

Western Carolina University
Part-Time Faculty Handbook

2006 – 2007



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REGULATIONS SUBJECT TO CHANGE

Every effort has been made to assure the accuracy of this catalog to the extent possible at press time. However, changes in or elimination of provisions contained herein on any and all matters, including courses, course descriptions, designations of faculty, fees, and other charges, admission and degree requirements, and academic policies and procedures, may be made and applied before the next catalog is published. Students should contact the appropriate department head, dean, or other administrative office for current information.

Western Carolina University does not intend to enter into a contractual relationship with any student or other person through the issuance of *The Record* and does not intend to create any cause of action against the State of North Carolina, The University of North Carolina, the Board of Governors, the President, Western Carolina University (WCU), WCU's Board of Trustees, WCU's Chancellor, or any other officer, agency, agent, or employee of the state, The University of North Carolina, or WCU.

THE UNIVERSITY

Statement of Educational Mission

A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor's or master's-level, or doctoral-level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations. Teaching and learning constitute the central mission of Western Carolina University. The university seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university assists individuals and agencies in the region through the expertise of its faculty, its staff, and its students. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.

Brief Description

A comprehensive university offering programs at the baccalaureate, master's, intermediate, and doctoral (education) levels. Its instructional programs are organized in four undergraduate colleges (applied sciences, arts and sciences, business, and education and allied professions) and a graduate school. Offers resident-credit undergraduate, and graduate-level courses and programs on the main campus in Cullowhee and in Cherokee and Asheville. In Asheville, some of the undergraduate programs are offered in cooperation with the University of North Carolina at Asheville. Western Carolina University is committed to equality of opportunity.

History

Founded in 1889 and chartered in 1891; became Cullowhee State Normal and Industrial School in 1905. Designated Western Carolina Teachers College in 1929. Renamed Western Carolina College in 1953 and designated a regional university in 1967. Became a part of the University of North Carolina system in 1972. Became a College Sponsor of the National Merit Scholarship Corporation in 2000.

Location

Located in a beautiful valley near the Blue Ridge and Great Smoky Mountains, Cullowhee (population: 6,700) is 52 miles southwest of Asheville and 6 miles south of Sylva. Situated at the southern end of Cullowhee Valley along the Tuckasegee River, the campus is unusually attractive and easily accessible.

Approved by the Board of Governors
January 2004

ACADEMIC CALENDAR

Fall Semester 2006

August 1, Tuesday	Class schedules will be cancelled for all students who preregistered and have not paid fees (including delinquent charges)
August 17, Thursday	Registration in Asheville, Karpen Hall, UNCA (4:30-6:30 PM)
August 19, Saturday	Residence halls open to <i>only</i> freshmen (9 AM)
August 19, Saturday	Textbooks issued, Bookstore (8 AM – 5 PM)
August 20, Sunday	Residence halls open for <i>all</i> students (10 AM)
August 20, Sunday	Textbooks issued, Bookstore (1-5 PM)
August 20-21, Sunday-Monday	Orientation for new and transfer students
August 21-24, Monday-Thursday	Textbooks issued, Bookstore (8 AM-7 PM)
August 23, Wednesday	Classes begin (8 AM)
August 25, Friday	Textbooks issued, Bookstore (8 AM – 6 PM)
August 22-29, Tuesday - Tuesday	Registration and drop/add for all students
August 23, Wednesday	All classes begin (8 AM)
August 26, Saturday	Textbooks issued, Bookstore (10 AM – 4 PM)
August 29, Tuesday	All Drop/Add activities close (7 PM)
August 30, Wednesday	Begin period for drop with an automatic grade of “W”
September 4, Monday	Labor Day holiday
September 27-October 4, Wednesday-Wednesday	5 th week progress grade reporting (web only)
October 14, Saturday	Homecoming
October 16, Monday	Last day to drop any course with an automatic grade of “W” (7 PM)
October 16-27, Monday – Friday	Honors College/Student Support Services Early Registration for Spring Semester
October 18-22, Wednesday-Sunday	Fall Break
October 20, Friday	Last day for students completing programs in May to file degree application in dean’s office
October 23-November 10, Monday-Friday	Academic advisement for spring semester
October 30-November 10, Monday-Friday	Web Early Registration by appointment day for spring semester
November 28, Tuesday	Last day to withdraw from a course for mental health, medical, legal, or administrative reasons (5 PM)
November 22-26, Wednesday-Sunday	Thanksgiving holiday
December 5, Tuesday	Reading Day (no classes)
December 8, Friday	Last day of regular class meetings
December 9-15, Saturday-Friday	Final examinations for all classes/semester ends
December 15, Friday	Class schedules will be cancelled for all undergraduate students who preregistered for spring and have not paid fees (including delinquent charges)
December 15, Friday	Residence halls close for break (5 PM)
December 16, Saturday	Commencement (2 PM)
December 17, Sunday	Holiday begins

Spring Semester 2007

December 15, 2006, Friday	Class schedules will be cancelled for all student who preregistered and have not paid (including delinquent charges)
January 4, Thursday	Registration in Asheville , Karpen Hall, UNCA (4:30-6:30 PM)
January 5, Friday	Residence halls open for <i>all</i> students (9 AM)
January 5, Friday	Orientation for new students and transfer students
January 5, Friday	Registration and drop/add for all students (8 AM- 5 PM)
January 5, Friday	Textbooks issued, Bookstore (8 AM-5 PM)
January 6, Saturday	Textbooks issued, Bookstore (10 AM - 5 PM)
January 7, Sunday	Textbooks issued, Bookstore (1-6 PM)
January 8, Monday	All classes begin (8 AM)
January 8-12, Monday-Friday	Late registration and drop/add

January 8-11, Monday-Thursday	Textbooks issued, Bookstore (8 AM-7 PM)
January 12, Friday	Textbooks issued, Bookstore (8 AM – 6 PM)
January 12, Friday	All registration and drop/add activities for all students close (5 PM)
January 13, Saturday	Textbook issued, Bookstore (10 AM – 5 PM)
January 15, Monday	Martin Luther King Jr. birthday holiday
January 16, Tuesday	Begin period of drop with an automatic grade of “W”
February 5-12, Monday-Monday	5 th week progress grade reporting (web only)
March 1, Thursday	Last day to drop a course with an automatic grade of “W” (7 PM)
March 5-9, Monday-Friday	Spring holiday
March 12, Monday	Last day for students completing programs in summer/fall to file degree application in dean’s office
Mar. 19-April 4, Monday-Wednesday	Academic advising for summer and fall semester
Mar. 26-Apr. 4, Monday-Wednesday	Web Early Registration by appointment day for summer/fall semester
April 5-8, Thursday-Sunday	Easter holiday
April 12-23, Monday-Friday	Honors College and Student Support Services Early Registration
April 23, Monday	Last day to withdraw from a course for mental health, medical, legal, or administrative reasons (7 PM)
April 24, Tuesday	Reading Day (no classes)
April 27, Friday	Last day of regular class meetings
April 28-May 4, Saturday-Friday	Final examinations for all classes/semester ends
May 4, Friday	Residence halls close (5 PM)
May 5, Saturday	Commencement (2 PM)

Summer Term 2007

May 7-22, Monday-Tuesday	Mini-session (Drop/Add period for the mini session ends on the second day of the class; automatic “W” period ends on the 6 th day of class)
May 7-July 5, Monday-Thursday.	Assisted Registration for Asheville classes, WCU office, 120 Karpen Hall, UNCA (8 AM-5 PM)
May 31, Thursday	Registration in Cullowhee (8 AM – 7 PM)
May 31-June 5, Thursday – Tuesday	Online Registration and Drop/Add continues (8 AM – 7 PM)
June 1, Friday	Classes begin (8 AM)
June 1-August 3, Friday-Friday	Summer session (ten-week session)
June 1- July 3, Friday-Tuesday	First summer session
July 4, Wednesday	Independence Day holiday
July 5, Thursday	Registration in Cullowhee (8 AM- 7 PM)
July 5, Thursday	Classes begin for second summer session
July 5-August 3, Thursday-Friday	Second summer session
July 6 & 9, Friday & Monday	Online registration and drop/add continues (8 AM – 7 PM)
August 3, Friday	Commencement (7 PM)
Final Exams	Final Exams will be given during the last meeting of each course

See Appendix 16 for the Proposed Academic Calendar 2007-2008

ACADEMIC AFFAIRS DIVISION**DEPARTMENTS HEADS, DEANS, UNIVERSITY LIBRARIAN & DIRECTORS FOR 2006-07**

COLLEGE	DEPARTMENT	NAMES	BUILDING
Applied Sciences	Applied Criminology	Dr. Ronald Hunter	413B Belk
Applied Sciences	Health Sciences	Dr. Phil Kneller	106 Moore
Applied Sciences	Engineering and Technology	Dr. Duane Dunlap	224 Belk
Applied Sciences	Construction Management	Dr. Brad Sims	224 Belk
Applied Sciences	Nursing	Dr. Vincent Hall	207 Moore
Applied Sciences	Physical Therapy	Dr. Karen Lunnen	312 Moore
Applied Sciences	Social Work	Dr. Marie Huff (acting)	G03B McKee
Arts & Sciences	Anthropology & Sociology	Dr. John Williams (interim)	G15C McKee
Arts & Sciences	Art (includes Interior Design)	Mr. Richard Tichich	146 FPAC
Arts & Sciences	Biology	Dr. Malcolm Powell	132 Nat. Sc.
Arts & Sciences	Chemistry & Physics	Dr. Cynthia Atterholt	231A Nat. Sc.
Arts & Sciences	Communication, Theatre & Dance	Dr. Susan Brown-Strauss	381 Belk
Arts & Sciences	English	Dr. Elizabeth Addison	307 Coulter
Arts & Sciences	Geosciences & Natural Resources Management	Dr. Mark Lord	349C Stillwell
Arts & Sciences	History	Dr. James A. Lewis	226 McKee
Arts & Sciences	Mathematics & Computer Science	Dr. Kathy Ivey	391 Belk
Arts & Sciences	Modern Foreign Languages	Dr. Mark Couture	122 McKee
Arts & Sciences	Music	Dr. Will Peebles (interim)	252 Coulter
Arts & Sciences	Philosophy & Religion Assoc Area (Coor.)	Dr. James McLachlan	G54 Stillwell
Arts & Sciences	Political Science & Public Affairs	Dr. Niall G. Michelsen	279 Belk
Business	Accountancy, Finance, and Entrepreneurship	Dr. Roger Lirely	104 Forsyth
Business	Business Computer Information Systems, and Economics	Dr. Danial Clapper	222 Forsyth
Business	Management, Int'l Bus., Hosp. Tour. Mgt.	Dr. Jerry Kinard	326 Forsyth
Business	Marketing and Business Law	Dr. Debra Burke	111 Forsyth
Education & AP	Educational Leadership and Foundations	Dr. Jacque Jacobs	108C Killian
Education & AP	Birth-Kindergarten, Elementary & Middle Grades Education	Dr. Jane Perlmutter (interim)	201B Killian
Education & AP	Health and Human Performance	Dr. David B. Claxton	100A Reid Gym
Education & AP	Human Services	Dr. Lisa Bloom	204A Killian
Education & AP	Psychology	Dr. David McCord	301 Killian
DEANS			
Applied Sciences	Dean Ann Johnson (interim)		207D Belk
Arts & Sciences	Dean Robert Kehrberg (Interim)		292 Belk
Business	Dean Leroy Kauffman		130 Forsyth
Education & Allied Professions	Dean Michael Dougherty		220 Killian
Educational Outreach	Dean Patricia Brown		Univ. Outreach Ctr.
Honors	Dean Brian Railsback		Reynolds Hall
Research & Graduate Studies	Dean Scott Higgins (interim)		109J Univ. Out. Ctr.
UNIVERSITY LIBRARIAN			
Library	University Librarian Bil Stahl		Hunter
ASSOCIATE DEANS			
Applied Sciences	Assoc. Dean Ronald Hunter (interim)		207G Belk
Arts & Sciences	Assoc. Dean David Butcher		289 Belk
Business	Assoc. Dean Debasish Banerjee		128B Forsyth
Education & Allied Professions	Assoc. Dean Dale Carpenter		221 Killian
Honors	Assoc. Dean Steve Carlisle		Reynolds Hall
Educational Outreach	Assoc. Dean Phil Cauley (Interim)		Outreach Ctr.
Research & Graduate Studies	Assoc. Dean Gibbs Knotts		109G Univ. Out. Ctr.

INQUIRY.....CAMPUS PHONE
PERSON OFFICE

Absence, Class.....	See your instructor
Accounts Payable	7286
	317A HFR Admin.
Activities Calendar.....	2075
	1601 Ramsey Center
Admissions.....	7317
Alumni House.....	7057
Auto Registration	7301
Tom Johnson, Dir. of University Police	Outreach Center Annex
Book Rental/Sales	7346
Pam DeGraffenreid, Manager	Bookstore
Budgets.....	7323
Chuck Wooten, VC for Administration & Finance	304 HFR
Career Counseling	7133
Mardy Ashe	237 Killian Annex
Career Services.....	7133
Mardy Ashe	237 Killian Annex
Cashiers	7334
Nancy Morgan	322 HFR Admin.
Cat -Tran.....	8726
Tom Walawender	
Change/Declaration of Major.....	Department head of present major for upperclassmen/Advising Center for freshmen & students without declared major.
Computer Assistance (Information Technology Services).....	7ITS
Computer labs (Open Access).....	7ITS
Crisis Intervention	7469
John Richie	Bird Bldg.
Electronic Classrooms.....	7ITS
E-mail Accounts - Student	Go to B-32 Forsyth
Employment, Student	
Part time, on and off campus and summer	3888
Steve Wilson	Killian Annex
Work-Study (Need)	7290
Nancy Dillard, Dir. of Financial Aid	218 Killian Annex
Employment, State/Staff	7218
Kathy Wong, Dir. of Human Resources	220 HFR Admin.
Evaluation of Academic Records.....	7216
Registrar's Office	206 Killian Annex
Family Weekend.....	7234
	460 HFR Admin.
Fee Assessment	7334
Chuck Wooten, Vice Chancellor	304 HFR Admin.
Food Services	
Cafeteria.....	7396
Michelle Crowe, Mgr. of Dining Services.....	Dodson Cafeteria
Catering	3969
	Dodson Cafeteria
Fraternities.....	3623
Coordinator Student Org/Greek Life	210 Univ. Ctr.
General Information	7234
Offices for Student Affairs	460 HFR Admin.
Grade Reports.....	7216
Registrar's Office	206 Killian Annex
Grants & Contracts.....	7285
Reggie Rogers	315 HFR Admin.
Housing	7303
Keith Corzine, Housing	Scott Hall
Applications and Contracts	4071

INQUIRY.....CAMPUS PHONE
PERSON OFFICE

Lisa Surber, Assignment Coordinator	Scott Hall
Programming and Counseling.....	See Area Coordinator
Roommate Problems.....	Head Resident or Resident Director
I.D. Cards (CatCard)	7003
Jeff Bewsey, CatCard Office	205 Killian Annex
Insurance, Students.....	7640
Health Services	Bird Bldg.
Internships	7133
Mardy Ashe	237 Killian Annex
Laundry Facilities.....	7003
Cullowhee, Sylva, & residence halls for residents	
Legal Aid(Student)	7299
Dir. of Legal Assistance, S.G.A.	U.C.
Loans: Student, NDSL, Perkins, Guaranteed.....	7290
Nancy Dillard, Financial Aid	218 Killian Annex
Marching Band Office.....	7608
Bob Buckner	270 Coulter
Organizations, Clubs	3623
Coordinator Student Org/Greek Life	210 Univ. Center
Payroll.....	7308
Nancy Phillips	335 HFR Admin.
Placement, Senior and Teacher General	7133
Mardy Ashe	237 Killian Annex
Post Office Box Cullowhee Post Office.....	293-9448
Residence Halls PO Box	7303
Reading Center	7295
Barbara Bell	138 Killian
Refunds	
Housing Adv. Payments	7303
Student Housing Office	Scott Hall
CatCash Refund	7334
Cashiers	Killian Annex
Tuition, Fees, Room, Board	7334
Registration, Class Drop-Add	7216
Registrar's Office	206 Killian Annex
Sales, On-campus	7206
Julie Walters-Steele, University Ctr Director	University Ctr.
Scholarships.....	7290
Nancy Dillard, Financial Aid	218 Killian Annex
Security & Theft.....	7301
Tom Johnson, Dir. of University Police	Outreach Center Annex
Sororities.....	7206
Coordinator Student Org/ Greek Life	210 Univ. Center
Speech & Hearing Problems	7251
Beverly Jacobs, Director Speech & Hearing Ctr	G53 McKee
Student Accounts.....	7334
Nancy Morgan	317H HFR Admin
Study Abroad.....	7494
Lois Petrovich-Mwaniki, Director IPS	9 A Stillwell
Transcripts and Academic Records.....	7216
Registrar's Office	206 Killian Annex
Travel.....	3104
Sue Dills	317 HFR Admin.
Utilities	7285
David Frizzell	317 HFR Admin.
Withdrawals From Class CW' grade).....	7216
Registrar's Office	206 Killian Annex
Withdrawals from University.....	7234
Student Affairs	460 HFR Admin.
Yearbook	3966
Editor	Old Student Union

ACADEMIC APPEAL PROCEDURE

Undergraduate students who wish to appeal an assigned grade should follow, in order, the academic appeal procedure: (1) appeal verbally to the instructor; (2) appeal in writing to the instructor's department head; (3) appeal in writing to the dean of the instructor's college; (4) appeal in writing to the Academic Problems Committee as outlined below. Any request by a student for a change must be submitted to the instructor within thirty-five days after the end of final exams.

Undergraduate students who have other problems related to instruction are encouraged to discuss those problems and possible solutions with the instructor or student's academic adviser. If this is not possible, the student should talk to the department head or appropriate dean.

The Academic Problems Committee is comprised of five members, including two students chosen by the SGA and three faculty members. In order to appeal to the Academic Problems Committee, students should write a one- or two-page letter to the faculty chair of the committee succinctly stating the grounds for the appeal and the requested action to resolve the appealed issue. After deliberation, the committee will make recommendations to the vice chancellor for academic affairs. The Provost's decision may be appealed to the chancellor. Additional information about the composition and procedures of the Academic Problems Committee is available in the *Faculty Handbook*, or in the Office of the Provost.

ACADEMIC HONESTY POLICY.

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

- A. Cheating.** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication.** Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism.** Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty.** Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

For specific information on procedures for cases involving allegations of academic dishonesty, see relevant sections in the *Student Handbook*.

ACADEMIC RECORD POLICY

The university complies with the appropriate portion of the Family Educational Rights and Privacy Act of 1974 and recognizes the right of students to inspect their educational records, ask for interpretations, and request correction of errors. The full statement about records maintained and policies concerning them is available from the registrar.

CLASS ATTENDANCE POLICY

Western Carolina University expects students to recognize the positive effect on academic success of class attendance and participation. All undergraduates are expected to attend all meetings of the courses in which they are enrolled; any absence is incurred at the student's own risk.

Each instructor will establish the attendance requirements, make-up procedures, and guidelines for excused absences in each course and the effect that irregular attendance, lack of participation, and inadequate preparation will have upon a student's grade. The instructor will distribute written attendance policies to students at the beginning of each term. An instructor may establish special and more

demanding attendance requirements for students who are performing less than satisfactorily. Each student is responsible for complying with the announced procedures for making up missed work.

A student with more unexcused absences in a 100-(freshman) or 200-(sophomore) level course than the semester hours given for the course can expect the instructor to lower the course grade. Class attendance may be required of undergraduate students as a condition of admission or readmission to the university or of eligibility to continue enrollment.

CANCELLATION OF ON-CAMPUS CLASSES DUE TO INCLEMENT WEATHER

When the possibility of disruption to the on-campus academic schedule occurs in winter because of road conditions, the following general guidelines apply.

Each occurrence will be evaluated separately. However, if snow or ice occurs when resident students are present on campus, the university usually will elect to continue with the regular schedule of on-campus classes even though some commuting students may be unable to reach the campus. In such cases, we will attempt to notify off-campus students of our decision by local radio, with the expectation that they will use their best judgment about whether or not they are able to attend classes. Faculty are asked to take weather conditions into consideration in working with students who were unable to attend classes.

Under this policy, there also may be times when road conditions prevent individual faculty members from reaching the campus to teach their classes. Faculty members in that situation should notify their department head or dean as soon as possible so that the individual class may be covered or canceled. Deans and department heads are responsible for arranging for their telephones to be covered by someone who can get to the campus beginning about 7:30 a.m. in order to handle 8:00 a.m. class arrangements.

CANCELLATION OF OFF-CAMPUS CLASSES DUE TO INCLEMENT WEATHER

When the possibility of disruption of the off-campus class schedule occurs in winter due to road conditions or conditions at the host site, the following general guidelines apply.

A. Off-campus Classes—All Locations

1. Each occurrence will be evaluated separately for each class location.
2. Cancellations (or continuation) of a schedule is a university-level decision and all such decisions are made by the Office for Academic Affairs in consultation with the appropriate administrative offices.
3. Faculty will be notified of decisions through their deans, department heads, or by the director of the program of which their courses are a part.
4. Faculty members whose individual situation prevents them from reaching the class site are responsible for notifying their department head or dean or the director of the program as soon as possible. The director of the program of which the course is a part will make the decision as to whether the individual class can be canceled. If the director decides to cancel a class, the faculty member also is responsible for notifying the students in the class by telephone.
5. We will attempt to notify students of any cancellation by means of local radio announcements throughout the region affected. The Office of Public Information is responsible for making these arrangements when a decision has been reached.
6. When classes continue to meet under adverse weather conditions, students will individually use their best judgment about whether they are able to attend class. The faculty are asked to take these conditions into consideration in working with students who are unable to attend.

B. Asheville Program

Decisions affecting courses offered in Asheville are developed by the Office of the Provost in consultation with the Director for WCU programs in Asheville and the Provost at UNC-A. Faculty residing in Asheville will be notified of decisions by the Director for WCU programs in Asheville. Cullowhee faculty teaching courses in Asheville will be notified by their dean or department head. If adverse weather conditions should develop after the faculty and students have reached Asheville, the Director for WCU programs in Asheville

will make decisions about the continuation or cancellation of classes and notify all the students and faculty. When UNC-A announces cancellation of its classes, WCU classes held on the UNC-A campus are cancelled. When ABTech cancels classes, Western's classes on their campuses are also cancelled.

C. Cherokee Program

Decisions affecting courses offered in Cherokee are developed by the provost in consultation with the director of the Cherokee program. Faculty will be notified of the decisions by the director of the Cherokee program.

D. Courses at All Other Locations

The dean of distance and continuing education coordinates arrangements for classes at all locations other than Asheville and Cherokee. Decisions are made by the provost in consultation with the dean of distance and continuing education who notifies the faculty of the decision.

CATAMOUNT ACADEMIC TUTORING CENTER.

The Catamount Academic Tutoring (CAT) Center, located in 135 Killian Annex, is designed to ensure the academic success of all WCU students by offering free learning resources, skills workshops, and small-group study sessions for most 100 and 200-level courses. Study sessions are facilitated by trained peer leaders who have exhibited a mastery of the subject. Students experiencing difficulty in a course for which a study group is not offered should stop by the CAT Center and complete a "Request for Services" form. Visit the CAT Center website at <http://www.wcu.edu/catcenter> or call 828-227-2274 for more information about all services, including a schedule of workshop offerings.

CHILDREN IN THE WORKPLACE OR UNSUPERVISED ON CAMPUS.

On occasion, young children have been brought to the University campus and have remained for extended periods of time either in a work area under parental supervision or elsewhere on campus without supervision. Most often, these occurrences are in Summer, on snow days during Winter, on holidays, and at other times when public schools and day care facilities are either closed or inaccessible.

While sympathetic with the difficulties parents may encounter in arranging supervisory care for their children, the University, for several compelling reasons, cannot accommodate children in campus workplaces or in unsupervised circumstances on campus. These reasons include risks of injury, disruption of classes and other normal University operations, and diversion of employee time and attention from job performance.

Accordingly, the following University policies are promulgated:

- Children under the age of 14, when on campus, must be accompanied by a responsible older person or be properly enrolled in a supervised University activity.
- Children may not be present in a parent or caretaker's campus workplace for extended periods of time.
- Supervisors are encouraged to accommodate employees as much as possible in scheduling sick and annual leave to provide or arrange child care.

CLASS RECORDS AND REPORTS

Class lists should be checked thoroughly and discrepancies reported to the registrar as soon as possible by the instructor. Class lists are distributed two times each term as follows:

Preliminary lists are distributed on the day of classes, including the name of all students enrolled as of the close of registration day.

1. **Official class lists** are distributed at the end of the drop/add period. Students not appearing on the official class list are to be instructed to register for the class immediately. Students appearing on the roster but not attending are to be reported to the registrar so that these

student(s) may be contacted. Due to UNC General Administration reporting guidelines, late registrations will only be permitted for a limited time following the start date of a course. The lists include all late registrants as well as students who added classes officially, and eliminates the names of students who dropped officially. Only students who are officially registered for a course, or who present a Listener's Permit from Distance and Continuing Education, should be allowed to attend a course.

2. **Web class lists** are available to instructors at their convenience so that late registrants, withdrawals, and late drops for administrative reasons may be monitored.
3. **Final Grade rosters** are generated and distributed approximately two weeks prior to the last day of classes. Any student listed is officially registered by the registrar's office, and a grade must be reported on the grade roster.

CLASSROOM SUPPLIES AND EQUIPMENT

A certain amount of money is allotted each year for use in purchasing classroom supplies and equipment. At the beginning of the fiscal year, these funds are divided so that the departments know the amounts available for their use. An instructor desiring supplies or equipment should make formal requisition through the department head, who in turn, passes on the request through the dean of the college to the purchasing agent. The purchasing agent makes the purchase of the materials, which are paid for through the instructor's office. This procedure must be followed. The university will not be obligated for purchases made in any other manner. See University Policy #1, item 5.

The same general procedure is observed in the purchase of materials for any other use.

COURSE SYLLABI ----See Appendix 12 for further course syllabus guidelines.

All faculty are expected to develop and update each syllabi for their courses. Copies of syllabi must be on file in the department office.

Students should receive a course syllabus at the beginning of each course. At a minimum, syllabi should include the following:

1. Course purposes and content should be clearly stated. Course goals and objectives are also helpful.
2. Course requirements should be clearly stated. These typically include such things as assignments, exams, projects, attendance policies, and deadlines if possible.
3. Procedures used to evaluate student work should be delineated. Descriptions of the frequency and format of evaluations are helpful.
4. Calendars or schedules of course activities/topics are also recommended, but these should be followed flexibly.
5. ADA Statement

Americans With Disabilities Act Statement

Western Carolina makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services (contact Carol Mellen at 227-7127). The letter received from Students Support Services should be presented as documentation to the instructor as early in the semester as possible.

DISABILITY SERVICES

Western Carolina University is dedicated to providing reasonable accommodations necessary to students with disabilities. Academic accommodations supported by proper documentations are provided through the Office of Student Support Services, Killian Annex, Room 248, 828-227-7127. Section 504/ADA

accessibility issues are handled through the Office for Student Affairs, 460 H.F. Robinson Administration Building, 828-227-7234.

EDUCATIONAL SUPPORT SERVICES

The Office of Educational Support Services includes the Advising Center and the academic success centers. Services range from “pre-freshman” advisement and registration through academic assistance in a variety of areas. This approach to meeting the academic needs of students is highly personalized and is intended to help students prepare for a lifetime of living and learning.

The Advising Center works with all newly admitted students in academic advisement, course scheduling, and selection of a major. Upon the declaration of a major, students are advised in their academic department; however, their academic adviser in the Advising Center will continue to work with them in areas of university policy and personal advisement. Additionally, the Advising Center offers career planning as well as programs for students in academic difficulty.

The academic success centers at the university consist of the University Writing Center, the Mathematics Tutoring Center, the Student Technology Assistance Center, and the Catamount Academic Tutoring (CAT) Center. Services are available during fall, spring, and summer semesters and are offered to students without charge.

EMPLOYMENT CONTRACT

Processing of the paperwork to employ part-time faculty members is initiated by the department head. The contract is contingent on the course “making”; that is, a sufficient number of students must register for the course.

EVALUATION OF INSTRUCTOR/COURSE

Your instruction and the courses that you teach are evaluated each semester. Please see your department head for evaluation materials and procedures for having the forms completed.

EVALUATION OF STUDENT WORK

All faculty are expected to develop appropriate student evaluation procedures for their courses. In doing so, they should consider issues concerning the nature and purpose of evaluated course work, as well as the frequency and format of student evaluation practices. The WCU Faculty Senate has adopted the following guidelines as a way to promote teaching excellence among faculty and academic achievement among students:

1. Evaluation procedures should be in writing and distributed to students at the beginning of each course.
2. Students should be evaluated at frequent intervals throughout the semester. Prior to the university withdrawal deadline, at least one graded assignment should be returned to students.
3. Faculty are expected to evaluate student work in an effort to promote the development of skills in the following areas: writing, information use, critical analysis of arguments, oral communication, service learning, moral reflection and cultural diversity. These skills are the core of the liberal studies program.
4. Students should receive prompt feedback on graded course work.
5. Students should be given opportunities to review and discuss all graded course work.

The procedures established for grading review and discussion should be clearly announced to classes and should be such that the security required for examinations is preserved. Final examinations and other graded materials that contribute significantly to the final course grade which are not permanently returned to the students should be retained in the instructor’s files for at least one semester following the completion of the course.

Any request by a student for a change in an official grade must be submitted to the instructor within 35 days after the end of final exams.

EVALUATION PROCESS OF FACULTY MEMBERS

Section I - AFE

Supplemental to the annual appointment, promotion, and tenure process, each department conducts annual faculty evaluations once each academic year. Annual Faculty Evaluation plans (AFEs) are developed by departmental faculty in accordance with guidelines provided by the provost. After approval by departmental faculty, the Annual Faculty Evaluation plans are forwarded for approval to the dean of the college and subsequently to the vice chancellor for academic affairs.

Faculty members are required to seek student evaluations of their teaching during at least one semester each academic year. Student evaluations will be conducted using forms and procedures which have been departmentally approved.

Section II – Evaluation of Teaching

Approved by Faculty Senate and the Chancellor, 1999.

POLICIES FOR EVALUATING TEACHING

A. TEACHING DEFINED

Teaching is a complex and multi-dimensional activity that is difficult to define and evaluate. Although it is virtually impossible to identify all aspects of teaching, it is possible to identify some of the major elements of effective teaching and to evaluate these elements through the collection of relevant data. Thus, for the purposes of this document, teaching is defined in terms of the following dimensions (Arreola 1995, 19-22; Centra 1987, 5-12)

- Content Expertise
- Instructional Delivery Skills
- Instructional Design Skills
- Course Management Skills
- Evaluation of Students
- Faculty/Student Relationships
- Facilitation of Student Learning

For the non-teaching library faculty, teaching is defined in terms of the following dimensions:

- Interpretation and Use of Resources
- Selection and Development of Resources
- Organization and Governance of Resources
- Application and Utilization of Automation and Digital Data
- Program Administration and Personnel Management
- Leadership and Effectiveness within the Organization

B. SOURCES OF DATA FOR EVALUATING TEACHING

Because teaching is a complex activity, several sources of data must be used to evaluate the quality of any instructor's teaching (Arreola 1995, 35; Centra et al 1987, 41-45). In addition the sources selected must have first-hand knowledge of the activity being evaluated and the activity must be

documented whenever possible. When evaluating an instructor's teaching for tenure, promotion, and reappointment, all departments must include data from at least the following three sources:

- Student assessments of teaching (**Appendices 2-11 are some examples of evaluation instruments**)
- Instructor's self-report and assessment
- Colleagues review of teaching (classroom observation and/or teaching materials)

Optional sources of data may include alumni, department heads, or deans (Arreola 1995, 31). In addition, as required by UNC General Administration (see Administrative Memor. #338 of 9/23/93), all non-tenured faculty must be evaluated by direct observation of classroom teaching. For the library faculty data must be included from at least the following three sources:

- Client assessments
- Faculty member's self-report and assessment
- Colleagues review of teaching as defined for library faculty (relevant materials)

Each of the above listed sources is defined as follows:

Student Assessments

Some form of student assessments must be included for each faculty member. Each faculty should obtain student assessments of at least one course each semester. In order to assure student assessment forms are reliable and valid and provide useful information, it is recommended that either a well-known commercially available student rating form be adopted or that departments carefully develop their own. For reviews of commercially available forms, guidelines for choosing a commercial form, and guidelines for developing rating forms that are valid, reliable and that provide useful information see Arreola (1995).

Instructor's Self-Report and Assessment

The instructor's self-report and assessment should address each of the seven dimensions of teaching identified in Section I. The report should be accompanied by a packet that includes items such as a statement of a teaching philosophy; a description of goals, methods, and strategies used; and selected teaching materials for the courses taught during the period of the review. For sample forms for this purpose, see Centra et al 1987, 17-20.

Colleague's Review of Teaching

Teaching Materials. A department should designate for each instructor being evaluated a committee of at least two faculty colleagues, exclusive of the department head, to review and evaluate a packet of teaching materials prepared by the instructor being evaluated. Materials to be reviewed typically include course syllabi, examinations, and quizzes, reading and assignment lists, study guides, informational handouts, slides and overhead transparencies, computer programs, etc. Where feasible, reviewers should be colleagues from the candidate's department, but, in small departments, reviewers may be selected from outside the department. Each department should develop a protocol to guide the review of materials. Reviewers may evaluate the materials in a narrative statement; a checklist developed and approved by the faculty members in the department, or a combination of narrative and checklist (see Centra et al 1987, 37-39).

Direct Observation of Classroom Teaching (for non-tenured faculty only). Direct observation of teaching should only be used as a supplement to the basic data sources listed above. Because classroom observation based on a single visit by a single observer tends to be highly subjective and dependent on the observer's biases and preconceived notions of effective teaching, it should never be used as the sole measure of teaching effectiveness. For instructors who are required to be observed, observation should be used only to verify or qualify evidence from other sources of data. It is

recommended that departments select a limited set of behaviors to be observed, determine the format/scale for recording classroom observation, and select as observers colleagues who have experience or training in observational evaluation (Centra et al 1987, 21-23 and 53-56).

C. CRITERIA FOR JUDGING TEACHING EFFECTIVENESS

Once all data have been collected, a departmental personnel committee or the department head should review the data specifically addressing the seven dimensions listed below plus any other considerations that may be pertinent to a discipline. As indicated in Section I, these dimensions do not represent all aspects of effective teaching, but they are major elements that are amenable to evaluation based on the data collected from the sources outlined in Section I above. The seven dimensions do not have to be considered of equal importance in judging overall teaching effectiveness. Each department may assign weights to the various dimensions, but each dimension should be evaluated. The appropriate committees/individuals at the department, college, and university level should review the form shown below and make any additions or adjustments that seem appropriate for specific cases, and use the resulting form to evaluate teaching.

Instructions: Rate each item listed below on the following scale:

- Performance superior in all areas
- Performance acceptable in all areas
- Performance deficient in one or more areas but can be improved with professional assistance
- Performance does not meet minimal standards or adequate documentation not provided
- Not applicable for this situation

Content Expertise: Instructor displays adequate knowledge of the subject. According to Arreola (1995), content expertise includes the “body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education” (p. 19)

Instructional Delivery Skills: Instructor communicates information clearly; creates environments conducive to learning; uses an appropriate variety of teaching methods.

Instructional Design Skills: Instructor designs course objectives, syllabi, materials, activities, and learning experiences that are conducive to student learning.

Course Management Skills. Instructor gives timely feedback to students; makes effective use of class time; handles classroom dynamics, interactions, and problematic situations effectively (e.g., academic dishonesty, tardiness, etc.)

Evaluation of Students: Instructor designs assessment procedures appropriate to course objectives; ensures fairness in student evaluation and grading; provides adequate constructive feedback on student work

Faculty/Student Relationships: Instructor displays a positive attitude toward students; shows concern for students by being approachable and available; presents an appropriate level of intellectual challenge along with sufficient support for student learning; has respect for diversity.

Facilitation of Student Learning: Instructor maintains high academic standards; prepares students for professional work and development; facilitates student achievement; provides audiences for student work.

Note: The descriptors following each of the seven teaching effectiveness criteria are meant to be illustrative of that dimension, rather than exhaustive.

BIBLIOGRAPHY

Arreola, Raoul A. **Developing a Comprehensive Faculty Evaluation System.** Bolton, MA: Anker Publishing Co., 1995.

Centra, John et al. **A Guide to Evaluating Teaching for Promotion and Tenure.** Littleton, CO: Copley Publications Group, 1987.

9 Oct. 1999

FACULTY CENTER FOR EXCELLENCE IN TEACHING AND LEARNING.

The Coulter Faculty Center provides services designed to assist and support all part and full-time faculty and Graduate Teaching Assistants in seeking, achieving and maintaining excellence in their teaching. Training and guidance is available for those who wish to use instructional technology in their teaching. The center also sponsors workshops, presentations, faculty teams, and other activities and events designed to encourage instructors to talk and reflect about effective teaching and exchange creative ideas for enriching student learning. The Center's web site is located at <http://facctr.wcu.edu/> and includes a GTA page. <http://facctr.wcu.edu/gta.html> and part-time and non-tenure track page <http://facctr.wcu.edu/ptfac.html>.

Activities and services most relevant for GTAs include:

- consultation on course syllabi, course development, teaching goals, active learning, and applications of instructional technology
- Faculty Sandbox <<http://facctr.wcu.edu/sandbox.html>>, a place where faculty and GTAs can develop instructional materials via computer
- computer classroom orientation and training
- TEACHING <<http://facctr.wcu.edu/discussion.html>>, an email discussion list for faculty and GTAs on any aspect of teaching and learning
- Schedule <<http://facctr.wcu.edu/learningops.html>> of semester presentations and workshops
- Open Classrooms Project <<http://facctr.wcu.edu/openclassroom.html>> where faculty and GTAs have the opportunity to observe faculty teaching classes
- Videotaping of classes upon request
- Training in the use of WebCT to enhance classroom courses
- Faculty Forum <<http://facctr.wcu.edu/forum.html>>, a monthly publication featuring evocative opinion pieces of WCU faculty
- *MountainRise*, an eJournal on the scholarship of teaching and learning
- *Renaissance of Teaching and Learning Booklet Series* published each semester
- lending library of professional literature on college teaching that is located in Hunter Library 240

The Coulter Faculty Center can be reached at 828-227-7196.

FINAL EXAMINATION SCHEDULES

An end-of-course evaluation of student work is required in every credit course. End-of-course evaluations may take the form of final exams, reports, projects, performances, portfolios, research papers, conferences, etc.

Many end-of-course evaluations are written, final exams. In order to reduce conflicts and final evaluation overloads for both students and faculty, a final examination schedule is developed by the Registrar for the entire university. All final exams are to be administered at their designated times and places during final exam week. Change in time of an examination for an entire class for any reason must be approved by the dean of the college, the provost, and the chancellor.

No student is required to take more than two final exams on any one day. Any student who has three final exams scheduled on one day has the option of taking all three or submitting to the professors a written request for rescheduling. However, a request to have an examination rescheduled must be made in writing at least five days before the examination is scheduled.

To reschedule, the following steps should be taken:

1. The student should request in writing a change in date from the instructors of the courses that present the conflict.
2. If the conflict is not resolved, the student should work with his/her academic advisor to have one of the exams rescheduled.
3. If the conflict still cannot be resolved, the student should work with the Office for Academic Affairs to have one of the exams rescheduled.

Other end-of-course evaluations, whatever form they take, must also be completed, administered, or submitted during final exam week.

FINAL GRADE CHANGES

When a grade other than incomplete is reported officially by an instructor at the end of a term, the grade is recorded and can be changed only if an error was made in estimating or reporting it. The instructor will, with the approval of the department head, report the error in writing to the dean with a recommendation about the action to be taken. Only the instructor can change the grade in a course except as provided in the incomplete grade policy. Any request by a student for a change in a final grade must be submitted to the instructor within thirty-five days after the end of final exams.

GRADES OF INCOMPLETE.

The instructor may grant a student an I grade for work not completed if there is a reasonable prospect that the student can pass the course by making up the work missed if the incompleteness is unavoidable and not caused by the student's negligence. All incomplete grades must be removed and a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, S, or U must be submitted to the registrar. The work must be made up and a grade received by the registrar by the last day of classes of the next regular semester, or the grade will become an F. A student may not re-register for the course until the I is removed or changed to an F. The instructor is required to list the conditions to remove the I and send them to the department head. If the instructor is no longer employed by the university, the department head will remove the I upon completion of the stated requirements. In extenuating circumstances, students should refer to the "Academic Appeals Procedure" section in *The Record*.

GRADE REPLACEMENT AND COURSE REPEAT POLICY. (Undergraduate level)

A maximum of 15 credit hours may be repeated in order to earn a better grade. When a student repeats a course, only the most recent grade will be used in calculation of the student's grade point average and counted in the hours toward graduation. However, all grades shall remain on the student's transcript.

Exceptions:

1. The First Year Seminar may not be repeated.
2. Courses available for re-enrollment for additional credit are not counted as repeats unless the student declares a repeat or exceeds the number of times for which credit can be earned in the course.
3. Some academic programs may have policies that further regulate the number of repeats. Check with your advisor.

The 15 credit hour limit of the repeat policy may be appealed in writing to the student's adviser, department head/program director, and Dean.

Note: Pursuant to actions of the North Carolina General Assembly and policy adopted by the Board of Governors of the University of North Carolina, a twenty-five percent tuition surcharge applies to students who take more than 140 semester hours and more than eight regular semesters (i.e., fall and spring) to complete a baccalaureate degree. The semester hours used to calculate the total of 140 hours include repeated, failed, dropped (i.e., Ws) and transferred credit courses.

GRADE REPORTING

Instructors should make use of the grade submission process through the web. For grades submitted through the web, a completed grade roster need not be returned to the Registrar's Office. Instructors are expected to submit Fifth Week Progress reports through the web for all 100-200 level courses.

If a student's name appears on the grade roster, a grade must be given. Students who do not officially withdraw from the university or from a class are not automatically dropped from the class. Final grades are to be reported to the registrar within 48 hours, includes weekends/holiday(s), after the scheduled final examination period. Names are not to be added to a final grade roster. No "W" grade should be assigned to any student.

Instructors should adhere rigidly to grade reporting deadlines because of the need to process grades as quickly as possible and notify students of information that may affect academic standing and eligibility to continue. Final grades are available to students through the web immediately upon posting either by the instructor through the web or by the Registrar's Office.

GRADING SYSTEM

Grading and Quality Point System*

Grade	Interpretation	Quality Points per Semester Hour	Grade	Interpretation	Quality Points per Semester Hour
A	Excellent	4.0	I	Incomplete	--
A-		3.67	IP	In Progress	--
B+		3.33	S	Satisfactory	--
B	Good	3.0	U	Unsatisfactory	--
B-		2.67	W	Withdrawal	--
C+		2.33	AU	Audit	--
C	Satisfactory	2.0	NC	No Credit	--
C-		1.67			
D+		1.33			
D	Poor	1.0			
D-		.67			
F	Failure	0			

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

GRADUATE GRADING AND QUALITY POINT SYSTEM

The grades which may be assigned to graduate credit courses are as follows:

Grade	Interpretation	Quality Points per Semester Hour	Grade	Interpretation	Quality Points per Semester Hour
A	Superior	4.0	W	Withdrawal	--
B	Good	3.0	AU	Audit	--
C	Passing	2.0	IP	In Progress	--
F	Failure	0	S	Satisfactory	--
I	Incomplete	--	U	Unsatisfactory	--

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

GROUP ABSENCES AND FIELD TRIPS

Classes missed because of field trips, service to or for the university, or participation in athletic events must be processed in advance by the instructor and each participating student. The faculty member or coach in charge must obtain permission to travel from the dean, Provost, advisor or athletic director, at least ten days in advance and give each student a copy of the approved request. Each student must give the request at least one class meeting prior to the day of the absence. The request should contain the name of the sponsor and group, the purpose, dates, location of the event, and time and the names of the participating students.

A student who misses an examination or quiz because of an approved absence is responsible for contacting the instructor within one class meeting after returning to make mutually satisfactory arrangements for a make-up. The instructor will provide a make-up if the student notifies the instructor of the approved absence at least one class meeting prior to date of absence. The student also is responsible for making up assignments and for knowing the material covered. The opportunity to make up work missed due to a prior-approved absence does not obligate the instructor to modify the announced class policy for counting absences. The University Sponsored Absence Form is found on the Registrar's and Office of Provost's webpage at www.wcu.edu/provost/. (See *Class Attendance Policy*, above, for details.)

HEALTH SERVICES

All part-time employees, temporary faculty and staff members, daycare staff, and NCCAT employees must pay all fees that are incurred as a result of their visit to the UHC

HUNTER LIBRARY

In addition to traditional print materials located within the library building, an array of databases, resources, and services are available through the Hunter Library website <http://library.wcu.edu/>. Faculty and students can access any of our 100+ databases, search the online catalog, find research guides on most academic subjects, download reserves, or "Ask-a-Librarian" for help.

For information on services provided to all faculty, see our web page "Services for Faculty" <http://library.wcu.edu/libraryservices/facultyguide.htm>, or call 227-7465. You may be especially interested in the section on Library Instruction. The Library has knowledgeable subject specialists to help your students find and evaluate information.

MAIL SERVICE

The campus mail system distributes US Postal Service and inter-departmental mail for University departments. Only official University mail and mail from independent organizations, both student and non-student, recognized by the university may be distributed through the campus mail system. Mail for personal or private purposes is not eligible for postage-free distribution. The University cannot pay any postage for mail from independent organizations.

As a service to University employees, mail department personnel will pick-up personal mail with the proper postage affixed from department mail boxes and will deliver the mail to the Cullowhee Post Office. Likewise, occasional incoming personal mail may be distributed from the US Post Office to the departmental mailbox of the addressee. However, employees should not routinely use University business addresses as their address of record for personal mail. The University mail department cannot assume responsibility for lost, misplaced, or delayed personal mail.

Stationery bearing the University letterhead may be used only for University business purposes. Personal mail should be on personal stationery and such mail must not be posted through the University postage meter.

OFFICE HOURS

It is expected that faculty members will maintain office hours for student consultation in addition to their teaching assignments.

PARKING

WCU Campus. All faculty parking on campus during daytime hours must purchase a parking permit from the Office of University Police (Outreach Center Annex). Permits are not required for evening and weekend parking.

UNCA Campus. Permits are required for daytime and evening parking at UNCA. WCU parking permits are honored on the UNCA campus. Faculty teaching part-time on the UNCA campus only, should contact WCU Programs in Asheville at (227-7423 or 251-6642) for assistance in obtaining a UNCA permit.

POLICY ON ILLEGAL DRUGS

I. Purpose

Western Carolina University is an academic community dedicated to the transmission and advancement of knowledge and understanding. The Board of Trustees is committed to the maintenance and protection of an environment in which students and faculty members may responsibly pursue these goals through teaching, learning, research, discussion and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. Moreover, it is the obligation of all members of the university community - faculty, students, administrators, and other employees - to help maintain an environment where academic freedom flourishes and in which the rights of each member of the academic community are respected. The illegal use of and trafficking in drugs can jeopardize the welfare of members of this academic community. Accordingly, in an effort to responsibly address such threats to the integrity of the academic environment, the Board of Trustees adopts this policy.

II. Applicable Policies, Practices and Programs

A. Education, Prevention, Counseling and Rehabilitation

1. Just as the primary purpose of Western Carolina University is education, so also the university's major effort to address drug abuse should be educational in nature. The university shall maintain a comprehensive drug education program available to all members of the academic community (students, faculty, administration and staff). The activities of the program shall be the responsibility of the Drug and Alcohol Education Task Force composed of faculty, staff and students. The task force shall develop and coordinate an ongoing program available to all members of the academic community that:
 - a. informs members of the academic community about the health hazards associated with drug abuse.
 - b. emphasizes the incompatibility of drug abuse and maximum achievement of personal and educational goals.
 - c. encourages members of the campus community to make use of available campus and community counseling, medical, and rehabilitation resources in dealing with drug abuse problems.
 - d. informs members of the academic community that they also may be subject to criminal prosecution for violating state laws relating to the illegal use, possession, delivery, sale, manufacture or creation of controlled substance.
2. WCU shall provide information about drug counseling and rehabilitation services to members of the university community, through campus-based programs for students and through community-based organizations for faculty, staff, and students. Persons who voluntarily avail

themselves of university services shall be assured that applicable professional standards of confidentiality will be observed.

B. Enforcement and Penalties

1. Western Carolina University shall take all actions necessary, consistent with state and federal law and applicable university policy, to eliminate illegal drugs from the university community. The institutional policy on illegal drugs shall be publicized in catalogues and other relevant materials prepared for all enrolled and prospective students and in relevant materials distributed to faculty members, administrators and other employees.
2. Students, faculty members, administrators, and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as “controlled substances” in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by the university. It is not “double jeopardy” for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university shall initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the university.
3. Penalties shall be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, and by regulations of the State Personnel Commission.¹
4. The penalties to be imposed by the university shall range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.

III. Trafficking in Illegal Drugs

- A. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N. C. General Statutes 90-89, or Schedule II N. C. General Statutes 90-90, (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone), any student shall be expelled and any faculty member, administrator or other employee shall be discharged.
- B. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N. C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, phentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment* for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

IV. Illegal Possession of Drugs

- A. For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N. C. General Statutes 90-89, or Schedule II, N. C. General Statutes 90-90, the

¹ Rules of the State Personnel Commission govern disciplinary actions that may be taken against SPA employees; under current commission policies, discharge rather than suspension is the applicable penalty for SPA employees in instances where this policy otherwise requires suspension.

minimum penalty shall be suspension from enrollment or from employment* for a period of at least one semester or its equivalent.

- B. For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N. C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the chancellor or the chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment * for any unexpired balance of the prescribed period of probation.
- C. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of the students and discharge of faculty members, administrators or other employees.

V. Suspension Pending Final Disposition

When a student, faculty member, administrator, or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the chancellor or, in the chancellor's absence, the chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community; provided, that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

VI. Compliance with Federal Drug-free Workplace Act of 1988 Pertaining to Employees.

- A. As a condition of employment, an employee must abide by the terms of this policy and must notify the immediate supervisor at Western Carolina University of any criminal drug conviction occurring in the workplace no later than five days after that conviction.
- B. Western Carolina University will notify federal granting or contracting agencies within ten days after receiving notice that an employee directly engaged in a grant or contract has been convicted of a drug offense in the workplace.
- C. Western Carolina University will impose sanctions and/or require satisfactory participation in drug abuse or rehabilitation programs by an employee convicted of a drug related violation in the workplace no later than thirty days after notice of said conviction.

*Rules of the State Personnel Commission govern disciplinary actions that may be taken against SPA employees; under current commission policies, discharge rather than suspension is the applicable penalty for SPA employees in instances where this policy otherwise requires suspension.

POLICY ON IMPROPER RELATIONSHIPS BETWEEN STUDENTS AND EMPLOYEES

On March 15, 1996, the Board of Governors adopted a policy concerning "Improper Relationships Between Students and Employees" for immediate implementation by all constituent institutions. In accordance with the Board of Governors' policy statement, WCU has adopted the following policy and procedures.

Policy and Procedures

The University of North Carolina and Western Carolina University do not condone amorous relationships between students and employees. Members of the University community should avoid such liaisons,

which can harm affected students and damage the integrity of the academic enterprise. Further, sexual relationships between unmarried persons can result in criminal liability. In two types of situations, University prohibition and punishment of amorous relationships is deemed necessary: (1) When the employee is responsible for evaluating or supervising the affected student. (2) When the student is a minor, as defined by North Carolina law.

A. Prohibited Conduct

1. It is misconduct, subject to disciplinary action, for a University employee, incident to any instructional, research, administrative or other University employment responsibility or authority, to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage.
2. It is misconduct, subject to disciplinary action, for a University employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of 18 years.

B. Definition of Terms

1. "Amorous relationship." An amorous relationship exists when, without the benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or courtship that may or may not have been consummated sexually.
2. "Related by blood, law or marriage" means:
 - a. Parent and child
 - b. Brother and sister
 - c. Grandparent and grandchild
 - d. Aunt and/or uncle and niece and/or nephew
 - e. First cousins
 - f. Step-parent and step-child
 - g. Husband and wife
 - h. Parents-in-law and children-in-law
 - i. Brother-in-law and sisters-in-law
 - j. Guardian and ward
3. "Evaluate or supervise" means
 - a. To assess, determine or influence (1) one's academic performance, progress or potential or (2) one's entitlement to or eligibility for any institutionally conferred right, benefit or opportunity, or
 - b. To oversee, manage or direct ones academic or other institutionally prescribed activities.

C. Corrective Action

Complaints that an employee is violating this policy should be made to and investigated by the accused employee's supervisor. Before beginning an investigation, a supervisor may require a complaining party to submit a signed, written statement. While there are no time limits barring a complaint, delay may make it difficult for the supervisor to properly investigate the matter. The person charged with investigating the complaint may seek guidance as necessary from either higher level supervisors, the Equal Opportunity Director or University Legal Counsel. The Chancellor may assign the Equal Opportunity Director or the University Legal Counsel to assist in the investigation as necessary.

All complaints received pursuant to this section must be reported to the Vice Chancellor of the accused employee by the person receiving them. The report shall be in the form of a written statement identifying the complaining party, the conduct complained of, and the employee alleged to have engaged in it.

The purpose of the investigation is to determine whether there is a reasonable basis for believing that a violation of this policy has occurred. The investigator serves as a neutral fact finder. While there are no time limits placed on investigators, investigations must be completed as quickly as justice and fairness allow. Possible outcomes of the investigation include: (1) a judgment that a policy violation did not occur; (2) an agreement, in appropriate cases, to end the employee's supervisory or evaluative responsibilities over the student; (3) institution of formal disciplinary action in accordance with existing disciplinary policies and procedures.

If disciplinary action is brought against an affected employee, it shall be conducted in accordance with existing institutional policies and procedures prescribed for prosecuting misconduct charges against members of the class of employment of which the affected employee is a member.

POLICY ON SEXUAL HARASSMENT

STATEMENT OF PRINCIPLE

Harassment of any kind is inconsistent with Western Carolina University's commitment to excellence and to respect for all individuals. It is the responsibility of every employee and student in the University community to conduct him or herself in a manner that contributes to an environment free of harassment or discrimination and free of unprofessional bias in the supervision and evaluation of students and employees.

Western Carolina University is committed to protecting the academic freedom and freedom of expression of all members of the University community. It acknowledges that instructional responsibilities require appropriate latitude for pedagogical decisions concerning the topics discussed and methods used to draw students into discussion and full participation.

Western Carolina University believes it is more appropriate to encourage and nurture positive interactions and understanding between individuals rather than activities which may invite charges of harassment for hostile, disrespectful, or intimidating speech or behavior. Also, harassment must be distinguished from behavior which may be appropriate to the carrying out of certain instructional, advisory, or supervisory responsibilities.

POLICY STATEMENT ON DISCRIMINATORY PERSONAL CONDUCT

It is the policy of Western Carolina University that speech or action by a university employee, occurring in the scope and course of university business, that gives offense by its clear expression of bias or prejudice toward an individual or group because of that person's or group's race, age, color, creed, national origin, religion, sex, disability, or political affiliation is subject to review on a case-by-case basis and may subject the offender to appropriate discipline if warranted by the entire record and totality of the circumstances. Some of the factors that will be considered in determining whether discriminatory personal conduct warrants discipline and, if so, what type of discipline, include, but are not limited to, the following:

1. The severity and pervasiveness of the harm or harassment inflicted upon or directed toward the victim by the offending party.
2. The extent to which the speech or conduct disrupts the orderly operation of the University. It will be presumed, unless disproved, that discriminatory personal conduct, in and of itself, has an adverse impact upon the operation of the University.
3. The extent to which the discriminatory personal conduct was intended to harm, harass, or exploit the victim.

In all cases, any inquiry into alleged discriminatory personal conduct should consider the record as a whole and the totality of the circumstances, taking into account the nature of the speech or conduct and the context in which the alleged incidents occurred.

POLICY STATEMENT ON SEXUAL HARASSMENT

It is the policy of Western Carolina University that employees and students should be free from sexual harassment from any university employee, student, or visitor to the campus, or any agent or contractor having a business, professional, or educational relationship with the university. Sexual harassment may involve persons of the opposite sex or persons of the same sex. Students and employees should be free from the threat or promise of any consequence, whether negative or positive, because of how they respond to any sexual overture. They should be free from unwelcome sexual overtures in and of themselves. Thus a single refusal to cease sexual overtures may be grounds for appropriate discipline. In addition, a single attempt to impose adverse consequences or offer favorable ones in connection with any sexual overture may result in appropriate discipline. Decisions will be made in light of the entire record and the totality of the circumstances. Equally, no student or employee should be favored or rewarded because he or she willingly enters into a sexual relationship with a university employee.

Sexual harassment includes, but is not limited to, the definition adopted by the Equal Employment Opportunity Commission (EEOC) Guidelines: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which may arise in one of the three following circumstances:

- a. submission to the sexual request or conduct is made either explicitly or implicitly a term or condition of employment or education;
- b. submission to or rejection of the sexual request or conduct is used as the basis for an employment or educational decision affecting the individual;
- c. the sexual request or conduct has the purpose or effect of unreasonably interfering with an employee's work performance or education or creating an intimidating, hostile, or offensive environment.

Sexual harassment is further defined by the Office of Civil Rights (OCR) as unwelcome conduct of a sexual nature that can deny or limit, on the basis of sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Therefore, sexual harassment of students is a form of sex discrimination prohibited by Title IX.

An accusation of sexual harassment is a most serious charge that may stigmatize an individual who is wrongly accused. However, the right to bring a charge in good faith is protected. Internal interference, coercion, or retaliation against any person complaining of alleged discriminatory personal conduct is prohibited.

EXAMPLES

Actions deemed to violate this policy include, but are not limited to, the following:

- a. It is against the policy of Western Carolina University for its employees or students to subject other employees or students to unlawful treatment on the basis of their gender.
- b. It is against the policy of Western Carolina University for its employees or students to propose to other employees or students that they engage in or tolerate activities of a sexual nature in order to avoid some punishment or receive some reward.
- c. It is against the policy of Western Carolina University for its employees or students to create a hostile or intimidating environment in which verbal or physical conduct based on gender, because of its severity and/or persistence, is likely to interfere significantly with work, education, or living conditions.
- d. It is against the policy of Western Carolina University for its employees or students to continue verbal or physical conduct of a sexual nature when the employees or students of the university to whom such conduct is directed have indicated clearly, by word or by action, that

- such conduct is unwanted. Clearly inappropriate physical contact, threats, or sexual propositions are always inappropriate whether as a single incident or continuing conduct.
- e. It is against the policy of Western Carolina University for its employees or students to exert subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted staring.
 - f. It is against the policy of Western Carolina University for its employees or students to engage in a pattern of conduct which embarrasses and/or humiliates and which includes one or more of the following: (i) comments of a sexual nature; or (ii) sexually explicit statements, questions, jokes, or anecdotes.

PROCEDURES FOR SEXUAL HARASSMENT POLICY

Employees and students who believe that they have been subjected to sexual harassment have several, independent options available to them within the University to address the situation and seek a remedy. The options range from informal discussions with the Office of Student Affairs or other appropriate Vice Chancellor's office and/or the Director of Equal Opportunity Programs, seeking assistance from the Counseling Center, to formal grievance procedures. Once the University becomes aware of a problem, it reserves the right to pursue an inquiry in its name even though a person chooses not to pursue a complaint under these procedures.

PROCEDURES FOR COMPLAINTS OF OTHER FORMS OF DISCRIMINATION

Employees or students who believe that an employee or another student has unlawfully harassed them on the basis of their race, age, color, creed, national origin, religion, disability, or political affiliation should follow the same procedures outlined below for sexual harassment.

FORMAL COMPLAINTS AND INVESTIGATIONS

Filing a Complaint

Students or employees who believe that an employee or another student has unlawfully harassed them may make a formal complaint, which will be investigated. The complainant should prepare a written statement describing the incident(s) of harassment. While there are no time limits barring a complainant's use of this part of the procedures, delay by the complainant in bringing a complaint may make it difficult for the University to properly investigate the matter. Complaints shall be made to and investigated by the following individuals:

A. **Complaints from Students** ----- Complaints from students about other students should be reported to the Student Affairs Office and shall be handled in accordance with student disciplinary rules. Complaints from students about university employees, agents, or contractors shall be made to the Student Affairs Office. A designee from the Office of Student Affairs will discuss the complaint process with the complainant and will immediately refer the student to the Director of Equal Opportunity Programs. The Equal Opportunity Programs Director and the supervisor of the offending party (or other appropriate individual) will investigate the complaint and results of the investigation will be reported to the accused employee's vice chancellor for action if warranted.

B. **Complaints from Employees about Other Employees, Agents, or Contractors or about their Immediate Supervisor** ----- These complaints should be made to the offending party's supervisor and shall be investigated by the appropriate supervisor and the Director of Equal Opportunity Programs jointly. If the offending party is an employee in another department, the complaint should be made to either the complainant's supervisor or the supervisor of the allegedly offending party. If made to the complainant's supervisor, the supervisor must communicate the complaint to the supervisor of the accused. The Equal Opportunity Programs Director and the supervisor of the accused will investigate the complaint jointly. [2] Results of the investigation will be reported to the accused employee's vice

chancellor for action if warranted. Complaints about third party agents or contractors should be made to the complainant's supervisor or to the Director of Equal Opportunity Programs.

C. Complaints from Employees about Students ----- These complaints will be handled in accordance with student disciplinary rules. [{3}](#)

The Director of Equal Opportunity Programs may be involved in any investigation. In addition, the person charged with investigating the complaint may seek assistance from University Legal Counsel. The Chancellor may assign the University Legal Counsel to assist in the investigation as necessary.

Reporting

All complaints received pursuant to this section must be reported to the Director of Equal Opportunity Programs by the person receiving them. The report shall be in the form of a written statement identifying the complaining party, the conduct complained of and the employee or student alleged to have engaged in it. No matter may be resolved without first consulting with the Director of Equal Opportunity Programs. All documents, except for student disciplinary records, generated in the handling of a complaint shall be delivered to the Equal Opportunity Programs Director at the conclusion of the process.

Investigation

The purpose of the investigation is to determine whether there is a reasonable basis for believing that a violation of this policy has occurred. The investigator serves as a neutral fact finder. While there are no time limits placed on investigators, investigations must be completed as quickly as justice and fairness allow. If the complainant believes that the investigator is not proceeding diligently, the complainant may seek relief from the investigator's supervisor. Possible outcomes of the investigation include: (1) a judgment that a policy violation occurred and institution of formal disciplinary action in accordance with existing disciplinary policies and procedures; (2) a negotiated settlement of the complaint; (3) counseling of the offender; or (4) a judgment that a policy violation did not occur.

Normally, an investigator will have to disclose the complainant's identity and the substance of the complaint to the accused in order to do a thorough investigation. To prevent such a disclosure, the complainant must file a written instruction with the investigator at the time the complaint is made. Such an instruction may make it impossible for the University to investigate or otherwise respond to the complaint, however.

Generally, the results of the investigation will be confidential under State Personnel laws making it impossible for the University to share the results of the investigation with the complainant. Complainants will be notified, however, when an investigation concludes and when appropriate action is taken.

MEDIATION

After a formal complaint is made, the investigator or either party may ask for mediation of the dispute between the parties. Mediation will be conducted if both parties sign a written consent to mediate. The investigation will continue independent of the mediation process unless both parties request that the investigation be delayed pending the outcome of mediation and the University, through its Legal Counsel, agrees to the delay. Any agreement arrived at during mediation to terminate the investigation requires approval by the University through its Legal Counsel. Information disclosed by either party during mediation will not be made part of the investigation. Neither the mediation process, any agreement reached by the parties, nor anything that occurs during mediation is grievable by any party.

GRIEVANCE PROCEDURES

After these procedures are utilized and a decision is made regarding the complaint, any further review is limited to that which is allowed by existing grievance procedures. The proper subject for any such review is the disposition of the complaint. All grievances involving alleged sexual harassment shall be reported to the Director of Equal Opportunity Programs when they are filed.

Any person who wants to file a grievance concerning sexual harassment should not initiate the grievance with the supervisor, faculty member, or other employee who is the object of the complaint. If any University grievance policy or procedure requires a grievant to file the grievance with an employee who is the allegedly offending party, the grievant shall instead file the grievance with the allegedly offending party's supervisor.

REPORTING REQUIREMENTS

The Director of Equal Opportunity Programs shall file an annual report with the Chancellor describing activity under these policies and procedures.

TRAINING REQUIREMENTS

The Director of Equal Opportunity Programs is responsible for developing or obtaining educational materials addressing sexual harassment as well as conducting training on the subject. The Sexual Harassment Training Program will have two components: a basic education and training program for all new employees (EPA and SPA) to be conducted as part of new employee orientation and an advanced education and training component for managers who might serve as investigators and others as appropriate. Any employing unit, including academic departments, may request advanced education and training through the Director of Equal Opportunity Programs as needed. Materials also must be made available for use by employees or students who want to develop a better understanding of sexual harassment.

FOOTNOTES

[1] This policy also applies to those who hold student status and work in some capacity for the University. Student to student problems are governed by the Student Code of Conduct as outlined in the Student Handbook available from the Office of Student Affairs. Policy on student harassment of faculty or staff is found in the Student Handbook.

[2] If the offending supervisor's supervisor is the Chancellor, the investigation will be conducted by the Chancellor's designee. If the offending supervisor is the Chancellor, the complaint should be made to the chair of the Board of Trustees. The investigation will be conducted by the Board's designee.

[3] These rules may be found in the Student Handbook.

RELEASE OF STUDENT INFORMATION

Within the Western Carolina University community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records.

Western Carolina University hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose at its discretion.

Name	Photograph
Local and home address	Dates of attendance
Telephone Numbers	Degree, honors, and awards received
Classification	The most recent previous education agency or institution attended
Parent/Guardian	E-mail address
County	Major field of study

Students may withhold directory information by notifying the Registrar in writing within five working days from the first day of classes for the fall term, or by the first day of classes for subsequent terms. Forms for requesting the withholding of "Directory Information" are available at the Registrar's Office, 201 HFR Administration Building. Authorization to withhold directory information must be filed annually in the Registrar's Office.

REPEAT COURSE POLICY (Graduate level)

A graduate student may repeat any course one time with the approval of the advisor, department head, and dean of Research and Graduate Studies. The original grade earned in the repeated course remains on the student's transcript and is calculated in the student's cumulative average.

SHUTTLE BUS SERVICE

The University Center will shuttle International students to and from the Airport. The University Police office operates the CAT-TRAN shuttle service.

SMOKING

No smoking is permitted in classrooms. Smoking is permitted only in designated areas of buildings.

STUDENT SUPPORT SERVICES

Assistance for all students can be obtained through the Academic Advising Center (see Appendix 14). Students with documented disabilities may all receive services from the Student Success Center (see Appendix 13).

STUDENT TECHNOLOGY ASSISTANCE CENTER

The Student Technology Assistance Center offers assistance to students based on their individual needs. Students needing help with word processing, spread sheets, databases, electronic presentations, campus network tools (such as WIN, MyCat, VAX/VMS, etc.), or the Internet (such as web browsers, web page design assistance, newsgroups, e-mail, chat, etc.), can stop by or call for an appointment. Although appointments are not required, they can be beneficial for the student by ensuring one-on-one appointment time. Check the Web site at <http://www.wcu.edu/techassist/> for more information and for dates and times of workshops.

TRAVEL POLICY

Travel on University business must be approved before travel may begin. Travel that is authorized on an individual trip basis requires approval by the accountable officer for the budget to be charged. Please see department head for obtaining forms and approval for travel.

UNIVERSITY WRITING CENTER

A staff of graduate assistants and undergraduate peer tutors is available to assist students in developing skills for preparing essays, term papers, creative writing assignments, articles for publication, and other writing projects. Faculty members are encouraged to refer students to the center for general development of writing skills.

Beginning with the writer's initial ideas, tutors can help with brainstorming, prewriting, drafting, and revising. By offering the writer workable strategies, the tutor moves the student toward self-sufficiency. In addition to one-on-one tutorial help, the center regularly offers handouts, called mini-courses, tailored to specific writing needs. The center is located in Hunter Library. Visit the center's Web site at www.wcu.edu/writingcenter for hours, online resources, staff information and helpful links. For more information, or to make an appointment, call 828-227-7197.

WITHDRAWAL POLICIES AND PROCEDURES

A student may find it necessary or advisable to withdraw from one or more courses during a term. In some cases, he/she may find it necessary to withdraw from the university.

Course Withdrawal

After consultation with the academic adviser and the instructor of the course, a student may withdraw from any course prior to the expiration of one-half of the term and receive a W. A completed withdrawal form must be presented to the registrar prior to the withdrawal deadline for posting. Course withdrawals do not count toward the twelve hours required for full-time enrollment.

After one-half of a term, but prior to the fourteenth week of the semester (or before the last two class days of summer sessions), a "W" will be assigned only for written verifiable mental health, medical, legal, or administrative reasons. In order to obtain a "W", the student must first consult with the course instructor, who may elect to support or withhold support for the student's request. If the instructor supports in writing the student's request, the student must receive written verifiable support from Western Carolina University Health Services' staff, Counseling and Psychological Services' staff, an official court of law, or a college dean, as appropriate.

If a withdrawal is granted by the course instructor, the head of the department offering the course, and the student's adviser, the withdrawal form must be submitted to the registrar no later than the last day of the thirteenth week of the semester. No Ws will be assigned after the last day of the thirteenth week of a semester, or during the last two class days of a summer session. In extenuating circumstances, or if the student's request is not approved by any university party involved, the student can appeal through the Academic Appeal Procedure within thirty five days after the end of final exams.

University Withdrawal

To withdraw from the university (i.e. cease to attend all courses), a student must complete a withdrawal form from the One Stop Office.

If an emergency prevents a student from completing the withdrawal process before leaving the campus, the student should call, write, or arrange for a relative to contact the One-Stop Office at 828-227-7170..

Any time a student is forced to withdraw from the university during a term for mental health, medical, legal, or administrative reasons which are verified in writing, a grade of W will be assigned in all courses in which the student is registered. If a student withdraws from the university for other than mental health, medical, legal, or administrative reasons after one-half of the total class time has elapsed, an F, W, or I grade will be assigned by the instructor according to the following guidelines:

1. A W grade will be assigned if the student is passing or if the student's progress has not been evaluated.
2. An I grade will be assigned if the instructor agrees that there is a reasonable prospect that the work can be made up and agrees to allow the student to do so.
3. An F grade will be assigned if the student is failing.

Current policies and procedures pertaining to grades, indebtedness, and refunds are applicable upon withdrawal from the university. A student who withdraws from the university either during or at the end of a term for any reason is responsible for clearing any indebtedness to Residential Living, bookstore, financial aid office, controller's office, library, university police department, academic departments, and health services.

APPENDIX 1

Annual Evaluation of instructors who are non-tenure track A resolution of the Collegial Review Council [passed by Senate] November 2005

We build this work on the following premises:

1. Teaching and learning are the primary focus of Western Carolina University;
2. All teaching at Western Carolina University will be formally assessed;
3. All teaching at Western Carolina University includes instructors making appropriate time available to meet with their students. In addition to class meetings this may include contact before class, and/or after class, e-mail, phone, or electronic office hours;
4. All instructors who are not tenured or on a tenure track will be assessed in regard to items established by the department for their particular situation and terms of employment;
5. All instructors will be told in writing at the time of their appointment how their work will be assessed.
6. Assessment of teaching should be based on the Seven Criteria for Teaching for all instructors, including those on tenured and tenure track;
7. This assessment of teaching should be the responsibility of faculty working collaboratively with the administration.

The Collegial Review Council proposes the following to guide the process of formally assessing non-tenure track instructors, regardless of their title or type of appointment:

1. Peer observation by tenure or tenure track faculty will be a part of the evaluation process.
2. Teaching should be assessed by students using the appropriate Student Assessment Instrument (SAI);
3. Teaching may be self-assessed;
4. The instructor may submit other evidence that supports his or her teaching;
5. Review will be made of the course syllabi;
6. In the event that problems are identified with the teaching of those instructors who are non-tenure track, the department head or the department head's designee will meet with the instructor to address the problem;
7. Non-tenure track instructors will receive written feedback on their performance from the Department Head.

APPENDIX 2

Student Assessment of Instruction: Standard Course Form

Organization and Clarity

My instructor is well prepared for class meetings.
My instructor explains the subject matter clearly.
My instructor clearly communicates course goals and objectives.
My instructor answers questions appropriately.

Enthusiasm and Intellectual Stimulation

My instructor is enthusiastic about teaching this course.
My instructor presents the subject in an interesting manner.
My instructor stimulates my thinking.
My instructor motivates me to do my best work.

Rapport and Respect

My instructor helps students sufficiently with course-related issues.
My instructor is regularly available for consultation.
My instructor is impartial in dealing with students.
My instructor respects opinions different from his or her own.

Feedback and Accessibility

Assessment methods accurately assess what I have learned in this course.
Grades are assigned fairly.
The basis for assigning grades is clearly explained.
The instructor provides feedback on my progress in the course on a regular basis.

Student Perceptions of Learning

My instructor advances my knowledge of course content.
My instructor promotes my understanding of important conceptual themes.
My instructor enhances my capacity to communicate effectively about the course subject matter.
My instructor encourages me to value new viewpoints related to the course.

APPENDIX 3

Student Assessment of Instruction: Independent Research Form

Organization and Clarity

My research advisor helps me know what is expected of me in my project.
My research advisor gives me appropriate help with difficult aspects of my project.
My research advisor helps me organize my project.
My research advisor helps me keep my project on schedule.

Enthusiasm and Intellectual Stimulation

My research advisor is enthusiastic about my project.
My research advisor motivates me to complete my project.
My research advisor stimulates my thinking.
This experience makes me want to do independent research in the future.

Rapport and Respect

It is easy to talk with my research advisor about my project.
My research advisor and I have a good working relationship.
My research advisor respects my questions about the subject matter.
My research advisor respects my views of the project.

Feedback and Accessibility

My research advisor is readily available for consultation.
I have sufficient meetings with my research advisor on my project.
My research advisor lets me work independently in appropriate ways.
My research advisor provides me with helpful feedback on my project.

Student Perceptions of Learning

My research advisor has advanced my knowledge in the area of my project.
My research advisor helps me work more independently.
My research advisor stimulates my curiosity about my project.
My research advisor encourages me to value new viewpoints related to my project.

APPENDIX 4

Student Assessment of Instruction: Activities Course Form

Organization and Clarity

My instructor is well prepared for class meetings.
My instructor explains the course activities clearly.
My instructor provides good demonstration of the course activities.
My instructor provides sufficient time to practice the activity skills.

Enthusiasm and Intellectual Stimulation

My instructor is enthusiastic about teaching this course.
My instructor makes the course activities interesting.
My instructor motivates me to participate in these activities outside of class.
My instructor motivates student involvement in course activities.

Rapport and Respect

My instructor develops a close rapport with the class.
My instructor is regularly available for consultation.
My instructor deals with students as individuals.
My instructor is impartial in dealing with students.

Feedback and Accessibility

My instructor assigns grades fairly.
My instructor gives helpful feedback.
Assessment methods accurately measure what the instructor expects of me.
My instructor spends sufficient time to develop my activity skills.

Student Perceptions of Learning

My instructor provides practice that helps me learn the course activities.
My instructor encourages me to value the course activities.
My instructor promotes my grasp of important principles of the course activities.
My instructor helps me improve my activity skills.

APPENDIX 5

Student Assessment of Instruction: ITV-delivered Course Form

Organization and Clarity

My instructor is well prepared for televised sessions.
My instructor communicates course goals and objectives clearly.
My instructor makes difficult topics easily understandable.
My instructor illustrates relationships among course topics.

Enthusiasm and Intellectual Stimulation

My instructor is enthusiastic about teaching this course.
ITV presentations are presented in a stimulating manner.
My instructor motivates me to do my best work.
My instructor promotes my engagement with this course.

Rapport and Respect

My instructor is regularly available for consultation.
My instructor is impartial in dealing with me.
My instructor accepts viewpoints different from his or her own.
My instructor promotes peer interaction in this course.

Feedback and Accessibility

Assessment methods accurately measures what I have learned in this course.
Feedback on my progress clearly indicates my standing in the course.
The basis for assigning grades is clearly explained.
My instructor provides feedback on my work promptly enough to benefit me.

Student Perceptions of Learning

My instructor advances my knowledge of course content.
My instructor promotes my understanding of important conceptual themes.
My instructor enhances my capacity to communicate effectively about the course content.
My instructor encourages me to value new viewpoints related to this course.

APPENDIX 6

Student Assessment of Instruction: Laboratory Course Form

Organization and Clarity

My lab instructor is well prepared.
I know what is expected of me in this course.
My lab instructor explains the lab procedures clearly.
My lab instructor promotes good use of laboratory time.

Enthusiasm and Intellectual Stimulation

The lab assignments are interesting.
My lab instructor is enthusiastic about teaching this class.
My lab instructor motivates me to do well in the laboratory.
My lab instructor reinforces what I have learned in the lecture.

Rapport and Respect

My lab instructor insists that we all follow safety procedures.
My lab instructor is impartial in dealing with students.
My lab instructor respects student questions about the subject matter.
My lab instructor is regularly available for consultation.

Feedback and Accessibility

My lab instructor evaluates my work promptly.
My lab instructor provides helpful feedback on my progress.
Evaluations in this laboratory course are fair.
My lab instructor offers specific advice to promote improvements.

Student Perceptions of Learning

My lab instructor advances my knowledge in this lab section.
My lab instructor makes me more curious about the subject matter.
My lab instructor encourages me to work better with others in this course.
My instructor helps me learn important techniques in this course.

APPENDIX 7

Student Assessment of Instruction: Seminar Course Form

Organization and Clarity

My instructor is well prepared for class meetings.
I know what is expected of me in this course.
My instructor poses questions that stimulate discussion.
The discussion sessions are well organized.

Enthusiasm and Intellectual Stimulation

My instructor makes me feel engaged in this class.
Discussions in this class are stimulating.
The instructor is enthusiastic about teaching this course.
My instructor motivates me to do well in this course.

Rapport and Respect

My instructor has a close rapport with the class.
My instructor is impartial in dealing with students.
My instructor respects student questions about the subject matter.
My instructor respects opinions different from his or her own.

Feedback and Accessibility

My instructor is readily available for consultation.
Evaluations in this course are fair.
Feedback from the instructor clearly indicates my standing in this course.
My instructor offers specific advice to promote improvements.

Student Perceptions of Learning

My instructor advances my knowledge of course content.
My instructor helps me to learn to work better with other students.
My instructor enhances my capacity to communicate effectively about the course content.
My instructor encourages me to value new viewpoints related to course content.

APPENDIX 8

Student Assessment of Instruction: Online Course Form

Organization and clarity

My instructor provides clear guidelines for the work required in this course.
My instructor spaces assignments so they are due at reasonable intervals.
My instructor arranges assignments so they build on previous learning.
My instructor is flexible when there are disruptions in online access.

Enthusiasm and intellectual stimulation

My instructor stimulates my thinking.
My instructor helps me push my learning to new levels.
My instructor encourages open discussions.
My instructor helps keep me engaged in this course.

Rapport and respect

My instructor fosters mutual respect among students.
My instructor provides a safe environment for communication.
I am learning to value new viewpoints in this course.
My instructor fosters collaboration effectively.

Feedback and accessibility

My instructor gives feedback promptly enough to benefit me.
My instructor is clear about when she or he is accessible online.
Grades are assigned fairly.
Grading methods accurately measure what I am learning in this course.

Student perceptions of learning

My instructor promotes my understanding of important conceptual themes.
My instructor encourages students to learn from each other.
My instructor provides varied learning opportunities.
My instructor enhances my ability to communicate effectively about course subjects.

APPENDIX 9

Student Assessment of Instruction: Internship, Practica and Clinical Course Form

Organization and clarity

My instructor makes the requirements for this course clear.
My instructor coordinates interactions with work-site staff to my benefit.
Observation and supervision of my work are effective.
My instructor answers questions appropriately.

Enthusiasm and intellectual stimulation

My instructor is enthusiastic about supervising this course.
My instructor promotes my engagement in this course.
My instructor stimulates my thinking through this experience.
My instructor is fully engaged in supervising my work.

Rapport and respect

My instructor actively helps me with course-related problems.
My instructor meets my needs for consultation.
My instructor respects opinions different from his or her own.
My instructor conveys appreciation to work-site staff.

Feedback and accessibility

My instructor evaluates my performance fairly.
My instructor collects sufficient evidence for valid grading.
My instructor offers specific advice to promote improvement.
My instructor integrates constructive feedback from work-site staff.

Student perceptions of learning

My instructor enhances my ability to solve actual problems in my discipline.
My instructor enables me to connect theory with practice.
I am learning a lot from this course.
The course setting is conducive to my learning.

APPENDIX 10

Student Assessment of Instruction: Studio-Performance Course Form

Organization and Clarity

My instructor is well prepared for class meetings.
My instructor explains the subject clearly.
My instructor answers questions carefully and precisely.
My instructor gives clear assignments.

Enthusiasm and Intellectual Stimulation

My instructor is enthusiastic about teaching this course.
My instructor stimulates my creative expression.
My instructor motivates me to do my best work.
My instructor motivates student involvement.

Rapport and Respect

My instructor provides students sufficient help with course-related issues.
My instructor is regularly available for consultation.
My instructor is fair and impartial in dealing with students.
My instructor accepts opinions different from his or her own.

Feedback and Accessibility

My instructor provides sufficient individual instruction to me.
Assessment methods accurately measure what the instructor expects of me.
The basis for assessing my performance is clearly explained.
My instructor provides feedback promptly enough to benefit me.

Student Perceptions of Learning

I have gained a good grasp of concepts and techniques in this course.
I have enhanced my creative ability in this course.
I have learned to value different interpretations in this course.
I have developed skills needed in this field.

APPENDIX 11

Student Assessment of Instruction: Hybrid Course Form

Organization and clarity

My instructor provides clear guidelines for the work required in this course.
My instructor spaces assignments so they are due at reasonable intervals.
My instructor explains the subject matter clearly.
My instructor clearly communicates course goals and objectives.

Enthusiasm and intellectual stimulation

My instructor stimulates my thinking.
My instructor motivates me to do my best work.
My instructor encourages open discussions.
My instructor helps keep me engaged in this course.

Rapport and respect

My instructor helps students sufficiently with course-related issues.
My instructor respects opinions different from his or her own.
My instructor fosters mutual respect among students.
I am learning to value new viewpoints in this course.

Feedback and accessibility

Assessment methods accurately assess what I have learned in this course.
Grades are assigned fairly.
My instructor gives feedback promptly enough to benefit me.
My instructor is clear about when she or he is accessible online.

Student perceptions of learning

My instructor promotes my understanding of important conceptual themes.
My instructor enhances my capacity to communicate effectively about the course subject matter.
My instructor encourages students to learn from each other.
My instructor encourages me to value new viewpoints related to the course.

APPENDIX 12

COURSE SYLLABUS GUIDELINES

The faculty handbook specifies that the following should be the minimum included in a syllabus:

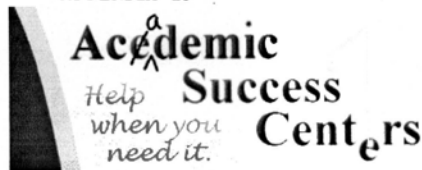
1. Course purposes and content
2. Course requirements (assignments, exams, attendance policies, etc.)
3. Evaluation procedures
4. Course schedule of activities (flexible)

The suggested format includes the following:

1. Course number and title
2. Department
3. Instructor
4. Catalog description and credit hours
5. Prerequisites or co-requisites
6. Purposes or objectives
7. Expectations of students
8. ADA statement
9. Course content or outline
10. Textbook and/or other required materials
11. Basis for student evaluation (Assignments and points)
12. Grading Scale (Number of points for A, A-, etc. matched to pts. of course)

Americans With Disabilities Act Statement

Western Carolina makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services (contact Carol Mellen at 227-7127). The letter received from Students Support Services should be presented as documentation to the instructor as early in the semester as possible.



Writing Center | Student Technology Assistance Center | Catamount Academic Tutoring Center | Mathematics Tutoring Center | Fall 2005 Success Center flyer (PDF)



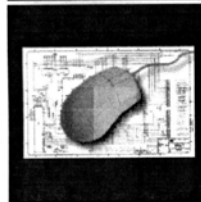
The Writing Center offers one-on-one peer tutoring for writing across the curriculum. Both English graduate assistants and undergraduate students from departments such as Communications/Electronic Media, Computer Science, English, History, Music, and Philosophy interact collaboratively with students to strengthen both the paper and the writer.



The Math Center provides tutoring in all lower-division mathematics classes and computer science classes. Student peer tutors are available on a drop-in basis to provide assistance with homework, review concepts, help with math study skills, and answer questions about math courses. Individual, regularly scheduled tutoring appointments are available. The Center also offers a workshop on "How to Survive a College Math Class" for students taking their first college math course.

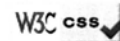
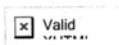


The CAT Center is designed to ensure the academic success of all WCU students by offering peer tutoring, study groups, and workshops to improve learning. The CAT Center will offer small group tutoring for most 100 and 200-level classes in subjects ranging from Psychology to Chemistry to Economics. If you are experiencing difficulty in a course that does not offer tutoring, stop by the Center and fill out a request form.



The Technology Assistance Center contains 11 Windows-based and 3 Macintosh computers and is set up much like other computer labs across campus; however, the Center emphasizes the individual needs of the student. Contact us if you need help using word processing, spreadsheets, databases, electronic presentations, campus network tools (such as WIN, Campus Pipeline, VAX), or the Internet (such as web browsers, newsgroups, E-mail).

Western Carolina University
Cullowhee, NC 28723





Power Your Mind

Western Carolina University - Student Support Services

- quick links -

- home
- cybercat pipeline
- wcu home
- student homepage

March 3, 2006

home

services

services
eligibility
applying

about

staff
news
links



Services

All participants in our program are assigned an advisor who will meet with them on a regular basis. Advisors help students stay focused while they work toward a degree.

For students who have not yet declared a major field of study, Student Support Services advisors serve as academic advisors as well. Students with a declared major will meet with both a departmental advisor and their SSS advisor.

Counseling:

- Academic counseling
- Personal counseling
- Transition to college
- Career counseling
- Referral to additional resources

Academic Mentoring:

- Study techniques
- Learning styles
- Organizational skills

Advising:

- Academic advising
- Early registration
- Orientation
- Major declaration

Disability Support:

Students with a documented disability may be provided with appropriate academic accommodations such as:

- Note Takers
- Testing accommodations
- Books-on-Tape
- Readers / scribes
- Use of adaptive equipment
- Priority registration
- Educational Support Plans (ESP's)

Tutoring:

- Individual
- Small group

Student Support Services
137 Killian Annex
Western Carolina University
Cullowhee, NC 28723
Phone: (828) 227-7127
FAX: (828) 227-7078

Western Carolina University
Academic Calendar
FALL 2007

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Aug 20- Orientation	Aug 21- Registration Convocation & Valley Balleyhoo	Aug 22– All classes begin	Aug 23	Aug 24
Aug 27	Aug 28	Aug 29	Aug 30	Aug. 31
Sept. 3- Labor Day – NO Classes	Sept. 4	Sept. 5	Sept. 6	Sept. 7
Sept. 10	Sept. 11	Sept. 12	Sept. 13	Sept. 14
Sept. 17	Sept. 18	Sept. 19	Sept. 20	Sept. 21
Sept. 24	Sept. 25	Sept. 26	Sept. 27	Sept. 28
Oct. 1	Oct. 2	Oct. 3	Oct.4	Oct. 5
Oct. 8	Oct. 9	Oct. 10 – Fall Break No Classes	Oct. 11- Fall Break No Classes	Oct. 12- Fall Break No Classes
Oct. 15	Oct. 16	Oct. 17	Oct. 18 -last day for "W"	Oct. 19
Oct. 22	Oct. 23	Oct. 24	Oct. 25	Oct. 26
Oct. 29	Oct. 30	Oct. 31	Nov. 1	Nov. 2
Nov. 5	Nov. 6	Nov. 7	Nov. 8	Nov. 9
Nov. 12	Nov. 13	Nov. 14	Nov. 15	Nov. 16
Nov. 19	Nov. 20	Nov. 21 Thanksgiving	Nov. 22 Thanksgiving	Nov. 23 Thanksgiving
Nov. 26	Nov. 27	Nov. 28	Nov. 29	Nov. 30
Dec. 3	Dec. 4 – Reading Day	Dec. 5	Dec. 6	Dec. 7
Dec. 10– Final Exams	Dec. 11– Final Exams	Dec. 12 – Final Exams	Dec. 13– Final Exams	Dec. 14– Final Exams
15 -Monday	15 -Tuesday	15-Wednesday	15-Thursday	15-Friday

75 Class Days

Residence Halls Open – August 18, 2007
 Orientation (Freshman/Transfer) – August 19, 2007 (F)
 August 20, 2007 (T)
 JumpStart Sessions – August 19, 20, 21
 Registration – August 21, 2007
 First Day of Classes – Wednesday, August 22, 2007
 Last Day of Classes – Friday, December 7, 2007
 Labor Day - No Classes - Monday, September 3, 2007
 Fall Break – No Classes – Wed, Thurs, Friday, October 10,
 11, 12, 2007
 Homecoming – Saturday, October 27, 2005
 Last Day to drop with a "W" – Thursday, October 18, 2007

Thanksgiving – No Classes - Wed. Thurs., Fri. –
 November 21-23, 2007
 Reading Day – No Classes – Tuesday, December 4,
 2007
 Final Exams – Saturday-Friday, December 8-14, 2007
 All Grades Due by 10:00 AM on Monday, December 17,
 2007
 Commencement - Saturday, December 15, 2007

Western Carolina University

Academic Calendar

SPRING 2008

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
				Jan. 11 Orientation & Registration Jan. 18
Jan. 14 –All classes begin	Jan. 15	Jan. 16	Jan. 17	
Jan. 21 – MLK Holiday – No Classes	Jan. 22	Jan. 23	Jan. 24	Jan. 25
Jan. 28	Jan. 29	Jan. 30	Jan. 31	Feb. 1
Feb. 4	Feb. 5	Feb. 6	Feb. 7	Feb. 8
Feb. 11	Feb. 12	Feb. 13	Feb. 14	Feb. 15
Feb. 18	Feb. 19	Feb. 20	Feb. 21	Feb. 22
Feb. 25	Feb. 26	Feb. 27	Feb. 28	Feb. 29
Mar. 3- Spring Break	Mar. 4- Spring Break	Mar. 5- Spring Break	Mar. 6- Spring Break	Mar. 7- Spring Break
Mar. 10	Mar. 11	Mar. 12	Mar. 13	Mar. 14
Mar. 17	Mar. 18	Mar. 19- Last day for "W"	Mar. 20- Easter Break	Mar. 21- Easter Break
Mar. 24	Mar. 25	Mar. 26	Mar. 27	Mar. 28
Mar. 31	Apr. 1	Apr. 2 –	Apr. 3–	Apr. 4–
Apr. 7	Apr. 8	Apr. 9	Apr. 10	Apr. 11
Apr. 14	Apr. 15	Apr. 16	Apr. 17	Apr. 18
Apr. 21	Apr. 22	Apr. 23	Apr. 24	Apr. 25
Apr. 28	Apr. 29 – Reading Day	Apr. 30	May 1	May 2
May 5- Final Exams	May 6- Final Exams	May 7- Final Exams	May 8- Final Exams	May 9- Final Exams
15-Monday	15-Tuesday	16-Wednesday	15-Thursday	15-Friday

76 Class Days

Residence Halls Open – January 11, 2008
 Orientation – January 11, 2008
 Registration – January 11, 2008
 First Day of Classes – Monday, January 14, 2008
 Last Day of Classes – Friday, May 2, 2008
 Martin Luther King Holiday - Monday, January 21, 2008
 Last Day to drop with a "W" – Wednesday, March 19, 2008
 Spring Break –March 3-7, 2008

Easter Break – Thursday and Friday, March 20 & 21, 2008
 Reading Day – No Classes – Tuesday, April 29, 2008
 Final Exams – Saturday – Friday, May 3-9, 2008
 All Grades Due by 10:00 AM on Monday, May 12, 2008
 Commencement - Saturday, May 10, 2008

Summer, 2008

May 12-27	Monday-Tuesday	Mini-session
May 12-July 2	Monday-Wednesday, 8-5	Assisted registration for Asheville, Karpen Hall, UNCA
May 30	Friday, 8a.m.-5p.m.	Registration in Cullowhee
June 2	Monday, 8 a.m.	Classes begin
June 2- August 1	Monday-Friday	Summer session (10 weeks)
June 2 – July 1	Monday- Tuesday	First summer session
July 1	Tuesday	First Session Final Exams
July 4	Friday	Independence Day Holiday
July 2	Wednesday, 8 a.m.-7 p.m.	Registration in Cullowhee
July 2	Wednesday, 8 a.m.	Second Session classes begin
July 2- August 1	Wednesday- Friday	Second Summer Session
August 1	Friday	Second Session Final Exams 10 week Session Final Exams
August 1	Friday 7 p.m.	Commencement