the University, subject to the non-renewal notice provisions noted below and/or any applicable policies of schools or units of the University. To be valid, an extension or renewal of an appointment must be in writing and signed by the President, Vice President, or appropriate designee of the University.

TENURE ELIGIBLE AND TERM FACULTY: Should a decision be made not to continue your appointment beyond a specified date, you will be provided with advance notice based on the length of your continuous employment as faculty member at VCU in a tenure-eligible or term position, as follows:

- At least three (3) month's notice before the contract end date during the first year of continuous employment in a faculty position (tenure-eligible or term) at VCU; or
- At least six (6) month's notice before the contract end date during the second year of continuous employment in a faculty position at VCU (tenure-eligible or term); or
- At least 12 month's notice, before the separation effective date after two years of continuous employment in a faculty position at VCU (tenure eligible or term). If the separation date is subsequent to the current contract end date, a new contract would be issued for the remainder of the notice period.

4. BENEFITS AND LEAVE

Each person employed by Virginia Commonwealth University who is eligible for benefits and paid leave in addition to salary is responsible for making all benefits decisions and for taking all actions relating to such benefits and leave reporting within established deadlines and according to applicable policies. For newly eligible faculty appointed at the beginning of the academic year shown in section 6 below, the enrollment windows begin on the first day of the contract pay cycle shown in Section 7 below. For newly eligible faculty with appointment dates that fall after the beginning of the academic year shown in Section 6 below, the enrollment windows begin on the first day of newly eligible employment.

5. GENERAL LIMITATIONS

This Contract is subject to the acts of the General Assembly of Virginia, the Governor's consolidated salary authorization of faculty positions, executive orders of the Governor, and the policies and regulations adopted by the Board of Visitors of Virginia Commonwealth University.

6. ACADEMIC YEAR

12-Month Faculty July 1 through June 30

9 Month Faculty August 16 through May 15

7. PAYMENT OF EARNINGS

Dates of Appointment

Contract Pay Cycle

Pay Dates

12-month Faculty July 1 – June 30

July 1 – June 30

July 16 – July 16

9-month Faculty August 16 – May 15

August 10 – May 9

September 1 – August 16

Salary is paid in semi-monthly installments over 12 months on the 1st and 16th of the month. There is a

one-week lag between the end of the payroll period and receipt of the related pay. Payroll periods are the 10th through the 24th (paid on the first of the subsequent month) and the 25th through the 9th (paid on the 16th of the month). New 12-month faculty appointed on July 1 will receive a partial paycheck on July 16 for the July 1-9 pay cycle and their first full paycheck on August 1 for the July 10-24 pay cycle. New 9-month faculty appointed at the beginning of the academic year will receive their first full paycheck on September 1 for the August 10-24 pay cycle. VCU faculty are required to receive their pay by direct deposit.

VCU Second Job Procedures & Overload Contracts

VCU's procedure regarding second jobs (FTE and F/T-Classified employees, only) requires approval prior to beginning work on a second job at VCU. For more information, go to

<https://insidehr.vcu.edu/faculty/secondary/>

Virginia Commonwealth University permits, under certain circumstances, employees to hold multiple positions within the university. This policy covers university employment and corresponding compensation related to secondary (overload) assignments. Secondary assignments are generally temporary and are not benefits-eligible, except where required by law. Secondary assignments are only permissible when university officials have formally approved the assignment, and when all eligibility requirements have been met. All secondary assignments must be initiated in writing to the ELP director. More information can be found here:

<https://policy.vcu.edu/doctract/documentportal/08DA32A740D325958A9B40C29DC8C237>

Feedback on Policies and Procedures

All VCU ELP policies and procedures are and will be implemented and assessed following best practices in policy management. Stakeholders, including faculty, students, administration, and others outside of ELP (on campus and beyond) will have opportunities to contribute planning and to provide feedback when relevant and necessary. All policies and procedures will be created, implemented, and assessed in coordination with GEO administration following systematic steps which may include:

- needs analysis
- research
- drafting
- consultation with stakeholders
- approval
- communication and implementation
- regular review

The length and formality of each step will be proportional to its scope and impact, as determined by administration with input from stakeholders. Communication with those affected by policies and procedures will be via email (including the VCU ELP Faculty Newsletter), in writing, in team meetings, and in individual meetings. All policies and procedures will be publicly available online and in print in the VCU ELP Faculty and Student Handbooks.

ELP ACADEMIC INFORMATION

Important Dates

Important program dates may be found in InsideELP, ELP website or VCU website/ calendar

ELP Curriculum

Academic Integrity and the Honor System

“On my honor, I have neither given nor received unauthorized aid on this assignment, and I pledge that I am in compliance with the VCU Honor System.”

Neither the presence nor the absence of a signed pledge statement shall exempt a student from the requirements of the Honor System.

All instructors are expected to discuss the Honor System at the beginning of a course and to describe Honor System requirements in course syllabi.

All students must know and understand the Honor System. It is a student’s responsibility to ask course instructors to clarify requirements for each assignment if they are uncertain.

The Honor System prohibits the following acts of academic misconduct as defined below:

- Plagiarism: representing the words, ideas, facts, opinions, theories, illustrations, tables or any part of another’s work as one’s own on an academic assignment without customary and proper acknowledgment of the source.
- Cheating: receiving, giving, or attempting to receive or give unauthorized assistance, such as materials, devices, information, notes or sources, related to academic matters.
- Lying: transferring, transmitting, or communicating any false statements concerning academic matters.
- Stealing: taking or making academic material inaccessible, thereby temporarily or permanently depriving others of its use or possession.
- Facilitation: helping or soliciting another person to commit an act of academic dishonesty.
- The Honor System seeks to end the misconduct in question, prevent a recurrence of similar misconduct, and remedy the effects of the misconduct on the university community.

Questions about the VCU Honor System should be directed to the ELP Director and/or the Office of Student Conduct and Academic Integrity in the Division of Student Affairs.

ELP students are strongly advised to review VCU’s Honor System Policy.. ELP students are responsible for knowing both the rules of academic integrity and the consequences of violating those rules, both in ELP and in any subsequent academic courses.

ELP Academic Integrity Practice and Policy

Many students enter the ELP with limited knowledge of and /or experience in Academic Integrity as understood and practiced in U.S. higher education. As such, it is the responsibility of the ELP to make every effort to provide students information, guidance, and practice in academic integrity rules and regulations, expectations, and resources. To that end, the ELP curriculum will include level-appropriate academic integrity instruction and practice at all levels and will offer advising and training to all students struggling with academic integrity in its many forms, including plagiarism, cheating, lying, and facilitation.

In cases where an instructor believes an ELP student to have violated academic integrity rules in an ELP class, the instructor should:

- Meet with the student to discuss the situation, taking notes of the conversation to be signed by both faculty and student.
- Refer the student to the Director of the ELP.

ELP Academic Integrity Risks and Consequences

Assignments and assessments judged to have been submitted without full reference to academic

integrity may be assigned a grade of zero after discussion between the instructor and the Director of ELP. In no situation should an instructor assign a failing grade to an assignment on the basis of academic integrity violation without discussion with the Director.

Students may, at the discretion of the instructor and the Director of ELP, be allowed and/or required to repeat or make up assignments judged to have been initially submitted without full reference to academic integrity, for either full or partial credit.

In response to violations of academic integrity, the ELP Director may place a registration hold on a student's account, preventing self-registration. The ELP Director may also place the student on warning or probation within the program or suspend a student from the ELP as a result of an academic integrity violation.

Students may be referred to the and/or VCU Office of Student Conduct. A student may appeal a sanction on the basis of new and pertinent evidence or a procedural error which would impact the outcome of their case. Students wishing to appeal should complete and submit an ELP Academic Integrity Sanction Appeal form to the ELP Grade Review and Academic Integrity Committee via the ELP Director.

Resources

Faculty and students have available several resources for avoiding violations of academic integrity:
<https://conduct.students.vcu.edu//>

ELP Admissions Policies and Procedures

The VCU ELP admits English language students only. Applicants must be at least 16 years of age, and submit:

- a copy of passport pages including photo and personal information (student visa applicants only);
- proof of high school graduation or university attendance;
- proof of financial eligibility to study in the U.S. (student visa applicants only);
- certificate of immunization (student visa applicants only);
- application and placement test fee.

Applications are considered without reference to age, language proficiency, physical ability, and/or other factors. All admitted students must meet minimum requirements to be admitted to the university and to be granted a visa (student visa applicants only).

Completed application files are reviewed and processed within one to two weeks of submission.

Applicants are notified of their admission status using the email address provided on the application.

The I-20 will be processed within one to two weeks after all required documents have been received.

Applicants that are missing required documents are notified using the email address provided on the application. The university may send electronic copies of the I-20 form per United States Customs and Immigration Services (USCIS) regulations.

Students are allowed to enter the country up to 30 days before the start date on their I-20 form. Formal immigration check-in is completed on the day of ELP Student Orientation.

Admission to an academic program at VCU requires a separate application process. Students interested in applying to an undergraduate or graduate program at the university should contact the Office of International Admissions for more information.

Enrollment and Registration Policies and Procedures

Upon admission to the ELP, students commit to enrolling in appropriate courses following placement testing, to meeting attendance requirements, and to making satisfactory progress in the program.

Students must earn at least a 70% or higher to progress to the next level. Upon satisfactory completion of the program, students will receive an ELP Certificate of Completion, which allows them to study at

Virginia Commonwealth University if they have received University Admission.

Students may add courses during the ELP Advanced Registration and Add/Drop periods of each term.

VCU ELP students may only add or drop a course within the first 5 business days of each 16-week semester session and on the first day of the course in 12- and 8-week sessions. Add/drop dates are published on the VCU ELP website.

ELP Student Advisors may manually register all incoming ELP students for ELP courses.

Advisors visit ELP classes mid-term each session to inform and survey continuing students about taking classes in the next ELP session.

Continuing ELP students register for ELP courses online through VCU e-Services during the Advance Registration period, the dates of which are published on the VCU ELP website.

Students who fail a course are automatically re-registered by ELP advisors into that course for the next term.

Holds prevent students from registering. Holds may be placed by ELP, as well as by VCU Student Accounting, VCU Student Health, and other university units. Students are expected to monitor their holds in e-Services and take care of them as needed. All ELP students will have an English Language Proficiency hold, and all Level 3 ELP students will have an advising hold.

Dropped courses are removed from a student's schedule and official transcript.

Withdrawn courses are not removed from a student's schedule and official transcript. It results in a grade of W on the transcript. Charges are assessed and adjusted according to the table below.

Students must consult the English Language Program Advisor before dropping or withdrawing from a class for any reason. Being enrolled in less than 18 ELP credits may affect a student's immigration status.

Students can use one of the following methods to officially drop or withdraw from a class:

- using VCU eServices online at <https://my.vcu.edu>
- writing to the English Language Program advisor
- meeting with the English Language Program advisor

Students who have never attended class within the first four weeks of a sixteen-week term may be administratively dropped from all courses. Students are responsible for the immigration and academic consequences of such retroactive drops based on non-attendance.

Class Registration Required for Attendance

As per university policy, students may only attend those classes for which they are registered. Faculty may not add students to class rosters. Students attending a class for which they are not registered must stop attending immediately and be directed to the ELP main office for advising.

Adding, Dropping, and Withdrawing from Courses

VCU ELP students may only add or drop a course within the first 5 business days of each 16-week semester session and on the first day of the course in 12- and 8-week sessions. Add/drop dates are published on the VCU ELP website.

Due to immigration requirements, students may not withdraw from a VCU ELP course without meeting with ELP administration. Withdrawal policies and dates for each session are published on the VCU ELP website.

Drop / withdrawal period	Student refund	Retained by University
Drop prior to the first day of classes	100% tuition	0%

Drop first week of classes*	100% tuition	0%
Withdraw second week of classes*	80% tuition	20% tuition
Withdraw third week of classes*	60% tuition	40% tuition
Withdraw fourth week of classes*	40% tuition	60% tuition
Withdraw after fourth week of classes*	0%	100% tuition

*This schedule is different for Summer and other short sessions.

ELP Attendance, Participation, and Progression Policy

Courses in the VCU ELP are based on a series of class meetings involving lectures, discussions, activities, and assignments. It is required that all students attend all class meetings. Most material covered in class, including group assignments and class participation, cannot be made up. Every absence will negatively (alho indirectly) impact a student's grade. It is impossible to learn and become fluent in English without attending class and actively participating in class activities. While attendance is required, students should not expect to do well simply by attending.

Guidelines

- Attendance in ELP classes and arriving to class on time are required.
- Each student must complete all course work by scheduled due dates even if absent.
- Any student who does not regularly attend classes may expect to fail the course. Any student who fails any course may be placed on warning. Any student failing the same course or level twice may be placed on probation. Any student failing the same course or level three times may be suspended from the program.
- Each student must come to every class having done all assigned work for that day and be attentive. All class activities and course assignments must be completed at a passing level.
- Entering class late is disruptive of learning and disrespectful of classmates and faculty and negatively (although indirectly) impacts a student's grade.
- When a student misses a class because of an illness or other emergency, it is the student's responsibility to notify the instructor and provide an explanation. If permitted, the student must complete all material covered and assignments made or due during the absence.
- Every student should make every effort to inform instructors about any planned absences well in advance.
- ELP faculty report all absences after the add/drop period using the online ELP Attendance System.

Sanctions

Any student who misses 20% or more of classes may be required to meet with the ELP Director or ELP advisor. At such meetings, expectations, policies, and consequences will be discussed, and the student will sign a notice of understanding, which will be included in the student's permanent file.

Subsequent to a student's first meeting with the ELP Director or ELP Advisor regarding attendance, any students who misses more classes may face the following consequences at the discretion of the ELP Director:

- A registration hold may be placed on the student's account, preventing self-registration.
- The student may be required to check in weekly with the main office to discuss classroom performance.
- The student may be placed on warning or probation within the program. If the student's attendance and performance do not improve, the student may be suspended from the ELP.
- The student's embassy or other sponsor may be notified (within the bounds of FERPA).

- **Any student who does not regularly attend classes may expect to fail the course.** Any student who fails any course may be placed on warning. Any student who fails the same course or level twice may be placed on probation. Any student who fails the same course or level three times may be suspended from the program.

Making up missed work

When a student misses class because of illness or other unanticipated event, it is the student's responsibility to notify the instructor and provide a verified explanation. Absences must be documented in order for instructors to offer any accommodation. Instructors may discuss with students options for completing missed work within the limits of the course. A student who misses a class is responsible for completing within a timely manner all material covered and assignments made or due during the absence.

Progress through the program

Each student is expected to make satisfactory progress in the program, completing the program within three terms if the student begins in Level 1. A student who fails to make satisfactory progress may be placed on warning or probation or be suspended.

ELP utilizes the following tools and instruments to assess student progress:

- in-class real-time assessments
- quizzes
- unit tests
- drafted writings and portfolios
- student presentations
- projects and homework assignments
- class participation
- midterm exams
- final exams

A student must achieve a course average of 70% to pass.

Warning / Probation / Suspension

Students are placed on:

- warning following failing a course one time;
- probation following failing the same course a second time;
- suspension following failing the same course a third time.

Students on warning or probation are counseled by immigration and academic advisors and are required to meet regularly with ELP administration. Students receive formal notification of their status. Students may initiate a related grade appeal.

ELP Student Placement Tests and Orientation

The ELP Placement Test is given prior to the beginning of classes each term to all non-native English speaking students who do not meet the English language requirement for academic matriculation at VCU. Following placement testing, students participate in ELP Orientation and Advising. ELP faculty are asked to participate in and support placement testing and orientation in a variety of ways and all should make themselves available to help during the placement and orientation period before each session begins.

ELP Placement Test Policies and Guidelines may be found in InsideELP.

Class Rosters (from the VCU Faculty Handbook,

Web-based class rosters are available from within Banner eServices. Rosters are updated in real-time as students add or drop from your course. Rosters are available to faculty members who are formally assigned to the course through the Registrar's Office. Detailed instructions on accessing your web-based class roster are located at the Banner Self Service Guide. Faculty must clearly inform students, in writing, [of] the attendance policy for each course and the consequences of poor attendance.

ELP instructors can find their class list on VCU's eServices. To do so, follow these steps:

- Log on to www.vcu.edu
- Click on myVCU (found on the top of the page)
- Type your username and password, and click submit
- Click on eServices/VCU Self Service found on the right
- Click on Faculty
- Choose Class List (this is the best option for teachers new to this way of accessing their roster)
- You should now be able to view your roster.

Class Rosters with photographs

- Log on to the Reporting Center through the myVCU portal, available via the VCU homepage (Faculty and staff tab/myVCU).
- Log on using your eID and eID password
- Select VCU Reporting Center from the Resources portlet
- Select the Reports tab (if it is not already selected)
- Select the Faculty folder
- Select Class List with Photos
- Select a Term from the dropdown box
- Select your selection criteria and enter the associated information
- Click on Run.

Office Hours

As per the VCU Faculty Handbook, "Faculty are expected to make themselves available to students outside of the classroom and laboratory; furthermore, they are encouraged to post or otherwise make known when and where students or colleagues may normally find them for consultation."

(<http://www.provost.vcu.edu/faculty-resources/faculty-handbook/>)

ELP full-time and adjunct instructors will need to hold office hours each week. Full-time faculty should hold at least 3 office hours each week, adjunct faculty 2 or more depending upon the numbers of hours taught. Faculty should clearly state their office hours on their syllabi, which will be submitted to the ELP main office at the beginning of each session. Faculty may also schedule appointments beyond stated office hours.

Course Lesson Plans

All ELP faculty are responsible for creating daily and weekly course lesson plans which align with course and program learning outcomes and are integrated and consistent with other sections of the same course. Lesson plans should be discussed with colleagues during regular planning sessions. Faculty should load lesson plans regularly and often into the InsideELP relevant page dedicated to each course.

Weekly Plans for Courses

In order to facilitate both tutors and substitute instructors, all faculty must submit to InsideELP a Weekly Plan for their courses within the first week of each term. This plan should include the topic being covered each week, course learning outcomes, and objectives, and descriptions of content to be covered readings and other assignments. If appropriate, grading rubrics for assignments should be included as well; this is especially necessary for tutors.

All faculty should also prepare a set of activities and assignments that can be used by substitute instructors. These materials are housed in the InsideELP, available to faculty substitutes stepping in to teach at the last minute.

Lead Teachers are responsible for making sure that these materials are completed and submitted by all instructors for all courses by the required date.

Textbooks and Other Resource Materials and Supplies

The ELP main office requests and orders all textbooks and other materials, including desk copies. To ensure consistency within and across sections and levels, ELP administration works with ELP faculty to select course texts. Selectively using additional sources can be occasionally useful, but it is essential that all faculty follow selected texts at an agreed upon pace in order to assure consistency. Feedback on texts will be regularly solicited to inform future textbook selection.

Similarly, ELP faculty should make requests for office supplies, equipment for instructional use, and the like from the ELP Main Office. The ELP Main Office submits a monthly order for office supplies, in accordance with GEO practice. Classroom supplies (dry erase markers, erasers, chalk, pens, etc.) are ordered in anticipation of the beginning of each term. Faculty should be as detailed and specific as possible in their requests and should make requests as far in advance of need as possible. Most common supplies are kept on hand for faculty use, but items which need to be ordered may take one to two weeks to receive. Requests may be made in person, but emailed / written requests are ideal, especially for specialized items or a long list of items.

Use of ELP Laptops

Reservations

- Laptops are reserved on a first-come, first-served basis.
- Requests for laptops should be submitted at least two business days in advance of the scheduled checkout.
- Confirmations are sent via email.
- Please complete the Online Laptop Cart Reservation Form. You will be asked to provide the following information:
 - o name
 - o phone
 - o course title
 - o room number where the class will meet
 - o the date on which you will use the cart
 - o class start time and end time

- o number of laptops needed
- o for what laptops will be used: class exercise, presentation, test, etc.

Checkout

- The laptop cart should be picked up from the ELP Main Office on the third floor.
- The laptop cart should be checked out in person.
- Please count the laptops prior to checkout. (There should be thirty.)
- Faculty are responsible for laptop security during the entire checkout period.
- The laptop cart should not be left unattended, whether locked or unlocked.
- Laptops are designed to be used outside the cart on battery power. The batteries will last approximately two hours.
- The battery pack that is attached to the cart will remain in use, unless you turn it off. Please switch off the battery pack when the laptop cart is unplugged. (The on/off switch is the green button in the middle).

Check-In

- Please shut down the laptops before returning them to the cart.
- Please reconnect the laptops to the power cords and ethernet cables in the cart.
- Please return the laptop cart to the ELP Main Office on the third floor.
- Please count the laptops when returning them. (There should be thirty.)
- Please notify the Main Office of any hardware or software problems associated with any laptop when you return the cart.
- Please return the laptop cart key.

Cancellation

Please try to give as much advance notice as possible if you are canceling your laptop request.

Course Canvas Sites

A learning management system provides a professional look with intuitive function and primary focus on teaching and learning. The university creates Canvas courses for all ENLP courses.

You will find information about all of Canvas support services, news, alerts, how to contact the Canvas team for assistance on the Learning Systems Website:

<https://learningsystems.vcu.edu/canvas/instructors/>

The following information can be found on the VCU and Learning Systems website:

- Canvas Community Instructor Guides
- Canvas Community Video Guides
- Learning Systems Academy Video Guides
- Learning Systems Academy – A new space in Kaltura where subject-matter experts on the Learning Systems team creates and stores short how-to videos on a range of topics (eLearning, VoiceThread, Collaborate, etc).
- Workshops and Accompanying Resources – Learning Systems develops and delivers workshops designed specifically for VCU faculty and staff. Check the website for the current schedule and

registration links.

- Request Assistance – Faculty and staff can request assistance from Learning Systems.

Course Descriptions

Descriptions of ELP courses may be found on the ELP website and ELP curriculum document.

Course Syllabi (from the VCU Faculty Handbook)

Each course should have a course syllabus that contains at least the following information:

- Identifying information, e.g. course title [and description], semester offered, faculty contact information, and faculty office hours
- Expected student learning outcomes
- Required and optional texts
- General outline of when topics will be taught or discussed
- Examinations and grades
- Expectations concerning attendance
- Notification of the University Honors Policy
- Use of classroom management software, if any
- Notices related to services for students with disabilities and for students who will miss class because of religious commitments

For the most recent university-wide syllabus statements, visit

<https://faculty.provost.vcu.edu/faculty-resources/syllabus-statements/>

The ELP Main Office will provide ELP syllabus statements to all faculty before the beginning of each term.

ELP Syllabi

Syllabi for all classes should be submitted to the ELP main office by the dates provided by the ELP main office. Each syllabus should include:

- office hours (at least 3 hours per week for full-time faculty; at least 2 for adjuncts, depending upon the hours taught)
- a list of learning outcomes (not simply course goals)
- a checklist of required assignments
- a grading plan, including weights for each grade. (Each graded item should have an associated grading rubric, optimally included in the syllabus but certainly available to students and the ELP main office no later than its being assigned.)
- student accessibility and educational opportunities
- technology resources
- campus learning resources
- military student services
- Student athletics
- all required syllabus content as provided by the ELP main office
- date and time of the mid-term and final exams and any other heavily-weighted assignments

All syllabi follow a common format, and syllabi for different sections of the same course are uniform.

ELP Assessments

Each session and each course contains a variety of assessments of students' proficiency and progress, from placement tests to final exams. These are administered consistently across sections and levels, with results retained by instructors, in Canvas, and by the ELP main office. Assessment of individual students in particular courses is essentially tied into program assessment.

Examinations and Grades (from the VCU Faculty Handbook)

VCU does not have a uniform numerical grading scale. At the beginning of each course or program, students should be informed in writing as to how they will be examined and how their performance will be evaluated. The final exam schedules are printed well in advance of the beginning of each semester, and faculty should not alter the schedule in any way; however, due to certain authorized circumstances, faculty may change the schedule, but only with the specific approval of the Director of the ELP. Faculty must return the completed grade sheets to the ELP Main Office within 48 hours of the exam administration. Instructors should carefully evaluate each student's work, checking that all factors have been considered before turning in grades. Once a grade has been approved, it may be changed only under authorized circumstances and with the approval of the Director of ELP on an official Change of Grade Form. If a student misses a test, the instructor may use personal discretion in deciding whether or not to give a make-up test, unless departmental policy dictates another course of action.

ELP Grading Policies and Reporting Grades

Timely communication of grades to students is critical. Students should be made aware via the course syllabus of clear criteria for grading in each course. All ELP faculty members should use Canvas Grade Center to provide students with timely and accurate access to their grades.

Due to university security policy, grades may not be e-mailed to students. To accommodate this requirement, all class grades, including midterm and final grades, for all ELP classes must be posted on Canvas Grade Center. Only Midterm and Final grades are posted to e-services.

Teachers must include information on the syllabus regarding where and how to access grades on Canvas and in e-services.

Percentage grades must be calculated and saved in the Grade Center folder on Canvas. A corresponding letter grade of "A", "B", "C", or "F" must be assigned for each student for each ELP course taken.

ELP Grading Scale:

- | | | |
|----------------|---------|---------|
| • 90 - 100% | A | Passing |
| • 80 – 89% | B | Passing |
| • 70 – 79% | C | Passing |
| • 69 % Below F | Failing | |

Using Canvas, faculty must report all grades (assignments, assessments, etc.) in a timely manner. Grade weights must correspond with those in the curriculum. If a course team wishes to amend grade weights or any other curriculum content, they must notify and request input from the Curriculum Committee and the ELP Director before making formal changes to the syllabus and Canvas.

Faculty must include on course Canvas pages an accurate, up-to-date, and visible column showing students' real time averages in percentage format. Faculty must show students how to view and interpret this column within the first week of class.

Attendance and effort may not be included in grade calculations.

Diagnostic Evaluation at the Beginning of the Semester

At the beginning of each term, faculty will conduct a short diagnostic evaluation of students to determine both students' individual strengths and weaknesses in proficiency and the overall range of proficiency levels in the class as a whole. The results of these diagnostics, used in common across all sections of a course, are also used for purposes of program assessment. Only in very exceptional cases will they be used to "promote" a student to exit a level and move on to the next, and only following approval of the ELP Director. Faculty are cautioned against sharing the results of these students with the intent of having students request a placement level review, since these will not be approved on the basis of diagnostic pre-test scores alone.

Mid-Semester Evaluations (from the VCU Faculty Handbook)

University policy requires that faculty provide students with an evaluation of their academic performance prior to the semester withdrawal date (which usually falls on or near the last day of the tenth week of classes). Although such evaluations need not be in the form of a letter grade, grades do provide the clearest indicators of progress in a class. New students, in particular, may hold an inaccurate view of their academic standing if the mid-semester evaluation does not include a letter grade.

Intrusive Advising / Identifying Struggling Students

ELP Administration maintains a confidential advising list of students based on excessive absences, faculty or other referral, and evidence of other significant factors, such as illness or ELP warning or probation. Faculty are strongly encouraged to notify administration about any concerns they have regarding student's class performance, medical status, general well-being, or particular issue or event (lack of housing, family illness, etc.). Students added to the list are invited in for a meeting with the ELP Director. During these meetings, students are asked to share any relevant information and concerns and are informed about resources and expectations. Notes on these meetings are maintained, again confidentially, and students receive a written summary via email following the meeting.

Midterm Exams and Grading

A Midterm testing schedule will be provided to all faculty at least a week before the beginning of each term. The Midterm test data should be included on each course syllabus. Midterm exams are created and administered in common by all faculty teaching sections of a course. A minimum of 80% of questions must be identical on the exams, and all content should be clearly linked to course learning outcomes.

Midterm grades must be entered in VCU e-services by the deadline given on the ELP Faculty Calendar. Grades not submitted by the deadline may only be entered by completing a Change of Grade form for each student, which is then submitted to the Office of Records and Registration.

How to input your MIDTERM grades into eServices.

- Go to the VCU Portal. This can be accessed through the "My VCU" login on www.vcu.edu
- Log in using your eID and eID password (They are the same username and password that you use to access your email).
- On the right side, select "eServices/VCU Self Service" under the Home and Resources tab.
- From the Main Menu, select the Faculty tab.
- Under the Faculty Services tab, select Midterm Grades.
- Select the desired term from the drop-down list, then click Submit.
- Select the course you wish to work with from the drop-down list, then click Submit.
- Using the pull-down menu, carefully enter the midterm grades. Please leave "Last Attend Date" and "Attend Hours" blank.

Final Exams

The Final test data should be included on each course syllabus. Final exams are created and administered in common by all faculty teaching sections of a course. A minimum of 80% of questions must be identical on the exams, and all content should be clearly linked to course learning outcomes.

End-of- term testing

In order to gauge learners' language progress over the term, students are given post-assessments in the last week of classes. This provides the ELP with a standardized measure of learners' success in achieving learning outcomes and is used for program assessment, not as an evaluation of students nor faculty.

Student Portfolios

A portfolio is a collection of documents representative of a student's best work over a semester. The purposeful collection of student work reflects accomplishment relative to specific instructional goals and objectives and is used to measure the ELP's programmatic effectiveness. Portfolio assessment encourages student learning and reflection and provides aggregate data upon which to evaluate the ELP's curriculum and teaching practices. As such, portfolios will be used for data analysis purposes only, not for faculty nor student evaluation. (Portfolio contents may be reviewed in cases of a grade appeal.)

A list of required materials that correspond to the checklist of assignments in the course syllabus and illustrate a student's progress may include:

- Final papers that demonstrate increased proficiency
- Multiple drafts of student work that show improvement
- Representative in-class and homework assignments
- In-class writing tests
- Students' essays reflecting on their learning in the course
- Class projects and assignments that demonstrate skills learned and their application
- Mid-term and final exams
- Reading tests and quizzes

All materials should have grades, on the document and in Canvas. Grades should be posted in a timely manner and should be accurate. Course syllabi and grading rubrics / criteria should also be available on Canvas.

Instructors will be responsible for instructing students to compile and submit portfolios. The ELP main office will hold portfolios for at least two semesters after a student exits the ELP.

Because the contents of portfolios are scored using specific criteria as indicated in the ELP curriculum, the use of assessment portfolios is considered criterion-referenced assessment. Portfolios are used as a continuous picture of student progress, rather than a snapshot of student achievement that single-occasion tests provide.

Reporting Final Grades

Final grades must be registered on VCU e-services by the deadline given on the faculty calendar. A signed copy must be submitted to the office by the deadline given on the faculty calendar along with Final Grade Notification Forms as applicable.

How to input your FINAL grades into eServices:

- Go to the VCU Portal. This can be accessed through the "My VCU" login on www.vcu.edu
- Log in using your eID and eID password (They are the same username and password that you use to access your email).

- Select “eServices/VCU Self Service” under the Home and Resources tab.
- From the Main Menu, select the Faculty tab.
- Select Final Grades.
- Select the desired term from the drop-down list, then click Submit.
- Select the course you wish to work with from the drop-down list, then click Submit.
- Using the pull-down menu, carefully enter the midterm grades. Please leave “Last Attend Date and Attend Hours” blank.]

Final Grade Notification Form

Final Grade Notification Forms are required for the following two groups:

- Students who fail, and
- Students whose embassies require written notification. Forms are to be submitted with your e-services forms.

ELP Certificates of Completion and Attendance

Students who successfully complete all requirements and courses of the VCU ELP receive a Certificate of Completion.

Students who successfully complete some ELP courses but do not complete all required courses and/or all other requirements receive a Certificate of Attendance.

Students may request a hard copy (print) Certificate of Completion of Certificate of Attendance, as well as a digital image (pdf) of their certificate, at the time of program exit.

Students who wish to receive an additional copy of their certificate may do so by requesting that from the ELP Main Office. Additional copies will be dated with the date of issue, not the date of original issue.

Grade Review Policy

The VCU Undergraduate Bulletin provides basic guidance on appealing grades. ELP Students have “...a right to appeal course grades they consider to have been arbitrarily or capriciously assigned or assigned without regard for the criteria, requirements and procedures of the course stated in the syllabus or guidelines for assignments. Grades determined by actions under authority of the VCU Honor System may not be appealed through this procedure, nor may dismissals that have occurred as a result of correctly derived course grades.

Though the faculty has the responsibility for assigning grades on the basis of academic criteria, such grade designations can sometimes raise conflicts. Thus, while affirming the importance of maintaining standards of excellence and the integrity of the teaching/learning process, the university and its faculty also recognize that, on occasion, grades may be inappropriately assigned. Should such conflicts occur, students have a right to be fairly heard. When discrepancies occur concerning the grading process, the welfare and integrity of both faculty and students are equally important. This document is in no way intended to compromise the work of the faculty.

The faculty member (or members, in the case of a jointly taught course) bear the responsibility for specifying in writing at the beginning of each class section the formal requirements of the course and the weights that will be employed in determining the final course grade. The faculty member(s) shall apply relevant grading criteria uniformly to all members of the class.

Grades received through the grade review procedure are final and may not be appealed.”

Following this guidance, the ELP has clear grade / placement / promotion appeal policies, in line with university equivalents.

Students may appeal their initial placement or promotion decisions by submitting a Level Review Form to the ELP Main Office. (The form may be found in InsideELP.) A change in level requires the approval of the Director, after reviewing the Level Review form and associated materials. Students may appeal their grades by submitting a Grade Appeal Form to the ELP Main Office. (The form may be found in InsideELP.) Changes in grades require the approval of the Director, after reviewing the Grade Appeal form and associated materials.

Before initiating a formal appeal, a student meets with his/her instructor and/or ELP advisor / administrator to discuss his/her concerns and to share relevant materials and information. All formal complaint forms are submitted to the ELP Main Office within stated guidelines. Formal complaints are reviewed and resolved by the faculty Grade Review Committee based on evidence submitted by the student, considering whether a grade or placement decision may have been arbitrarily made without regard for the criteria, requirements, and procedures of the program. Records of the process and outcome are communicated to all parties and are saved in the student's file in ImageNow.

Initiating an appeal

When a student has evidence that a final grade has not been assigned in accordance with the stated criteria, the student shall discuss it first with the faculty member. The faculty member will explain how the final grade was determined. If the student continues to feel that the grade was incorrectly assigned, a written appeal may be submitted to the Grade Review Committee via the Director of the English Language Program. Students appealing grades assume the burden of proof. The appeal shall state and support with all available evidence the reasons why the student believes the grade should be changed.

Written appeals must be received no later than fifteen (15) business days following the end of the term but no later than the first day of the subsequent term.

Mediation

The ELP Director will attempt to mediate an amicable solution within two business days of receipt of the written appeal. If the complaint is not resolved, the Director will forward the student's appeal, with the student's name redacted, to the Grade Review Committee, made up of three faculty and staff members, with the Director serving *ex officio*. The committee can require the faculty member(s) to turn over to the committee grade records for that class or section and any tests, papers, and examinations by students of that class that they may possess. The committee may require the student bringing the appeal to turn over all tests, papers or other evaluations that have been returned and all existing evidence that an improper grade was awarded. The committee will disregard any claim that a test or paper that has been returned to a student was unjustly graded unless that test or paper is produced for the committee's inspection. The committee will determine whether the grade was justified according to the course in which the grade was given within three business days of receipt of the appeal. If the evidence is that the grade was determined according to the stated objectives, criteria, and grading procedures of the course, the committee will uphold the grade. When the committee has reached a decision, the Director will communicate the decision of the committee to the appealing student and faculty member/s.

If the grade has been changed, the Director also will notify the registrar via a change of grade form.

Advanced Placement of Students at the End of the Semester

At the end of each term, faculty may nominate students who have demonstrated exceptional progress to be advanced placed, based on the following criterion:

The student has demonstrated mastery of the objectives and outcomes of the level/course the student will miss as a result of the promotion.

Instructors wishing to nominate a student for advanced placement must complete the Advanced Placement Form, including the signature of the Lead Teacher, and submit it to the ELP Main Office for

approval.

Nomination is not a guarantee that a student will be advanced; it is recommended that such nominations not be discussed with students before the instructor receives notice of approval.

Students Arriving Late / After Add/Drop

Students may not register for ELP courses after the end of Add/Drop in each session. Students who are registered for courses but arrive on campus after the end of Add/Drop must meet with the ELP Assistant Director before attending classes. New students who arrive after placement testing and/or ELP Student Orientation will be required to meet with staff to complete immigration check-in, placement testing, and orientation activities. Classwork and assessments missed due to arriving late may not be made up. Students who arrive after the second week of a sixteen-week term may be administratively dropped from all courses. Students are responsible for the immigration and academic consequences of such retroactive drops.

ELP Tutoring Center

The ELP Tutoring Center provides students with extra support in developing reading, writing, listening, and speaking skills. Faculty are strongly encouraged to direct students to the Tutoring Center, with clear guidance for the students and the tutors on particular skills and assignments. It is especially helpful if faculty communicate directly with the tutor, via email or materials sent with the student. ELP students may also independently visit or make an appointment to work on their English language skills with a tutor. Students may make appointments by visiting the ELP Main Office. Sessions are free and are typically 45 minutes long. The Tutoring Center is on the third floor of 912 West Grace Street, and hours are posted in the ELP Main Office. (Hours change according to time of the semester.)

Holding Class in a Location Other than Assigned Classroom

Faculty sometimes hold their class in locations other than the classroom – visits to campus resources, computer labs, field trips in Richmond, etc. This is supported as an integral part of teaching English and exposing students to American culture. If an instructor chooses to do so, he/she should, for all times when the class is meeting in any location other than the assigned classroom:

- Email the ELP Main Office with relevant dates, times, and locations at least 24 hours in advance.
- Email students and post on Canvas to remind students of the change in location / directions.
- Leave a note on the door of the classroom and on the board in the classroom noting the change in location / directions.

Should the need for an alternative classroom arise without warning (the room is locked, without power, flooded, etc.):

- Notify the ELP Main Office immediately; staff will help you identify a new space.
- If time permits, email students and post on Canvas to notify them of the change in location / directions.
- Leave a note on the door of the classroom and on the board in the classroom noting the change in location / directions.
- If possible, ask students who are present to notify any classmates for whom they have phone numbers of the change in location / directions.

Field Trips with ELP Students



ELP instructors may and are encouraged to offer off-campus excursions that fit Student Learning Outcomes (SLO's) and incur minimal risk of university liability.

Steps to offering a field trip include:

If an ELP teacher wishes to conduct an off campus excursion with or without VCU transportation for activity during class hours, the teacher must do the following:

- Write a lesson plan that demonstrates which SLOs are being met by the field trip activity/ies and how.
- Outline in writing key information, including dates, times, locations, classes, instructor(s), instructor's cell phone number, any associated costs to the students and/or the university, and planned mode of and plan for transportation.
- Request approval from the ELP Director, in writing via email or in person at least one week prior to the planned trip.

Instructors may not drive students in their own vehicles or arrange carpools. Travel may occur via public transportation (VCU Campus Connector, GRTC, etc.) or via VCU-provided transportation. Faculty wishing to arrange VCU provided transportation should speak to GEO Student Engagement staff for information about transportation. Students will also have to sign liability waivers.

Before leaving campus, the instructor should submit the ELP Main Office a list of all student participants with cell phone numbers for each. The instructor should keep a copy of this with him/her at all times during the field trip and should provide every student with an emergency number, either his/her cell phone number and/or the ELP Main Office number. Instructors must keep his/her cell phone with him/her at all times during the trip.

Class Cancellation Policy

Instructors should make every effort to avoid missing any class meetings. If doing so is unavoidable, the instructor should:

- Notify the ELP Main Office as soon as possible.
- Complete the class cancellation form
- Identify and confirm a substitute and notify the ELP Main Office who will be covering the class.
- Provide a lesson plan to the substitute. (Faculty should anticipate the need to occasionally miss a class and keep lesson plans and backup materials up to date.)

If a class must be canceled with short notice (up to 24 hours) due to last minute illness or a family emergency:

- Notify the ELP Main Office.
- Post an announcement on Canvas for your students and email all students as soon as possible
- Post assignments for students on Canvas, with clear instructions. Information about assignments should also be shared with students via email.
- Work with the ELP Main Office to identify and prepare a substitute when possible.
- Complete the class cancellation form

Building and Classroom Security for 912 West Grace Street

Instructors must have a valid and validated VCU id in order to access the building after hours and on the weekend.

Instructors should enter the VCU police numbers (Emergency: 804 828-1234 and Non-Emergency: 828-1196) into their cell-phone for ease of contact in case of emergency.

Security and emergency concerns should also be reported to the ELP Main Office.

Classroom doors in 912 West Grace Street are equipped with standard university safety locks. As such, each morning when each classroom is unlocked, the door will be open, but the lock will remain in the locked position. Should an emergency occur, the instructor or a student need simply close the door; it

will then be locked to anyone trying to get in.

Keep in mind that once the classroom door is fully closed after class begins, late arriving students will be locked out. It is recommended that in order to avoid having to open the door each time a student arrives, simply push the door almost closed until late enough in class most latecomers will have arrived.

Classroom Usage

All concerns with classroom facilities and equipment, including technology, should be submitted to the ELP Main Office for resolution.

Release of Student Information (from the VCU Faculty Handbook)

The University may not release to third parties any educational records or personally identifiable information without the written consent of the affected student except as is consistent with the Family Education Rights and Privacy Act (FERPA). Grades may not be publicly posted by name or social security number. To ensure privacy protection, questions from unauthorized sources about student data should be referred to [the ELP Main Office for reference to the Office of] Records and Registration. VCU follows the requirements of the Family Education Rights and Privacy Act.

Restrictions on Access to Student Information

There are significant restrictions on access to student information, and faculty are responsible for following such restrictions. The VCU Provost's Office provides the following guidance:

- The Commonwealth of Virginia has passed legislation that restricts access to student contact information by the public as well as by fellow students.
- Effective July 1, 2018 Code of Virginia § 23.1-405(C) prohibits a university from disclosing a student's email address, physical address or telephone number under the exception in the Family Educational Rights and Privacy Act (FERPA) for directory information or the Virginia Freedom of Information Act (FOIA) (§ 2.2-3700) unless the student has approved the disclosure in writing. This legislation covers students in all academic program levels: undergraduate, master's, doctoral, first professional, certificate and non-degree seeking. Faculty will continue to have access to contact information for all students in their courses. However, that information may not be shared without the student's written consent unless another FERPA exception permits the disclosure, such as disclosure to another university official with the need to know.
- For more details about this legislation and its impact on faculty, staff and students, visit go.vcu.edu/hb1, where you will find an extensive list of frequently asked questions. If you have further questions, please send them to the Office of Records and Registration at rar@vcu.edu.

Key responsibilities for ELP faculty include:

You may not share a student's email address, physical address, or telephone number with any non-employee of VCU, including other students.

- Any faculty or staff member must refrain from disclosing a student's email address, phone number or address to any individual who is not (1) a school official under the Family Education Rights and Privacy Act (FERPA) or (2) a student enrolled in course(s) unless the student has provided affirmative written consent for the disclosure.

- Faculty using Canvas for their classes may now use all email, roster and group functions without the need to blind copy.
- Faculty members and administrators may disclose student contact information to other students enrolled in their courses; you are no longer required to blind copy student email addresses when the email is sent to students in a specific course/section.
- Faculty, administrators and staff must verify that all recipients of an email containing student emails are either students who are enrolled in courses or school officials. Otherwise, they may use the blind copy function.
- Students may share their emails. These privacy laws do not restrict email address sharing by students.
- If you wish to place student email addresses on a syllabus, website, etc., you must obtain affirmative written consent from each student.
- Faculty and staff can determine if a student has provided consent for disclosure within the university community through the MyVCU portal at directory.vcu.edu
- Students can easily give consent to display their email address to other VCU students (whether or not they are currently enrolled) and members of the VCU community by visiting [MyVCU portal](#) and activating the "privacy setting" toggle in the box in the upper left corner of the Student Tab (see images below).
- Note that this consent is limited to disclosure within the university community and does not permit the university to display or provide a student's email address to the general public.
- If a student has not provided consent through [MyVCU portal](#) or your intended contact information disclosure is outside of the scope of the [MyVCU portal](#) consent (e.g., to be posted on a syllabus that will be made available on the Internet, posted on a collaborative website, etc.), you must obtain affirmative written consent for the disclosure.
More information is available here (<https://rar.vcu.edu/records/family-educational-rights-and-privacy-act/student-contact-information/>)

Class Files

Instructors must keep students' graded work (tests, homework assignments, presentation materials, etc.) in a locked filing cabinet for one year following the end of the course. Teachers should keep course materials, the course syllabus, and their grade book for at least three years following the end of a course. This material may be requested and reviewed in association with grade appeals.

Graded student materials must be disposed of in the large secure shredding bins available on each floor of GEO.

Religious Observances

As per the VCU Faculty Handbook , it is the policy of VCU to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. **Students wishing to observe a religious holiday of special importance must provide advance written notification to each instructor by the end of the second week of classes.** On these dates, instructors are encouraged to avoid scheduling one-time-only activities that cannot be replicated. Through such strategies as providing alternative assignments or examinations, granting permission for audio or video recordings, or the use of the Internet, faculty members are expected to make reasonable academic accommodations for students who are absent because of religious observance. (from the VCU Undergraduate Bulletin) Only in exceptional cases will a student be excused for more than one day at a time for religious observance.

Students representing the university

As per the VCU Office of the Provost, students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Students with Disabilities

(As per the VCU Faculty Handbook)

As a result of the ADA Amendments Act of 2008 (ADAAA) and Section 504 of the 1973 Rehabilitation Act, any university receiving public funds is required to ensure equal access and provide reasonable accommodations to its students. This responsibility frequently involves faculty and staff, particularly in considerations of equal access to educational opportunities and programs.

Reasonable Accommodations and Equal Access

VCU has two offices in place to oversee the determination and provision of reasonable accommodations: Student Accessibility and Educational Opportunity (SAEO) serves students and programs on the Monroe Park Campus and The Division of Academic Success (DAS) serves the health sciences programs. Students seeking accommodations must provide documentation verifying and detailing their disability. SAEO or DAS will determine the student's eligibility for accommodations. It is the student's responsibility to provide their approved accommodations to the appropriate faculty member. Unless the provision of a specific accommodation would constitute a fundamental alteration to the course design or learning objectives, faculty should work with the student to determine how they may be implemented.

Accessibility

VCU is committed to ensuring all of its programs, activities, digital platforms, and opportunities are accessible to all students. Inherent in this commitment is a recognition that different students have different ways of accessing information and facilities or participating in activities. It is the responsibility of all members of the VCU community to strive towards ensuring access for all.

Confidentiality

Disability documentation is confidential information covered by FERPA guidelines and does not become part of a student's academic transcript. All disability-related information is housed in the SAEO or DAS offices, unless the student elects to provide it to other individuals/offices. Disability documentation shall

be released only in accordance with the law and VCU policies and procedures. SAEO and DAS take student confidentiality very seriously, and cannot make exceptions to these conditions.

Disclosing a Disability

Students are under no obligation to disclose their disability unless an accommodation is being requested; likewise, faculty have no authority to view or review disability documentation or have any information concerning a student's disability without a legitimate educational need to know or written permission from the student.

Assisting Distressed Students

Faculty should visit the Incident Reporting Form, designed to help faculty recognize the signs of distress in a student, to express concerns and to reach out for support. Faculty members are in a unique position to identify students who are in distress.

If you are concerned about a student:

1. Discuss the concern directly with the student.
2. Refer the student to appropriate resources.

If a student appears to be in crisis, offer to walk them to University Counseling Services and submit the concern online so it can be routed to the appropriate intervention team.

Under certain circumstances, faculty and staff are obligated to report acts of violence, threatening behavior or misconduct. See VCU's Duty to Report and Protection from Retaliation policy for specific information. Faculty and staff have a responsibility to immediately report incidents of prohibited conduct involving sexual assault, sexual exploitation and partner or relationship violence to the Title IX coordinator.

Student Conduct in the Classroom

VCU's Faculty Guide to Student Conduct in Instructional Settings provides basic guidance.

The University is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the University expects students to conduct themselves in an orderly and cooperative manner. Occasionally, faculty members find that they cannot provide effective instruction because of disruptions which may result from such conduct as loud or prolonged side conversations; exaggerated movement of papers, books or other materials; excessive displays of affection; disruptions in online conversations; and unnecessary or repetitive questions or comments which seek to delay the normal instructional process.

The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their [sic] customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed.

If a faculty member believes that a student's behavior is disrupting the class and interfering with normal instruction, the faculty member may direct the student to leave the class for the remainder of the class

period. In such circumstances, the faculty member is the sole judge that the student's behavior is sufficiently disruptive to warrant a temporary dismissal from the classroom. Disruptive behavior on the part of the student may result in the filing of formal charges under the university's Rules and Procedures document.

The expectation in ELP courses, as in all university courses, is that students will attend class punctually, behave with proper decorum, come to class prepared and with required course material, and involve themselves fully and politely in classroom activities. Cell phones should be silent while in the classroom, and texting, checking and responding to emails, and using a mobile device to watch videos, play games, etc. are not permitted.

Faculty should report classroom disruptions and significant classroom challenges to the ELP Main Office. The following should always be reported to the ELP Main Office:

- Ongoing disruptions in class (students who are frequently upset, constantly challenging the instructor's authority, having adjustment issues, etc.)
- Students who miss major examinations or do not turn in major assignments
- Students who stop attending or have markedly sporadic attendance
- Any accident or major illness of which the instructor is aware

Students demonstrating extreme or a pattern of disruptive behavior may be referred by the ELP Main Office to the VCU Office of Student Conduct and Academic Integrity. For more information, visit the VCU Office of Student Conduct and Academic Integrity at <http://www.students.vcu.edu/studentconduct/>. The VCU Office of Student Conduct and The Academic Integrity section of this handbook contains additional important information about a number of other policies with which students and faculty should be familiar.

University Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." (<http://www.assurance.vcu.edu/codeofconduct.html>)

Title IX Not Anymore Training

As is required of all VCU students, all new ELP students will complete Title IX Not Anymore Training online. Training will occur each term within the first three weeks of classes. University Title IX staff will be available to support faculty in leading the sessions. Material covered includes Title IX policies and expectations, sanctions for violations, and resources.

VCU is committed to providing a safe and inclusive environment free from sexual violence. For those who unfortunately have experienced sexual violence, VCU offers care and support and encourages them to seek this help as soon as possible; also, as time passes, important evidence may be lost. The VCU community can contact the VCU Police Department, VCU Health System Forensic Nurse Services, and for students, the Wellness Resource Center, Student Health Services, and University Counseling Services. Equity and Access Services serves as the Title IX office for VCU and coordinates the university's response to reports.

Information about VCU's Title IX policy and processes or to report an incident, employees and students should visit <https://equity.vcu.edu/titleix/>.

Guidelines for Dealing with Disruptive Students

It is the faculty's responsibility to uphold a learning environment conducive to effective teaching. Faculty should set guidelines to supplement the existing University policies that address Student Conduct in the Instructional Setting.

Student Complaints

The ELP recognizes students' right to share their concerns and to due process. Any student in the English Language Program who seeks to resolve a problem pertaining to academic or non-academic topics may submit a formal complaint. An academic complaint may be brought by a student about an academic or educational issue or condition that a student believes to be unfair or to be an obstacle for his/her education. Non-academic complaints, including discrimination or retaliation on the basis of race / color / religion / national origin / ethnicity / age / sex / pregnancy, childbirth, and related medical conditions / parenting status / marital status / political affiliation / genetic and medical information / sexual orientation / gender identity / gender expression / disability; Title IX; threat, assault and harassment; and student conduct, are defined by the university's respective units tasked with responding to such complaints, most significantly VCU's Division of Student Affairs.

VCU has clear policies regarding sexual misconduct / violence and sex / gender discrimination (Title IX); discrimination and harassment; individuals with disabilities; bias response; threat assessment; and student conduct. All formal non-academic complaints made to ELP administration are referred directly to university units responsible for considering and resolving such complaints. A student may submit a formal complaint directly to a responsible unit, most commonly through online portals and face-to-face appointments with appropriate university staff. Students are often asked to complete formal incident reports or email responsible persons. The university's Incident Reporting Form is the single largest portal through which complaints are initiated. ELP students may work with ELP administration and advisors before, during, and after reporting.

Complaints regarding grades are resolved via the ELP Grade Review process, as outlined previously in this document. All other formal academic complaints within ELP are addressed directly by the ELP Director and Assistant Director. A student may be asked to complete the Student Complaint Form. Following a preliminary meeting with the student making the complaint, the Director or Assistant Director recommends to the student that he/she meet individually with the relevant faculty and/or arranges to mediate such a meeting as appropriate and necessary. Except in circumstances in which the student requests confidentiality, faculty are informed by the Director or Assistant Director as to the nature of the complaint and included in resolution. In such cases as these means do not provide a satisfactory resolution, complaints are referred to the members of the Grade Appeal Committee. ELP students may also seek resolution outside of the ELP.

In all complaints, University policy states that during resolution processes, participating parties have an equal opportunity to:

- be heard
- submit information and corroborating evidence
- identify witnesses who may have relevant information
- submit questions they believe should be directed to each other or to any witness
- meet separately with administration
- be accompanied by an adviser of their choosing

Anyone participating in the administrative process is required to:

- preserve evidence
- provide truthful information
- act in good faith
- respect any interim measures
- ensure their actions could not be reasonably interpreted as retaliation

Investigations should be completed without undue delay, as soon as is reasonably practicable thereafter.

ELP Costs and Payments

A detailed description of ELP costs, including course fees and other anticipated expenses, such as texts, housing, and health insurance may be found on the VCU ELP website.

Payments

All payments for course fees and other University expenses are handled by the VCU Student Accounting Office. VCU does not send bills by mail. After registering for classes, students receive an email to their VCU email account, which tells them how much and when payment is due.

Students may pay:

- in person at the VCU Cashier's Office with cash, check, or money order.
- online through their VCU eServices account, using a Visa, MasterCard, Discover, or American Express card. There is a 2.75% interest fee for credit or debit transactions.
- using an international wire transfer payment.

Refunds

Dropping or withdrawing from a course can affect a student's account balance. Students who make registration changes after the initial billing date should review their account for updates.

When a course is dropped, charges are removed to indicate that the student never attended the class. When a student withdraws from a course, charges are assessed and adjusted according to VCU's refund policy, as seen in the table below. Medical withdrawals are treated no differently than other withdrawals. Students who withdraw may owe a balance to the university. Refunds will not be made to students who stop attending classes without completing the required withdrawal procedure. Housing, dining, and other charges can also affect a student's balance.

Drop / withdrawal period	Student refund	Retained by University
Drop prior to the first day of classes	100% tuition	0%
Drop first week of classes*	100% tuition	0%
Withdraw second week of classes*	80% tuition	20% tuition
Withdraw third week of classes*	60% tuition	40% tuition
Withdraw fourth week of classes*	40% tuition	60% tuition
Withdraw after fourth week of classes*	0%	100% tuition

*This schedule is different for Summer and other short sessions.

ELP Tuition Waivers for Employees

As per VCU policy and practice, full-time faculty, university and academic professionals, and classified employees are eligible for tuition benefits. Adjunct faculty are also eligible for tuition benefits under certain conditions. Part-time and hourly staff are not eligible for tuition benefits. Employees may apply to take up to twelve hours of tuition-free ELP courses per semester. The waiver covers tuition only, not the cost of textbooks, other materials, or fees.

Employees are admitted to courses on a space-available basis after all tuition-paying students have been accommodated.

Per VCU policy, spouses are not eligible for a tuition waiver.

ELP Tuition Waivers for Senior Citizens

As per VCU policy and practice, senior citizens may request to take ELP courses without paying tuition under certain conditions. A senior citizen is classified as any person who turns 60 years old before the beginning of the semester in which they claim entitlement, and the senior citizen must have had legal domicile in Virginia for at least one year. The waiver covers tuition only, not the cost of textbooks, other materials, or fees. Senior citizens are admitted to courses on a space-available basis after all tuition-paying students have been accommodated.

Senior citizens must submit the ELP Senior Citizen Tuition Waiver form, which includes student data, proof of eligibility and residency, and course request.

Advising Policies and Practices

ELP students receive academic, personal, and immigration advising from full-time, designated, professional administrative staff. GEO and ELP employ staff to support students with academic, immigration, engagement, and personal concerns. Advisors guide students to achieve their goals and enrich their experiences through targeted academic, cultural, and immigration advising and special programs. All staff have an “open-door” policy, making themselves readily available to students. Support services for international students are fully integrated and easy-to-access and designed to provide students with resources for meeting academic and personal goals.

Academic advising includes registration in ELP courses and scheduling; progress in the ELP; support for students facing academic challenges in ELP, including clarifying expectations and requirements and finding helpful resources; completion of program; and requirements for and registration in university courses. Students may schedule appointments with staff or walk-in or may correspond via email. Students facing challenges and/or not meeting expectations and making reasonable progress are contacted to meet with staff. Holds may be placed on struggling students who fail to meet with staff. Staff maintains a list of students, including advising notes, to facilitate following up with students and to ensure accurate and timely communication and response. Relevant documents are placed in students’ files when necessary.

Students who are failing to make normal or satisfactory progress are identified through a range of means. Students may identify themselves or be referred by faculty members. ELP administration also monitors attendance and mid-term and final averages each term. Students failing to make satisfactory progress in courses and in the program as a whole are required to meet with ELP administration to determine the sources of and find solutions to their challenges. A program of intrusive advising, based on referrals and the running of regular reports (grade and attendance), targets struggling and failing students for outreach and intervention. Resources provided including the ELP Tutoring Center and university medical, counseling, and academic support units. **In general, students are placed on warning following failing a course one time, probation a second time, and possible suspension a third time.** Students on warning or probation are counseled by immigration and academic advisors and are required to meet regularly with ELP administration.

Immigration advisors inform students on F-1 and J-1 visas of why and how to maintain their visa status, including requirements, resources, policies, and processes. Immigration advisors clarify federal and university immigration policies, procedures, and processes for international students and scholars; and issue documents and maintain required records for all international students and scholars.

Student engagement advisors are responsible for:

- implementing programming to fully engage international students in campus and local communities;
- helping international students with practical concerns such as transportation, housing, shopping, banking, and health insurance;
- providing personal, legal, medical, and cultural support to international students;
- implementing student social events, group activities, and trips.

When necessary and appropriate, ELP and GEO advisors inform and refer students to medical, counseling, legal, and academic resources within the university and the community. Information about many of these resources is provided at orientation and on the GEO website in addition to individual advising. GEO partners with advisors and units across the university to create a safety net of services for ELP and other international students.

Health Insurance for ELP Students

VCU international students may choose any health insurance plan that meets the following requirements:

- The insurance company does not have to be a U.S.-based or owned company, but it must have an office in the U.S.
- The plan must provide at least \$250,000 in medical benefits a year.
- The plan must include medical evacuation.
- The plan must include repatriation of remains.

Prior to their arrival, new ELP students are sent information about arrival, housing, required immunizations, and health insurance via email, which is also available on the GEO website. Students are made aware of the high cost of medical care in the U.S., the student's financial responsibility, and the need for health insurance to help cover these costs. Students are also informed about their responsibility for payment of any medical bills they may incur while in the U.S. All information is also covered verbally during Orientation and in individual and small group advising sessions.

ELP Student Orientation includes information about American health insurance vs. government-sponsored health care. The distinction between medical care provided by University Student Health Services and the need for health insurance for services obtained through off-campus medical providers is explained.

Because of the varying levels of English proficiency and the complexities of American health insurance, ELP students are encouraged to meet with a Student Engagement advisor who gives students information about the GEO health insurance requirements, definitions of insurance terms, how to compare different health insurance plans, and what to do should a student get injured or sick. Individual appointments also include discussion of covered services and exclusions, deductibles, co-payments, co-insurance, pre-existing conditions, maternity and sports-related policies, and prior authorization for certain medical procedures or tests. Staff assist with online enrollment and an explanation of how to use their insurance most effectively. Students are advised to meet with a Student Engagement advisor if they receive a medical bill or have questions about their insurance coverage.

ELP Student Housing Policies

While students are responsible for finding their own housing during the duration of their ELP program, GEO makes every effort to assist students in finding housing. GEO staff members are available to advise students about on and off-campus housing options and determine which options best fit their needs. The GEO website includes basic information and guidance for students seeking housing in proximity to VCU. Staff also review rental agreements upon request.

GEO does not provide nor arrange housing for ELP students but does direct students to campus housing opportunities through VCU Residence Life. Neither does GEO publish information on housing beyond basic information shared in pre-arrival emails and on the GEO website.

EMERGENCY PROCEDURES AND INFORMATION

ELP Emergency Plan

In case of emergency, employees and students should notify the ELP Main Office immediately. If the emergency is critical, please call 911 and/or VCU Police at 828-1234 and then notify the ELP Main Office. Faculty should report all classroom incidents, including medical, to the Main Office, even if they seem to have been managed / resolved by the student.

Faculty should have a plan for emergencies and be ready to implement it at any time. Faculty should share the plan with students at least once at the beginning of the semester. Faculty should:

- Have accessible a list of all students in the class.
- Sign up to receive VCU text messaging alerts. Within the classroom, instructors should keep their phones on to receive any emergency alerts and instruct students to do the same.
- Identify emergency exits and evacuation routes and make them known to students at the beginning of the semester.
- In case of emergency, listen for and follow instructions from VCU or other designated authorities.
- Always evacuate during fire alarms, making sure all students in your class exit the building.
- Identify a meeting location near the building and account for all evacuated occupants and report anyone missing to public safety officials as soon as possible.
- For a dangerous situation that requires you to get far away quickly—e.g., an active shooter - identify a second meeting location that is far from the building.
- Advise students who need assistance evacuating - whether they have a permanent or temporary special need - to develop an emergency plan.
- Explain shelter-in-place procedures.
- Invite students with acute medical problems to share that information with you in private.

Campus Safety Information and Contacts

Faculty are directed to:

- <https://police.vcu.edu/> for information on and from the VCU Police Department, including their range of resources, programs, and services, such as the Stay Safe initiative.
- <https://alert.vcu.edu/> for information on the VCU Alert system, including campus safety advisories and notices.
- <https://srm.vcu.edu/> for detailed information on campus Safety and Risk Management.

In an emergency, please call:

On campus (VCU Police): (804) 828-1234

Off campus (Richmond Police): 911

To contact VCU Police in a non-emergency situation, please call (804) 828-1196.

To report a crime tip anonymously, call Metro Richmond Crime Stoppers: (804) 780-1000

Other useful VCU phone numbers to know for specific situations:

- Poison control: (804) 828-9123
- RamSafe: (804) 828-7233 (SAFE)
- Sexual assault: (804) 828-1234
- Telecommunications device for the deaf - Voice: (800) 828-1140
- Telecommunications device for the deaf - TTY: (800) 828-1120
- Fire: (804) 828-1234

- Chemical/Biological/Radiation: (804) 828-9834

Non-Emergency numbers:

- Fire, MCV Campus: (804) 828-7899
- Fire, Monroe Park Campus: (804) 828-0040
- Radiation: (804) 828-9131
- Chemical/Biological: (804) 828-1392
- Insurance/Risk: (804) 828-4989

University Emergency Preparedness Plan (from the VCU Faculty Handbook)

The Emergency Preparedness Plan (EPP) is a University-level plan intended to establish policies, procedures and organizational structure for response to emergencies that are of sufficient magnitude to cause a significant disruption of the functioning of all or portions of Virginia Commonwealth University. The plan describes the roles and responsibilities of departments, units and personnel during emergency situations. The EPP addresses each type of emergency on an individual basis, providing guidelines for the containment of the incident. For more information please contact VCU Facilities Management, Office of Planning & Design at 827-2238 or see fmd.vcu.edu/planningdesign/index.html.

Emergency Response (from the VCU Faculty Handbook)

Throughout VCU, thousands of students attend classes over the course of a day. Many times, especially in the evenings, classroom instructors are the only VCU staff on the scene when emergencies occur. It is therefore critical that faculty be aware of and comfortable with their role in such situations. Like any effective plan for dealing with emergencies, preparations taken in advance of the emergency are the key to minimizing danger and loss. Each new class of students needs to be informed of procedures for reporting emergencies, evacuation plans and exit routes from buildings. This includes pointing out locations of emergency phones, fire alarm pull stations, and fire extinguishers. Please be familiar with the university safety manual.

Assessing Risk (from the VCU Faculty Handbook)

In addition to being aware of emergency procedures, and informing students of emergency plans at the beginning of each term, faculty must also be aware of any students with special needs. Instructors need to assess their classes to determine if any students will require special assistance in emergency situations. Again, planning in advance will help prevent confusion and chaos once emergencies occur. Students requiring assistance during emergencies include anyone with conditions that affect ability to detect alarms, identify exit routes, or evacuate by established exit paths. Once identified, students requiring assistance can be informed of the plan of action they will follow during emergencies.

VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smartphone or for more information visit: <http://m.vcu.edu/>

VCU Alert and Text Messaging Alerts

Visit the VCU Alert Web page at vcu.edu/alert for up-to-date information on:

- Emergency event impact [on] VCU campuses
- Inclement weather and office closing information
- VCU building status
- Parking facility status
- Transit service status

All ELP faculty, staff, and students should sign up to receive VCU text messaging alerts. Within the classroom, instructors should keep their phones on to receive any emergency alerts. All instructors should:

- know the safe evacuation route from each of your classrooms.
- In case of emergency, listen for and follow instructions from VCU or other designated authorities.
- as appropriate, get up-to-date emergency information at <http://www.vcu.edu/alert>.
- as appropriate, report an emergency situation to VCU Police at 828-1234.

VCU/Campus Police (from the VCU Faculty Handbook)

The VCU Police Department, which consists of sworn police officers and security personnel, has jurisdiction on both VCU campuses. VCU Police cars are identifiable by gold reflective stripes on white vehicles. Services are available 24 hours a day, seven days a week. Notify the department if suspicious activity is seen. All incidents are investigated promptly. The Victim/Witness Program coordinator is available to assist VCU community members who are victims of, or witnesses to, crimes either on- or off-campus. For emergencies call 828-1234; for the non-emergency dispatcher call 828-1196. The VCU Police Department is located at 938 West Grace St. Information can be anonymously sent via text messaging to VCU Police – Text VCUTip to 274637.

Campus Security Escort Service (from the VCU Faculty Handbook)

This free service provides security escorts for the safety of members of the university community traveling to or from university-related activities. This service is provided on campus and in some off campus areas adjacent to the campuses. The escort drivers wear distinctive uniforms and are in constant radio contact with police dispatchers. To use the service, call 828-WALK (828-9255) or use one of the emergency telephones, and present a VCUCard. The service is available on both campuses from 5 p.m. to 8 a.m. nightly. Visit vcu.edu/police/security.html.

Emergency Response Telephones (ERTS) (from the VCU Faculty Handbook)

These telephones are for the VCU community to use when campus police assistance is needed. Outdoor ERTS are yellow, some with flashing amber lights above them. Indoor ERTS are red wall phones. When you lift the receiver or push the button, you can automatically give a message to a trained communication officer. If you cannot give a message, your location is pinpointed on a call directory and a police officer is sent to your location.

Threat Assessment and Violence Prevention (from VCU's Policy on Threat Assessment and Violence Prevention)

Virginia Commonwealth University is committed to using its best efforts to provide faculty, staff and students with an environment that is safe, secure and free from threats, intimidation and violence. To promote an atmosphere that encourages learning and productive employment, VCU will not tolerate conduct or behavior at the University, including but not limited to:

- Injuring another person physically
- Engaging in threatening behavior that creates a reasonable fear of injury to another person
- Engaging in threatening behavior that subjects another individual to undue emotional distress
- Possessing, brandishing, or using a weapon that is not required by the individual's position while on state premises or engaged in state business
- Intentionally damaging property
- Threatening to injure an individual or to damage property
- Committing injurious acts motivated by, or related to, domestic violence or sexual harassment.

Threats are unacceptable regardless of whether the person communicating the threat has the ability to carry them out, whether the threat is made on a present, conditional or future basis, or whether the threat is made in person, through another person, in writing, over the phone, in the mail or electronically.

For university employees, individuals found to engage in behavior in the workplace in violation of this policy will be subject to disciplinary action, up to and including termination and criminal prosecution using existing policies and procedures.

For university students, individuals found to engage in behavior in violation of this policy in an educational setting will be subject to disciplinary action, up to and including dismissal and criminal prosecution using existing policies and procedures.

Threat Assessment Team. A team of VCU faculty and staff that assesses campus threats and responds to incidents as appropriate. The team consists of representatives from VCU Police, Human Resources, University Counseling Services, Division of Student Affairs, General Counsel's Office and other units as determined necessary.

Threatening Behavior includes, but is not limited to:

- Physical actions short of actual contact/injury (e.g., moving closer aggressively, waving arms or fists, yelling in an aggressive or threatening manner)
- General oral or written threats to people or property (e.g., "you better watch your back" or "I'll get you"), including the use of any electronic means
- Threats made in a "joking" manner
- Stalking behavior
- Implicit threats (e.g., "you'll be sorry" or "this isn't over yet").
- Violent Behavior includes, but is not limited to:
 - Any physical assault, with or without weapons
 - Behavior that a reasonable person would interpret as being potentially violent (e.g., throwing things, pounding on a desk or door, or destroying property)
 - Specific threats to inflict harm (e.g., a threat to shoot a named individual)
 - Use of any object to attack or intimidate another person.

Reporting Threats and Violence (from VCU's Policy on Threat Assessment and Violence Prevention)

Reporting a Student: Any faculty or staff member who is aware of a threat, intimidating conduct or act of violence made by a student must report the incident to his/her manager or Academic Dean/Vice President or designated contact and to the Associate Vice Provost and Dean of Student Affairs. Emergencies should be reported to the VCU Police at 828-1234.

Any student who is aware of a threat, intimidating conduct or act of violence made by another student must report the incident to an appropriate university official including the Associate Vice Provost and

Dean of Student Affairs, a faculty member, an academic advisor, a residence hall staff member or a student organization advisor.

Reporting a Faculty Member: Any faculty member, staff member, or student who is aware of a threat, intimidating conduct, or act of violence made by a faculty member must report the incident to the faculty member's Academic Dean/Department Head/Vice President. Emergencies should be reported to the VCU Police at 828- 1234.

Reporting a Staff Member: Any faculty member, staff member, or student who is aware of a threat, intimidating conduct or act of violence made by a staff member must report the incident to Human Resources. Emergencies should be reported to the VCU Police at 828-1234.

Faculty, Staff and Student Responsibilities. All faculty, staff, and students are encouraged to be alert to the possibility of violence on the part of employees, former employees, students, customers, contractors and strangers. Any report of violence or threats of violence will be handled in a confidential manner, with information released only on a need-to-know basis. Faculty, staff, and students who act in good faith by reporting real or implied violent behavior or violations of this policy will not be retaliated against or subjected to harassment. Deliberately false or misleading reports of violence under this policy will be handled as incidents of unacceptable personal conduct and individuals making such false or misleading reports will be subject to disciplinary action under the university's disciplinary policy. Faculty, staff, and student responsibilities include:

- Being familiar with the policy on Threat Assessment and Violence Prevention
- Reporting violations of the policy to the appropriate university official delineated in this policy and to the VCU Police, including threats or perceived threats.

Sirens (from the VCU Faculty Handbook)

When a siren sounds, an emergency has occurred or is imminent:

- If you are in a building on campus, remain where you are and seek additional information about what is happening and how to respond.
- If you are outside but on-campus, go to the nearest university building and seek additional information about what is happening.
- If you are off-campus, do not come to campus, but seek additional information about what is happening.
- You can hear sample warning sirens at <https://alert.vcu.edu/>
- Sign up to receive VCU text messaging alerts at vcu.edu/alert/notify. Keep your information up-to-date.
- Know and brief each new class on the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities.
- Know where to go for additional emergency information. See vcu.edu/alert.
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects to VCU Police.

Bomb Threat Procedures (from the VCU Faculty Handbook)

The VCU Campus Police are responsible for handling a bomb threat emergency; however, VCU employees should familiarize themselves with the proper procedures for handling this type of emergency. These procedures can be found in the safety manual.

Fire Alarms (from the VCU Faculty Handbook)

Whenever an alarm sounds in the building, the occupants MUST evacuate. Remember that drills are held only 1 time a year in most buildings (hospitals are drilled quarterly), so most alarms will not be drills. When an alarm occurs, close all doors in your area and proceed to the nearest exit. Employees should be familiar with the layout of their building and know two ways out of every area. Once outside you should clear away from the building and await further instructions. You will be notified when it is time to re-enter the building. Please follow the evacuation procedure guidelines in the safety manual. More training can be found at oehs.vcu.edu/fire/vcudrills.html

Power Failures (from the VCU Faculty Handbook)

In cases of power failure where the building must be evacuated, disabled persons should be instructed to proceed to the nearest exit or stairwell. They should be instructed to remain in the stairwell while help is summoned. A volunteer may stay as long as possible or until assistance arrives. Faculty should note the exact floor level where the disabled person is left waiting, and should personally contact the VCU Police by emergency telephone. The VCU Police should be notified of the exact stairwell and floor level where the disabled person is waiting.

Always reassure the disabled person that help is being summoned and should arrive as soon as possible. Remember, planning in advance for such contingencies will greatly reduce risk.

Emergency Assistance for Disabled Persons (from the VCU Faculty Handbook)

In an emergency, instruct individuals with disabilities to proceed to the nearest safe exit. If the nearest safe exit is a stairwell, instruct them to remain in the stairwell while help is summoned. Ensure that traffic is not impeded from entering or exiting the stairwell. Make certain that the stairwell doors remain shut. If individuals with disabilities cannot be taken to a stairwell, or if leaving them there impedes persons from entering or exiting the stairwell, instruct them to proceed to the closest room to the stairwell and remain there with the door closed. Always reassure the individual with the disability that help has been summoned and should arrive as soon as possible.

Faculty should note the exact location, including the floor level and room, where the individual with a disability is waiting to be evacuated. Immediately upon exiting the building, personally locate the Richmond Bureau of Fire or VCU Police personnel and communicate the location of the individual with the disability. Once notified, fire personnel will make immediate efforts to reach the individual with a disability.

A volunteer may stay with the individual with a disability as long as possible or until assistance arrives, if doing so does not pose a safety risk to him/her. If the individual with a disability uses a wheelchair or scooter, it may be potentially harmful for untrained persons to carry them down the stairs. Fire personnel will take action to evacuate these individuals. If an individual is blind or visually impaired, an assistant can offer his/her elbow and guide the individual through the evacuation route.