



Faculty Handbook

Prepared
by

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Faculty Handbook Subcommittee
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SCOPE and RATIONALE

Introduction

Welcome to Roanoke-Chowan Community College. This *Faculty Handbook* is a procedural guide for important instructional, student services, and general policies relevant to faculty members. It is a supplement to the Policy Manual and contains information unique to the faculty role.

We thank you for choosing to be an important part of the instructional team at Roanoke-Chowan Community College. We are proud of this institution's great tradition of offering superior educational programs for students. You now have a significant role in maintaining this strong educational reputation through your excellence in teaching. Our fundamental educational strengths are a focus on student learning through engaging teaching strategies that require students to think through key concepts. We value a learning environment that provides academic challenge and support and that recognizes multiple learner needs. We strive to be accessible to our students and to build a life-long appreciation for learning.

This handbook will provide you with the information you need in carrying out the responsibilities as an R-CCC instructor. If you have questions or need additional information, please remember that your first resources are your Lead Faculty member and Division Director.

Because there is so much information that faculty need to know that it cannot possibly be contained in one location, faculty are encouraged to consult the Roanoke-Chowan Community College website (www.roanokechowan.edu), the Curriculum Folder in the shared drive, their lead faculty, division director, and their fellow faculty whenever the information they are seeking cannot be found in this handbook or when more information about a topic is only briefly described here. Additionally, the staff in the Office of the VP of Instruction is always available to address any questions or concerns faculty may have.

Again, welcome to R-CCC where we are ***Changing Lives Through Learning!***

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Chapter 1: Instructional Foundations

The College Mission, Vision, and Values drive our goals.

Mission

Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

Vision

Roanoke-Chowan Community College will be a world-class educational institution positively changing the lives of those served.

Values

R-CCC employees value student success, high-quality instruction and service, innovation, access, social awareness, fairness, respect, accountability, equity and community development.

Institutional Goals:

Committed to achieving its mission, Roanoke-Chowan Community College has developed a strategic action plan founded on its Institutional Goals.

To achieve its mission, the College will:

- Provide resources and services to meet the academic, economic, social, career, and leadership needs of a diverse student population. IG#1 Students
- Provide high quality and accessible learning using traditional and nontraditional educational settings, technology, and emerging programs that respond to a changing job market and industrial growth. IG#2 Students
- Provide excellence in student-centered teaching, incorporation of best practices in technology, student engagement, and active learning teaching strategies. IG#3 Faculty
- Employ a staff that demonstrates commitment to the College's mission with an emphasis on customer service and professional development. IG#4
- Administer efficient, productive, and responsible use of all available resources through a comprehensive planning and management system. IG#5 Finance
- Plan, achieve, and maintain a systematic maintenance service that provides facilities for programs and future expansion. IG#6 Facilities
- Provide a safe physical environment in which the college community may pursue educational and workplace goals and activities. IG#7 Safety and Security
- Continuously improve the effectiveness of the College by engaging all college stakeholders in appropriate planning, research, marketing, and resource development. IG#8 Institutional Advancement

- Offer programs and services that meet economic, social, and personal development needs of the community. IG#9 Community Development
- Provide an infrastructure capable of utilizing current technology that increases student achievement in academic and career goals, employee productivity, and community services. IG#10 Technology
- Develop and implement programs and services that support economic growth and employment. IG#11 Workforce Development
- Provide high quality and cutting-edge professional development opportunities for faculty and staff. IG#12 Professional Development

Chapter 2: Faculty Responsibilities

Collegiality

The faculty of Roanoke-Chowan Community College are expected to carry out specific job assignments and contribute to the attainment of institutional goals through a cooperative effort within the total college and the community at large. Faculty are expected to establish good human relations with students, colleagues, and the general public by being friendly, approachable, and cooperative.

Faculty can exhibit their commitment to the philosophy of the College by placing students' needs first and by cooperating with and supporting other offices and divisions. In addition, employees are expected to demonstrate professional behavior by being ethical and professional in all dealings, by presenting an appropriate appearance, by exercising propriety in conduct and speech, by being discreet in handling privileged information, and by acting to protect the well-being of the College.

The American Association of Community and Junior Colleges promotes a recommended code of ethics for colleges, which R-CCC has accepted. This code includes, in part, the following values:

- Trust and respect for all persons within and without the College.
- Honesty in actions and utterances.
- Fairness and justice in the treatment of all.
- A pervasive sense of integrity and promise keeping.
- A commitment to
 - intellectual and moral development
 - quality
 - individual empowerment
 - the community college philosophy
 - college above self
- Openness in communication.
- Belief in diversity within an environment of collegiality and professionalism.

Day-to-day Operations

Each faculty member is responsible to a Lead Faculty and/or an appropriate Division Director for the following responsibilities:

- Conduct all class hours assigned in accordance with course schedules and the college calendar.
- Prepare lecture and/or demonstration materials in a professional manner.
- Notify the Lead Faculty or Division Director as soon as possible in the event of absence. The Associate Dean should be notified in the event the Division Director or Lead Faculty is unavailable. If possible, please contact your students as well.
- Make preparations prior to illness in order to ensure a meaningful, alternative educational experience, which students might use in place of a class meeting (research assignment, library work, visitation to industry, etc.). Supplemental

Moodle sites are a great way to provide students meaningful learning opportunities, regardless of circumstances.

- Assume reasonable responsibility for security, maintenance, and inventory of equipment and supplies assigned to that teaching station.
- Prepare and submit student grades, student attendance, and other reports as needed in a timely manner meeting all deadlines.
- Maintain grades in Learning Management Systems (LMS) and take attendance daily.
- Adhere to all FERPA guidelines ensuring confidentiality of student records.
- Participate fully in the Quality Enhancement Plan and the General Education Outcomes process and meet deadlines as required.

Workweek: Full-time

The number of hours included in a normal workweek for employees of Roanoke-Chowan Community College varies according to the position held. For purposes of assignment of working hours, there are three categories of full-time employee positions, including faculty, non-teaching professional staff, and support staff. The normal on-campus workweek for faculty is a minimum of thirty hours, including teaching and office hours. By subtracting the number of teaching hours per week from thirty, the office hours each week can be calculated. No overload hours should be included in the calculation; only regular load hours count toward the thirty-hour minimum. It is expected that in addition to the thirty on-campus hours, faculty spend ten additional hours involved in class-related activities such as preparation and grading for a total of 40 hours worked per week.

In general, instructors are expected to be on campus whenever students are here. However, there are days when faculty members need to be on campus even though students may not be. These include all faculty workdays (and workshop days), recruiting events/Open House, registration days and exam days. These are days when students and/or staff may need to consult with individual instructors and/or groups of them. On these days, if hours are not announced, such as on workshop days, faculty members are expected to put in a minimum of three office hours sometime within the standard work day (7:30 -5:00).

Other days when faculty members are expected to be present beyond what might be normal working hours for them are days when faculty meetings are planned. These are usually scheduled for late-afternoon or Friday morning so that the largest number of faculty may be free to attend.

For vacation purposes, instructional assistants follow the same schedule as staff; exceptions to this may be approved by the Vice-President.

Attendance at workshops, conferences, seminars, and other meetings outside normal work hours is not considered in calculating the total hours worked during a week.

Graduation, First Days, and College-wide Recruiting Days

The first days of the semester for students and for faculty are critical times, and as such, faculty are expected to be present for opening day activities and for the first day of class unless there are exceptional circumstances (e.g., family illness, personal illness). Activities, vacations, and appointments that can be planned for other times in the year are not acceptable reasons for missing these pivotal days in the instructional year.

Attendance at graduation is also mandatory, and faculty should not be absent without an exceptional circumstance.

Because enrollment is critical to the college's ability to fulfill its mission and to be appropriately funded, college-wide recruiting days are also mandatory days for faculty. These dates will be published with sufficient advance notice so that faculty may plan accordingly.

The Vice President must approve absences from either **opening days, first class days, graduation, or college-wide recruiting days/events**.

Adjunct

Part-time faculty are an integral part of instruction at Roanoke-Chowan Community College. All adjuncts are expected to maintain high professional standards, to abide by college policies and procedures, and to follow the policies and procedures of their respective programs and departments. All adjuncts are required to attend the Adjunct Faculty Orientation that is held at the start of each semester. The College will provide a virtual or webinar component to the adjunct orientation for online adjunct faculty who are living at a distance from the College and cannot physically attend the orientation.

Prior to adjuncts teaching a class, the adjuncts' supervisor should provide them with departmental policies, class syllabi, etc.; and the supervisor should also ensure that the correct textbooks are available as well as other resources adjuncts might need to teach their class.

Adjuncts must complete all required Web Advisor documentation—attendance, 10% census report, and final grade. Adjuncts must also complete drop/add (form online) and early alerts (using Aviso) as needed. Similarly, adjuncts must adhere to all the policies and guidelines listed in the *Faculty Handbook*.

Adjuncts are hired on a semester-by-semester basis and are paid according to the contact hours for each course. (Lab courses that are taught as co-requisites to a theory course are not considered a separate course.) Also, adjunct contracts are paid over four months, usually beginning the second month of employment.

Adjuncts who need assistance or have a question related to the College should contact their supervisor.

Teaching Loads

Workload assignments are calculated for an academic semester (fall and spring). A faculty member who does not have a minimum teaching load and sufficient FTE generation (typically, ≥ 10 /semester) for the fall and spring semesters may be assigned additional responsibilities, particularly recruitment activities. All nine (9) month faculty members are paid at the adjunct faculty rate for all summer courses.

Division Directors are responsible for the initial development of the schedule/workload with the assistance of the associate dean. Faculty members do not create their own course schedule. Division Directors are expected to carry a 50 % teaching load and the remainder of their responsibilities will be administrative. Lead faculty will have a one-course reduction in workload.

The Vice President has final approval for determining any duties other than teaching and coordination of cooperative education students that may be considered in determining the full-time status of a faculty member. These duties may include educational leave, faculty development activities, and curriculum or course development activities. Normally, an instructor whose full load includes educational leave, faculty development, or curriculum development will not be eligible for an overload. Approval for the expenditure of funds for duties calculated as part of a fulltime teaching load is the responsibility of the Vice President.

NOTE: All requests for a reduction in the teaching load or for release time should be accompanied by written documentation and must be approved by the appropriate division director **and** the VP of Instruction. Such exceptions will be made on a case-by-case basis.

Contact hours for distance learning courses are equivalent to traditional seated course contact hours when calculating faculty load. Due to the extensive work load involved in providing high-quality online courses with heavy faculty-student engagement, faculty members wishing to teach fully online must have a history of strong online performance, as indicated through past online course evaluations, student evaluations, and Division Director feedback.

The following guidelines are used to determine *minimum* faculty workloads:

Load consists mainly of lecture classes: 18

Load consists of a mixture of lecture/lab/clinical classes: 21

Load consists almost entirely of lab/clinical classes: 24 -26

The specific ranges for each program and discipline are below:

Contact Hours	Programs/Discipline
18-21	College Transfer/General Education
18-21	Business and Computer Technologies
18-24	Health Sciences
24-26	COS
18-21	Public Services
24-26	Industrial Technologies

Teaching Overload Classes

When extra classes are available, full-time faculty may be assigned an overload. Courses beyond the maximum instructional load are only eligible for overload pay if the instructor is generating sufficient FTE (typically ≥ 10 /semester).

When teaching shortages arise, administration may also request that a faculty member teach more than one overload class. Teaching assignments for fall, spring, and summer may vary, depending upon the needs of the college.

Faculty who are assigned to lower enrollment classes that are critical to student success will not be penalized for the reduced FTE earnings. Class assignments that could result in lower FTE include the following*:

- Courses for an off-campus site
- Critical courses for unique student populations (developmental, upper-level general education courses required for BDPs)
- Courses required for graduation

*NOTE: This list is not exhaustive.

The primary reason for offering any class is student need and should be the overriding factor in all scheduling decisions. Instructors' desire for overload pay cannot drive the scheduling process.

Potential negative outcomes of scheduling for overload include the following:

- Interference with students' choice of instructors
- Negative impact on students' learning environments (i.e., instructors are assigned courses for FTE-potential versus their expertise and experience with the course content)
- Last-minute course losses for adjuncts and attendant negative feelings (which could reduce the adjunct pool)
- Unmanageable Moodle course copy issues
- Schedule disruption as some faculty changes could have a ripple effect
- Etc.

Door Schedules

Time not spent in class, lab, and/or shop is to be used for class preparation, office/tutoring hours (5 hours required), advising, recruiting, committee assignments, meetings, and administrative duties as required. Door schedules should be submitted within the first week of class each semester.

At the beginning of the semester, lead faculty will submit workload schedules to the appropriate division directors for the full-time faculty in their department. After approval by the division director, each schedule will be submitted to the VP of Instruction for final approval.

Faculty members must maintain and post door schedules that include at least 30 hours on

campus each week (contact/credit hours taught, room numbers for where each class is being held, office/tutoring hours and other on campus hours). Faculty should then submit a copy of their schedule to their supervisor for approval. Division Directors will forward a copy of each faculty member's door schedule to the VP of Instruction.

If a schedule changes for any reason during the day, it is required that a notation of the instructor's location and date/time of return be posted on the door. Additionally, during the first two weeks of each semester, lead faculty and division directors will make sure that current syllabi for all courses being taught are forwarded to the VP of Instruction office. The Administrative Assistant to the VP of Instruction will be responsible for posting all syllabi and faculty door schedules on the College shared drive.

The VP of Instruction may make exceptions to the work load guidelines when necessary for the efficient operation of the College.

Independent Study

When students' critical class needs cannot be met through the scheduled offerings and when they have the required discipline and academic skills to work independently, administration may ask faculty to provide an independent study. Faculty who teach independent study courses will receive \$100.00/student if they are carrying a full load and generating sufficient FTE. They must also maintain the independent study documentation required by the NCCCS FTE program audit.

Coordination of Cooperative Education Students

Faculty who coordinate cooperative education students may do so as part of their regular instructional load or be paid at a designated rate per student per semester. The time of payment will be at the end of the semester or session in which the activities occur.

Coordination of cooperative education students may be considered a part of the teaching load in the following ways:

- The supervision of four students during a semester or session equates to one semester instructional hour.
- The supervision of eight students during a semester or session equates to two semester instructional hours.
- The supervision of twelve students during a semester or session equates to three semester instructional hours.
- Instructional hours earned through supervision of cooperative education students will be considered as part of the three-hour overload, or be used to complete a normal teaching load. No more than twelve (12) students should be supervised by an instructor during any semester.

Academic Governance

Faculty carry out the most critical part of the college's overall mission: helping students learn. The views and participation of the faculty are essential in accomplishing this mission. The college has a structure of committees through which faculty share perspectives and offer recommendations for decision-making at the department, academic division, Instruction Division, or college level. In addition to carrying out the work of the

committees, the faculty representatives facilitate communication between the committees and the college’s faculty. Faculty interested in opportunities to address committees should contact the committee chairs in advance. Faculty are also encouraged to serve on the Faculty Senate and to use the Senate as an additional means for expressing the faculty’s opinions, perspectives, and recommendations on matters related to curriculum and academic standards.

Compensation

Adjuncts

R-CCC offers a competitive pay scale for adjunct faculty. Some faculty members are paid via contract, and some are paid via a timesheet (i.e., nursing and cosmetology).

Adjunct faculty who have not completed required paperwork for human resources and student records have not fulfilled their responsibilities to the college and are not entitled to payment until all records and forms are completed satisfactorily.

Educational Level	R-CCC P/T Faculty Hourly Rates Effective Fall 2021
Vocational Diploma, Certificate, or less	\$27.70
Associate Degree	\$28.09
Bachelor’s Degree	\$29.76
Master’s Degree	\$31.24
Education Specialist	\$31.74
Doctoral Degree	\$33.38

Standard Pay Scale for Instructional Supervisory Stipends

Procedures for determining the stipend for levels of supervision in the curriculum department:

Levels

- Division Director
- Lead Faculty
- Faculty

Faculty salary is determined based on the salary scale used by HR for all positions in curriculum. When faculty members are promoted to Lead Faculty, they will be offered a stipend of \$1,500 and a reduced load of one course reduction equal to 3-5 contact hours based on the discipline. (e.g., ENG-3, CIS-4, BIO-6 contact hours per course). ***Exception**

will be Health Care Technology.

In cases of promotion from Lead Faculty to Division Director, they will be offered a stipend of \$3,000 and a reduced load of 50% of the maximum load range for the discipline between 10-12 contact hours. (e.g., Industrial/Construction Tech discipline-12 contact hours, College Transfer/General Education discipline-10).

The reduced workload offered provides time for the Lead Faculty and Division Directors to perform administrative duties and supervise their respective departments based upon the job description of each position. Upon stepping down from either of the positions, the stipend and reduced workload will be forfeited and the faculty will return to a regular salary and workload based upon the current faculty workload scale. Promotions offered from one level to the next are diagrammed below. The faculty should be first a Lead Faculty before they can move to a Division Director.

Current Position	Promotion level	Stipend allowed	Workload
Faculty	Lead Faculty	\$1,500	Two-course reduced load/6-8 contact hours
Lead Faculty	Division Director	\$3,000	Reduced load of 50% of the maximum load range per discipline

*In the promotional levels of a faculty to division director/division manager, the additional stipend shall not exceed \$4,500.00. *Exceptions*

Full-time Faculty

Full-time faculty salaries are determined by the President in cooperation with HR, taking into consideration years of teaching experience and highest educational credential earned.

Contracts

Employment contracts for full-time personnel are issued from the President's office at the time of hiring and annually thereafter for as long as the individual remains employed by the College. An issued contract does not commit the College to future employment. A copy of the various contract forms is available to any faculty or staff member upon request.

Courses may have class, lab, and clinical hours. Contracts are generated for class and lab hours only. Because some courses have different start and end dates, contracts may be generated at different times during the semester. The monthly payroll deadline is the 10th of each month. Courses that begin after the 10th of a month will be paid on the pay date of the next month.

Contracts are distributed to adjunct faculty via the instructional office to the Business Office for approval and returned to HR/Payroll for processing.

Timesheets

Faculty who teach clinical hours will be asked to submit a timesheet. Timesheets should be submitted separately for each month. Timesheets must be complete with required information and submitted to the respective Division chair or supervisor no later than the 3rd day of the month. Incomplete or late timesheets will result in delay of payment.

Paychecks and Pay Dates

Paychecks are released once per month on the last working day of the month, with the exception of December. Fulltime faculty are paid by direct deposit; however, direct deposit is not an option available to part-time employees. They may pick up their paychecks, which are available at the Cashier's Counter in the Jernigan building on the pay date of every month until 1:00 p.m. Checks are mailed at 1:00 p.m. and are sent to the mailing address on file with Human Resources.

Teaching Load and the Affordable Care Act (ACA)

The adjunct faculty teaching load is less than 30 hours per week, which is in compliance with the ACA.

In the rare case that an adjunct is asked to work more than 30 hours per week, he/she will be offered health insurance through the state High Deductible Health Plan (HDHP).

State Retirees: While the retiree is not required to enroll in the HDHP, the retiree is no longer eligible for the State Health Plan retiree group coverage under the Retirement Systems as required by state law. Therefore, the Plan will terminate the retiree from the State Health Plan retiree group coverage under the Retirement System.

Class Meetings & Breaks

To ensure the quality of R-CCC curriculum programs and courses, all faculty are expected to hold classes the total length of time for which the classes are scheduled. Each class is scheduled for fifty minutes of instruction per hour. Classes that are scheduled for blocks of more than one hour are not allowed to "bank" the break time to allow for early dismissal. Since students are to be given a break after every 50 minutes of instruction, a class that meets from 5:30-7:50 p.m. would break at 6:20 p.m. then again at 7:20. However, instructors cannot bank the break times to allow students to leave class at 7:30 p.m.

Students are entitled to and pay for a specified number of instructional hours, and the course credits earned by students reflect those hours. A commitment to quality instruction dictates that instructors fulfill the responsibility to provide the allotted period of instruction.

Also, at times, instructors may give an assignment or a test that students will complete at different points in the class period. If such an assignment or test is given and students are allowed to leave as they finish their assignment/test, the instructor is still required to stay for the full class length [NCAC23 1A.0101(5)].

Online Courses—Instructor Participation Requirements

R-CCC uses Moodle as the online course delivery platform. Instructors teaching online classes are required to access and participate in each of their online classes at least 4 times per week. Online class participation should mimic the seated classroom experience as closely as possible.

Instructor Absences

If, during the semester, it should become necessary for an instructor to be absent from class, it is important that the instructor's immediate supervisor be notified so that appropriate arrangements may be made. When possible, arrangements should be made ahead of time. Instructors who need to be away from campus during hours their courses meet must notify their lead faculty, who in turn will notify the division director.

In all cases, it is important that the instructor make a person-to-person contact and try to avoid leaving a voicemail or e-mail message. If the lead faculty cannot be reached, contact the Administrative Assistant to the VP of Instruction (252-209-8420) or the switchboard operator.

The instructor should make arrangements for classes to be covered by other faculty. A completed Class Coverage/Make-up Schedule form (**Appendix C**) should be turned in to the lead faculty within 3 days after returning to classes for submission to the VP of Instruction. If students are assigned to complete assignments in the Learning Resource Center, the Center should be contacted in advance, so plans may be made for possible increased activity and need for assistance.

For full-time faculty, appropriate leave forms (**Appendix L**) must be completed and processed as soon as possible. Part-time faculty do not have leave for absences. Absences could result in an adjustment to the employment contract for adjunct or part-time.

Course Schedule

The goal of the Instruction division is to develop a class schedule that will give students and opportunity to register for courses needed to make progress towards attaining their degree. A semester schedule encompasses courses, staff, and facility usage. Lead faculty work closely with faculty in their area to develop a schedule that meets the needs of the students in their respective areas of study. Lead faculty also work with their peers across the institution to insure general education and other elective courses are offered at a time that works for students in their program area.

A program schedule is built based on the program of study which outlines the suggested sequence that a student should follow to complete the degree program/certificate. Developing a schedule that allows students to build a schedule with maximum course selectivity is top priority. Another key component is spreading courses out during the day and night so that students are better served with more choices, which also optimizes the amount of teaching space needed to meet the academic mission of the college.

All classes offered are based upon sufficient enrollment to cover the associated course cost. Classes may be cancelled as a result of low enrollment and/or financial considerations. According to Administrative Procedure 08-0503 (Utilization of Part-Time Curriculum Faculty):

Part-time faculty shall be employed only when all full-time curriculum faculty members in the respective program have a full workload as defined by AP 08-0501. In order to minimize the need for additional faculty and as part of overall budget management, the College shall offer class sections with low enrollment only when the class section is absolutely necessary in order to meet the needs of students. All attempts shall be made to ensure that the part-time faculty teaching assignment does not exceed 40 percent of the total semester teaching load.

When classes are cancelled due to low enrollment, every attempt will be made to help students adjust their academic schedules – as it is our goal to insure that students are making progress towards achieving their program degree.

Course Syllabi and Textbooks

Instructors are required to provide their students with a syllabus that outlines the student learning outcomes, expectations of students, methods of assessments to be used, and information regarding course content. Instructors may revise their syllabus as they see fit; however, all sections on the syllabi template (appendices) must be included on a course's final syllabus. At a minimum, the course syllabus should include the components provided on the syllabus checklist (see appendices). Sample syllabi for face-to-face, hybrid, blended, and online courses are posted in the shared drive: Curriculum>Syllabi.

Lead Faculty, in conjunction with their program faculty, select and order textbooks for each course. Once textbook requirements are determined, Lead Faculty submit request to Division Directors. Upon approval, Division Directors submit textbook information to the Office of Instruction for approval and submission to the Bookstore.

Evaluation of Instruction

All courses will be evaluated and observed by Lead Faculty and Division Directors. Student Evaluations of Teaching and Learning will be conducted online and face-to-face to ensure efficiency and to target all curriculum courses. Students are encouraged to participate and provide meaningful feedback so that the quality of instruction can be enhanced for all curriculum programs.

Evaluation results are returned to the VP of Instruction, respective Division Directors and faculty to be used as feedback regarding teaching effectiveness and to enhance the quality of programs and courses.

SACSCOC Accreditation

R-CCC is accredited by SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). SACSCOC is the regional body for the accreditation of degree-granting higher

education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America that award associate, baccalaureate, master's or doctoral degrees. Accreditation is intended to assure constituents and the public of the quality and integrity of higher education institutions and programs and also to help those institutions and programs improve. These outcomes are achieved through rigorous internal and external review processes during which the institution is evaluated against a common set of standards. When accreditation is awarded to an institution of higher education by SACSCOC, it means that the institution has:

- A mission appropriate to higher education,
- Resources, programs and services sufficient to accomplish this and sustain its mission,
- Clearly specified educational objectives that are consistent with its mission and appropriate to the degrees it offers, and that it is
- Successful in assessing its achievement of those objectives and demonstrating improvements.

Quality Enhancement Plan (QEP)

The QEP (Quality Enhancement Plan) is a required component of the reaffirmation process that reflects and affirms the commitment of the Commission on Colleges to enhancing the quality of higher education in the region and focusing on student learning. By definition, the QEP describes a carefully designed course of action that addresses a well-defined and focused topic or issue related to enhancing student learning.

R-CCC's QEP topic is still under development, but the preliminary data indicates that a focus on advising could positively impact student learning and success. This topic has evolved through input from a variety of sources, including instructors (both adjunct and full-time), administration, external stakeholders, and students.

A final vetting of the topic is underway, with a definitive decision by early fall 2021. Following this process, a literature review will begin, and the college will develop student learning outcomes.

Changes in Instruction

Faculty, including adjunct faculty, will be asked to integrate the QEP topic into their courses, to provide formative feedback on students' success. The topic will be implemented to some degree in every class offered by R-CCC. Adjuncts will be invited to all QEP professional development sessions and will have access to these workshops via the shared drive.

Assessing the QEP

How will the college measure success? The student outcomes will be assessed using instruments developed and/or chosen by the QEP Assessment Team.

Adjunct instructors played an important role in determining the QEP topic and will continue to play an important role in the implementation of the QEP. Professional development will be provided to all adjunct faculty to ensure the success of the QEP.

General Education Outcomes

The divisions have identified general education learning outcomes that each course should address. These outcomes are listed in each course outline, which can be found in the shared drive. Instructors should list the learning outcomes on their syllabi along with the more specific course competencies. Division directors, the associate dean, or the GE Coordinator can provide instructors with a list of the learning outcomes outlined for each course.

The shared drive (Curriculum folder) has extensive information concerning this process.

Professional Development

The College embraces the concept of lifelong learning and expects all faculty to stay abreast of educational, business, and industry practices as they relate to the respective academic field. As such, the College encourages and supports the participation of faculty and staff in both internal and external professional development activities. Board Policy 3.35 states the following:

All full-time faculty and staff positions shall be required to annually submit a professional development plan. Plans will be developed in consultation with the appropriate VP and/or supervisor. . .[and] shall address specific objectives and expected outcomes related to the position held as it relates to the broader goal of Institutional Effectiveness. A plan may cover a period of one or more academic years, dependent upon the nature of the activities to be completed. All plans will be approved by the VP of Instruction. This should occur in the same cycle as the faculty and staff evaluation process. When an individual is under disciplinary action or review, the Institution may require an additional action plan which focuses on improvement measures.

All full-time instructors are required to attend the professional development workshops organized by the College at the beginning of fall and spring semesters; part-time faculty are encouraged to attend. These workshops are designed to communicate informational updates about the status of the College and to provide information relating to employee responsibilities. Also, at varying times during the year, professional development workshops, seminars, and webinars may be held for faculty to take advantage of or may be required. Professional development is an ongoing process that should be continuously practiced by all faculty.

Adjunct faculty are expected to keep up with their area of expertise. For their professional growth and development, adjuncts are encouraged to attend any professional development activities that the College offers during the academic year or that is sponsored by the College. However, R-CCC does not financially support adjunct

professional development travel and registration costs for off-campus conferences. Online instructors have access to PD opportunities via the shared drive.

Chapter 3: Faculty Support

Faculty at Roanoke-Chowan Community College are under the direct supervision of the lead faculty and division director.

Division Director

A faculty member's greatest resource is the division director. The director can provide valuable information about classroom strategies, resources, etc. Any problem or concern should be broached with the division director first. In the division director's absence, the associate dean provides the same support.

Faculty Resources

Faculty resources can also be found on the shared drive (P>Curriculum). Information includes adjunct-specific content, online learning resources, forms, course outlines, SACSCOC and General Education Outcomes information and much more.

Course Materials

Course Outlines

The division director provides instructors with course outlines. Course outlines for each course are also available in the P drive.

Textbooks

The division chair or supervisor provides faculty with textbooks.

Syllabus

All faculty members are expected to prepare a syllabus for each class they teach. The required syllabus components are clearly indicated on the checklist as shown in Appendix A. Divisions may have specific policies and procedures that should be included. Instructors should check with their division directors for this information. Sample syllabi are available in the P drive.

Online instructors should also use the online course checklist when setting up their Moodle site for students. This checklist is available in the P drive.

Orientation

New full-time and part-time faculty orientation sessions are held each semester (summer excluded). The primary responsibility for orienting the new faculty belongs to the division directors, associate dean and VP. Faculty are required to meet with Technology Services to participate in a 30-minute technology information session. Sessions are available face-to-face or virtually. However, all faculty, division directors, and administrators recognize the duty to assist in this process.

Orientation will include information, assistance, materials, teaching aids, and other resources for curriculum faculty. The division directors also assist in this process.

Parking Tags

On-campus instructors should register for parking in the HR Office in the Jernigan building. There is no charge.

Campus Mailbox

Instructors who teach on the Main Campus in Ahoskie have a mailbox located in the Jernigan annex. Instructors who teach only online courses will have mail sent to them via email or the U.S. postal service.

Office

All full-time faculty members are provided an office. Office assignments are made by the academic up-line.

Adjunct faculty members who teach on main campus should speak with the Associate Dean about the potential for adjunct space from semester-to-semester.

Travel

Faculty who wish to travel to conferences, seminars, or other training associated with their jobs must **complete** a Travel Request form (**Appendix B**), obtain all the necessary signatures and submit it to the Business Office prior to taking the trip. Once the approval has been obtained, faculty can then proceed with making their reservations for hotel, air fare, etc.

All college-related travel that receives proper approval will be reimbursed 100% for all approved expenses. Upon return from traveling, faculty must complete a Travel Reimbursement form (**Appendix A**) within 30 days of return (whether reimbursement is requested or not). Receipts for all travel-related expenditures—excluding meals—should be submitted with the reimbursement form. If the reimbursement form is not received by the Business Office within the 30-day period, faculty forfeit their reimbursement.

When travel results in faculty missing scheduled classes, a Class Coverage/Make-Up Schedule Form (**Appendix C**) needs to be completed.

Copy Services and Classroom Supplies

The copy center is currently in transition. Please speak to the respective instructional assistant or division director if you are unaware of how to secure copies.

Copy machines can also be found in the following locations:

- Jernigan 134
- Freeland 144
- Young 105
- NSC Student Services Office
- NSC 26.

Each of these machines requires a copy ID code. Each full-time and part-time faculty will be assigned a copy ID code by the IT Department (252-862-1240). All copiers are for conducting college business, not for copying personal items. If instructors need to copy something for personal reasons, a coin-operated copier is located in the LRC.

Photo ID

Full-time faculty members will receive their photo ID through the Registrar. Adjunct faculty members who teach a seated class on any R-CCC campus should also obtain an R-CCC photo ID. An R-CCC photo ID is required for all faculty who are teaching at off campus sites, such as clinical.

Work Order System (Technology Services and Facilities Maintenance)

R-CCC uses a work order system to report technology issues or facilities maintenance requests. The work order system is accessible using the ServiceNow Portal. Login using your Roanoke-Chowan username and password. The same user account information is used for both technology and maintenance requests.

Technology work orders may be completed for all computer, printer, software, Moodle, e-mail, telephone, website, and any other technologies with which that you need assistance. Facilities maintenance requests may be completed for any issues related to classroom furniture, lighting, housekeeping, custodial care, etc.

Access to Technology

The Roanoke-Chowan Community College website address is roanokechowan.edu. Access to important documents, such as this one, is available in the shared drive (Curriculum).

R-CCC Email

All students, faculty, and staff have an R-CCC email account. This email account should be used as the primary means of communication between parties. Faculty members are expected to check their R-CCC email account on a daily basis.

WebAdvisor (Self-Service)

WebAdvisor is the user interface for the R-CCC Student Information System. The faculty module contains class rosters and student contact information. Faculty are expected to post attendance and final grades using this service.

Chapter 4: Policies*

**NOTE: This Chapter is not inclusive of all R-CCC policies. For a full review of policies, see the latest Policy Manual posted in the shared drive: Human Resources>Policy Manual.*

Academic Freedom

The Board of Trustees of Roanoke-Chowan Community College has adopted the following principles of academic freedom:

- The first obligation of every instructor is to do the best job of teaching of which he is capable. However, he has freedom to engage in research and development and may publish the results of such endeavors, provided these activities do not in any way interfere with his teaching duties.
- The instructor is entitled to freedom in the classroom in discussing his subject, but should be careful not to introduce into his teaching controversial matter which has no relation to his subject.
- The instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a person of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence, he should at all times be accurate, should exercise restraint, and should show respect for the opinions of others, and make every effort to indicate that he is not an institutional spokesman.

Board Policy: 2.2

Intellectual Property

The College encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the College or to enhance the teaching/learning environment.

Faculty, staff, and students, utilizing college time, property and/or materials, may create work that is subject to the College's intellectual property protection. The College will have exclusive rights to and ownership of such work; in addition, faculty, staff, and students will make such work available for use to the College without the expectation of further compensation.

The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined based on the criteria established in *Board Policy 8.10*.

Family Educational Rights & Privacy Act of 1974 FERPA

The Family Educational Rights and Privacy Act of 1974 (P.L.93-380, S513), signed by the President of the United States, became law as of November 9, 1974. Included in this law are requirements related to the privacy of student files and records.

The law specifically states that no institution of higher education shall prevent its students from inspecting and reviewing “all official records, files, and data including all material that is incorporated into each student’s cumulative folder.”

Although that act specifically refers to the access rights of parents, it provides that “whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the students shall thereafter only be required of and accorded to the student.”

The only individuals or agencies authorized to see a student’s record, other than the student, without the student’s written consent, are school officials with “legitimate” educational interests, officials of other schools in which the student “intends to enroll,” and certain government representatives. Students interested in reviewing their files must see the Registrar.

The College may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, if a student does not wish for the College to disclose directory information about himself/herself, the student should notify the Registrar in writing at the start of any semester while enrolled at the college.

An amendment to the Family Educational Rights and Privacy Act of 1974 and the Campus Sex Crimes Prevention Act (P.L. 106-386) requires all institutions of higher education to advise their campus community of where information concerning registered sex offenders in North Carolina can be obtained. In accordance with this amendment, the following Web address contains registered sex offender’s information for NC:

<http://sbi.jus.state.nc.us/DOJHAHT/SOR/Default.htm>

Administrative Procedure: 09-0209

Contracts

A new full-time employee (first-time hired or rehired after an absence of more than three consecutive calendar months) shall be issued a single three-month probationary employment contract. At the end of the probationary period, the immediate supervisor will meet with the employee to conduct a probationary evaluation. Upon recommendation of the supervisor, the employee may be issued a contract for the remainder of the fiscal year.

If a full contract is not to be offered to a new employee at the end of the probationary period, the new employee shall be so notified not less than ten consecutive calendar days

prior to the expiration of the probationary contract. New employees shall have no right of appeal to the R-CCC Board of Trustees if a full contract is not offered at the end of the probationary period.

Contracts for part-time curriculum faculty are issued on a semester-by-semester basis. Part-time curriculum faculty are paid at an hourly rate for the contact hours of each course taught. (Lab courses that are taught as co-requisites to a theory course are not considered a separate course.)

Secondary Employment

The employment obligations to Roanoke-Chowan Community College are primary; any other employment is secondary. Thus faculty are responsible for ensuring that other employment does not interfere with their work at R-CCC. Faculty need to complete a Request for Approval of Secondary Employment form (**Appendix M**) for any employment they have outside of their position at the R-CCC (this form needs to be completed each year and whenever new secondary employment is obtained).

Fringe Benefits

All regular full-time employees of R-CCC will be provided the fringe benefits authorized by state and federal statutes. These include but are not limited to Social Security, retirement, insurance options, health benefits, sick leave, vacation, and holidays. In some cases, the fringe benefits will require payroll deductions.

Full-time employees are eligible to join the State Employees Credit Union and the State Employees Association.

Employees Insurance

All regular full-time employees of the College are covered by major medical hospitalization insurance paid for by the state. Members of employees' families may be covered by this insurance for an additional charge paid for by the employee through a payroll deduction.

All regular full-time employees of Roanoke-Chowan Community College have the option of obtaining group life insurance from approved life insurance companies. Information on approved companies may be obtained from the Office of Human Resources.

Longevity Pay

Full-time employees are eligible for longevity pay in accordance with the following plan:

Years of Aggregate State Service	% of Gross Annual State Salary
10 but less than 15 years	1.50
15 but less than 20 years	2.25
20 but less than 25 years	3.25

The VP of Administrative and Fiscal Services at the College is required to submit to the State Board of Community Colleges by September 1 of each year a list of eligible employees with their salaries and anniversary dates.

Worker's Compensation

All regular full-time employees are covered by worker's compensation. This act requires that all accidents occurring during working hours must be reported to the industrial commission within five days after occurrence or knowledge of any injuries to an employee causing his/her absence from work or where medical treatment is received. Liability under this act applies only in injuries or death caused by an accident arising out of and in the course of employment in connection with school activities. In case of an accident covered by worker's compensation, individuals should give the necessary information to the Human Resources' Office.

Short-term Disability

Short-term disability benefits are payable after the conclusion of the 60-day waiting period, and therefore generally begin on the 61st day of disability. Short-term disability benefits are paid for up to 365 calendar days, provided you meet the requirements. The monthly short-term benefit is equal to 50 percent of 1/12 of your annual base salary that you received right before the short-term benefit period. This includes longevity and local supplements, if any, and is subject to a monthly maximum of \$3,000. These benefits are also subject to certain offsets or reductions for benefits received from other disability programs.

Long-term Disability

Long-term disability benefits are payable after the conclusion of the short-term disability period or after salary continuation payments cease, whichever is later, for as long as the individual is permanently disabled but not after he/she becomes eligible for an unreduced service retirement, provided he/she meets the requirements of the Plan.

Death Benefit

A death benefit for the beneficiary of an eligible full-time employee was added by an act of the 1967 North Carolina General Assembly. An employee may qualify for this benefit upon completion of a full calendar year of creditable service. If, after this period of time, an individual die while in active service (while being paid a salary), the beneficiary will receive a lump sum payment. The payment equals the highest 12 months' salary in a row during the 24 months before the death, but no less than \$25,000 and no more than \$50,000.

An employee who terminates his/her employment is eligible for the death benefit for a period of 180 days of the last day for which he/she was paid salary.

This benefit is in addition to any other benefits to which the employee may be entitled.

Equal Opportunity Policies

R-CCC is an affirmative action/equal opportunity institution. The College does not discriminate against students in admission to or access to the college's programs and activities based on race, color, gender, creed, age, disability, marital status, sexual orientation, veteran status, national or ethnic origin, or political affiliation. Nor does the College discriminate against faculty and staff or individuals interested in employment at the College as stipulated above. The College also is committed to maintaining an environment free from sexual harassment and retaliation.

The College supports the protection available to members of its community under all applicable Federal law, including Title III of the Americans with Disabilities Act, Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of Federal laws, including Title III of the American with Disabilities Act, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 799A and 845 of the Public Health Service Act, the Equal Pay and Age Discrimination Acts, the Rehabilitation Act of 1973, and Executive Order 11246.

Students having questions about these provisions should contact:

AVP of Student Services, Dr. Tanya Oliver
Student Services Center – Room 111F
252.862.1267

Employees or other non-students having question concerning the above-mentioned provisions should contact:

Director of Human Resources, Andrea Wright
Jernigan Building – Room 105
aawright1560@roanokechowan.edu
252.862.1310

College/Workplace Anti-Violence Policy

Safety and security of all students, staff, faculty and customers is a primary concern of Roanoke -Chowan Community College. Therefore, acts of violence made by or against any of the aforementioned will not be tolerated. Students, staff, faculty, and customers committing acts or threats of violence will be subject to disciplinary action that may result in dismissal/suspension from the College and/or having privileges suspended.

Roanoke-Chowan Community College has a zero tolerance for violence and, therefore, prohibits the following behaviors:

- any act or threat of violence made by an employee, student, or customer against another
- any act or threat of violence, including, but not limited to, intimidation, harassment, or coercion
- any act or threat of violence which endangers the safety of employees, customers, vendors, contractors, or the public

- any act or threat of violence made directly or indirectly by words, gestures, or symbols
- use or possession of weapons on the college campus

Harassment

The policy of the College is that no employee may engage in conduct that would be considered workplace harassment defined as unwelcome or unsolicited speech or conduct based upon race, sex, creed, religion, national origin, age, color, or handicapping condition as defined by North Carolina General Statutes 168a-3 that creates a hostile work environment of circumstances involving quid pro quo (something given or received for something else) harassment. Administrative Procedure 03-1002 outlines the details of College procedures relating to workplace harassment.

Sexual Harassment

Under Title IX of the Education Amendments of 1972, no education program or activity receiving federal financial assistance may exclude, deny benefits to, or discriminate against any person based on sex (20 U.S.C. sec. 1681.a). The purpose of the statute is to prevent “discriminatory practice” in education and “to provide... effective protection against those practices.”

Sexual harassment is a form of discrimination that may violate state and federal laws. Roanoke-Chowan Community College is committed to providing an environment for all students that is free from offensive or degrading conduct or remarks. In 1980, the Equal Employment Opportunity Commission adapted guidelines to help define sexual harassment in the academic setting. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made an expressed or implied term or condition of employment or status in a class, program, or activity.
2. Submission to or rejection of such conduct by an individual is used to make employment or educational decisions (such as hiring, promotion, or grading in a course).
3. Such conduct has the effect of substantially interfering with an individual’s work or educational performance or creates an intimidating, hostile, or offensive environment for working or learning.

If a student feels that he or she is being sexually harassed by another person, he or she should notify the appropriate instructor or staff person immediately. Sexually harassing behavior can be intimidating, exploitive, or coercive and diminishes the goals of the College to provide a healthy living, learning, and working environment. Students found guilty of sexually harassing another person will be subject to disciplinary action up to and including dismissal from the college.

Sexual Assault Response System

Roanoke-Chowan Community College provides a comprehensive Sexual Assault Response System that defines and coordinates the efforts of the College to provide a caring and effective institutional response to sexual assaults that maintains the dignity of all members of the campus community. Roanoke-Chowan Community College will not tolerate any form of sexual assault, rape, or nonconsensual sexual activity.

Members of the campus community found to be in violation of this policy will be subject to disciplinary action including, but not limited to, suspension and expulsion from the College. This policy will be enforced using internal disciplinary procedures, public safety programs, and the encouragement of external prosecution of alleged offenders. While allowing flexibility, this policy is intended to ensure continuity and consistency for both victims/survivors and accused perpetrators to receive needed support services.

The AVP, Student Services, will oversee the implementation of this policy/protocol and serves as a primary resource for the student reporting an assault. All students who are victims of sexual assault are encouraged to report to Security that a sexual assault has occurred on campus and/or contact the AVP, Student Services, as soon as possible after the alleged incident. Complaints by or against students will be handled by the AVP, Student Services, for resolutions within existing disciplinary procedures. The Security Department will investigate the crime and secure criminal warrants as appropriate. For more information about procedures involving student reports of sexual assault and the importance of preserving evidence as may be necessary to the proof of criminal sexual assault, contact the AVP, Student Services, or Campus Security. All incidents of sexual assault must be reported to the AVP, Student Services, with identifying information or anonymously.

Electronic Sexual Assault Guidelines

The primary purpose of the Roanoke-Chowan Community College computer network is educational, and all users must understand this purpose. Users must rely on the honesty, integrity, and respect for the rights of others. The College does not attempt to define all acceptable or unacceptable uses of the network. Some examples of unacceptable use include: using the network for any illegal activity, using the network for financial gain, invading the privacy of others and posting anonymous messages, and creating and displaying threatening, obscene, racist, sexist, or harassing material, including broadcasting unsolicited messages or sending unwanted mail. Unacceptable use of the network by students will result in suspension and/or loss of privileges. In addition, violation of state or federal statutes could make the users subject to criminal prosecution.

Pregnant and Parenting Students

Roanoke-Chowan Community College recognizes and accepts its obligation to support the educational endeavors of pregnant and parenting students under Title IX. When a

student is absent because of pregnancy, a pregnancy-related condition, or childbirth, the College is obligated to excuse the absence for as long as the student's doctor deems it medically necessary. Additionally, once a student discloses to faculty that they (or their partner/spouse) are pregnant, under Title IX policy, the student must be given an opportunity to make up missed participation (or an alternative assessment of equivalent point value) and additional time to submit late assignments without imposing a late grade penalty. Faculty should allow these students until the end of the course to turn in participation work and assignments.

If participation work or assignments have not been turned in by the date, faculty are required to submit final course grades. Faculty can post the student's current grade to date. Any questions regarding Title IX accommodations for pregnant or parenting students can be sent directly to the Title IX coordinator.

Non-Fraternization

Individuals employed by R-CCC who engage in relationships with individuals associated with the College who are in unequal positions within the organizational structure may undermine the real or perceived integrity of the supervision and evaluation process, as well as affect the trust inherent in the educational environment. It is the policy of the College that romantic, amorous, or sexual relationships not be conducted by persons in unequal positions.

The College considers it inappropriate for any member of the faculty, administration, or staff to establish an intimate relationship with a student, subordinate, or colleague upon whose academic or work performance he or she will be required to make professional judgments.

It is a violation of this policy for any member of the faculty, administration, or staff to offer or request sexual favors, make sexual advances, or engage in sexual conduct, consensual or otherwise, with a person who is:

- A student at the College in general and a student in a class taught by the faculty member or administrator, particularly;
- Receiving academic advising or mentoring from the faculty member or administrator;
- Working in any capacity for the faculty member, administrator or staff; and subject to any form of evaluation by the faculty member, administrator or staff.

The list on the previous page is not exhaustive, and other situations of fraternization may also result in a violation of this policy. Employees are expected to exercise their best judgment and discretion in all of their dealings with students or subordinate employees, and are expected to put the best interests of such students or subordinates ahead of their own interests. In regard to such relationships, consent may not be considered an excuse against a charge of sexual harassment in any proceeding conducted under this policy. The determination of what constitutes sexual harassment

depends on the specific facts and the context within which the conduct occurs.

Any person or persons who perform work-related functions for the College are also subject to this policy.

Operational Hours

The College's regular operating hours are Monday through Thursday, 8:00 a.m. – 10:00 p.m. Friday, 8:00 a.m. – 5:00 p.m.

Patrolled by county law enforcement authorities, the College does not permit unauthorized personnel and/or vehicles on college property, nor does it assume responsibility for accidents, injuries, or damages that might be incurred.

College Closings

R-CCC will remain open as scheduled unless the following emergencies exist:

1. Adverse or severe weather that would prevent the adult population from traveling or that would prevent normal operation of the College plant.
2. Quarantines or epidemics declared by medical authorities for public health purposes.
3. Critical power or utilities failure that would prevent normal operation of the school plant.
4. Declared national or state emergencies or restrictions imposed by civil authorities.
5. Other contingencies such as fire.

All personnel will be immediately notified by the College Emergency Notification System (Regroup system), website, television, and other means of communications if any of the above should occur. The following television stations will be contacted for announcement of College closings:

Television Stations: WAVY 10 Virginia
WITN TV 7 Washington, NC
WTKR 3 Virginia

Personnel and students are not to automatically assume that the College will be closed if no announcement has been made.

Other public and private school closings in Hertford and surrounding counties are not an indication that Roanoke-Chowan Community College will be closed.

Chapter 5: STUDENT RECORDS

Class Roster and Record of Attendance

If a student has entered the class and is not listed on the informational section rosters, the instructor must send the student to see the Registrar immediately.

Allowing Students to Enter Class after the Census Date

The College earns full-time equivalent (FTE) (which is used to determine the amount of money the College will get in any given year) based on the number of students enrolled. FTE is determined based on the number of hours' students are enrolled in at the 10% point of the semester, otherwise known as the census date. The official enrollment of a student (the date the student enters the class) must be on or before 10% point of the semester or census date. Therefore, instructors are not to allow students to enter class after the census date.

Attendance and Grade Reports

At the 10% point of each semester (approximately two weeks into the semester), all instructors must report students' attendance in Web Attendance as provided by the Web Attendance Guide (**Appendix J**) for each course. Students' attendance must be recorded according to the codes at the top of the attendance page in Web Attendance. The purpose of this reporting is to verify student membership; therefore, accuracy is imperative. Faculty will provide census reports for their online and/or hybrid courses. At the end of the semester, the final Attendance Roster and final grades must be completed and submitted through Web Advisor. Rosters and final grades can be printed from Web Advisor as needed.

Processing Drop Forms

Instructors are asked to make sure that once a student's absences have exceeded 15% of class time (see Attendance Policy section on p. 27) that they submit a Drop/Add Form (**Appendix E**) to Student Services. This drop form needs to be submitted as soon as possible after students have accumulated absences totaling 15% of total instructional hours, but no later than two weeks since the last date of attendance. This will help the College not to have to return Title IV funds. Instructors should use care when documenting student absences to prevent the return to Title IV funds.

Assigning Final Grades

Instructors must determine final grades using the following system:

- A Excellent 90-100
- B Good 80-89
- C Average 70-79
- D Poor 60-69
- F Failure in performance or Failure to remove a grade of "I"

- *I Incomplete. Students may receive an “I” at the discretion of the instructor when 80% of the course has been completed and the final work required has not been completed as a result of extenuating circumstances. An “I” must be removed by the last day of classes of the next semester, or it will automatically become an F (see R-CCC Academic Calendar for exact date). Students cannot re-enroll in courses in which “I” is the grade of record. If the student fails to remove the “I” during the required time period, the student must re- enroll in the course **if credit for the course is required.**

- *AU Audit. This grade is assigned to students who audit a course or who repeat a course in which a grade of “C” or higher has been earned. Students who audit courses cannot change to credit, nor can students who enroll in a course for credit change to audit after the deadline for dropping a course without penalty. A student who audits a course may repeat the course for credit. A student may audit a course only once. A record of the audit will be entered on the student’s transcript as “AU,” which will not be converted to a letter grade. The hours of an audited course will be counted as part of a student’s course load and will be subject to overload restrictions. Applicants who wish to audit courses must follow the processes for admission and registration, pay required tuition and fees, and abide by all college regulations. No credit will be given for audited courses, and students are expected to attend class regularly and participate in class activities. Only applicants with a high school diploma or GED will be permitted to audit degree-level courses and courses offered in certain diploma and certificate programs.

- *NE Never Entered. A student who officially registers for a class but never attends will receive an “NE” grade. This is a non-punitive grade and does not affect a student’s quality points. An “NE” is reported by instructors on the 10% Roster and posted to a student’s academic transcript at that time. Instructors do not have to process a drop form for students receiving “NE” grades.

- *W Withdrawal. A “W” is received when a student officially withdraws from a course before the 60 percent point of the course. After the 60 percent point, a student who withdraws or fails to complete course requirements will receive an “F.” In the event a student must withdraw beyond the 60 percent point because of extraordinary circumstances beyond the student’s control, the student may petition the appropriate curricular department chair for a “W” only if it falls within the stated statute of limitation period established for withdrawals. The final decision will be submitted from the Office of the VP of Instruction. Students officially registered for courses may not withdraw merely by non-attendance.

- *WP Withdrawal Passing. Student is passing course with an average of at least 60% at the time of drop.

- WF Withdrawal Failing. Student is failing course with an average of less than 60%

at the time of drop.

- *CE Credit by Proficiency Exam. This grade is awarded for credit hours only.
- *CL College Level Examination Program (CLEP). This grade is awarded to students who have taken and met the credit-granting score standard for CLEP.
- *AP Advanced Placement. This grade is awarded to students who take the College Entrance Board's Advanced Placement Examination and who meet the credit-granting score standard for AP.
- *MT Military Training. This grade is awarded to veteran students who may receive college credits through DANTES, a testing program service by the Educational Testing Service.
- *BL Basic Law Enforcement Training. This grade is awarded to students who have completed Basic Law Enforcement Training. The training must be for college credit and not continuing education credit.

*These grades do not affect a student's GPA or quality points.

Note: Audit, No Entry, Withdrawal, Credit by Exam, and other grades based on testing or previous training will be pre-printed on the grade rosters. Instructors must contact the Registrar's Office before assigning these grades if they are not pre-printed on the rosters.

The public posting of grades either by the student's name, institutional student identification number, or social security number is not permitted. Name obscured, numeric student identifier numbers are considered personal identifiable information. Therefore, the above practice violates the Family Educational Rights and Privacy Act of 1974 (FERPA). It is recommended that instructors assign each student a number that is used for posting grades in a specified location near the classroom or instructor office.

Incomplete Grade and Change of Grade

Part-time faculty, along with full-time faculty who will not return the following semester, must inform the lead faculty of any incomplete grades and requirements for removal of the incomplete. Students must contact the instructor or the appropriate lead faculty to make arrangements for removal of an incomplete grade. Any incomplete grade that has not been removed by the last day of the following semester is automatically converted to an "F." Students cannot re-enroll in courses in which an "I" grade is the grade of record.

To change an "I" grade or to correct an incorrectly assigned grade, instructors should complete a Grade Change Report Form (**Appendix F**) and submit it to the Registrar.

An instructor may, with the approval of the VP of Instruction, award a "W" to a student who dropped/was dropped after the 60% if there are extenuating circumstances, such as a

student having to drop for medical or employment reasons (**Appendix G**).

Any change of grade, except course repeats and incomplete grades, must be made by the instructor. If changes are necessary and the instructor is no longer available, the decision to change grades rests with the VP of Instruction.

Course Load

For fall and spring semesters, the maximum student course load is 19 credit hours and 9 credit hours for summer term. The Associate Dean or the VP of Instruction must approve overload hours before the registration form can be processed.

Dropping and Adding Courses

Students may add courses during the designated add period (first three days of each semester), which sets a cutoff date for allowing students to enroll in courses. Students are not permitted to add courses beyond the scheduled add period, unless permission is granted by the appropriate college VP.

Students are permitted to drop courses without academic penalty prior to the 60 percent point of the semester. A grade of “W” will be issued for courses dropped after the census date to the 60 percent point. Students who drop courses after the 60 percent point will receive a grade of “WP” or “WF”. Grades are not issued for courses dropped during the refund period and before the census date of the class.

Withdrawing from a class may affect a student’s financial aid eligibility for the future terms of enrollment. The Financial Aid Office is required to process a Return of Title IV Funds calculation when a student is dropped/withdrawn from all courses. Students are encouraged to consult with a financial aid officer prior to dropping or withdrawing from courses.

It is the responsibility of the student to complete the Drop/Add Form, secure all necessary signatures, and submit the completed form to the Registrar’s Office for processing. Drop/Add forms are available in Student Services and online.

Substituting Courses

To substitute one course for another, students must contact the Lead Faculty. If approved, the Lead Faculty will submit a Notification of Approval for Course Substitution form to the VP of Instruction for final approval. Upon VP’s approval, the form is forwarded to the Registrar’s Office for record-keeping purposes and graduation credit

Credit by Exam

Students who wish to attempt to receive credit for a course by taking a proficiency exam must receive permission from the appropriate Lead Faculty. If permission is granted, the student registers and pays for the course. Then the student will need to plan with the course instructor to take the exam.

The exam must be taken, and a grade submitted to the Registrar during the Add Period, and only one attempt to complete the exam successfully is allowed. A score of 80 or higher must be made on the exam to be exempt from taking the course. A copy of the exam must be attached to the "CE" (Credit by Exam) form and submitted to the Office of the VP of Instruction. Upon successful completion of the exam, the actual earned grade will be awarded. This grade has no effect on quality points or grade-point averages.

Regular registration procedures and tuition rates apply for all courses attempted by proficiency exam.

Developmental courses are not eligible for Credit by Exam.

Repeating Courses

Students may not repeat courses for credit in which they have already received a grade of "C" or higher unless required by the academic department or those that have exceeded the statute of limitations. Courses transferred from other institutions may not be repeated for credit, but students may audit the courses. If such courses are repeated, the original grade will be the grade of record; the "AU" (Audit) will be entered on the permanent record.

Any course repeated will be recorded on the academic transcript. Only the best grade will be calculated in the cumulative grade-point average and the total semester hours of credit toward graduation. Students may repeat a course for credit in which they have received a grade of "D" or "F" under the condition that in each case credit hours will be considered hours attempted and used in computing the quality point average.

Financial aid recipients and veterans will not receive assistance or benefits for repeating courses in which they have received a "D" grade or higher unless required by the academic department.

Attendance Policy

Regular class attendance and promptness is important to good scholarship. All students are expected to attend class on the first day scheduled for a course. Students who have not attended at least once by the 10% percent date (census date) of the class will be dropped by the instructor as never entered (NE). No tuition and fee adjustments will be made. Regardless of the reasons for absences, instructors WILL drop students who accumulate absences totaling 15% of instructional course hours. Students dropped by an instructor prior to the last day to drop without academic penalty (60% point) will receive a grade of "W." Students dropped by an instructor after the 60% point can give a grade of "W P" or "W F."

Students adding courses after the first day of class are expected to report to class on the next meeting date. Students entering a class after the first meeting date are not excused from any missed initial course requirements. Instructors having students experiencing

attendance problems and other issues that impact progress should initiate an Early Alert through Aviso, which is submitted to the counselor. Absences from class do not relieve students of meeting all course requirements. Those who do not meet minimum attendance requirements will be given the grade of “F”, which will be computed in the student’s grade-point averages as a failing grade.

The following scale shall be used to determine when a student has overcut the limit of the class for 15%. Examples of 15% absentee limits includes but are not limited to:

Class Credit Hours	Class Contact Hours	Absentee Limits
1	16	2 hours
2	32	5 hours
3	48	7 hours
4	64	10 hours
5	80	12 hours

For example: In a four contact-hour course, there are four meeting times for each week times the 16 weeks in the semester. The total class meetings will be $16 \times 4 = 64$ hours per semester. Fifteen percent of 64 is 9.6. In this scenario, the student can miss no more than 10 hours of the total class meetings. See syllabus for the course for each class for specific attendance requirement. Syllabi are given to students by the instructor on the first day the class meets. Some courses/programs may have a more stringent attendance requirement.

Students who choose to participate in school-related activities must adhere to the attendance policy. The student is responsible for work missed due to school-related activities. In such cases, instructors will, whenever possible, work with the students involved to allow them to participate in the prearranges school activities, provided the student is in good academic standing for the course being missed (i.e., minimum “C” average).

Those who do not meet minimum attendance requirements will be given the grade of “F,” which will be computed in the students’ grade-point averages as a failing grade. See syllabus for the course for each class for specific attendance requirement. Syllabi are given to students by the instructor on the first day the class meets. Some courses/programs may have a more stringent attendance requirement.

State mandates require that all students must “enter” and participate in each course prior to and on the census date (10% point) for each course in order to remain enrolled in the course.

Faculty members are also expected to keep a daily record of attendance and should reconcile their class roster weekly through the first ten percent (10%) of their course. In the case where a student is present in the class and not on an official class roster, the

faculty member must ask the student to exit the class and refer that student to Student Services for proper enrollment in the course.

Students may establish entry into a class based upon one of three instructional delivery methods.

Traditional Classes (Face-to-Face)

Students have full responsibility for accounting to their instructor for all absences and will be counted absent starting from the date they enter each class. Faculty has authority to drop students who have missed 15% of the required class hours. Some programs may follow a more stringent attendance policy because of regulations set by consortia or state and federal licensing agencies. Make-up work may be allowed at the discretion of the instructor and tardiness may, at the discretion of the instructor, be considered in computing class attendance.

Online Classes (IC)

Attendance in online classes is measured by active participation by submitting assignments by due dates, completing tests, communication with the instructor, and participation in discussions boards. Students who fail to maintain active participation as defined in the course syllabus, may be dropped, at the instructor discretion, when the student has been absent at the 15% point of the course.

Hybrid Classes (HY)

Hybrid courses are a combination of traditional face-to-face course delivery and online delivery. Attendance for each delivery method will be maintained and reported accordingly. Students must complete the required online entrance assignment by the published deadline.

Students who have not attended at least once by the 10% percent date (census date) of the class will be dropped by the instructor as never entered (NE). No tuition and fee adjustments will be made. For example: In a four-hour course, there are four meeting times for each week times the 16 weeks in the semester. The total class meetings will be $16 \times 4 = 64$ hours per semester. Ten percent of 64 are 6.4, so the 10% census date is the 7th day of the class meeting times.

Attendance in online courses (Internet Classes) is determined by the first day a student logs-in to the course. Since online students do not attend seated classes on campus, instructors must have a clearly defined procedure to document student attendance. Thus instructors must include in the syllabus the procedure for how attendance will be tracked. An exception to entry into the course must be stated in the syllabus and on the "Announcements" page for Internet courses.

Drop/Reinstatement Procedure

When students must be dropped for excessive absences, the following steps will be taken:

1. The instructor drops the student from course enrollment using the drop section of the Drop/Add form (**Appendix E**).
2. The Registrar's Office will process the form and will notify the student that the drop form has been processed.
3. Students who wish to be reinstated must submit a Request for Reinstatement form to the AVP of Student Services (or designee) within one working day after returning to the College.
4. The AVP/designee will investigate the evidence provided by the student, instructor, and available records and complete Section II of the form.
5. The AVP/designee will make a decision within one working day of the request and record it in Section II of the form.
6. Once the decision is made, the student must fill out Section III of the form. A copy of the form will be sent to the Registrar's Office to be filed with the student's registration form.

Students who are absent a second time after reinstatement except for extenuating circumstances and/or who fail to abide by any stated stipulation will be dropped with no further reinstatement consideration. A final grade of "F" will be issued.

At any time, reinstatement is denied, students may follow the student appeal process. Attendance in the class under consideration is not allowed during this process.

Visitors/Children on Campus

Visitors are always welcome on the Roanoke-Chowan Community College campus. Visitors should report to the receptionist desk located in the Student Services Center so that information and directions can be given to make the visit a beneficial one. The College does not encourage non-official visits. Individuals who are loitering or who have not registered at the receptionist desk will be asked to leave the campus. Under no circumstances will visitors be allowed in classrooms, laboratories, or off-campus sites without appropriate approval.

Children and any other persons not registered for a class are not allowed in laboratories or classrooms at any site unless authorized by the AVP. Children must not be left unattended in any area of the College.

Chapter 6: Instructional Strategies and Resources

Please consider the following strategies to engage students and to improve and expand their learning.

Critical Thinking

Roanoke-Chowan Community College instructors are expected to teach for critical thinking. They should design assignments and activities that go beyond memorization to foster students' thinking skills. Students should be asked to use information to solve problems. They should be asked to link information with other key concepts in the discipline.

The Paul and Elder critical thinking model, as explained on the website at <https://www.criticalthinking.org/ctmodel/logic-model1.htm> is an excellent framework for fostering critical thinking. The website contains information on creating good critical thinking assignments and integrating critical thinking practice into daily classroom activities. It also offers definitions of critical thinking and provides links to the college's rubric and related materials. Any adjuncts who would like additional critical thinking materials (mini-guides, etc.) should talk to their division director.

Deep Learning – The Transfer of Knowledge

Deep learning is authentic learning that allows information and skills to be transferred to other contexts and used lifelong. Deep learning is not memorization. As Richard Paul says, "Knowledge is not remembering what the textbook said." Real understanding occurs when students can use the information in new contexts or can link it to other information in a useful way.

We must address students' preconceptions and misconceptions for their learning to "stick." This misinformation unfortunately often stays with students even after their education reveals the lack of logic or accuracy in their thinking, according to Fulks and Alancriag (2008):

Students come to college with pre-conceptions that must be engaged, or they will fail to grasp new concepts.... Typically, we consider our role as adding value to the student's college experience, but research has shown that students will learn new information for a test, only to revert to preconceptions shortly thereafter. (p. 38)

How can we produce deep learning that transfers? Gerald Nosich urges us to think of the fundamental and powerful concepts within our disciplines. He challenges us to think about teaching for mastery of those key concepts rather than asking students to memorize hundreds of terms, only to forget those terms soon after, never to use them. He argues that if we teach for a deep understanding of a handful of the most fundamental and powerful concepts in a discipline, students would then be able to use those concepts to think through any other concepts in that discipline and in other disciplines, and this knowledge would be more useful and long-lasting than memorization of hundreds of concepts with no organizing framework. Memorization does not foster deep learning.

Transferability—making learning “stick”—should be your goal.

Active Learning

Students need to be directly involved in creating their own learning instead of being passive recipients of information. Students should not spend the entire class period passively sitting through lectures, but should be required to take actions and explore knowledge for themselves. The following list offers some active learning activities.

- Problem-solving groups
- Student design and delivery of presentations on relevant course topics/concepts
- Student discussion and critiquing of others’ written work
- Students keeping a writing journal on their classroom experience and/or readings
- Peer tutoring
- Simulations of real-life experiences
- Completion of hands-on projects or activities during class
- Students preparing for and leading class discussions
- Students preparing and teaching mini-lessons to their classmates
- Interviewing local employers
- Students writing sample test questions
- Students writing down and sharing (and answering) key questions
- Students pairing up and talking through key concepts or answering a complex question
- The “One-Minute Paper”: At the end of the class period, students are asked to write down on an index card the answers to the following questions: What did you learn today that was the most useful or meaningful? Why? What questions do you still have at the end of today’s class?
- The “Muddiest Point” exercise in which students are asked to use an index card to describe, “What is the ‘muddiest’ point in the session (what is least clear to you)?”

The instructor should have a clear purpose for the activity and “close the loop” by providing feedback to students.

Field Trips

R-CCC recognizes the benefits of field trips and encourages faculty to reinforce the classroom/shop experience with appropriate trips. However, field trips must be approved by the instructor’s academic up-line. The instructor must complete a Field Trip Student Organization Travel Authorization Request form (**found on R-CCC’s shared network drive –P:/**) and submit it to his or her lead faculty and division director. If the field trip is approved by the lead faculty, the division director, and the VP of Instruction, the instructor must then circulate the field trip form to the AVP of Student Services and the VP of Administrative and Fiscal Services. The instructor is responsible for submitting a copy of the completed form to the Office of Instruction. After the field trip has been approved by all parties, the instructor should make necessary travel arrangements. No adjunct faculty can arrange field trips.

Instructors having Early College High School students in their class must collaborate with the ECHS Liaison to ensure college and high school procedures are followed.

Questioning

Questions for discussion, in any discipline, should be of higher order. In other words, do not ask students questions that might be answered with a “yes” or “no.” Strive for questions that require students to draw from multiple systems. A multiple-system question is one that requires the respondent to identify the contrasting systems involved and to use reasoned judgment to reach an answer. The following list of questions can be categorized as multiple-system:

1. How can Ben Franklin's plan for self-improvement, even self-perfection--involving the orderly pursuit of 13 "virtues"--be reconciled with his admitted "errata"?
2. What gives a group like the Puritans their identity, and how do those characteristics both support and, at the same time, impede colonization, growth, trade, expansion, etc.? Do we see any cultures or societies today that parallel what could be called the Puritan Paradox?
3. Why is a carefully worded subject line important to a memo or e-mail message?
4. Given the accuracy of DNA testing, how far should we go to apply that testing to the present population of inmates?
5. What difference does formatting make to an essay or business letter or resume or technical report?

We should continually remind ourselves to cultivate the skill of asking good questions, particularly if we hope to pass that skill on to our students. Moreover, instructors should be mindful of the kind of classroom environment that encourages critical inquiry. In a questioning classroom, classmates know each other's names and are comfortable with each other and the instructor. “Wrong” answers are okay—trial and error is how we learn—but we hold students responsible for intellectual standards. In other words, it's not enough to credit a student for simply responding; we have to make the student and his/her peers accountable for the quality of the thought expressed.

Is the information accurate? Is the answer clear? Precise? Relevant?

In the questioning classroom, everyone is expected to participate. However, some students, at least initially, may not feel comfortable answering questions in a whole-group setting. Therefore, it might be more productive to place students into small groups and allow each group to focus on a different question or on different sets of questions that can be shared with the rest of the class.

Another important component of the questioning classroom is critical listening. Students are held responsible for listening to and summarizing each other's answers. They are also expected to come to class prepared (assignments written, readings completed, etc.). The following list provides some tips for fostering a questioning mindset in students:

- Discuss the importance of questioning to critical thinking and learning. (Students need to learn how to ask the questions—to notice that there are questions that need to be addressed—to pose the problems themselves.)
- Ask students to write down their questions at the end of each class period. (A follow-up activity is to reassign the questions to small groups to answer at the beginning of the next class. The students will probably retain the information and achieve deeper understanding through this approach than if the instructor responds to the questions through a handout.)
- Routinely ask students to create multiple system questions from their reading.
- Ask students to create or identify problems and questions to solve; don't give them the problem or question.

Cooperative Learning – Group Work

Most students learn better in a course that combines focused lectures or mini-lectures with collaborative learning.

Although the following list is not exhaustive, it provides some crucial tips in making cooperative learning meaningful and successful in the classroom. David and Roger Johnson have a respected body of work in this area, including such important works as *Joining Together: Group Theory and Group Skills* (1991), and *Cooperation and Competition: Theory and Research* (1989). The researchers' web resources may be accessed at the following address: <http://www.co-operation.org>.

- Keep group numbers low—3-4 students.
- Instructors should assign specific roles for each group member and make it clear to group members how they will hold each member accountable in evaluation.
- Develop groups, if possible, early on in the semester with “icebreaker” exercises or community-building exercises. Students typically work best with people after they have developed a sense of familiarity with those around them.
- Interact with groups. Do not simply watch from one point in the classroom. Ask groups questions. Listen to what they have to say. Instructors should remain on their feet! It is important that instructors never use time for collaborative learning in order to complete administrative tasks, such as grading, etc.
- Prepare students for collaborative learning and the importance of contributing to a group for the overall benefit of the “team.” Discussing a case study on collaborative learning is a good way to introduce students to the significance of group work and the importance of their active participation.

Learning-centered Classroom Strategies

Robert Barr and John Tagg, in “From Teaching to Learning: A New Paradigm for Undergraduate Education,” contrast the instruction paradigm with a learning-centered approach, stating, “We now see that our mission is not instruction but rather that of producing learning with every student by whatever means work best.... The Learning Paradigm shifts what the institution takes responsibility for from quality instruction (lecturing, talking) to students learning.”

According to Terry O’Banion, a national figure in the learning college movement, “the

learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime.” The learning college is based on six principles:

- The learning college creates substantive change in individual learners.
- The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.
- The learning college creates and offers as many options for learning as possible.
- The learning college assists learners to form and participate in collaborative learning activities.
- The learning college defines the roles of learning facilitators by the needs of the learners.
- The learning college and its learning facilitators succeed only when improved and expanded learning can be documented for its learners.

Listed below are fourteen learning-centered classroom strategies from O’Banion:

1. Create strategies and opportunities for students to assume responsibility for their own learning.
2. Communicate specific learning outcomes for the course.
3. Provide a variety of learning experiences to meet the needs of students with different learning styles.
4. Use activities that help students synthesize ideas and/or experiences from other courses.
5. Provide prompt feedback (written or oral) to students on their academic performance.
6. View each class as a community of learners and include yourself as one of the learners.
7. Organize students into small groups to work on problems and projects.
8. Encourage students to use technology (list-serves, discussion boards, email, etc.) to make connections with each other and to complete assignments. Every course scheduled has an automatic supplemental site. Instructors must submit a work order if they want Technology Services to copy over their sites from semester-to-semester.
9. Arrange activities both in and out of class for students to apply what they have learned to real life situations.
10. Provide learning opportunities or encourage students to participate in service learning such as volunteer projects or internships.
11. Use student support services (such as basic skills, tutoring, and counseling) and campus resources (such as the library and computer labs) to enhance learning.
12. Measure student performance using a variety of methods based on clearly defined criteria.
13. Regularly evaluate (and ask students and peers to evaluate) the effectiveness of your teaching and modify teaching practices as needed.
14. Use student learning outcomes and assessments to make changes in your course.

Guidelines for Assessment and Grading

A grade is a shorthand code for communicating with others your professional judgment as to the competence, skill, or knowledge that a student possesses. Grades assigned to students should be an accurate reflection of the amount they have learned in a course. Student effort (“he tried so hard”) and attitude (“she was so positive”) should not be key factors when determining a student’s final grade.

Grades serve the following purposes:

- To motivate students
- To provide evaluative feedback to students and instructors
- To provide useful information to other parties such as parents, colleges, graduate schools, and prospective employers

Assessment – What you measure is what you get

John H. Hummel and William G. Huitt in their 1994 book *What You Measure Is What You Get* explain if “educators develop assessments aimed at higher-level thinking skills, (a) they will be more likely to teach content at those levels, and (b) students ... will master-and-perform at those levels. [Students] also must be able to effectively think about ... knowledge in a variety of increasingly complex ways.” Grant Wiggins (1990) makes the “case for authentic assessment”:

Authentic assessments require students to be effective performers with acquired knowledge. Traditional tests tend to reveal only whether the student can recognize, recall, or “plug in” what was learned out of context. This may be as problematic as inferring driving or teaching ability from written tests alone. (Note, therefore, that the debate is not “either-or”: there may well be virtue in an array of local and state assessment instruments as befits the purpose of the measurement.)

Authentic assessments present the student with the full array of tasks that mirror the priorities and challenges found in the best academic activities: conducting research; writing, revising and discussing papers; providing an engaging oral analysis of a recent political event; collaborating with others on a debate, etc. Conventional tests are usually limited to paper-and-pencil, one-answer questions.

Authentic assessments attend to whether the student can craft polished, thorough and justifiable answers, performances or products. Conventional tests typically only ask the student to select or write correct responses—irrespective of reasons. (There is rarely an opportunity to plan, revise and substantiate response on typical tests, even when there are open-ended questions).

Authentic assessment achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such (varied) products; traditional testing standardizes objective “items” and, hence, the (one) right

answer for each.

“Test validity” should depend in part upon whether the test simulates real-world “tests” of ability. Validity on most multiple-choice tests is determined merely by matching items to the curriculum content (or through sophisticated correlations with other test results).

Authentic tasks involve “ill-structured” challenges and roles that help students rehearse for the complex ambiguities of the “game” of adult and professional life. Traditional tests are more like drills, assessing static and too-often arbitrarily discrete or simplistic elements of those activities.

Test Validity and Reliability

Validity is the extent to which a test measures what it is supposed to measure. Instructors may be able to improve test validity by using the list below as a guide to test construction.

1. Are directions clear and complete?
2. Are students told how to record answers?
3. Are directions for specific items located near the items?
4. Are students told how items will be scored? How many points? Is it permissible to guess?
5. Has the student been given an example of how to respond?
6. Is test printing large and bold enough to be easily read?
7. Is there adequate space for students to write answers?
8. Do test items measure the instructional objectives and ideas to be learned in the unit?
9. Do test items and instructional objectives correspond to what was taught in the unit?
10. Is there an adequate number of items to reduce the effect of guessing?
11. Are items inappropriately difficult or easy?
12. Is the vocabulary and sentence structure within the ability of the students?
13. Are there distractions such as noise, movement, student activity, and interesting material on boards or elsewhere? Is there adequate time allowed?
14. Are students giving or receiving answers from each other inappropriately?

Reliability refers to how consistently the test measures what it is supposed to measure. Or, how well can we depend on the score as a representation of the students’ “real” or “true” achievement? Factors influencing reliability include objectivity, difficulty of test, and length of test.

Test Construction Considerations

Consider the following guidelines when constructing tests:

1. Develop a table of item specifications.
2. Determine test length—depends on the time available and amount of instruction to be covered.
 - a. 50-60 seconds per multiple choice or completion item
 - b. 30 seconds per true/false item
 - c. 10 minutes per ½-page essay

- d. Give the test to a knowledgeable colleague, note the time that he/she takes, and then multiply that time by 2.5 to determine the amount of time for students to complete the test.
3. Plan item arrangement: Items of the same type should be grouped together. Multiple-choice or true/false items should be arranged in such a way that correct answers do not follow the same pattern. Completion items should be grouped in fours or fives. On matching items, all of the options should appear on the same page.
4. Write the test directions: Each test should have a written set of directions at the beginning, even if directions are provided orally. Directions should include time limits, method of recording answers, and the way the test is to be scored.

Grading Systems

The instructor should clearly and explicitly convey to students all of the factors constituting the assignment of their grade, in writing, at the beginning of the course and then adhere to them. A major problem with many grading systems is that the definitions are either vague, too short, or subject to a variety of interpretations. Vague grading system definitions can result in the problem of one faculty member's "A" being worth another faculty member's "C." This type of confusion may lead to grade inflation.

An appropriate system should clearly define the performance standards on which grades should be based, but include a statement as to the instructor's professional judgment as to how the student may perform in the future.

Objective-referenced Grading

- A = The student has demonstrated mastery of course objectives, is well qualified for subsequent courses in this area, and may be expected to perform well in such courses.
- B = The student has demonstrated a clear understanding of the course objectives, is prepared to take subsequent courses in this subject area, and may be expected to perform adequately in such courses.
- C = The student has demonstrated basic comprehension of course objectives, is qualified to take subsequent courses in the subject area, but may be expected to perform only at a minimally adequate level in such course.
- D = The student has demonstrated only an elementary familiarity with the course objectives and is technically qualified to take the next course, but may not be expected to perform well.
- F = The student does not demonstrate knowledge or understanding of any meaningful portion of course objectives and is not qualified to take subsequent courses in the content area.

Typical Grading System

- A = Consistently Outstanding
- B = Exceeds Expectations for Satisfactory Performance/ Occasionally Outstanding
- C = Satisfactory
- D = Marginal

- F = Failure

Plagiarism and Cheating Penalties

Roanoke-Chowan Community College includes academic dishonesty among the Student Code of Conduct violations (p. 43, *R-CCC Academic Catalog*).

Plagiarism is a serious offense for academic writers, including student writers. Plagiarism is defined as using the ideas, facts, phrases or sentences of another author without acknowledging the original source through appropriate citation methods.

If student writing is found to contain flagrant plagiarism, faculty may elect to assign a “0” for the assessment in question, and an alert will be sent to the student’s success advisor. If a student commits flagrant plagiarism a second time, the student will be withdrawn from the course with a WF, and another early alert will be submitted.

Faculty are encouraged to work with students to correct plagiarism that occurs through documentation error versus blatant dishonesty and wholesale use of others’ work (professional, other students’, etc.). In such cases, faculty should consider returning the student work and requiring a revision and support through Brainfuse or other campus resources.

Strategies for Combatting Plagiarism and Cheating

All instructors play an important role in helping students understand the concept of plagiarism and cheating. This includes talking openly about academic dishonesty and creating meaningful assignments that ask students for original thought.

Ideas for educating students about plagiarism and for designing “cheat-proof” assessments include the following:

- Discuss with students:
 - What is plagiarism?
 - Why is it wrong?
 - Why do people do it?
 - What are the penalties for plagiarizing in this course?
- Show student’s examples of plagiarism
- Ask students to explain, elaborate, and illustrate the concept of plagiarism
- Explain, model, and practice correct quoting, paraphrasing, and summarizing
- Show students how to write so that the reader can distinguish between source materials and the students’ own wording and ideas:
 - Introduce quotations with —author tags such as “Smith notes that...”
 - Add explanations and commentary after the source material so the reader knows how the quoted or paraphrased material connects to the student writer’s point in the paragraph
- Be specific about expectations
- Do not use questions from test banks

- State the purpose of the assignment: how will it improve students' understanding of course concepts? How will it help students improve key skills such as reading, writing, thinking, and information literacy?
- Make sure the assignment is clearly and precisely written
- Consider providing a list of highly specific topics
- Have students narrow their chosen topics
- Require students to submit their notes, drafts, copies of source material, and up-to-date resources
- Require students to present their papers to the class
- Do not allow students to change topics at the last minute
- Ask for "meta-learning" essays that require students to write about their research process, explain what they learned from the assignment, and discuss problems they face and how they overcame them.

Resources for Faculty (Internet)

The following websites will help instructors integrate critical thinking and other learning-centered concepts into their teaching.

www.criticalthinking.org – The Foundation for Critical Thinking's website contains a wealth of information for students and teachers alike.

<http://www.criticalthinking.org/CTmodel/CTModel1.cfm> - The Foundation's online, interactive critical thinking model is a good tool to use with students.

<http://www.co-operation.org> – This site from the Cooperative Learning Center at the University of Minnesota offers essays and articles on using cooperative learning in the classroom.

<http://www.virtualsalt.com/antiplag.htm> - Robert Harris provides information on how to teach students.

Classroom Management

Classroom Policies

In conjunction with instructing students, instructors are also expected to promote a classroom environment that is conducive to the learning process. This involves informing students of school and class policies at the beginning of each semester and consistently enforcing these policies. One policy in particular that instructors should be mindful of enforcing is the College/classroom policy against using cell phones in class as this can be distracting and thus disruptive to the learning process.

Instructors should also refrain from stopping class to answer their own phones. Even if cell phones are set to vibrate, instruction is disrupted if the instructor has to stop class to answer his or her phone. Since cell phones and office phones are equipped with voicemail, instructors should retrieve their voice messages when doing so won't interfere with instruction.

Students should be informed that if they are late for class, then they should enter without disrupting the learning process. Classroom policies should be reasonable, consistently applied, and clearly stated on instructors' syllabi.

Dealing with Disruptive Students

Disruptive behavior is any behavior that disrupts the learning process, and it can range from wearing offensive attire to making threats. Most disruptive behavior can and should be addressed immediately or perhaps after class; it is up to the instructor to address the behavior in such a way that does not cause further disruption or that does not lead to a potentially volatile escalation.

However, if the behavior is serious enough—such as that which is sexually harassing or physically threatening—then the instructor should ask the student to leave the classroom or call security to escort the student out of the classroom; then the instructor should immediately report the incident to his/her chain of command, to include the AVP of Student Services and the VP of Instruction and Student Services.

In the event of a medical emergency, instructors should immediately contact 911. Documentation of the incident should be completed after the crisis is under control. Faculty should report any incidents of concern using the Behavioral Assessment Form (located under the Student Services section of the college website).

LEARNING RESOURCE CENTER

The mission of Roanoke-Chowan Community College Library is to provide educational opportunities to all constituent individuals and groups commensurate with their needs, interest, and abilities. The LRC provides opportunities for access to knowledge and promotes learning through the diversity of print, audiovisual, and computer assisted instructional materials and other experiences made available by various technologies.

This mission is achieved by:

- A. Providing a well-equipped, comfortable facility conducive to study and research.
- B. Evaluating the collection, programs, and facilities to ensure that the needs of all users are being met.
- C. Making available comprehensive orientation and instruction enabling users to access, locate, and retrieve information.
- D. Assisting users in understanding the organization of resources, identifying and locating information, and utilizing LRC services.
- E. Sharing resources, services, and ideas by cooperating with all areas of the College and other libraries, as well as with professional, public, and private organizations in the community, state, and nation.
- F. Offering curricular and distance learning courses for credit in diploma and degree programs.

General Procedures

In order to meet its mission, the LRC requires a reasonable amount of quietness.

Therefore, the patrons are asked to be considerate of others and adhere to the following regulations that have been instituted to ensure the welfare of all LRC users, as well as the preservation of materials.

- ◆ Food, beverages, and tobacco products are not permitted in the LRC.
- ◆ Unattended children should not be left in the LRC.
- ◆ Return all materials on time. A remote book return is located at the outside entrance to Jernigan nearest the LRC.
- ◆ Do not reshelve books. Place books not being checked out in the book drop at the Circulation Desk or on carts designated for this purpose in the LRC.
- ◆ LRC phones are for business use only.
- ◆ Turn off or set to vibrate cell phones before entering the LRC. If you receive a call while you are in the LRC, please leave quietly before answering the call.

Library Catalog

Our online catalog, SirsiDynix, is part of CCLINC (the Community College Libraries in North Carolina). This electronic catalog includes the holdings of most libraries in the North Carolina Community College System. The easy-to-use interface allows for

- ◆ Information to be located more quickly and easily.
- ◆ Bibliographies to be created and printed.
- ◆ The ability to determine whether or not a book is available or checked out; if checked out, when it is due back.
- ◆ The ability to place a hold on a book that is checked out or located at another community college.
- ◆ Each line of information on the bibliographic screen is identified.
- ◆ The ability to see the items checked out on one's library card and to renew those items.
- ◆ The ability to access the library database from a remote computer.

Although clear instructions and help screens guide you through the search process, the LRC staff will assist you as necessary. To access the SirsiDynix from home, enter the following Web address: **www.roanokechowan.edu**

At the top of the website click on Current students and scroll down to click on R-CCC *Library*. Then click on LRC's Libguide Pages. Once the Library's website has loaded the *Library Catalog* is in the middle column. You can search just our library's catalog or all of the libraries in the community college community.

Finding Books or Audiovisual Software

The library catalog, SirsiDynix, lists all books, magazines, newspapers, pamphlets, audio-books, e-books and DVD's in the LRC, as well as in other North Carolina community college libraries. Therefore, you will need to use the computer to find materials.

When searching for a book, for example, begin by checking SirsiDynix. Searches can be done by typing in the book's title, the author's name, or the subject you are researching. After locating the book you need, write down the complete call number and then proceed to the appropriate area of the stacks to locate the book.

Some call numbers have abbreviations or location symbols above them to indicate that the books are housed in special places.

Finding Periodical Articles

Articles from magazines, journals, newspapers, and related sources can be found in a variety of ways and formats. Online electronic resources such as NCLIVE and SIRS are available to LRC users.

Electronic Resources

NC LIVE provides patrons with online access to complete articles from more than 5,500 newspapers, journals, and magazines, and subject indexing for more than 10,000 periodical titles.

All of these provide citations and abstracts, and many provide full-text articles that can be printed, downloaded to disk, or e-mailed. Access to electronic resources on NC LIVE is restricted to North Carolina public libraries, community college libraries, UNC System libraries, and the libraries serving the 36 members of the NC Association of Independent Colleges and Universities.

NC LIVE is available to students and faculty who are registered library patrons at R-CCC on computers at home with Internet access. Ask your librarian for user name and passwords.

SIRS Social Issues Resources Series: *ex: Proquest Nursing and Criminal Justice Journals*
Full-text journal articles are provided to R-CCC students in the areas of criminal justice and nursing via the SIR's Library link from the Learning Resources LibGuide pages. *SIRS* (Social Issues Resources Series) provides access to full-text articles and graphics from hundreds of magazines, newspapers, and government documents. A wide range of topics are covered. Available online, full-text articles can be printed, downloaded to an external drive, or e-mailed. Please obtain user name and password at circulation desk in order to access SIRS both on and off campus.

Newspaper Articles

Current issues of local newspapers are located to the right of the Circulation Desk. Some back issues are available upon request. We currently subscribe to several different local newspapers, one state paper, and one national newspaper. Back issues are kept from three to six months.

***NC LIVE, and Proquest also provides indexing to newspapers with full-text articles.

Circulation Procedures & Library Cards

LRC materials and library cards are barcoded for easy scanning at the time of checkout. Library cards are issued to patrons at the Circulation Desk free of charge. To register for a library card, you must be at least 16 years old and present a photo ID. All faculty, staff, and students should acquire a College ID, which can be obtained from Student Services. The college ID card serves as a library card for R-CCC students and employees with a barcode affixed to the back of ID. A five-dollar charge will be required to replace a card. Upon

requesting new cards, library patrons will receive the LRC Brochure that will give additional information about the LRC services and procedures.

To borrow materials, bring them and your library card to the Circulation Desk. R-CCC students and employees must present their ID card in order to check out or renew materials. Other patrons must present their library card.

A current student, faculty or staff member may check up to 10 items at a time upon registration. Community members and GED students may only check out up to 3 items upon registration until they are deemed reliable and accountable patrons.

Audiovisuals

Most audiovisual materials may be checked out, for one week, by faculty and community patrons for use with nonprofit organizations. However, LCD/Data Video projectors and laptops are for faculty and staff use only. Faculty and Staff may check out laptops for one week for class use or conference attendance.

Books

Most library books and other resources may be checked out for two weeks and may be renewed for an additional two weeks if no request has been made for the item. Renewals may be made by patrons online, by bringing the materials in, or by phone. After one renewal, materials must be presented for visual check before additional renewals are permitted. New patrons may check out three items initially. After establishing a reliable record, patrons are then limited to 10 books that may be checked out at one time.

Periodicals

The most recent issues of periodicals received are arranged alphabetically by title on the open current periodical shelves. Current periodicals may be checked out for two nights, while back issues are to be used in the LRC only. Patrons are requested to check out only two current periodicals at a time.

Reference Books

The Reference Collection consists of encyclopedia, almanacs, dictionaries, periodical indexes, atlases, bibliographies, and specialized reference works. These books are identified with "Ref" above the call number and are not to be taken out of the LRC.

Reserve Books

Books and other materials may be placed on reserve by instructors for use by their students. These must be requested at the Circulation Desk. These materials are checked out for use in the LRC during the day. Unless restricted by faculty for use only in the LRC, they also may be checked out for overnight use from 8 p.m. until 9 p.m. the next day. Reserve materials should be returned to a library staff member and not returned in the book slot of the Circulation Desk.

Holds

If a book has been checked out to someone else or is located at another community college library, a hold on the book may be requested at the Circulation Desk or via the “Place a Hold” button on SirsiDynix. The book will be held at the Circulation Desk for one week.

Overdue Materials

If materials are not returned within the specified time or if materials are returned and fines are outstanding, we send a notice to remind you to return the overdue media and to pay the fines. If materials are not returned or fines not received after the first notice, second and third notices are mailed informing you of your responsibility to return the materials or to pay the fines.

You may not check out additional materials or use the Internet until delinquent materials have been returned and/or overdue fines have been paid. Students must have a clear LRC record in order to participate in graduation, receive copies of their transcripts, and register for courses at R-CCC.

The North Carolina law regarding overdue library materials from any state-supported library stipulates:

“Any person who shall fail to return any book, periodical, or other material withdrawn by him from the Library shall be guilty of a Class 3 misdemeanor if he shall fails to return the borrowed material within 30 days after receiving a notice from the State Librarian that the material is overdue. The provisions of this section shall not be in effect unless a copy of this section is attached to the overdue notice by the State Librarian.” (1955, c. 505, s. 3; 1993; c. 539, s. 929; 1994, Ex. Sess., c. 24, s. 14(c).) North Carolina G.S. 125-11

Fines for Overdue Materials

For each overdue item in the general collection, a 10-cents-per-day fine is charged for each day the LRC is open. Reserve book fines are assessed at the rate of 25 cents for the first hour or part of an hour for all hours the LRC is open. A \$1 per day overdue fee is charged for all audiovisual software and equipment. Fines may accumulate up to \$10 for each overdue item and should be paid when materials are returned or as soon as possible thereafter.

Lost/Damage Materials

Lost or damaged materials should be reported promptly to a member of the LRC staff. It is your responsibility to pay the replacement cost of any lost material, plus a \$5 processing fee. If the material is later found, the price of the material is refundable. Costs for the repair or replacement of damaged materials also are your responsibility.

Computers

The Library has nine computers for student use and twenty-three computers in the CAI Lab. All Microsoft Office products, the Internet and at least one workstation with classroom software is available. A valid ID card is required in order to use the computers in the LRC.

Internet and Computer Use

In keeping with the LRC's mission, access to the Internet is offered to registered LRC patrons. LRC staff will identify specific starting points for searches that are appropriate to the LRC's mission and service roles. The staff cannot control or monitor material that may be accessible from Internet sources. Individual users must accept responsibility for determining content. The LRC affirms the right and responsibility of parents of underage children to determine and monitor children's use of materials and resources.

Black-white copies can be printed for 10 cents per page; color copies, 25 cents per page.

A valid identification card is required for computer usage in the LRC.

General Internet Principles

- A. Access to Internet resources is provided to support the educational, research, and administrative purposes of the College. It is expected that all who use this service must do so responsibly, respecting the rights of others and the integrity of the physical facilities.
- B. Workstations may be monitored to ensure appropriate usage. **Internet use is a privilege, not a right, and inappropriate use will result in cancellation of privileges.**
- C. Each Internet user must be registered a LRC patron and abide by the regulations stipulated in this handbook and in the Student Handbook. A valid ID card is required for computer access.
- D. Priority will be given to students, faculty, staff, and community persons (in that order).
- E. Computer use may be limited to one hour intervals. Students and faculty must log in with their user name and password.
- F. NC LIVE and SIRS remote access is available to individual patrons who are current students or employees of R-CCC and have been registered as a LRC patron. Access codes will be given once an individual has registered or been verified as a registered user.

As models for responsible use, patrons should:

- A. Be polite and considerate of others.
- B. Not make any changes to the computer or printer setup.
- C. Not violate any software license agreement or copyright.
- D. Not create, display, or transmit materials that may be obscene, threatening, racist, sexist, and/or offensive.
- E. Not use the workstations for profit-making activities, game playing, chat rooms, or personal e-mail.

Online Databases

NC LIVE, Credo Reference, Statista!, StatRef! and Ebsco are online research databases that are accessible on campus and remotely at home with the appropriate user name and passwords that must be obtained by registering for a library card. The databases are made available to distant learning students and to students that take face-to-face classes here at

R-CCC.

LRC's LibGuides

Libguide is a research tool provided by the library. LibGuides is short for Library Guides. LibGuides is intended to make it easier for you to do research both online and in-person. You can access LibGuides at <http://libguides.roanokechowan.edu>.

One of the many library guides featured on the site is the W.A.VE. Guide. W.A.VE. stands for Writing for Academic Environments. The W.A.VE. Guide features helpful tips on writing, citing, grammar, copyright, plagiarism, and more. The W.A.VE. Guide can be found at: <http://libguides.roanokechowan.edu/WAVE>

Copy Machine

A coin-operated copy machine is available for use near the LRC entrance. Each copy cost 10 cents, and the copier accepts nickels, dimes, quarters, and one-dollar bills. Small change may be requested at the Circulation Desk. A patron may make copies from the copy machine or send documents to copier via the computer stations in the LRC. In addition to copying and collating your own materials, you also must adhere to the U.S. Copyright Law, which is posted near the copy machine.

Fax Machine

The fax machine in the LRC is available for College, as well as personal use. The charge is \$1.00 per page to send and/ or receive a personal fax. The LRC fax number is 252-862-1358.

Interlibrary Loan Services

Should the materials you need not be in the LRC's collection, you may request them from other libraries through Interlibrary Loan (ILL). Requests for ILL can be made at the Circulation Desk or through SirsiDynix, the library's online catalog.

SirsiDynix also allows you to place hold on items available at other NC community colleges. Materials, if available, are usually received by the LRC within seven to ten days. There is no charge for materials located through SirsiDynix.

Materials, available, are usually received by the LRC within seven to ten days. Materials received from other NC community colleges and lending facilities must be returned within the specified time. Borrowers are responsible for any fines or fees that may accrue for late charges or lost materials. No additional materials may be checked out until delinquent materials have been returned and/or overdue fines have been paid.

Lamination

There is a nominal fee of \$1.00 per foot for laminating personal items. Requests for lamination services are to be made at the Circulation Desk at least one day in advance.

LRC Orientation

Students are encouraged to attend a library orientation through their ACA classes whether taken face to face or online. Upon request, the library staff will conduct orientations to

class groups on the use of the various LRC resources. These sessions provide valuable information on the LRC's resources and can be individualized to meet a particular group's needs. The LRC staff collaborates with the English instructors to provide orientations on the LRC's resources. Contact the Librarian for more information. Since the LRC staff is limited in number, it is necessary to schedule orientations in advance so that your class can have our undivided attention.

Distance Learning students have access to the library orientation which is embedded through Moodle and will help them explore the LRC's resources that are available. An online orientation is available for users on the library's LibGuide. This orientation is a comprehensive resource for students and community users both on campus and online.

LRC Café and Food & Drinks

The LRC provides a small area for patrons to enjoy a beverage and light snack while leisurely reading or studying. This is the only place in the library where drinks and food are permitted in the LRC. Drinks are not permitted outside of this area. Food is not permitted in the LRC. Please help to protect and preserve LRC materials by NOT bringing food into the LRC or having drinks outside the identified permitted area. The library also sells coffee, cappuccinos, hot chocolate, apple cider and two different varieties of tea. The price is \$1.00 a cup with two creamers and two sugars. This is a tobacco free campus; therefore, tobacco products are also not permitted.

Small Group Study Rooms

There are 3 study rooms available for small group study or meetings. Room 138 normally seats about 18 to 20 people. There is a dividing curtain that can be opened up to make room for a larger group. The curtain is usually closed to divide 138 into two smaller rooms. 138A will hold only 2-4 individuals where 138B will hold 9-12 people for group or committee meetings. One of our study rooms serves as a conference room that will seat 6 people. Internet connectivity, a TV and DVD player, and a HDMI cable is available in most rooms. By checking at the Circulation Desk, you may reserve a time to use these rooms or by calling 252-862-1209. These rooms are reserved first come first served. Remember, no food or drinks are allowed.

Computer-Assisted Instruction Lab

The Computer-Assisted Instruction (CAI) Lab provides access to computers and maintains a variety of computerized materials to support R-CCC's curricular programs. If classes are not scheduled and the LRC's Public Access stations are full, then individuals may use the lab's computers to prepare reports, or term papers. Users must abide by all policies posted in the lab.

Instructors can schedule the Lab for class instruction or as a testing site for their students. Distance Learning uses this lab for several telecom classes that are provided to our students from other institutions.

Distance Learning

To make higher education more accessible to all, the College offers distance learning courses that provide students with the opportunity to earn college credit in nontraditional methods. These courses are taught by college faculty and may include Internet-based courses, hybrid, and courses offered via videoconferencing. These courses are listed in the curriculum course schedule published each term and include College Transfer general education courses such as art, English, history, literature, math, music, psychology, and sociology as well as studies in business, information technology, criminal justice, education, medical and office systems, and other fields.

Distance learning students register and pay tuition and fees in the same manner as traditional students, but they do not have to come to campus as often. Students who are new to R-CCC's Moodle online learning environment should complete an online orientation before beginning coursework. It is strongly recommended that all students taking online classes complete the online orientation to stay up-to-date on new Moodle features.

Online and hybrid courses are also offered through Continuing Education for individuals wanting to learn specific skills. These courses offer professional development opportunities for educators, professionals, and individuals interested in enhancing their skills.

All learners taking online or hybrid courses must have access to a computer with Internet accessibility, be computer literate, have access to MS Office, and have at least 5-10 hours per course each week for completing course assignments. Students can also use the computers in the Learning Resources Center.

The College's online learning management system is Moodle. The Moodle online environment can be accessed through the College's website or directly through its URL at <https://roanokechowan.mrooms.net/>. All courses at R-CCC, including traditional, online, and hybrid classes, use the Moodle environment. Online classes use Moodle as the primary instructional environment. Class discussions, tests, and other activities are completed online. Hybrid classes use both Moodle and on-campus sessions for instruction. In traditional classes, Moodle is used to share resources to enhance on-campus instruction, and instructors must use the Moodle grade book and provide access to the course syllabus. Completion of the Moodle training course or equivalent is required for instructors prior to the first day of class.

Instructors should review the Distance Learning Administrative Procedures located on the Share (P:) drive for full details. More information may also be found at the Distance Learning link on the College's website at <https://www.roanokechowan.edu/current-students/distance-learning/>.

Appendices

Appendix A: Syllabus Requirements for All Courses (Checklist)

Heading Information

- College name, semester, and year
- Course title, prefix, and section
- Course time and location

Instructor Information

- Name
- Office #, phone #, email address
- Office hours

Course Information

- Required text(s): provide author, title, and edition
- Other required materials
- Course description
- Course-level student learning outcomes: "After completing this course, students will be able to . . ."
- General Education student learning outcomes

Course Policies

- Attendance policy (including tardy policy if you have one)
- Course requirements, such as exams, quizzes, class participation, projects, etc., including the percentage each counts toward the final grade
- Grading scale and standards
- Weekly or daily schedule including the following: reading and other assignments, chapters/topics covered, dates of midterm and other tests, and due dates of major assignments
- Disclaimer stating dates may change
- Policy on missed exams and late work
- Policy on cheating and plagiarism
- Americans with Disabilities Act: Any student desiring an accommodation for a disability as defined under the Americans with Disabilities Act is asked to contact the AVP of Student Services.

QEP Statement

R-CCC has a college-wide learning initiative referred to as the Quality Enhancement Plan. The focus of this plan is to improve students' XX. Students are expected to produce XX.

Additional Requirements for Blended and Hybrid Course Syllabi

- Dates the class meets face-to-face for the entire semester
- Explanation of in-class activities
- Number of hours each week the class "meets" online
- Explanation of online portion of the course each week (Note: The total time spent in online activities must equal the total number of contact hours scheduled online. Be careful not to equate homework with these online activities).
- Remote test-proctoring statement (if applicable)

Additional Requirements for Online Course Syllabi

- Dates for the final exam during exam period
- Hardware and software requirements specific to course needs

- Course interaction and instructor expectations (e.g., how many days a week students are expected to access the course, contribute to discussion forums, etc.)
- Remote test proctoring statement (if applicable)

NOTE: Post your online course syllabus as a PDF document or Word in Moodle, not as a book. Items such as “Tracking your Grade,” “Assignment Completion Guide,” and “Keeping Up in an Online Course” should appear in a separate area. Online course syllabi should not look markedly different from seat or hybrid course syllabi.

Appendix B



ROANOKE CHOWAN COMMUNITY COLLEGE
2018-19 TRAVEL REIMBURSEMENT FORM

Employee ID#: _____ Employee's Name _____ Date _____

City & State of Travel _____ Purpose of Travel _____

Budget Code _____ - _____ - 531110 - _____

Date	Departure From/ Time	Arrival To/ Time	Total Mileage GREATER than 100 Number/ Cost	Total Mileage LESS than 100 Number/ Cost	Personal Vehicle Used Number/ Cost	Additional Mode of Travel Type/ Cost	Lodging	Meals			Other Expenses Specify/ Cost	TOTALS
								Breakfast	Lunch	Dinner		
			0.00	0.00	0.00							0.00
			0.00	0.00	0.00							0.00
			0.00	0.00	0.00							0.00
			0.00	0.00	0.00							0.00
			0.00	0.00	0.00							0.00
			0.00	0.00	0.00							0.00
			0.00	0.00	0.00							0.00
			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Advance Received												
Total											\$ -	

College Vehicle Not Available? YES NO

NOTE: Travelers who choose to drive his/her personal vehicle when a college vehicle is available will be reimbursed at the rate of \$.25 per mile.

I certify that this is a true and accurate statement of expenses incurred in the service of Roanoke Chowan Community College:

Traveler's Signature _____ Date _____

Supervisor's Signature _____ Date _____

Additional Approval _____ Date _____

Business Officer _____ Date _____

		State Approved Allowances	In-State	Out of State
Breakfast	(Depart prior to 6:00 am)		\$8.40	\$8.40
Lunch	(Depart prior to noon or return after 2:00 pm)		\$11.00	\$11.00
Dinner	(Depart prior to 5:00 pm or return after 8:00 pm)		\$18.90	\$21.60
Hotel	(Exceeding "State Rate, plus tax" must be approved by President/Designee)		\$71.20	\$84.10
Mileage				
Round trip more than 100 miles =			.33¢/mile	
Round trip less than 100 miles =			.58¢/mile	

Important Information

1. A Travel Reimbursement Form is required in order to reconcile allowable expenses incurred when traveling on approved college business that requires an overnight stay.
2. All reimbursement requests must be submitted for processing within thirty (30) days after the travel period has ended.
3. This form will only be processed when the budget code, ALL required signatures, receipts and supporting documentation have been provided.
4. PREVIOUS VERSIONS OF THIS FORM WILL NOT BE PROCESSED.

Revised 1/1/2019

Appendix C



ROANOKE CHOWAN COMMUNITY COLLEGE
2018-19 TRAVEL REQUEST FORM

Date:

Name of Traveler: Employee's ID:
 Destination:
 Departure Date: Return Date:
 Purpose of Travel:

ESTIMATED EXPENDITURES

Budget Code: - - - 531110 -

ALL EXPENSES MUST BE INCLUDED, EVEN IF PAID BY OTHER MEANS (SUCH AS PO/CREDIT CARD, ETC.)

Method of Transportation

Private Car 100+ miles @ \$0.33 \$ -
 Less than 100 miles @ \$0.58 \$ -
 College Vehicle
 Air \$ -
 Other \$ -
Explain and keep receipts

Subsistence

Room rate per day x number of days \$ -
Lodging Maximum- I/S \$71.20, O/S \$84.10 (plus tax)
 Request for Excess Lodging *(Must be approved by President or Designee)*
 Meals \$ -
 Breakfast Lunch Dinner
Breakfast \$8.40 (6:00 am), Lunch \$11.00 (only overnight), Dinner I/S \$18.90, O/S \$21.60 (8:00 pm)

Other Expenses

Registration Fee(s) \$ -
 Enter company/address
 Due Date

TOTAL ESTIMATED EXPENDITURES \$ -

TRAVEL ADVANCE REQUEST

NOTICE: Advance payment cannot exceed 90% of the estimated travel cost, must be requested two weeks in advance and will be granted only with proper signatures and documentation.

Do you request advanced payment? YES NO
 If yes, amount: \$ Date needed:
 Specify different amount (if applicable) (Cannot be prior to 5 days in advance of trip)

COMMENTS:

I understand that I have no more than 30 days following completion of my trip to repay or substantiate the travel costs incurred by submitting a signed reimbursement form with required receipts.

Signature of Traveler _____ Date _____
 Supervisor _____ Date _____
 Other approvals (If required) _____ Date _____
 President _____ Date _____
 Business Office Personnel (Responsible for Travel) _____ Date _____

Updated 1/1/2019

Appendix C



Class Coverage/Make-Up Schedule

Course Number, Section, & Title: _____

Scheduled Day & Time (e.g., MWF 9:00-9:30A): _____

Course Instructor: _____

Name of Instructor Covering Class: _____

Date of Missed Activity	Number of Hours Missed	Alternate Instructional Activity

My signature below indicates that the form is complete and accurate.

Required Signatures:

Faculty Member: _____ Date: _____

Dept Chair/Program Coord. _____ Date: _____

Division Director: _____ Date: _____

Dean of Curriculum Programs: _____ Date: _____

Appendix D

Curriculum Master Schedule Course Listing Work Sheet Fall/Spring 20-- Fall/Spring 20--													
Course													
Crs Prefix	Crs No.	Sec No	Crs Title	CR Hrs	CT Hrs	Faculty	Instr Method	Start Time	End Time	Days	Location	Fees	Capacity

Curriculum Master Schedule Course Listing Work Sheet Fall/Spring 20--									
Course									
Title of Book	Publisher	Author	ISBN #	Edition	Quantity	Add'l Materials	Initial Adoption Date	When will this text be used again?	Verified text is required - YES

Appendix F

Roanoke-Chowan Community College

Grade Change Report

Student _____ Curriculum _____ Date _____

Student ID No _____

Advisor _____

Semester & Year	Course Number	Section Number	Descriptive Title	Original Grade	New Grade	Grade Change Justification (required)

"I" grades must be removed by the last day of the next semester, not including summer session.

Instructor Signature _____

Signature, **VP of Instruction** _____

Original Copy to: Records and Registration

*Photocopy: Instructor **Academic VP***

R-CCC 218 July '18 Previous editions obsolete

Appendix G



Notification of Approval for “W” Grade

In accordance with administrative process 09-0201, approval is granted for a **W** grade for the following student who withdrew beyond the 60 percent point of the following course because of extenuating circumstances beyond his/her control.

Student’s Name _____ Student’s ID#: _____
Course _____ Date of Withdrawal: _____

Instructor Signature _____ Date _____

Lead Faculty Signature _____ Date _____

VP, Instruction Signature _____ Date _____

R-CCC 254 July '18 previous editions obsolete

Appendix H

ROANOKE-CHOWAN COMMUNITY COLLEGE
109 Community College Road
Ahoskie, NC 27910

SEMESTER (CHECK ONE)	
D Fall	Yr _____
D Spring	Yr _____
D Summer	Yr _____

Request to Register for Independent Study

Course Number and Title:

Section:

The steps for registering in an independent course include the following:

1. Student consults with the instructor to receive approval concerning the appropriateness of the course for his academic program.
2. To register for the class, the student must present a completed "Request to Register for Independent Study" form with all required signatures.
3. Student formulates a contract in writing with the instructor who will direct the independent study. The contract must include: The course number (ACA 111, for example), number of credits (1-3) to be earned, grading option selected, completion date, topic or problem under study, objectives for each study, detailed outline of what the student will do, and the methods of evaluation.
4. Student and instructor should retain completed copies of the contract and the "Request to Register for Independent Study" form.

Student's Name _____
Last First Middle

Student ID Number _____ Major _____

Applies for Independent/Directed Study in _____ for _____ Semester Hour Credits.

Student _____
Signature Date

Instructor _____
Signature Date

Lead Faculty _____
Signature Date

Division Director _____
Signature Date

Dean of Academic Affairs _____
Signature Date

Date copy sent to Dean's/Administrator's Office _____



Drop/Add Form

Instructions: Complete all items below, obtain your instructor's and advisor's signatures. Submit completed form to Registrar's Office.

Student Type: Career and College Promise Traditional

Drop Add Withdrawal

Please print legibly.

Student ID#					

Term: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 20__

Student's Name: _____ Date: _____

ADDS				
Course Prefix <small>(ie BUS, CIS)</small>	Course Number	Section Number	Instructor Signature**	Credit Hours

DROPS						
<ul style="list-style-type: none"> Student must meet with their high school counselor or college advisor. Financial aid recipients must consult with the Financial Aid Office before dropping classes. Veterans' benefits recipients must consult with the Veterans' Affairs Office before making any schedule changes. 						
Course Prefix <small>(ie BUS, CIS)</small>	Course Number	Section Number	Instructor Signature**	Credit Hours	Grade Rec'd	Last Date Attended

****Instructor signature required after 10% of semester**

Reason for Drop/Withdrawal (check one):

- | | | |
|--|--|---|
| <input type="checkbox"/> Administrative Drop | <input type="checkbox"/> Dissatisfied with Instruction | <input type="checkbox"/> Personal |
| <input type="checkbox"/> Course load too heavy | <input type="checkbox"/> Employment | <input type="checkbox"/> Relocation |
| <input type="checkbox"/> Course too Difficult | <input type="checkbox"/> Excessive Absences | <input type="checkbox"/> Transfer to another school |
| <input type="checkbox"/> Death in the family | <input type="checkbox"/> Illness (personal or family) | <input type="checkbox"/> Other _____ |

Student Signature (*Required*)

HS Counselor or College Advisor Signature (**required**)

Total Withdrawals:

I certify that I have met with the financial aid director and was provided information regarding Return of Title IV (R2T4).

Financial Aid Director Signature: _____ Student Signature: _____

R-CCC 227 Mar '19, previous versions obsolete

FOR OFFICE USE ONLY:			
Credit Hours Before Change:		Credit Hours After Change:	
Processed by and date:			

Appendix H (continued)

Contract for Independent Study
(Please attach course outline/syllabus)

Semester and Year _____

Student Name _____ Student's ID No. _____

Independent/Directed Study Completion Date _____

1. Course Number and Title: _____
2. Semester Hour Credit: _____
3. Course Objectives:

4. Procedures (detailed outline of what the student will do):

5. Evaluation Method (Instructor and student include the RCCC Independent Study Activity Record Form in the evaluation method process.):

Student's Signature

Date

Instructor's Signature

Date

Appendix I



Course Number and Section: **Title of Course**

FA2019

Credit Hours:

Contact Hours:

This course will be taught _____% Face to Face & _____% Online

Pre-requisites:

Co-requisites:

Class Meeting Day(s): **Class**

Meeting Time(s):

Instructor Contact Information

Name, email, phone number

Office location and hours

College Mission

Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

Course Description

Insert course description here

Topics to be Covered in Course

(Optional)

Textbook and Required Supplies

(Textbooks, ISBN, Title, Author, Publisher, etc.)

Grading Scale & Policies

Most assignments will be graded within **two** weeks of their due dates. Late submissions, when permitted, will be graded by the semester's end. The final grade will be based on the following scale:

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 59% or lower

WP (given when you drop or are dropped from course after the last date to drop without penalty if the student is passing at that time; does NOT affect a student’s overall GPA)

WF (given when you drop or are dropped from course for excessive absences after the last date to drop without penalty; is calculated into a student’s overall GPA as an “F”)

Course Requirements

Description of the major assignments comprising the final grade, including the percentage each assignment counts toward the final grade.

Course Evaluation

Student Evaluations of Teaching & Learning will be conducted online beginning fall 2021 to ensure efficiency and to target all curriculum courses. Students are encouraged to participate and provide meaningful feedback so that the quality of instruction can be enhanced for all curriculum programs.

QEP Statement

Forthcoming for spring 2022.

General Education Outcomes

All associate’s degree graduates at Roanoke-Chowan Community College, students will be able to:

1. Communicate effectively in oral and written capacities.
2. Utilize appropriate technology skills.
3. Demonstrate knowledge of their roles and responsibilities in a diverse world.
4. Apply critical thinking skills enabling them to think logically and solve problems.
5. Apply quantitative reasoning skills to solve problems.

Student Learning Outcomes and Assessments

Upon successful completion of the course, you will have:

1. Outcome 1 goes here.
2. Outcome 2 goes here.
3. And so on. . .

Outline of Class Activities for the Course

Provide students with a tentative outline of activities that they can expect to occur throughout the semester, such as assignments, projects, papers, tests, guest speakers, etc. Major due dates should be specified.

Make-up/Late Assignment Policy

All assignments will be due on the assigned due date. Late assignments will only be accepted under exceptional circumstances. Whenever possible, students should discuss any potential delay in submitting work in advance. Acceptance of late work is up to the individual instructor and is handled on a case-by-case basis.

Class Attendance/Withdrawal Policy

It is your responsibility to withdraw from this and every R-CCC course you take if you do not wish to be

enrolled in the course. However, it is the new college policy that I have to drop students who accumulate absences totaling 15% of total instructional course hours (for this course, 15% of total instructional course hours = ? hours).

If you decide to withdraw from the class, it is your responsibility to contact your advisor or a staff member in Student Development Services to complete the proper withdrawal forms. You should not assume that you will be automatically dropped from the course just because you have stopped attending. After the 60% point in the course, any withdrawal from the course will be recorded as a “W,” “WP,” or “WF.” [Note: Your attendance policy can be more stringent than the college’s policy, but it cannot be more lenient.]

Electronic Communication Device Policy

(Address cell phone and other electronic device usage)

Accommodations for Students with Disabilities

The College fully supports the Americans with Disabilities Act and is committed to providing a barrier-free learning environment in order for disabled students to achieve and maintain their maximum learning potential. For additional information, please refer to the college’s catalog. Any student seeking an accommodation should see the AVP for Student Services, Dr. Oliver. Designated parking spaces for the disabled are conveniently near each building.

Wearing of ID Badges

You are required to have and display your ID badge at all times when physically on this campus.

Academic Integrity

In addition to good academic performance, you should exhibit honesty and integrity. If there is any question that academic honesty and integrity are not honored, you may be required to redo assignments in the presence of an instructor-selected monitor. Proof of dishonesty/cheating, including **intentional or unintentional** plagiarism, will make you subject to disciplinary action. In this course, the first incident of cheating will result in a “0” for that assignment. A second incident will result in an “F” for the course.

A little more about plagiarism: Trying to pass off someone else’s work (in whole or in part) or ideas as your own is plagiarism. Any time you use information or ideas that you did not already know, you need to give credit to the source. This applies to **all assignments** in this course. (Note: The information about plagiarism included here was taken from the instructor’s manual for *Cornerstone: Creating Success Through Positive Chang*

Plagiarism includes the following instances:

- a. Copying verbatim the work of another person without using quotation marks and a citation.
- b. Paraphrasing the original ideas of another person without citation.
- c. Obtaining a paper or commentary on the Internet or using a paper someone else has written and turning in that work as your own. Remember, if you can locate information online, so can I.
- d. Submitting a paper for which you have already received credit in another course.

If there is any question that academic honesty and integrity are not honored, you may be required to redo assignments in the presence of an instructor-selected monitor. Proof of dishonesty, including intentional or unintentional plagiarism, will make students subject to disciplinary action.

Repeated acts of academic dishonesty will be referred to the VP of Continuing Education and Workforce Development and Student Success, who has the authority to administer more severe disciplinary actions according to the Student Code of Conduct.

It is your responsibility to offer proof that your assignment submissions are your work and that all source material used is cited appropriately. You should save all notes, drafts, etc. to offer as proof should there be a question about the validity of your work.

Accreditation

Roanoke-Chowan Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas, and certificates. Contact SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Roanoke-Chowan Community College.

Title IX Reporting

Roanoke-Chowan Community College encourages students and employees to report sexual harassment/sexual violence to the College’s Title IX Administrators. Sexual harassment is a form of sex discrimination that is prohibited by Title IX. It creates a hostile environment that is inappropriate for an environment conducive to learning and working. The College takes this very seriously. We are dedicated to providing a safe environment for students and employees and will respond immediately, effectively, and fairly to all complaints. Incidents should be reported to the following:

Compliance Officers

Dr. Tanya Oliver
AVP of Student Services
PO Box 1248
Physical Address:
109 Community College Road
Ahoskie, NC 27910
Office: Student Center, Room 111-F
toliver@roanokechowan.edu
P 252-862-1267
F 252-862-1355

Andrea Wright
Director of Human Resources
PO Box 1248
Physical Address:
109 Community College Road
Ahoskie, NC 27910
Office: Jernigan Building, Room 105
aawright1560@roanokechowan.edu
P 252-862-1310
F 252-862-1329

Web Attendance Quick Guide

Attendance Tracking

1. Login to WebAdvisor **Faculty**
2. Click the **Web Attendance Tracking** link
3. Click the **Attendance Tracking** link
4. Complete the following steps to select course section meetings or contact hour sections for tracking attendance: Attendance should be recorded on each roster, including those with a separate lab or clinical.

Choose One	Class Name and Title	Del	Mthd	Faculty	Start Date	End Date	Bldg	Room	Meeting Times	Days of Week	Loc	Term
<input type="radio"/>	ACC-3107-01 Accounting	DL	CLASS	E. Ucate	02/04/08	05/01/08	A	22	15:00 - 16:30	MTWTH		2008CE1
<input type="radio"/>	AER-3103-01 Aviation Ground School for Pil	TR	CLASS	S. Moore	02/18/08	03/21/08	A	20	08:00 - 12:00	MWTF	1001	2008CE1
<input type="radio"/>	AOR-3009-01 Design, Drainage and Erosion C	TR	CLASS	S. Smith	02/18/08	03/28/08	A	23	18:00 - 20:30	TTH		2008CE1

SUBMIT

Form Start Date (required)

Enter the date for which you want to mark attendance.

Entry dates should be placed on the actual date the student initially demonstrates academic attendance as outlined below:

- Submitting a graded academic assignment;
- Taking an exam;
- Completing an interactive subject specific tutorial or computer-based instruction;
- Participating in online discussions about the class content and/or initiating contact with faculty to ask questions about subject matter; or
- Physically attending class (hybrid courses or seated courses).

For Batch Entry only (optional)

This is only used for cancelled class meetings (such as inclement weather closings) and previously unscheduled make-up classes (such as a Saturday meeting to make up for inclement weather closings). This will update **all students** in the course, so do not use this method for an individual student's make-up assignments. (Note: The Batch Entry process for "cancelled" and "make-up" is shown on pages 4—5.)

Choose One (required)

Select the appropriate roster.

After clicking on the **Submit** button, the **Attendance Entry** web form will be displayed.

Attendance Entry

The form will display the student names, status/status date (links to the student profile), No Show status, seat total, 10 scheduled meeting dates starting from the attendance start date entered on the Web Attendance Tracking web form, and the last date of attendance. Enter an attendance type of E to indicate the first day of attendance. **Any blank dates after E attendance types are considered present and are included in the attendance totals.**

Student	Status	No Show	Days	0815	0816	0817	0818						
	Add 08/15/17	<input type="checkbox"/>	3	E									
	New 06/21/17	<input type="checkbox"/>											

Student Status

Clicking the hyperlink beside a student name will link to the student's profile.

No Show

1. Check the No Show box for any student not in attendance **by the census date (10% point)** of the course **after** you have entered the NP grade. Once a student has been marked a 'No Show' and saved, the field cannot be removed through the web process. If a student was marked No Show by mistake, you will need to contact the Registrar Office to have the status removed.

Appendix J (continued)

Please note that the student will remain on your roster unless the student is later dropped for another reason or marked for non-payment.

Drops

Students who have dropped the course during the drop/add period will be removed from the Web Attendance roster. In addition, students who have dropped are also removed from the "Grading" area in WebAdvisor because no grade is necessary for these students.

Withdrawals

Codes of "L," "EL," and "TL" are used to indicate the last day of attendance in a course. Faculty must enter one of these codes for students who withdraw themselves or who are withdrawn by the instructor.

Note: Any attendance codes (including A), previously entered after the entry of the "L" status code on the withdrawn student will need to be removed by spacing out the codes.

Faculty **must also submit** a Drop/Add form to ensure timely reporting to Financial.

Note: Any attendance codes (including A), previously entered after the entry of the "L" status code on the withdrawn student will need to be removed by spacing out the codes.

Attendance Types

Valid codes for Scheduled Membership attendance are listed in the table below. Remember, we will not use the codes L, TL, or EL but the drop forms as noted above.

Code	Description	Comments
A	Absent	
E	Entry	First day student entered class
ET	Date entered class, tardy	First day student entered class
EL	First, last date attended	First and last day student entered class, for
T	Tardy	
L	Last date of attendance	For withdrawals
TL	Tardy, last date attended	For withdrawals

Previous/Next

This field will recalculate the Form Start Date and redisplay the form with a new list of dates. Note: You must check the first electronic signature box when going from previous/next pages or an error message requesting you check the electronic signature box will appear.

Electronic Signature

The first check box serves as a signature confirming the attendance information. This is required if data was added or changed. This includes blank dates after E or ET attendance types.

The second check box serves as a final submission indicating all attendance has been entered for the section meetings. **Do not check the final submission box until you have finalized ALL attendance for the semester.**

Once final submission has occurred, the roster will be locked and faculty may not make any

Appendix J (continued)

changes to their web attendance roster. If you check this box by mistake prior to the end of the semester, you can have the roster unlocked. Please contact the Registrar Office to have this done.

Submit Button

An error will be displayed if the user does not enter valid attendance type codes or if data is entered for dates that occur in the future. The form will be redisplayed to allow the user to correct the invalid data.

Review of Attendance Entry Steps

Step 1: Enter Attendance Information (NS checkbox, A, E, ET, EL, T, L, TL)

Step 2: The first check box-required. **Do not check the final submission box until you have finalized all attendance for the semester.**

Step 3: Click the Submit button.

Batch Attendance Entry—Class Cancelled

Faculty complete the following steps to enter and maintain student attendance after selecting the **Class Cancelled** Attendance Entry Method and **Form Start Date** on the **Attendance Tracking** web form and clicking the **Submit** button. With the **Class Cancelled** option, the 'Form Start Date' **needs to be the date of the cancelled class**. In the example below, 08/18 is the cancelled class date.

* = Required

Class Name DMA-010-QD11 Operations With Integers
Meeting 2017FA 08/15/17-09/12/17 08:00AM - 08:50AM F LAB
Location Main Campus
Census Date 08/16/17
Form Start Date/Attendance Method 08/18/17 Class Cancelled

Instructors

Comments*

Student	Status	No Show	Days	0818	Last Date
	Add 08/15/17	<input type="checkbox"/>	3	C	08/17/17
	New 06/21/17	<input checked="" type="checkbox"/>			

Appendix J (continued)

Comments (required)

Enter free form comments in this field explaining the reason for the cancellation **and** method for the make-up.

Examples:

- ☐ College closed for inclement weather. Make-up assignment posted in Moodle.
- ☐ Instructor illness. Emailed students a reading assignment for the next class period.

Attendance Type

The entries in this field default to the **C – Cancelled** attendance type code. You must space out the “C” codes that populate for withdrawn students prior to submitting the makeup attendance. If you do not do this, you will get an error message and will not be able to complete your batch entry.

Electronic Signature

The first check box serves as a signature confirming the attendance information. This is required if data was added or changed. This also includes navigating the Previous/Next dropdown menu.

Submit Button

An error will be displayed if data is entered for dates that occur in the future. The form will be redisplayed to allow the user to correct the invalid data.

Batch Attendance Entry—Unscheduled Membership (Make-up Days)

The Unscheduled Membership (make-up days) entry will most likely only be used in the event that the academic calendar has to be altered due to inclement weather. Instructions for entering make-up days will be distributed on an as-needed basis. **Therefore, please do not use unscheduled makeup days unless instructed to do so by the VP of Academic Affair and the Registrar**

FACULTY

Batch Attendance Entry

* = Required

Class Name DMA-010-QD11 Operations With Integers
Meeting 2017FA 08/15/17-09/12/17 08:00AM - 09:50AM F LAB
Location Main Campus
Census Date 09/16/17
Form Start Date/Attendance Method 09/18/17 Unscheduled Makeup

Instructors

Comments*

Student	Status	No Show	Days	0818	Last Date
	Adm 08/15/17	<input type="checkbox"/>	3	M	09/17/17
	New 08/21/17	<input checked="" type="checkbox"/>	1		
	New 08/28/17	<input type="checkbox"/>	2	M	09/17/17
	Withdrawn 08/17/17	<input type="checkbox"/>	2	M	08/17/17
	New 08/28/17	<input type="checkbox"/>	3	M	09/17/17
	New 07/03/17	<input checked="" type="checkbox"/>	1		
	New 07/04/17	<input type="checkbox"/>	3	M	08/17/17
	New 08/27/17	<input type="checkbox"/>	3	M	09/17/17
	Adm 08/15/17	<input checked="" type="checkbox"/>	1		
	New 07/09/17	<input type="checkbox"/>	3	M	08/17/17
	New 08/27/17	<input type="checkbox"/>	3	M	09/17/17
	New 08/13/17	<input type="checkbox"/>	3	M	09/17/17
	Dropped 08/16/17	<input type="checkbox"/>	3	M	09/17/17



LEAVE REQUEST

Name _____

Department/Division _____

Date (s) of leave requested _____

Total number of hours requested: _____

If partial day requested, show time taken: _____

Charge leave to:

Vacation (*staff only*)

Personal (*faculty only*)

Sick*

Other (specify) _____

Employee Signature

Date

Note:

- ~ Leave should be requested at least five working days prior to the date(s) you wish to be on leave.
- ~ A completed Class Coverage/Make-up Schedule form is required for faculty members requesting leave.
- ~ *Doctor's certification is required for three consecutive days absence.
- ~ Leave may be taken in whole hour increments only.

Request is Approved Denied

Supervisor Signature

Date

Dean's Signature or designee

Date

President's Signature or designee
(Applicable for requests of five or more days)

Date

