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MISSION
As the preeminent urban, public intensive English program in Virginia, ELP’s mission is to promote student success in ESL through its commitments to:

1. Provide first-rate instruction and advising within a safe and caring environment;
2. Offer specialized curricula featuring academic preparation courses in several disciplines;
3. Expand ESL pedagogy within a learner-centered and culturally diverse program which encourages an environment of inclusion;
4. Enhance local and global partnerships to broaden the scope of educational opportunity and cultural understanding;
5. Improve specialized short-term programs throughout the year for individuals and groups to advance English language learning for professional and/or personal reasons.

VISION
The English Language Program will be the leading IEP in the mid-Atlantic region by providing every ESL student with first-rate teaching, learning and advising.

CORE VALUES
Integrity – to serve every student with the highest standards of honesty, professionalism and ethics;

Achievement – to ensure excellence in English language learning through best practices in instruction, research, and student services;

Collaboration – to promote collegiality among faculty, students and staff;

Innovation – to advance student creativity and originality independently and in group work;

Diversity – to enhance understanding and share knowledge about all cultures and to further diversify the student body
WORKING WITH STUDENTS

ELP Attendance Policy

Attendance in your ELP classes is required to be successful in your studies. However, attendance in no way affects your final grades.

1. We understand that on certain days, you will not be able to attend class. Urgent matters will, at times, prevent you from attending class, and most of you may have family or other situations that make it impossible to attend class.

2. As such, an “excused absence” is defined as follows:
   a. Medical appointment: Note from doctor required. Please note that a receipt from the clinic does not equate to a note from a healthcare provider. In order to qualify as an EXCUSED absence, the note must specify that you were too sick to attend class on the days that you missed.
   b. Court appearance: Copy of Court Order required.
   c. Child care: Notify instructor on day of absence (or before if possible) if your daycare center is closed.
   d. Meeting with advisor: Note from advisor with date, start and finish times of meeting required. Please schedule meetings with the ELP/VCU advisor when you do not have class, if possible.
   e. Embassy meeting: Note from embassy with date and time required.
   f. Student athletic events: If you are a student athlete, schedule of events signed by a representative of the Athletic Department required. Note: students who represent athletics do not choose their schedules. Student athletes are required to attend games/meets. The schedule of these events must be presented to the teacher at the beginning of each term. We understand that IAC policy strongly encourages faculty to treat missed classes/exams due to scheduling conflicts as “excused absences”; therefore faculty are required to work with students to make up missed work/exams.

3. Excessive lateness: We understand that arriving to class on time can sometimes be difficult due to discussions with teachers, students, walking, and other distractions. However, excessive lateness will not be tolerated. Each instructor will inform you of how he/she defines being late to class.

4. Please take your class attendance very seriously. You are required to attend each class on time. Unexcused absences, as listed above, will result in (1) poor academic performance due to less participation and communication with your teacher and classmates, (2) probable visa status problems, (3) ELP communication with your embassy if you are a sponsored student, and (4) the possibility of being dismissed from ELP.

5. We strongly encourage you to take your courses very seriously and to attend each class on time; furthermore, the more you communicate with your teacher, the more you will learn. You are here to learn English and your teachers can only help you if you are in the classroom.
**Working with Students**

**Addressing Issues Concerning Student Attendance**

During the second and fourth week of classes, teachers will be notified by the ELP Office Manager via email to print the roster for each of your classes. The ELP Office Manager will give instructions as to what to highlight for each class. The instructions may read something like this:

You should print your rosters from eServices and indicate the following information:

1. Writing in the name of any student who is attending but who is still not listed on your roster.
2. Circling the name of anyone listed on your roster who has NEVER attended.
3. Put a star next to the student anyone who missed the first week, but is now attending regularly.
4. If a student is attending sporadically, write the number of absences next to the student’s name.
5. Please sign your name and include the date.

Once you’ve followed those instructions, you may turn in your rosters to the ELP Office.

**Excused Absences for Students Representing the University**

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 schedule to the instructor at the beginning of the semester. The Intercollegiate Athletic Council (IAC) 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.

**Placement Tests**

The ELP Placement Test is given at the beginning of each term to each non-native English speaking student who does not meet the English language requirement for studying at VCU. Students must take the Placement Test on the Monday before classes begin. Students are not allowed to take the exam earlier than the semester they plan to attend ELP and/or VCU without written permission from the ELP Director or Associate Director. Based on test scores, students are placed into one of three levels - beginner, intermediate, or advanced, and in some instances into a split-level schedule. The ELP Placement Test includes reading, writing, listening, speaking and grammar/sentence structure components.

**Changing a Student’s Level**

As with any L2 language class, there will be an appropriate range of abilities within groupings of students. The challenge facing ELP faculty and staff is to determine when new student placements per the ELP Placement Test are truly outside the appropriate range for the specified ELP class grouping and need to be adjusted.

Although students sometimes request a change of level based on personal concerns, their concerns alone are not reason enough to move them. These concerns may include the length of time it will take them to proceed through the program, the cost involved, and their prior experience taking English language classes. Also, their perception of their abilities when they compare themselves to classmates. A student will change level(s) based only on teacher recommendation and director approval.

If the teacher believes that a student should change levels, the instructor should not make any promises to the student and must adhere to the following procedure IN THE FIRST WEEK:

1. Give a diagnostic exam. This exam must include materials that demonstrate that the student has obtained all of the skills for the current level enrolled.
2. Contact Shakeela Noori to determine whether the student is:
   a. Returning students are not eligible to be moved at the beginning of the session because the student did not demonstrate mastery beyond the next consecutive level during the previous session—which should/would have been addressed via the advanced placement process.
   b. A returning student who took the placement test but delayed taking a specific skill area for two or more ELP sessions.
   c. A new student who has just been tested and placed via the ELP Placement Test.

3. Verify that the student falls under b. or c. for item 3 AND the results of the diagnostic exam provide clear evidence that the student is ready for the next level (per the curriculum).

4. If there are any doubts regarding the readiness of a student, talk to the Skill Committee Chairs or experienced teachers before proceeding.

5. Complete (the top portion) and sign A Request to Change a Student’s Level form (available on-line and O drive)

6. Attach the required documentation (i.e. the diagnostic) to the Request For Changing ELP Student’s Level form and give it to the Director.

Procedure after Instructor Requests Move:

1. The Director will review documented materials supplied by the instructor and consult with other faculty members as needed to determine if a move at this point is appropriate.

2. The Director will sign-off on the Request For Changing ELP Student’s Level form, either approving or not approving the move. All decisions are final.

3. If the request to change the student’s level is approved, the signed request will go to the ELP Senior Advisor (or designee in her absence):

   a. The ELP Senior Advisor (or designee) will process the request, changing the student’s registration, contacting the student with a new ELP class schedule and notifying the teacher of the class into which the student has been re-registered.

   b. A copy of the signed approval form and all associated documentation will be kept in the student’s ELP file.

   c. In the event that there are no available seats in the skill area and level approved, the Senior Student Advisor (or designee) will contact the Director so they may determine an appropriate course of action in a timely manner.

4. If the move was not approved, the request form will be marked as such and “DENIED” will be written across the top of the form to avoid confusion in the office. A copy will be given to the ELP Senior Advisor (or designee) to be placed in the student file.
REQUEST FOR CHANGING ELP STUDENT’S LEVEL

Section below to be completed by Initiating/Current Instructor:

(Print Student’s Full Name per Class Roster)   (Student VCU ID#)

I, ___________________________________________ request that this student be moved
(Print Name of Current Level Instructor)

From:__________________________________________
(Name and Level of Course)   (Day & Time Course Meets)

To_____________________________________________
(Name & Level and course)

List curricular objectives (per ELP Curriculum) of the “LEVEL FROM WHICH A STUDENT IS TO BE MOVED” for which the student has demonstrated mastery. Additional reasons and/or comments are ____ listed on the back of this form or are ___ attached (Check only if applies).

_______________________________
(Current Level Instructor’s Signature)   (Date)

Section below to be completed by ELP Lead Teacher:

This request is Approved/Not Approved. (Note: All decisions are final and are not subject to appeal.)

(Circle One)

_____If Approved, the the Lead Teacher will submit the signed move request to the ELP Senior Advisor (or designee).

• The ELP Senior Advisor (or designee) will process the requested change, changing the student’s registration, contacting the student with a new ELP class schedule and notifying the teacher of the class into which the student has been re-registered.

• The ELP Senior Advisor (or designee) will notify the ELP instructor who requested the move that it has been approved.

• A copy of the signed approval and all associated documentation must be kept in the student file.

• In the event that there are no available seats in the skill area and level approved, the Senior Student Advisor (or designee) will contact the Director and the Lead Teacher so they may determine an appropriate course of action in a timely manner.

• _____If Not Approved, the request form will be marked as such and “DENIED” will be written across the top of the form to avoid confusion in the office.

• The original will be placed in the instructor’s mailbox or cubby.

• A copy will be given to the ELP Senior Advisor (or designee) to place in the student file.

Comments:

___________________________________
(Signature of ELP Skill Area Coordinator)   (Date)

___________________________________
(Signature of ELP Director)   (Date)
Advance Placement

Before you nominate any student to be advance placed, please make sure that that student shows mastery of the objectives and outcomes (per ELP curriculum) of the level/course the student will miss as a result of the promotion. This is an option that is only offered to students who have demonstrated excellent progress. It is stated in the faculty manual that “Achieving an “A” grade in a particular class shows mastery of that particular level of material and may result in promotion to the next consecutive level of study; however, an “A” grade alone is not sufficient to be considered for Advance Placement.” If you are unclear about what to submit, please refer to the Faculty Manual or email a skills area coordinator.

Complete the Nomination for Advance Placement form. A skills area coordinator will need to sign off the form first. Please remember that an advance placement nomination is not a guarantee that a student will be advance placed. Please do not make any promises to your students.

ENGLISH LANGUAGE PROGRAM NOMINATION FOR ADVANCE PLACEMENT

Name of Student: ___________________________  VCU ID#: _______________

Session (check one):
___ Fall I  ____ Fall II  ____ Spring I  ____ Spring II  ____ Summer  Year _________

I recommend that this student be promoted from______________________________ directly into _________next session.

List curriculum objectives (as listed in ELP Curriculum) of the “Level to Be Skipped” for which the student has demonstrated mastery:

Name of Nominating Instructor:  Date:

************************************************************************

Following the committee’s decision this student should:

___ *not be promoted (list reasons below).

___ be promoted to ________ level.  Vote ___ #yes ___ #no

___ exit this skill area.

*Reason(s) for denial listed below (must refer to curriculum): ______________________

______________________________  ________________
Signature (Skills Coordinator)  Date

______________________________  ________________
Signature (Associate Director)  Date

Curriculum Coordinator: Please return signed/completed forms to Heather Strobel per date on Faculty Calendar each session.
Working with Students

Class Cancellation

Teachers are expected to contact all available substitute teachers via email to find their own substitutes. If a substitute is found, the teacher should notify Rachel and copy the Interim Director, Dr. Robert Gowdin-Jones. If a substitute is unavailable, please contact Rachel and the Director immediately.

Every attempt is made to find a substitute teacher. If none is available, the class must be rescheduled.

Class Files

Teachers are asked to keep in locked filing cabinets students’ graded work (such as tests, homework assignments, and presentation feedback) for one year after finishing the course to substantiate grades. In these files, teachers should include a copy of their grade book and the syllabus to show how the grades were calculated. Instructors should scan important documents related to grading.

In the past, students have questioned the validity of their final grades; therefore, we keep detailed documentation as supporting evidence.

Initial Class Rosters

ELP instructors can find their initial rosters (Summary Class List) on VCU eServices.

Class Lists and Location

ELP instructors can find their class list on eServices.

Follow these steps:

1. Log on to www.vcu.edu
2. Click on myVCU (found on the top of the page)
3. Type your username and password, and submit
4. Click on eServices/VCU Self Service found on the left
5. Click on Faculty and Advisors
6. Choose Summary Class List (this is the best option for teachers new to this way of accessing their roster)
7. You may also choose *Faculty Detail Class List to see the room number assigned to your class.
8. Once you click the above option, Select a TERM
9. Select a Course Number (CRN)
10. You should now be able to view your roster.

Late Registration Students

Instructors should expect additional students to be added to classes after the initial class rosters are distributed. The ELP office will give each late student a note to bring to each instructor.

Instructors then add the student to their roster as enrolled students from that date onward.
Students whose names are not on the initial class roster, who show up without a note, should go to the ELP office to see the ELP Student Advisor. Late students without an official note may be attending the wrong class. The ELP Student Advisor will help the student attend his/her assigned classes.

Grading

**GRADING POLICY**
A grade of A, B or C (a minimum of 70%) is required before a student can pass to the next level. Percentage grades must be calculated and saved in a class file (see Class File Policy). A corresponding letter grade of “A”, “B”, “C”, or “F” must be assigned for each student for each ELP course taken, whether a core class or a content class (formerly known as an elective.)

**REPORTING GRADES**
Final grades must be registered on banner 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 (see below.)

**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 banner forms.

**EVALUATION OF FINAL YOUR SKILL HERE GRADE**

YOUR SKILL HERE #

YOUR SKILL HERE #

* YOU MUST RECEIVE AN AVERAGE OF 70% OR ABOVE ON GRADED WORK TO PASS

**YOUR SKILL HERE GRADE**

SPECIFY # %

SPECIFY # %

SPECIFY # %

**YOUR SKILL HERE**

SPECIFY # %

SPECIFY # %

**ATTENDANCE POLICY**
Success in a language course is directly related to classroom performance. Our policy requires every student to attend class on a regular basis. The policy has been designed to accommodate reasonable student needs while maintaining the academic integrity of our courses and programs. Students should remember that Instructors ARE NOT REQUIRED to give constant reminders of attendance status to each student.
COMMUNICATING GRADES TO STUDENTS
Students should be made aware, via the course syllabus, of a clear criterion for grading in each course.

All faculty members will need to set up a platform where the students can access their grades. We want to ensure that students have access to their grades throughout the semester so that they can monitor their progress. ELP strongly recommends using Blackboard's Grade Center for this purpose. You may also use Google Docs or other online grade software.

Due to university security policy, grades may not be e-mailed to students. To accommodate this requirement, all final grades for all ELP classes must now be posted on Banner, accessed through e-services. Teachers may contact Rachel Wiltshire for assistance.

Teachers must include information on the syllabus regarding where, when, and how to access final grades. Grades may be accessed 24 hours after teachers have posted them (See Faculty Calendar for posting dates.)

ASSESSMENTS
Instructors must refer to the faculty calendar for dates related to diagnostics, midterms, and final exams. In addition, instructors must meet with others instructors who teach the same skills and levels to discuss the assessment procedures used throughout the term and at the end of the term. Written Communication instructors need to submit their students’ writing portfolios to the WC Coordinator at the end of the term.

Grade Review Policy

English Language Program 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 as 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.

Step 1: Initiating an appeal

A. 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.

B. If the student continues to feel that the grade was incorrectly assigned, a written appeal may be submitted to the director of the program. Students appealing grades assume the burden of proof. The appeal must
state and support with all available evidence the reasons why the student believes the grade should be changed. The amount of time available to submit an appeal is limited by the length of the course for which the grade is being appealed. If the course for which the grade is appealed is a semester-length course, the written intent to appeal must be submitted within fourteen calendar days after receiving their grades. The grade issued by the faculty member will remain in effect throughout the appeal procedure. In instances in which the failing grade is in a prerequisite course, the student will not be allowed to enroll in the subsequent course until and unless the appeal is resolved in the student’s favor. For this reason, a student who wished to appeal a grade is advised to do so as soon as possible, and the appeal must be resolved as quickly as possible.

Step 2: Mediation

A. The English Language Program Director will attempt to mediate a solution within two weeks of receipt of the written appeal.

B. If the complaint is not resolved, the director will forward the appeal to the Associate Director of the Global Education Office. The director will also submit in writing the recommendation made to the two parties regarding the appropriateness of the grade.

C. The Associate Director will form a grade review committee and designate a student advisor as the chair. The committee has the option of either raising the grade or leaving the grade unchanged. The committee will consist of the non-voting, student advisor chair, the appropriate skill committee chair, and two faculty members who are either currently teaching the course whose grade is under discussion or who are experienced instructors in that course.

D. The committee will initially meet to examine the written appeal and the Director’s recommendation. It can require the faculty member and/or the student to turn over to the committee grade records for that class as well as any tests, papers and examinations by students of that class that they may possess. 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.

E. After examining the materials, the committee may, by a majority vote, decline to hear an appeal that it judges to be patently without merit.

F. If the committee decides there is merit in the appeal, they will authorize its chair to set a hearing date. The chair will meet with each party prior to the hearing to explain the rules and procedures of the hearing.

Step 3: Grade Review Hearing

A. Grade review hearings will be closed and will consist of the Grade Review Committee, the faculty member who assigned the grade in question, and the appealing student. Either party can present additional witnesses as long as they remain within their allotted time and their testimony is directly relevant to the course at issue. Performance in other classes is not relevant. Witnesses may only be present at the meeting for the time of their testimony.

B. The hearing will begin with the student outlining the reasons for the appeal and all evidence that exists of an improper grade. The faculty member will then explain the criteria used for the original grade assigned. Each party will have no more than one hour to present a position.

C. The committee will decide whether the grade was justified according to the course in which the grade was given. 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. The committee will also take into account that purposes, methods, requirements and grading criteria differ from course to course and that difference is a legitimate characteristic of a university and its faculty. Further, the grade in some courses may be partly or solely determined by a faculty member’s professional judgment, which in itself cannot be overturned without evidence that the judgment was arbitrarily or capriciously rendered. The committee will consider (a) whether the faculty member(s) articulated the criteria to be used (some criteria may be implicit
Working with Students

within the discipline), (b) whether those criteria were actually used to determine the final grade and (c) whether the results of the evaluation were communicated to the student.

D. A grade may only be changed by a vote of at least two of the three voting members.

E. When the committee has reached a decision, the committee chair will submit the decision in writing to the Associate Director along with the reasons for the decision.

F. The Associate Director will communicate the decision in writing to the appealing student, the faculty member and the department chair. If the grade has been changed, the registrar will also be notified.

G. The evidence, proceedings, and the final decision of the committee will remain confidential. All documents will be held in a confidential file by the Associate Director for one year. The party from whom a document was obtained may request that it be returned at the end of the year. All documents not returned will be destroyed by the Associate Director one year later.


Late Assignment and Make-Up Work Policy

- It is your responsibility to submit all assignments on time. If you are absent for any reason, you must check Blackboard AND contact me before the next class session to ask about missed and assigned work.
- Absences due to medical or legal reasons (doctor, embassy, court) are excused ONLY if you bring documentation to class the next time you are present.
- Out-of-class essays that are late will lose 10% for every late day.
- There are no make-ups for any test or assignment on the last day of class.

Missing an assignment, including an in-class essay, for an unexcused absence will result in a grade of zero.

Student Conduct in the Classroom

According to the Faculty Guide to Student Conduct in Instructional Settings(http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Guide%20to%20Student%20Conduct%20in%20Instructional%20Settings.pdf), “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.” Among other things, cell phones and beepers should be turned off while in the classroom. Also, the 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...” For more information, visit the VCU Insider online at http://www.students.vcu.edu/insider.html

Certainly the expectation in this course is that students will attend class with punctuality, proper decorum, required course material, and studious involvement.

The VCU Insider contains additional important information about a number of other policies with which students should be familiar, including Guidelines on Prohibition of Sexual Harassment, Grade Review
Procedure, and Ethics Policy on Computing. It also contains maps, phone numbers, and information about resources available to VCU students.

Reporting Situations/Incidents with Students to ELP Office

In order to best serve a student, the ELP advisors and directors need to be made aware of any issue/potential problems with said student. If the teacher is unsure whether reporting on a given situation is necessary, it is best to check with an advisor or director. Teachers may email, call, make an appointment or stop by, depending on the urgency/severity of the situation. In any case, a brief email to recap what was discussed and/or follow up is recommended. These emails may be retained in the student’s file.

THE FOLLOWING TYPES OF ISSUES SHOULD ALWAYS BE REPORTED:

- Ongoing disruptions in class (For example: students who are frequently upset, or constantly challenging your authority, or having adjustment issues, etc.)
- Students who miss major examinations or do not turn in major assignments
- Students who stop attending or have sporadic attendance
- Any accident or major illness of which you are aware

Religious Observances

It is the policy of VCU and the English Language Program to give students, on an individual basis, the opportunity to observe their traditional religious holidays. Students who wish to observe a religious holiday of special importance must notify each of their teachers by the end of the second week of classes. The notification must be in writing.

Instructors are encouraged to avoid scheduling on these dates one-time-only activities that cannot be replicated. In addition, they are expected to make reasonable accommodations to students who have given prior notification and are absent because of religious observance. Strategies may include providing alternative assignments or examinations or granting permission for audio or video recordings.

The issue of ELP students requesting to be excused from classes for religious observances is common. The ELP attendance policy already takes into consideration that students may need to be absent for personal or religious reasons and allows for 2 absences per class per semester. Students must notify instructors by the end of the second week of classes so the instructor may avoid the scheduling of “one time only activities” on that day or days. The importance of notifying their instructors in advance should be made very clear at the beginning of the semester in class and as part of the written course syllabus. Obviously, when a day of religious observance falls at the very beginning of the ELP session students may not be able to give advanced notice to their teachers.

Problems can arise when students use up two absences for personal (non-emergent) reasons and then request additional absences for religious observance. It is very important that students understand the attendance policy and their available options within its boundaries AT THE BEGINNING OF THE SEMESTER. Faculty may then refer students back to the written attendance policy in the course syllabus. Spelling it out and having students sign that they agree is not a bad idea.

Any special arrangements made with individual students should be put into writing to avoid confusion. A simple way to do this would be to follow your verbal discussion with the student with a short email containing what was discussed/decided. CC the ELP advisor on things of this sort.
Facilities and Resources

Facilities and Resources

FACILITIES AND RESOURCES

Classroom Usage

CLASSROOM SCHEDULING / FACILITIES MANAGEMENT CONTACT LIST
To request assistance with any problems that you may encounter with your classroom, please get in touch with the appropriate contact person for your building.

<table>
<thead>
<tr>
<th>Harris Hall Building</th>
<th>(2rd+ 3rd floors) Schuyler Maedjaja, Building Manager (828-1868) (4th floor) Lynn Welton, CTE Office Manager (827-2247)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James B. Cabell Library</td>
<td>Daniel Ream, Education and Outreach Services (for librarian assistance) (828-6545) <a href="mailto:dream@vcu.edu">dream@vcu.edu</a></td>
</tr>
<tr>
<td>Media Support Services</td>
<td>(828-1098) for classroom scheduling</td>
</tr>
<tr>
<td>Franklin Street Gym</td>
<td>Michelle Webb at <a href="mailto:webbm3@vcu.edu">webbm3@vcu.edu</a></td>
</tr>
<tr>
<td>Life Science Building</td>
<td>Regina Jefferson, Building Manager (827-5600) Physical Plant (828-9444) for housekeeping issues Help Desk (828-2227) for equipment/technology issues Oliver Hall Heather MacLeod, Scheduling &amp; Facilities Management (827-2614), <a href="mailto:hfitzger@vcu.edu">hfitzger@vcu.edu</a></td>
</tr>
<tr>
<td>Temple Hall</td>
<td>Physical Plant (828-9444) for housekeeping issues Help Desk (828-2227) for equipment / technology issues Janice Guyer (828-1818) @ 701 WG 2401 for keys to TEMPL 3323</td>
</tr>
<tr>
<td>701 West Grace (Honors College)</td>
<td>Meghan Homer (828-1803) for classroom scheduling and keys</td>
</tr>
<tr>
<td>Hibbs Building</td>
<td>Kelly Coldiron (827-8103), University College</td>
</tr>
<tr>
<td>MCV Campus</td>
<td>Heather Strobel 828-7063, <a href="mailto:strobelha@vcu.edu">strobelha@vcu.edu</a></td>
</tr>
</tbody>
</table>

Building and Classroom Security

Building Security for Franklin Street Gym (FSGM) Building
The FSGM should be on the following schedule (according to Campus Police).

Basement Main Entrance Doors are unlocked on the following schedule:
Monday through Thursday: 6:30 a.m. to 10:30 p.m.
Friday: 6:30 a.m. to 8:00 p.m.
Saturday: 12:30 p.m. to 5:00 p.m.
Sunday: 3:30 p.m. to 8:00 p.m.

All other doors controlled by the system are unlocked on the following schedule:
Monday through Thursday: 7:30 a.m.to 10:30 p.m.
Friday: 7:30 a.m. to 4:30 p.m.

Teachers should make sure their VCU ID has been validated for the building so that they can have access to the building on the weekends and after hours. Teachers should try all three entrances as the side entrances tend to be less reliable than the front entrance downstairs.

Teachers should put the VCU police number (Emergency: 804 828-1234 and Non-Emergency: 828-1196) into
their cell-phone for ease of contact in case of emergency. If teachers need the police to open one of the doors, teachers need to have their VCU ID on them.

Teachers should report general issues to Rachel Wiltshire at rcwiltshire@vcu.edu; in case of emergency, contact the VCU police at 804-539-1111 as well as Dr. Robert Godwin-Jones (ELP Interim Director) at rgjones@vcu.edu.

**Classroom Security**

Teachers are responsible for classroom security until the next assigned teacher enters the room. This means that students should not be left in the room unattended between classes as they cannot be held responsible for classroom security.

Although this may seem too strict, in the past, technology has gone missing and classrooms have been vandalized when rooms have not been properly secured.

**Holding Class in a Location Other than Assigned Classroom**

Whenever you (plan to) move a scheduled class meeting to a location other than the one to which you have been assigned, please do the following:

- Email advisors and director and/or associate director in advance
- Email and call students to remind them of the change and give them new location/directions
- Leave a note on the door and on the board in your assigned classroom with new location/directions

The need for an alternative classroom may arise without warning (you find your room locked, without power, flooded, etc.). If needed, please do the following:

- Call the office to request a different space
- Put a note on the door with new location/directions for students who have not yet arrived
- Have students who are present call/text students they have #s for who may be en route

**Textbook Desk Copies and Other Resource Materials**

All ELP texts, desk copies, tapes and other teaching materials & aids are to be considered property of the English Language Program at Virginia Commonwealth University.

ELP instructors should ask the ELP Office Assistant for Teacher copies of their textbooks. At the end of the semester, ELP Instructors are asked to return these teacher copies to the ELP Office Assistant.

ELP instructors are requested to return supplementary texts and other materials to the ELP Resource Library at the end of each ELP session.

If for some reason there are no textbooks available when you begin the semester, follow these instructions:

1. Go to the VCU Bookstore located at (1111 West Broad Street, Richmond, VA 23284 / (804)828-1678)
2. Find the TEXTBOOKS section of the bookstore and specifically ask for a LOANER BOOK for instructor Use (Do Not Say DESK COPY)
3. Show your VCU Identification along with the Course Reference Number and the Section Number of your class.
Facilities and Resources

4. Inform the ELP Office Assistant that you received a LOANER TEXTBOOK. Detail the exact title of the book so that ELP can order a replacement.

5. You have two options for returning the textbook:

6. You may return it to the VCU Bookstore at the end of the semester.

You may return it to the ELP Office Assistant who will return it to the VCU Bookstore. If Option B is chosen, it’s because the ELP Office Assistant will provide you with the ELP copy of the textbook, and you will not be needing the VCU Bookstore loaner book any longer.

ELP Resource Library

The ELP Resource Library is located in the faculty suite in the basement of the Franklin Street Gym – room B16. The library materials are there for teachers to use/check out as needed. Anyone who uses a resource while in the faculty suite is asked to return the item to its proper place when done.

Books are grouped by skill area. Skill areas are labeled on the shelves. Shelves should be organized in alphabetical order by title. Non-book resource materials or textbooks included in the current book list are to be returned to the ELP office.

Equipment Checkout

All ELP equipment that is loaned out to faculty is labeled with a number. For instance, a digital recorder might be labeled with the number 10T.

IF A FACULTY MEMBER REQUESTS EQUIPMENT, THEY SHOULD:

- Ask the ELP Office Manager in advance by email for the type of equipment needed
- Pick-up the equipment from the ELP Office Manager at his/her office at an agreed upon date & time
- The ELP Office Manager will check for damages on the equipment being borrowed then both the ELP Office Assistant and faculty member will sign and date the “ELP Equipment Check-Out” form

WHEN A FACULTY MEMBER RETURNS A PIECE OF EQUIPMENT:

- The equipment must be returned to the ELP Office Manager in person at his or her office so they can check the equipment for any damage or missing pieces.
- After the equipment has been checked, the faculty member and the ELP Office Manager will both sign and date the “ELP Equipment Check-out” form; the original form will be filed.
- Equipment is due back the last day of ELP classes per Faculty Session Calendar. The person checking out the equipment becomes responsible for all checked out equipment. If any ELP equipment is lost, stolen or damaged while checked-out to you, you will be responsible for the cost of repair or replacement of equipment. This, of course, does not apply to equipment that is worn out by normal use. This does apply to lost accessories or damage done by leaving equipment in the trunk of your car in hot or cold weather.
WORKING IN ELP

Important Dates

Important dates for the Spring 2014 semester are available at: http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Fall+2012

Calendar and Required Meetings

Refer to the faculty calendar that is sent via email before the start of each semester. Refer to the faculty calendar for faculty meeting dates.

New Faculty Orientation

New ELP faculty will be contacted by the New Teacher Coordinator.

Office Hours

Instructors must establish at least two office hours per week and availability by appointment, and place this information in the course syllabus.

Teaching Assignments

Each faculty member is unique in that some are more qualified to teach Written Communication courses while others have more experience and/or training in Oral Communication. The Director and Associate Director determine each instructor’s strengths and weaknesses and assign courses accordingly. Most of our faculty members, as ESL professionals, are capable and prefer to teach both Written Communication and Oral Communication courses. For newly hired instructors, they are specifically asked which skill areas they are most qualified to teach. Review of their qualifications and teaching experience is considered.

Professional Development

All ELP faculty are strongly encouraged to pursue professional development opportunities, e.g. attending regional and national TESOL conference sessions, presenting at regional and national TESOL conferences, participating in online professional development, taking courses at VCU to enhance their knowledge of ESL pedagogy and/or best practices in ESL, workshops, and professional development programs with other universities, including class observations and meetings with IEP members of the other ESL programs. Funding for professional development is available through the Global Education Office, which has been supportive of English Language Program development opportunities. During 2012-13, more than 20 ELP faculty were able to participate in professional development opportunities.

New Faculty Mentoring

New faculty are provided with several means of mentoring. First, they are required to attend a presentation about policies, procedures, Mission and other pertinent information regarding ELP. Second, new faculty are required to attend the Virginia Commonwealth University New Faculty Orientation. Third, throughout their first semester at ELP, lead teachers representing the level at which the new instructor will teach provide guidance.
and assistance as needed. Furthermore, the ELP Curriculum Committee is involved with answering and advising on all curricular topics relevant to the courses taught. Finally, the Director and Associate Director are available to assist all faculty, including new instructors, to ensure best practices in ESL are followed.

**English Language Proficiency**

Position announcements indicate proficiency in English is required for employment at ELP. English language proficiency is confirmed through review of interviews and cover letters. ELP currently employs more than five non-native speakers as instructors and all non-native English speakers are both fluent and proficient in English.

**ELP FTE Faculty Position Description**

This position reports directly to the Director and/or Associate Director of the English Language Program and includes the following responsibilities:

- Teach up to 16 hours per week and perform an average of 6 hours of service per week during 16-week semesters; teach up to 20 hours per week during shorter terms (12- and 8-week sessions);
- Schedule specific office hours (include in syllabus) to meet with students;
- Substitute teach if available (faculty arranged, approved by ELP Director and/or Associate Director);
- Assist with placement testing, evaluation and placement of students prior to each ELP session and during late testing as assigned by the Placement Test Coordinator;
- Assist with registration of ELP students as assigned by the Placement Test Coordinator;
- Perform service (e.g. Curriculum Committee, Lead Teachers for each level, and various projects including placement testing and developing surveys) as assigned by the Director and/or Associate Director;
- Attend and participate in ELP faculty meetings and on search committees;
- Participate in professional development activities and regularly represent ELP through conference participation, presentations, research, and publications;
- Other duties as assigned.

This is a renewable 9-month contract with benefits. Contracts are assigned based on program need and availability of state funding.

**Required Qualifications:**

- MA in TESOL or equivalent in Education; B.A. in ESL-related field and working toward TESOL certification and/or an M.A.
- 1-3 years’ experience teaching ESL to university and/or community college students;
- Evidence of cross-cultural sensitivity;
- Evidence of strong interpersonal skills;
- Evidence of strong organizational skills and willingness to learn;
- Possess a team mentality;
- Native or native-like English language fluency.

**Preferred Qualifications:**

- Ph.D. in ESL/TESOL, Applied Linguistics, English, or Education;
• Experience teaching in an academic preparation intensive university ESL program in the United States (3-5 years);
• At least one year’s experience teaching abroad;
• Experience teaching abroad (1-2 years);
• Experience with curriculum and materials development;
• Experience with intensive English language program testing and placement of students;
• Evidence of strong organizational skills;
• Possess a team mentality and willingness to work on projects and/or serve on committees;
• Willingness to work within a diverse environment with a supportive and friendly disposition;
• Computer literacy.

ELP Adjunct Faculty Position Description

This position reports directly to the Director and/or Associate Director of the English Language Program and includes the following responsibilities:

• Teach an average of 16 hours per week and perform an average of 4 hours of service per week during 16-week semesters; teach an average of 20 hours per week during shorter terms (12-, 8-, and 6-week sessions); teach an average of 20 hours per week without additional duties during 16-week semesters;
• Teach and/or perform other duties on evenings and/or weekends as assigned;
• Schedule specific office hours (include in syllabus) to meet with students;
• Substitute teach up to eight hours per semester as needed;
• Assist with placement testing, evaluation and placement of students prior to each ELP session and during late testing as assigned by the Placement Test Coordinator;
• Assist with registration of ELP students as assigned by the Placement Test Coordinator;
• Perform service (e.g. skills coordinators) as assigned by the Director and/or Associate Director;
• Attend and participate in ELP faculty meetings and search committees;
• Other duties as assigned.

This is an adjunct-status faculty contract and does not include benefits. Contracts are assigned based on program need and availability of state funding.

Required Qualifications:

• MA in TESOL or equivalent in a related field, or a BA in English or a related field and working toward TESOL Certification and/or an MA
• 1-3 years’ experience teaching ESL to university and/or community college students;
• Evidence of cross-cultural sensitivity;
• Evidence of strong interpersonal skills;
• Evidence of strong organizational skills and willingness to learn;
• Possess a team mentality;
Working in ELP

• Native or native-like English language fluency.

Preferred Qualifications:

• Ph.D. in ESL/TESOL, Applied Linguistics, English, or Education;
• Experience teaching in an academic preparation intensive university ESL program in the United States (3-5 years);
• Experience with curriculum and materials development;
• Experience with intensive English language program testing and placement of students;
• Evidence of strong organizational skills;
• Possess a team mentality and willingness to work on projects and/or serve on committees;
• Computer literacy.

VCU Second Job Procedures

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

If you are on a full-time (FTE) faculty contract or your status is full-time classified, and you would like to be paid for a second job at VCU, you must obtain prior approval in writing from your supervisor.

Then, written approval must be forwarded from your department (where you are employed in full-time status) to the other department (offering the second job) before you can be paid for the second job.

For more information: http://www.hr.vcu.edu/about/policies.html#policies

Faculty Evaluation Process

FACULTY OBSERVATION PROCEDURES
The ELP Director and Associate Director will attend one scheduled class observation for at least 30 minutes to be included in the 2013-14 faculty evaluations from August 2013 to May 2014.

1. The purpose of these observations is to assess your teaching in the areas of preparedness, course objectives, curriculum, learning climate, instructional methods, professionalism, and classroom management and atmosphere.
2. For the scheduled observation, you are required to dedicate at least 15 minutes of the observed class to lecturing. The remaining 15 minutes must consist of an activity and/or discussion.
3. An ELP staff member will contact you by email regarding date and time of the scheduled observation.
4. Feedback from the observation will be discussed with you in April of each year unless there are issues to be addressed. An ELP staff member will contact you by email to schedule the observation review.

ANNUAL ASSESSMENT OF FACULTY PERFORMANCE
An annual evaluation of all full-time faculty will be conducted by the ELP Director and Associate Director.

The underlying principle of this evaluation is the continual improvement of faculty performance.
I. Objectives of the Annual Assessment:

1. Provide a continuous performance record for each faculty member.
2. Give feedback to the evaluated.
4. Include information for rational decisions pertaining to assessment and enhancement of faculty performance.

II. Procedure for the Annual Assessment:

1. To allow ELP time to develop specific procedures, this evaluation process will go into effect in Fall 2013 (for the August 2013-May 2014 period) consistent with VCU evaluation procedures.
2. The criteria for the evaluation will be those specified in the ELP Faculty Evaluation form and student evaluations.
3. The faculty member will submit a written report of his/her professional activities for the current evaluation period.
4. The evaluation by the ELP Director and Associate Director will include our comments as well as comments made by the faculty member.
5. These Annual Assessment reports will become a part of the ELP and Global Education Office file on that faculty member and will form the basis for efforts to enhance all facets of the instructor’s performance.

FACULTY PRE-OBSERVATION FORM: 2013

Instructor: _______________________ Observers: ______________________

Date: __________________________ Course: ______________________

1. What are you currently working on that is related to teaching this class?
2. How does it relate to course curriculum?
3. What goals are established for this class (include lesson plan)?
4. How do you maximize learning climate and classroom management?
5. Explain any student or other issues related to this class:

**********************************************************************

FACULTY SELF-ASSESSMENT FORM

1. Teaching strengths:
2. Areas for improvement in teaching and helping students to learn and succeed:
3. Evidence of teaching effectiveness and professional development (please attach written documentation):
Faculty Leave Procedure for ELP 9-Month FTE Faculty

REQUESTING LEAVE
Verify your individual Leave Accrual Status (eESS) VCU.
http://www.hr.vcu.edu/pdf_docs/TimeEntryGuide_PHATIME.pdf

1. Fill out and sign appropriate leave slips and forward to the ELP Director for approval.
2. Leave Requests are due at least 2 weeks prior to taking leave, if possible.

FACULTY LEAVE ACCURAL
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 (FTE teachers must submit sick leave on-line.) 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 contract 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 qualifies for other leaves of absence – see next section.

TIMEKEEPING
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 earn leave before using it and, when possible, request approval in advance to take it.

Leave Types: Please view the VCU Human Resources Webpage for additional information.

- Annual Leave: Per your contract, you accrue 16 hours of annual leave time each month.
- Holiday Time: VCU automatically subtracts official holiday time from your leave balances (i.e. whenever VCU is closed for a holiday). You can view the VCU official holidays on the web at any time.
- Community or School Leave: 16 hours of community or school leave will be added to your leave balances each year. If unused, it will expire at the end of each year. School leave must be approved by your supervisor prior to its use.
• Sick Time: Per your contract, you accrue 10 hours of sick time each month. Unlike annual, holiday and community leave which must be submitted prior to taking time off, a leave slip for sick time must be completed, signed and submitted to the ELP Director upon return to work.

• Unpaid Leave: VCU employees may request approval for unpaid leave. Such requests are subject to approval on a case by case basis and come under the VCU Policies & Procedures governing this request. For more information, go to the VCU Human Resource Webpage to review the section “Actions That May Affect Leave Accruals: Leave without Pay.”

For more information, please check online at:
- https://www.pubapps.vcu.edu/hr/artf/default.asp
- http://www.hr.vcu.edu/payroll/leavefaculty.html

Inclement Weather

The English Language Program will mirror all official decisions regarding VCU closings/class cancellations/late-starts, etc. (If VCU is closed, the ELP is closed. If VCU classes start at 10a.m., the ELP classes start at 10a.m.)

To stay abreast of the status of VCU and ELP classes:
- Sign up to receive VCU Emergency Text Messages and be among the first to know about updates, changes, etc.
- Check the VCU homepage (click on ALERTS) to monitor the status of classes. www.vcu.edu
- Call the Inclement Weather Hotline at 804.828.OPEN (6736)
- For up to the minute information: http://www.hr.vcu.edu/about/policies.html#policies

ELP Planning and Development

Every semester the Curriculum Committee members, Lead Teachers, and other full-time faculty who provide service to ELP assemble to review various components of our program. For example, the Curriculum Committee will convene in the next two weeks to explore expanding community engagement for students - consistent with curricular goals. Another example is the future establishment of a new specialized Health Sciences ESL curricula for students from Kazakhstan. Our ELP team is constantly looking for ways to better serve our students. Lead Teachers represent each level - Level 1 (beginner), Level 2 (intermediate) and Level 3 (advanced). They meet biweekly (as does the Curriculum Committee, but separately) and process forms, handle minor student-student or student-teacher issues, and work in conjunction with the Curriculum Committee to review current structures and recognize areas for improvement. This is a major goal of ELP.

Email Policy

Electronic mail or “email” is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the University as needed. Mail sent to the VCU email address may include notification of University-related actions, including disciplinary action. Please read the policy in its entirety: http://www.ts.vcu.edu/kb/3407.html
Students with Disabilities

SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, require that VCU provides “academic adjustments” or “reasonable accommodations” to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must request them by contacting the Disability Support Services Office (DSS) on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). More information is available at the Disability Support Services webpage: http://www.students.vcu.edu/dss/; or the Division for Academic Success webpage at www.specialservices.vcu.edu/disabilityss.

If you have a disability that requires an academic accommodation, please schedule a meeting with me at your earliest convenience. Additionally, if your coursework requires you to work in a lab environment, you should advise me or department chairperson of any concerns you may have regarding safety issues related to your disability. This statement applies not only to this course but also to every other course in this University.

Statement on Military Short-Term Training or Deployment

Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Services at 828-5993 or access the corresponding policies at http://www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704 and http://www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773.

Campus Emergency Information

What to Know and Do To Be Prepared for Emergencies at VCU:

- Sign up to receive VCU text messaging alerts (http://www.vcu.edu/alert/notify). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor’s instructions.
- Know where to go for additional emergency information (http://www.vcu.edu/alert).
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

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 smart phone or for more information, please visit http://m.vcu.edu.

Class registration required for attendance

Please remember that students may only attend those classes for which they have registered. Faculty may not
add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

**VCU Honor System: Plagiarism and Academic Integrity**

The VCU honor system policy describes the responsibilities of students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to his policy, “members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity.” In addition, “All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases.
- Most importantly, “All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System.” (The VCU Insider).

The Honor System in its entirety can be reviewed on the Web at [http://wwwProvost.vcu.edu/pdfs/Honor_system_policy.pdf](http://wwwProvost.vcu.edu/pdfs/Honor_system_policy.pdf) or it can be found in the current issue of the VCU Insider at [http://wwwStudents.vcu.edu/insider.html](http://wwwStudents.vcu.edu/insider.html)

In this class, because coursework will be collaborative at times, particular issues of integrity arise. You should not copy or print another student’s work without permission. Any material (this includes IDEAS and LANGUAGE) from another source must be credited, whether that material is quoted directly, summarized, or paraphrased. In other words, you should respect the work of others and in no way present it as their own.

The Office of Student Conduct & Academic Integrity supports the educational mission of the university by educating students about appropriate behavior and fostering a community supporting academic success.

The VCU Honor System is based on the foundation that Virginia Commonwealth University recognizes that honesty, truth and integrity are values central to its mission as an institution of higher education. In a community devoted to learning, a foundation of honor must exist if that community is to thrive with respect and harmony. Therefore, members of the academic community are required to conduct themselves in accordance with the highest standards of honesty and integrity.

All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System. Also, it is a student’s responsibility to ask course instructors to clarify expectations for each assignment in order to be in compliance with the Honor System.

Students are responsible for understanding the types of conduct deemed unacceptable and, therefore prohibited by the policy and to refrain from committing any of these acts.

Because very serious sanctions may be imposed if a violation of the VCU Honor System occurs, please encourage your son or daughter to review the information provided on this web page but also the Polices section of the VCU Insider Student Handbook and Resource Guide.
Categories of academic dishonesty include, but are not limited to, any deliberate and dishonest act that results, or could result in, a student receiving an unfair advantage in an academic matter:

- Plagiarism
- Cheating
- Lying
- Stealing Academic Materials
- Facilitation of academic dishonesty

The VCU HONOR PLEDGE applies to ALL work for credit, unless otherwise stipulated by your professor/instructor:

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

For more information, click on: http://www.students.vcu.edu/studentconduct/parents/honor_system.html

**VCU Drug and Alcohol Policy**

**DEFINITIONS**

Alcohol: Any product, including spirits, wine, beer or other containing one-half of one percent or more of alcohol by volume and every consumable liquid or solid containing alcohol. Any product as defined in Code of Virginia Section 4.1-100 of “The Alcoholic Beverage Control Act”.

Conviction: A finding of guilt (including a plea of guilty or nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility of determining violations of federal or state criminal drug laws, alcoholic beverage control laws, or laws which govern driving while intoxicated.

Criminal Drug Law: A criminal law prohibiting the unlawful manufacture, distribution, dispensation, use, or possession of any controlled substance.

Employee: Any full- or part-time employee of the University, including, but not limited to, classified, hourly, faculty, health care providers, house staff, adjunct faculty, and student workers.

Illicit Drug: Any drug that is illegally in the possession of or is illegally being used by a person.

Student: Any person taking one or more classes for any type of academic credit except continuing education units regardless of the length of the student’s program of study.

Unauthorized: Not officially approved by the University.

University Activity/Function: Any official activity or function of the University.

Workplace: Any state-owned or -leased property or any site where official duties are being performed by a state employee.

**PROCEDURES**

I. Application of the Policy

The University is committed to protecting the health, safety and welfare of its members and the public served
by the University through both policy enforcement and education. All employees and students are subject to the provisions of this policy.

A. Education

This policy, together with information regarding alcohol and drug counseling, treatment, and rehabilitation programs, descriptions of the health risks associated with alcohol and other commonly abused drugs, and descriptions of applicable legal sanctions under state and federal law for the unlawful possession or distribution of controlled substances, illicit drugs and alcohol, will be distributed at least annually to all employees and students.

B. Policy Enforcement for Employees

1. Pursuant to the Commonwealth of Virginia Policy on Alcohol and Other Drugs, employees are prohibited from engaging in the following acts:

a. the unlawful or unauthorized manufacture, distribution, dispensation, possession or use of alcohol or illicit drugs in the workplace, on University property or as part of any University activity, or

b. reporting to or remaining at work impaired by or under the influence of alcohol or illicit drugs

2. Employees are required to report to their supervisors in writing within five calendar days after conviction that they have been convicted of either of the following actions:

a. violation of any criminal drug law, based upon conduct occurring either in or outside the workplace, or

b. violation of any alcoholic beverage control law or law which governs driving while intoxicated, based upon conduct occurring in the workplace.

3. Supervisors are required to report such occurrences to Human Resources immediately.

4. Violation of any of the foregoing prohibitions may subject an employee to disciplinary action including, but not limited to, dismissal or suspension, in accordance with the Employee Standards of Conduct, the University’s Rules and Procedures, the Promotion and Tenure Policies and Procedures, the University Policy for Administrative and Professional Faculty and Faculty Holding Administrative Appointments, and/or any other applicable University procedure. Convictions for unlawful conduct under local, state, or federal criminal drug laws may result in penalties such as fines, imprisonment, and loss of driver’s license.

5. As a result of any violation of this policy, an employee may be referred to an appropriate evaluation or rehabilitation program as a condition of continued employment. Satisfactory participation in any such program shall be determined by the appropriate University department or official after consultation with the individual or organization providing the evaluation or rehabilitation.

C. Policy Enforcement for Students

1. Students are prohibited from the unlawful or unauthorized manufacture, distribution, dispensation, possession, or use of alcohol or illicit drugs on University property or as a part of any University activity. Violation of any of the foregoing prohibitions will subject a student to disciplinary action up to and including expulsion from the University in accordance with the University’s Rules and Procedures. Convictions for unlawful conduct under local, state, or federal criminal drug laws may result in penalties such as fines, imprisonment, and loss of driver’s license.
2. As a result of any violation of this policy, a student may be referred to an appropriate educational, evaluation or rehabilitation program or offered community service, in lieu of suspension or dismissal. Satisfactory participation in any such program shall be determined by the appropriate University department or official after consultation with the individual or organization providing the evaluation or rehabilitation program, coordinating the community service, and/or conducting the educational program.

3. When students under the age of 21 are found guilty of violating alcoholic beverage and/or controlled substance laws or policies while on campus or at University activities, their parent or guardian will be notified of such violations in accordance with VCU procedures for parental notification.

II. Alcohol and Other Drug Counseling and Treatment Programs Available for VCU Students and Staff

A. Employees – An employee who experiences a problem with alcohol or other drugs may contact a Human Resource Employee Relations Specialist for confidential assistance or referral to appropriate resources (e.g. Employee Assistance Program) or to the University’s Employee Health Services physician.

An employee may directly contact the Employee Assistance Program if eligible. These resources may also be utilized by a manager.

Students – A student who experiences a problem with alcohol or other drugs may contact University Counseling Services or University Student Health Services for confidential counseling, assessment and referral to community services if needed.

III. Alcohol Use at University Functions

A. Authorization

The use of alcohol on University property and/or at University functions must be authorized in accordance with applicable official University procedures, including the Procedures for Consumption and Distribution of Alcohol at University Events and in compliance with ABC laws and regulations.

B. Requirements

1. Only persons 21 years of age or older may be served or sold alcohol on University property or at University functions. All other state and local laws governing alcohol consumption, including regulations of the Virginia Alcoholic Beverage Control Board, must be adhered to on University property and/or at University functions.

2. All other policies that relate to alcohol use and govern specific University departments, buildings or groups must be adhered to on University property and/or at University functions.

3. Caterers or other food service organizations that serve or sell alcoholic beverages on University property or at University functions must be licensed to do so and be properly insured.

http://www.hr.vcu.edu/about/policies.html#policies