Faculty Handbook

The Office of Academic Affairs

Roanoke-Chowan Community College

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Table of Contents

Scope and Rationale

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 and Procedures Manuals and contains information unique to the faculty role.

We thank you for choosing to be an important part of the academic 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 Program Coordinator member and the Dean of Academic Affairs.

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 Academics and Curriculum Folder in Share Point, their Program Coordinator, Dean of Academic Affairs, 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 EVP of Academic and Student Affairs are always available to address any questions or concerns faculty may have.

Again, welcome to R-CCC where **Community and Careers Connect!**

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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, which are listed below.

Goal 1: Maintain institutional stability through sound management of human and fiscal resources.

1.1 Recruit and retain exceptional administrators, faculty, and staff
1.2 Annual implementation of the planning and budgeting process
1.3 Enhance technologies in all aspects of institutional operations
1.4 Maintain financial stability
1.5 Increase funding
1.6 Address deferred maintenance
1.7 Construct new facilities
1.8 Maintain accreditation

Goal 2: Establish a distinctive brand and image that reflects the unique characteristics and values of the service area.

2.1 Develop a brand that resonates with the campus, community, business, and students (current and potential)
2.2 Image building

Goal 3: Increase student access and success.

3.1 Increase the enrollment to an optimum level to sustain the institution
3.2 Increase student support and student success
3.3 Enhance programs to increase enrollment

Goal 4: Develop and revise existing programs to meet labor market demands and to ensure graduates can earn a living wage.

4.1 Ensure program quality
4.2 Provide programs that address industry and workforce development needs

Goal 5: Support the growth and the development of the community's workforce and partnerships.

5.1 Enhance the engagement of the community with the college
5.2 Increase partnerships with business and industry
5.3 Increase partnerships with K-12

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 reports to a Program Coordinator and/or the Dean of Academic Affairs or AVP of Academics and Institutional Effectiveness 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 Program Coordinator or Dean/AVP as soon as possible in the event of absence. The EVP should be notified in the event the Dean/AVP or Program Coordinator is unavailable. If possible, please contact your students as well.
- Prepare prior to illness 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 assignments are a great way to provide students with 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 <u>all</u> deadlines.
- Maintain grades in Learning Management Systems (LMS) and take attendance daily.
- Adhere to all FERPA guidelines and Leon's Law 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

Full-time curriculum positions shall work a minimum of forty (40) hours each week and are expected to be scheduled on campus at least thirty (30) hours a week with a minimum of four (4) hours per day on campus on scheduled workdays. Scheduled workdays are defined as those days during which class is in session or days designated by the College for other College business such as meetings, professional development, planning, etc.

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 workday (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.

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 exceptional circumstances.

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 Executive 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 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 Self Service documentation, attendance, 10% census report, and final grade. Adjuncts must also complete drop/add (form online) and early alerts (using Watermark) 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 the month after the work is complete.

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

Teaching Loads

Full-time curriculum teaching loads during the academic year shall include such combinations of distance learning, day, evening and weekend classes as the College's needs require. Distance education courses shall have the contact hour value as set forth in the NCCCS Common Course Library.

The normal teaching load for all full-time curriculum members shall be at least eighteen to twenty (18 – 21) lecture hours and eighteen to thirty (18 – 30) contact hours per semester. When the number of lecture hours falls below fifteen (18) hours because of the number of clinical or laboratory hours involved, the number of contact hours should be increased to bring the teaching load to a minimum of twelve (12) lecture hours (utilizing the standard of three (3) clinical hours equal one (1) lecture hour, three (3) laboratory hours equal one (1) lecture hour, or two (2) laboratory hours equal one (1) lecture hour, depending upon the nature of the course taught as set forth in the NCCCS Common Course Library, or to a maximum of thirty (30) contact hours). All nine (9) month faculty members are paid at the adjunct faculty rate for all summer courses.

Program Category	Faculty Load
College Transfer/General Education/Public Services (except Cosmetology)	18-21 non-concurrent contact hours a minimum of five office hours
Business and Vocational Technologies	18-21 non-concurrent contact hours a minimum of five office hours
Health Technologies	18-21 non-concurrent contact hours a minimum of five office hour
Vocational/Industrial Technologies	24-26 non-concurrent contact hours a minimum of two office hours
Cosmetology	24-26 non-concurrent contact hours a minimum of two office hours

Teaching loads shall be calculated for the academic year. Compensation shall not be made for a teaching load in excess of normal except when the compensation has been requested, approved by the Academic Dean, and authorized by the Executive Vice President of Academic and Student Affairs. Excessive teaching assignments, committee assignments, outside employment, and other activities which would encroach upon the teaching effectiveness of any faculty member should be minimized. Full-time Curriculum members are encouraged, but not required, to conduct research and participate in community service activities.

Any underload shall be dealt with by adding additional responsibilities to an employee's workload, including non-curriculum courses, as approved by his or her Academic Dean and the Executive Vice President of Academic and Student Affairs. Teaching loads may also be adjusted by the College to take into consideration such factors as the use of instructional assistance, team teaching or the use of non-traditional instructional delivery systems. Additions to curriculum employee workloads including committee assignments, special assignments, curriculum development of a new program or a new course in a

program and/or the complete revision of an existing course or program shall be analyzed by the Program Coordinator or Academic Dean. When the additional duties are deemed to be above and beyond what is normally expected of a curriculum employee, then a reduced teaching load or extra remuneration should be offered to the employee to compensate for the additional work.

The Dean of Academic Affairs, in collaboration with Program Coordinators, are responsible for the development of the schedule/workload. Faculty members do not create their own course schedule. The primary reason for offering any class is student need and should be the overriding factor in all scheduling decisions.

Door Schedules

Time not spent in class, lab, and/or shop is to be used for class preparation, office/tutoring hours, 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, the Program Coordinator will submit workload schedules to the appropriate Dean/AVP for the full-time faculty in their department. After approval by the Dean/AVP, each schedule will be submitted to the EVP of Academic Affairs 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) as well as the 10 tentative remote hours to equate to the 40-hour work week. Faculty should then submit a copy of their schedule to their supervisor for approval. The Dean of Academic Affairs/AVP of Academics and IE will forward a copy of each faculty member's door schedule to the EVP of Academic and Student Affairs.

The EVP of Academic Affairs may make exceptions to the workload 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.

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 members who have not completed the 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 2024
Vocational	$31.79
Associate Degree	$32.23
Bachelor's	$34.15
Master's	$35.85
Doctoral	$38.30

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 will be provided each month by the Office of Human Resources.

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 members 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 Dean/AVP 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. Faculty are paid by direct deposit.

Teaching Load and the Affordable Care Act (ACA)

Part-time curriculum employees (adjunct faculty members) shall be limited to teaching a maximum of three-quarters of a full teaching load during a semester. Determination of the maximum number of hours for a part-time curriculum employee is calculated by taking three quarters of a full-time teaching load defined in Procedures 3.1.3.1 – Full-Time Curriculum Working Hours and Workload. In extreme circumstances, a part-time curriculum employee may be allowed to exceed the maximum teaching load for one semester per academic year with the permission of the Executive Vice President of Academic and Student Affairs.

In no event may part-time curriculum employees work more than 29 hours per week inclusive of prep time, meetings, and other College duties, without expressed, written permission. For purposes of preparation time, the Executive Vice President of Academic and Student Affairs, in consultation with the department heads and Deans, may set the number of hours for preparation time for each class taught by a part-time curriculum employee.

Traditionally, adjunct faculty teaching load is less than 13.5 contact hours (30 hours per week), which follows 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).

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.**

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 Program Coordinator, who in turn will notify the appropriate Dean/AVP.

In all cases, it is important that the instructor makes person-to-person contact and try to avoid leaving a voicemail or e-mail message. If the Dean/AVP cannot be reached, contact the Administrative Assistant to the EVP of Academic Affairs (252-862-1205) 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 into the supervisor within 3 days after returning to classes for submission to the Dean/AVP. 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 G**) 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 and pay for adjunct or part-time.

Course Schedule

The goal of the Academic Affairs 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. The Dean of Academic Affairs, AVP of Academics and IE, and Program Coordinators work closely with faculty in their area to develop a schedule that meets the needs of the students in their respective areas of study.   These individuals also work with their peers across the institution to ensure 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 throughout the day and evening 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. Part-time faculty shall be employed only when all full-time curriculum faculty members in their respective programs have a full workload as defined by Procedure 3.1.3.1. 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 to meet the needs of students.

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 ensure 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 assessment to be used, and information regarding course content. 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).

The Dean of Academic Affairs in collaboration with Program Coordinators and faculty, select and order textbooks for each course. Once textbook requirements are determined, Program Coordinators submit requests to the Dean/AVP. Upon approval, the Dean/AVP submits textbook information to the Administrative Assistant to the Office of Academic Affairs for submission to Follett Bookstore.

Evaluation of Instruction

All courses will be evaluated and observed by Program Coordinators and Dean. 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 EVP of Academic and Student Affairs, Dean/AVP and faculty to be used as feedback regarding teaching effectiveness and to enhance the quality of programs and courses.

SACSCOC Accreditation

Roanoke-Chowan Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees. Roanoke-Chowan Community College also may offer credentials such as certificates and diplomas at approved degree levels.

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.

The purpose of the Quality Enhancement Plan (QEP) is to improve student success by enhancing onboarding and advising practices to support students as they choose, enter, and obtain their pathway goals at Roanoke-Chowan Community College and beyond. The college formed a QEP committee to identify a topic of focus based on broad based support and feedback from institutional stakeholders that support R-CCC's goal of student success. The committee engaged in the collection and analysis of data to identify gaps that impact outcomes and developed a plan for improvement. The comprehensive review led to the Quality Enhancement Plan selection of intentional advising. This model, "CAPS Career Advising Path for Success" (CAPS) will support student success, retention, and completion, with implications for overall student learning. CAPS includes a redesign of orientation and freshman experience classes to include the utilization of technology to aid students as they explore pathway and transfer options. The new advising monitor student progress at required checkpoints, allowing an opportunity to address any barriers that may impact progress. Ongoing professional development will be provided for advisors to ensure quality and consistent advising practices supporting students in goal obtainment.

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. The Dean/AVP, or the Program Coordinator, can provide instructors with a list of the learning outcomes outlined for each course.

The General Education Outcomes process has been updated as is now within a Moodle class. Additional trainings and other resources are listed in the Curriculum folder in Teams.

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 3.3.2 states the following:

An employee development and evaluation process has been established to ensure relevant feedback between faculty and staff and the respective supervisors. This evaluation procedure is designed and intended to offer suggestions for improvement and develop strategies for the attainment of specific goals or the revision of related processes.

All employees will be evaluated annually. Each year, every full-time employee will have a pre-evaluation conference with his/her supervisor. An outcome of this conference will be a development plan to evaluate the performance of the employee and to develop strategies for improvement. The Human Resources Office will be responsible for coordinating and monitoring the evaluation process and may implement a timeline for the evaluation process.

Development plans and evaluations will be retained in the personnel file.

Supervisors may only use evaluation instruments that have been approved by the Personnel Office. The President may use a different evaluation instrument and procedures when evaluating employees reporting directly to the President; however, these employees shall be evaluated annually.

In addition to the above, all curriculum employees may be evaluated by students through course evaluations.

All plans will be approved by the EVP of Academic and Student Affairs. 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 their respective Program Coordinator and the Dean of Academic Affairs/AVP of Academics and IE.

Dean of Academic Affairs

A faculty member's greatest resource is the Dean of Academic Affairs. The Dean of Academic Affairs can provide valuable information about classroom strategies, resources, etc. Any problem or concern should be broached with the Program Coordinator first. In the Program Coordinator's absence, the Dean of Academic Affairs provides the same support.

Faculty Resources

Faculty resources can also be found in Teams under SharePoint. 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 Dean of Academic Affairs provides instructors with course outlines. Course outlines for each course are also available in Teams under SharePoint.

Textbooks

The Dean, in consultation with the Program Coordinator, assists faculty with textbook selection.

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 F.** Instructors should check with the Dean of Academic Affairs for this information.

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

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 Dean of Academic Affairs and EVP. This training includes information on technology and other college support services. Sessions are available face-to- face or virtually. However, all faculty, Dean, 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 Dean of Academic Affairs also assist in this process.

Parking Tags

On-campus instructors should register for parking in the Security Office located in the Student Services Center. There is no charge.

Campus Mailbox

Instructors who teach on the Main Campus will 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 with an office. Office assignments are made by the academic administration team.

Adjunct faculty members who teach on main campus should speak with the Dean of Academic Affairs 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 Dean 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
- Student Services Center, Student Services Office
- Student Services Center, 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 clinicals.

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 Teams (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 daily.

Self-Service

Self-Service 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 listed on the college website.

Academic Freedom
The College recognizes the necessity for freedom in legitimate academic decisions that foster an environment where faculty and students can freely inquire, study and evaluate in order to gain greater understanding. To that end, the College endeavors to give faculty members the freedom to conduct individual academic affairs in accordance with each person's best judgment. (Board Policy 3.4.6)

A. Faculty members will conduct themselves within the boundaries of the law as established by the North Carolina General Statutes and the State Board Code of Community Colleges.

B. Faculty members shall use their best judgment as to appropriate material in developing and implementing course material. Faculty members shall refrain from introducing controversial materials and subject matters that have no bearing or academic relationship to that particular class or subject matter. Faculty members shall encourage students to do likewise.

C. In the academic setting, faculty members shall refrain from insisting upon the adoption of any particular point of view as authoritative in controversial issues. Engaging in personal attacks during any discussion should be avoided by faculty members and students.

D. Faculty members shall use their best judgment in conducting classes and in interactions with other members of the College community.

E. Faculty members shall keep abreast of the main academic trends and themes in their respective fields and incorporate these into their scholarship and teaching.

F. Faculty members shall organize their subject matter and present it in ways that present the optimum value for their students, subject to reasonable guidelines reflected in College, departmental and faculty policies and procedures. Faculty members shall also require an amount and quality of work from their students which, under the College's standards, justify the course.

Any questions or issues concerning the parameters of academic freedom at this College should be addressed to the appropriate Vice President. In the event the faculty member cannot reach an informal resolution, s/he may file a grievance pursuant to Policy 3.3.8. – Grievance.

This Policy is not intended to limit the rights of faculty or students in discussing any matter outside of the academic setting. However, no College employee or student shall purport to speak on behalf of the College unless specifically authorized to do so by an authorized College official.

Intellectual Property

The College acknowledges the ownership rights associated with intellectual property and requires students and employees to adhere to all applicable state and federal laws.

Intellectual property may be defined as any intellectual or creative works that can be copyrighted, trademarked or patented. Such works may include but are not limited to literary, musical, dramatic or artistic works, computer software, multimedia presentations, brand marks or inventions.

I.   Works Made for Hire

The College recognizes that the "works made for hire doctrine" applies to College employees. Under this doctrine and this policy, a work made for hire is defined as a work prepared by any employee within the scope of his or her employment. Other works created under the terms of an agreement between the College and a creator may also be deemed works made for hire under that agreement. Works made for hire include any materials that may receive protection under federal patent, copyright, or trademark law. The College retains its ownership of works made for hire and all rights incidental to that ownership except as stated below.

This policy does not include independent works by employees that were not created within the scope of employment and without College support.

II.   Academic Exception for Copyrightable Works
The College recognizes an academic exception to the works made for hire doctrine. Unless otherwise determined by the College prior to the creation of the Work, it is the College's policy that employees own and retain the copyright, and all rights incidental to that ownership, to works created for traditional academic purposes regardless of any use of College resources used in making the work.

This exception applies only to works that may be legally registered in the United States Copyright Office, including but not limited to, textbooks, scholarly monographs, trade publications, maps, charts, articles, novels, nonfiction works, supporting materials, artistic works, syllabi, lecture notes, educational software and multimedia. Employees, however, may not use College resources to commercialize or publish a work without written approval from College administration.

For any creative work that falls under this exception, the employee grants and the College retains a perpetual, royalty-free, non-exclusive right to use the work for educational, research, and marketing purposes.

This exception does not apply to trademarks, inventions, or patent ownership.

III.   Student Works Except as stated herein, the College recognizes that students retain ownership of intellectual property submitted in fulfillment of academic requirements. By enrolling in the College, the student gives the College a perpetual, non-exclusive, royalty-free license to mark, modify, and use any work as may be required by the process of instruction, or for other educational, research, or marketing purposes.

This section does not apply to class or lab notes created by a student.

The College shall retain the ownership of all patentable inventions created by a student in fulfillment of academic requirements under the following conditions: the development of the invention involved substantial use of College resources, including use of facilities, time, and/or other resources.

IV.   Other Agreements

In support of its mission, the College, an employee, or a student may voluntarily enter into other agreements for ownership of intellectual property or the sharing of royalties. In these instances, the written agreement is controlling, not this policy.

In the case of a work created under the provisions of a grant, the terms of the grant will determine the ownership and all rights incidental to the ownership of the property created, not this policy.

All revenue derived by the College from the creation and production of intellectual property shall be used for educational and research purposes that directly support the College's mission.

V.   Dispute Resolution

A. Prior to creating works using College resources, employees and students should direct intellectual property ownership questions to the appropriate Vice President.

B. Employees. If issues related to ownership of intellectual property arise and cannot be resolved informally, College employees may seek resolution through Policy 3.3.8 – Employee Grievance Policy. Prior to initiating litigation, both parties will participate in voluntary mediation before a neutral third-party mediator and will equally share the cost of such mediation.

C. Students. If issues related to ownership of intellectual property arise and cannot be resolved informally, College students may seek resolution through Policy 5.3.6 – Student Grievance Policy. Prior to initiating litigation, both parties will participate in voluntary mediation before a neutral third-party mediator and will equally share the cost of such mediation. (Board Policy 4.21.)

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

Leon's Law
Leon's Law is a North Carolina law that requires community colleges to share educational records of minor, dependent students with their parents. The law mandates that these minor students must acknowledge parental access before they can enroll. This measure was enacted to ensure parents can provide guidance to their children who are taking college courses.
- For parents, if the student is under 18 and a federal tax dependent, they will be able to access their educational records, including grades, disciplinary actions, and financial aid information, without the student's consent.
- For minor students, they must sign an acknowledgment form stating that their parents will have access to your educational records before they can register for college courses, even if they decline to sign a separate FERPA waiver.
- Purpose: The law was developed to prevent small academic problems from escalating by ensuring parents are informed and can provide support.

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.

At least 30 days prior to the end of the contract period, the President or designee will notify, via hand-delivery, certified mail and/or campus email, any employee who will not be offered a new employment contract. The College may non-renew the employee's contract for any reason that is not based on Impermissible Grounds. The failure of the College to provide notice of non-renewal prior to the expiration of any contract does not entitle the employee to a new contract.

The employee has the right to appeal the President's decision to the Board of Trustees as outlined in Policy 3.3.6 – Right of Appeal provided; however, the Board of Trustees will

only hear and consider an employee's appeal if the employee is alleging that the nonrenewal is based on Impermissible Grounds.

If an employee continues working beyond the term of any contract and the College and employee have not entered into a new or extended contract, the employee shall become an at-will employee, and the College or employee may terminate the employment relationship at any time subject to any state or federal laws.

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

Full-time College employees' primary professional obligation is to the College. Full-time employees who engage in secondary employment have the responsibility to ensure that any such employment does not interfere with their work at the College as outlined in the employee's position description and the College's policies and procedures. The employee shall not utilize College time, facilities, supplies or equipment in relation to any secondary employment.

Prior to beginning any secondary employment, the employee shall provide a written notice of intent for secondary employment to the President or President's designee. The notice shall contain, at a minimum: 1) the name and contact information of the prospective secondary employer; 2) the proposed job duties; and 3) the estimated hours per week devoted to secondary employment. The President or designee shall approve or disapprove of any secondary employment, and his/her decision is final. (Board Policy 3.4.8)

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, fringe benefits will require payroll deductions.

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. Longevity pay amounts are computed

by multiplying the employee's annual base salary rate as of the eligibility date by the appropriate percentage, rounded to the nearest dollar, in accordance with the following table:

YEARS OF AGGREGATE STATE SERVICE	LONGEVITY PAY RATE
10 but less than 15 years	1.50 %
15 but less than 20 years	2.25 %
20 but less than 25 years	3.25 %
25 or more years	4.50%

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

Worker's Compensation

When an employee suffers an accidental injury or contracts an occupational disease within the meaning of the North Carolina Workers' Compensation Act ("Act"), the employee is entitled to benefits provided by the Act. The employee is entitled to medical benefits and compensation for time lost from work due to the injury. The Act does not entitle an employee to job protection due to a workers' compensation injury. 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:
> Dean of Student Affairs, Danielle Ruffin
> Student Services Center – Room 111F
> dpruffin4929@roanokechowan.edu
> 252.862.1267

Employees or other non-students who have questions concerning the above-mentioned provisions should contact:
> Executive Director of Human Resources, Kimberly Lassiter
> Jernigan Building – Room 105
> kclassiter@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 Policy 3.3.7 and 5.3.4 outlines the details of College procedures relating to workplace harassment.

Sexual Harassment

The College strives to make its campuses inclusive and a safe and welcoming learning environment for all members of the College community. Pursuant to multiple federal and state laws and administrative regulations and pursuant to College policy, the College prohibits discrimination in its education programs and activities based on sex.

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. Under Title IX, discrimination on the basis of sex includes quid pro quo harassment; sexual harassment; and sexual assault, stalking, dating or domestic violence (collectively referred to as "sexual harassment"). The College's Title IX Coordinator has oversight responsibility for handling sexual harassment complaints and for identifying and addressing any patterns and/or systemic problems involving sexual discrimination or harassment.

All allegations involving sexual harassment should be directed to the College's Title IX Coordinator and addressed under these procedures. For other complaints of discrimination and harassment not related to sexual harassment, refer to Discrimination and Harassment Procedure 3.3.7.2/5.3.4.2.

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 Dean of Student Affairs 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 Dean of Student Affairs, as soon as possible after the alleged incident. Complaints by or against students will be handled by the Dean of Student Affairs, 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 Dean of Student Affairs or Campus Security. All incidents of sexual assault must be reported to the Dean of Student Affairs, 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 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 students' current grades 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 above list 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 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 damage 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 communication 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 allowed to have students 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 Self- Service. 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 Self Service. Rosters and final grades can be printed from Self Service as needed.

Processing Drop Forms

Instructors are asked to make sure that once a student's absences have exceeded 15% of class time that they submit a Drop/Add Form (**Appendix D**) 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"

The following chart provides a list of the grades that students can receive and a description of each.

*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 because 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). Students cannot re-enroll in courses in which an "I" grade is the grade of record. If the student fails to remove the "I" during the required time, 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.

*W - Withdrawal. A "W" is received when a student officially withdraws from a course by the 60 percent point of the course. A "W" is assigned for administrative withdrawals resulting from disciplinary action (i.e., suspension, etc.).

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

*WF - Withdrawal Failing. Student is failing the course with an average of less than 60% at the time of drop.

*CE - Credit by Examination. Student shows proficiency by examination. 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 curriculum credit and not continuing education credit.

*P Grades. A student in developmental, supplemental, or transitional courses will receive either of the below passing grades based upon the course. They are not considered a part of the program's total hours required for graduation. However, the grade is recorded on the student's permanent college transcript.
*P - Passing
*P1 - Pass Tier 1 of the course
*P2 - Pass Tier 2 of the course
*P3 - Pass Tier 3 of the course (for Math only)

*R - Repeat. A grade of R (repeat) will be issued for unsuccessful completion supplemental or transitional courses. They are not considered a part of the program's total hours required for graduation. However, the grade is recorded on the student's permanent college transcript.

**An "In Progress" or Re-enroll grade is given in transitions courses when progress has been made but required objectives for the course have not been met. It is given in lieu of a D or F grade and has a neutral effect on the student's GPA. "IP" and "R" grades remain on the transcript.

***The "P1", "P2", "P3", "IP" and "R" grades are used in transitions math, transitions English and reading courses. "P" indicates an 80% mastery of the course content. When the student's mastery of course content is less than 80%, the student receives an "R" grade. "R" and "IP" grades have a neutral effect on the student's GPA. Students receiving an "R" grade in a prerequisite course must reenroll in that course and may not proceed to the sequential course until achieving 80% mastery of course content.

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

Grade Appeal
A student has the right to appeal a final course grade when he/she believes that his/her performance in a course has been incorrectly or inappropriately evaluated by the instructor. Any such appeal should be initiated within the first two weeks of the next semester after the grade was issued.

Grade Changes
Any change of grade, except course repeats and incomplete grades, must be made by the instructor and approved by the academic dean **(Appendix E)**. If changes are necessary and the instructor is no longer available, the decision to change a grade rest with the academic dean and with approval by the Executive Vice President of Academic and Student Affairs. A grade will only be changed if an error was made in computing or recording it. This must be done within the first three weeks of the start of the next semester.

The grade appeal process applies only to final course grades. In the event a student appeals a grade that prevents progression in a program, the student will be allowed to enroll and attend the following semester pending the outcome of the appeal. For sequential classes that have a clinical component, the student will be allowed to take the academic coursework but will not be allowed to participate in the clinical component of the class until the appeal is over. If the grade is upheld, the student will be administratively dropped from the course and refunded the tuition.

A. If a student is dissatisfied with his or her grade, the student must first meet with the instructor who assigned the grade within ten (10) business days after official receipt of that grade. The instructor will make a written determination and provide it to the student. In cases where the student is unable to meet in person with the instructor, the student may contact the instructor by letter or email. If the instructor is no longer employed at the College, the student may proceed to step two.

B. If the student is still dissatisfied with the instructor's determination, within ten (10) business days thereafter, the student may meet with the Academic Dean. The student must present the instructor's written determination. In cases where the student is unable to meet in person with the Academic Dean, the student may contact the Dean by letter or email. The Academic Dean will make a written determination and provide it to the student.

C. If the student is dissatisfied with the Academic Dean's determination, within ten (10) business days thereafter, the student may file a written appeal with all documentary evidence to the Executive Vice President of Academic and Student Affairs ("Vice President"). The Dean of Academic Affairs shall also file a written response, attaching the instructor's prior written decision, to the Vice President. The Vice President shall perform an "on the record review" and will make a determination within ten (10) business days after receipt of the student's appeal. If needed for clarification, the Vice President may meet with the student or ask the student or Academic Dean to submit additional information. The Vice President shall make a written determination and provide a copy of the decision to the student and the instructor. The Vice President's decision is final.

Course Load
For fall and spring semesters, the maximum student course load is 19 credit hours and 9 credit hours for summer term. The Academic Dean or the EVP of Academic and Student Affairs 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 Program Coordinator. If approved, the Program Coordinator will submit a Notification of Approval for Course Substitution form to the Dean of Academic Affairs and then to the EVP of Academic and Student Affairs 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

CPL may be awarded through examinations created and administered by academic units that offer the course. The examination is constructed to allow the student to demonstrate mastery of the learning outcomes of the course.

If a department offers credit by examination, no eligible student can be refused the opportunity to take the exam for course credit. A student must meet all pre-requisite requirements before they are eligible to take the challenge/proficiency examination for a course.

Students meeting challenge exam eligibility requirements, as provided by the State Board, state and federal law, and this policy, are responsible for submitting a challenge examination request.

As defined in the State Board of Community Colleges Code, developmental courses, supplemental courses, and courses including clinical practice are not eligible for challenge exams/proficiency.

A student may petition the course instructor by written application for permission to seek course credit by examination. A maximum of 18 credit hours may be earned through proficiency examination. To obtain permission to take a credit by examination test, students should follow these steps:

A. Register for the course and pay the appropriate tuition and fees.

B. By the end of the drop/add period, the student must petition in writing to his/her instructor the request to take the proficiency exam. Approval must be granted from the instructor and the department chairperson.

C. The Program Coordinator will arrange a time for the test to be given no later than the census date (10% of the course).

D. If the student passes the proficiency exam, with a C or higher, a grade of "CE" is assigned,

and the student will no longer be required to attend class. If the student does not pass the proficiency exam, the student must complete the course with a passing grade to earn credit.

Credit hours will be recorded in the Total Hours Earned and will count towards hours for graduation; however, there will be no Quality Points assigned, the grade will not affect the student's GPA and Financial Aid or Veteran's Benefits shall pay for courses in which a grade of "CE" is earned.

Repeating Courses
Curriculum Courses

Curriculum courses with earned grades of "D" or "F" may be repeated. Courses with earned grades of "C" or higher may be repeated only by special permission from the appropriate Dean. When courses are repeated, the highest earned grade and hours will be computed in the cumulative grade point average. The first course (grade and hours) will be shown on the transcript and will not be included in the cumulative grade point calculations. If a student receives three "F" grades for the same course, the student must wait at least two academic terms before repeating the course. Exceptions may be made by the Dean of Academic Affairs.

Extension Education Courses

Students may enroll in extension education courses as many times as necessary to accomplish their individual educational/training goals provided they continue to show progress, do not prohibit others from participating, are willing to pay fees, and do not violate North Carolina Community College System policy. Extension Education programs/courses are designed to enable participants to progress, at their individual achievement rates, in gaining knowledge and skills in specific educational areas.

Attendance Policy

The following attendance requirements shall apply to all College students:

A. Students are expected to attend and be on time for all scheduled classes and labs. Students should refer to the course syllabus for individual course attendance requirements. At the instructors' discretion, students may make-up work missed. When students must be absent, it is vital that they remain in contact with their instructors.

B. Any student who has not attended at least one face-to-face class meeting or completed one assignment/activity for an online class by the date in which ten percent (10%) of the class has passed will be reported by the instructor as "never attended". A student who has never attended a class by the ten percent (10%) date is no longer enrolled in the class and will not earn credit or receive a tuition refund for the course.

   Under extenuating circumstances, a student who has never attended by the ten percent (10%) date may petition for reinstatement in the class and earn course credit. The student should notify the instructor, in writing, of the extenuating circumstances prior to the ten percent (10%) percent date of the class and provide compelling documentation to support the request for reinstatement. Reinstatement will only be considered by the instructor when

the absences are due to unforeseeable and uncontrollable circumstances. An instructor's decision regarding reinstatement may be appealed to the appropriate Dean within two (2) business days. The Dean's decision is final. Students reported as "never attended" may request to have their status changed to "audit".

C. Any student who has been absent for two consecutive weeks in a 16-week term or one week in shorter academic terms will be administratively withdrawn from the course. A student in an online or hybrid course will be administratively withdrawn following two consecutive weeks in a 16-week term (or one week in shorter academic terms) of missed assignments, missed attendance (for hybrid), and lack of communication with the instructor regarding course participation. Consistent with policies establishing attendance in online courses, logging into a course site but failing to perform the aforementioned actions does not constitute attendance. A grade of "WF" will be assigned for any course from which the student is administratively withdrawn. Administrative withdrawals will be allowed up to the published Administrative Withdrawal deadline each semester (approximately the 85% point of the semester). Thereafter, the earned grade will be posted.

Under extenuating circumstances, a student may petition, in writing, the instructor, for reinstatement in the course upon demonstrating the capacity and likelihood of satisfactorily completing requirements as indicated on the course syllabus. Reinstatement will only be considered when the absence was due to unforeseeable and uncontrollable circumstances. Tuition refunds or credits will not result from an administrative withdrawal.

D. A student's absence while participating in a College-sponsored or approved activity will be considered an excused absence for participating students. Such excused absences will not be considered in the students' class attendance for drop purposes, nor will excused absences be included in the determination of a grade for "participation" of which class attendance is a part. The responsibility for making up class work rests entirely with the student. All assignments, tests, labs, class time and final exams to be missed due to College sponsored or approved activity will be rescheduled prior to the excused absences or otherwise rescheduled at the discretion of the instructor.

E. The College provides reasonable accommodations, including a minimum of two (2) excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures for this Policy and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. An accommodation request imposes responsibilities and obligations on both the College and the student requesting the accommodation. College faculty are required, as part of their responsibility to their students and the College, to adhere to this Policy and ensure its full and fair implementation by reasonably accommodating students' religious practices or beliefs. Regardless of any accommodation that may be granted, College students are responsible for satisfying all academic objectives, requirements and prerequisites as determined by their instructor and the College.

1. Academic year: The sequence of fall, spring and summer semesters.

2. Reasonable accommodation: Any change in an academic course or program of study with respect to the way tasks or responsibilities are customarily done that enables a student to observe his/her religious practice or belief without creating an undue hardship.

3. Religious practice or belief: A practice or observance that is sincerely held within the tenants of that religious belief.

4. Undue hardship: An accommodation that would require significant expense or difficulty for the College or would result in the inability of the student to perform an essential function of his or her course/program of study. The determination of undue hardship is dependent on the facts of each individual situation.

Student Voluntary Withdrawal from Course(s)

A. Ten Percent (10%) Date A student may withdraw from a course for a partial refund on or before the official ten percent (10%) date of the semester. For more information on tuition/fee refunds, see Policy 6.1.4 – Tuition/Fee Refunds. In the case of withdrawal on or before the official ten percent date (10%) date of the semester, the withdrawn course(s) will not be included on the transcript.

   Seventy Five Percent (75%) Date
B. At any point prior to the seventy five percent (75%) date of the semester, a student may voluntarily withdraw from his/her courses. Students will not be allowed to voluntarily withdraw from courses past the seventy five percent (75%) date. All applicable deadlines will be published in the College's official calendar.

   It is the student's responsibility to withdraw from course(s) if he/she cannot meet the requirements of the course. The student should first consult his/her instructor or advisor before requesting to be withdrawn from a course. Students receiving financial aid should also consult a financial aid advisor before requesting to be withdrawn from a course. Withdrawing from a course could substantially delay the completion of the student's program of study and may have impacts on future financial aid eligibility.

   To officially begin the withdrawal process, the student should notify the Enrollment Management Office of his/her intent to withdraw from the course. The student should complete the online Withdrawal Request Form or visit Student Services and complete a withdrawal form.

   Students must officially withdraw from any course they stop attending in order to ensure that they will not receive an "F" in the course. In the case of a withdrawal, the student will receive a "W" which will not include the grade point average but will appear in the student's official transcript.

C. Exception to Seventy Five Percent (75%) Date
   The Executive Vice President for Academic and Student Affairs ("Vice President") may make exceptions in cases of extenuating medical circumstances and award a grade of "W" during the final twenty five percent (25%) of the academic term. A student must comply with the following steps if he/she desires a medical withdrawal:

1. Submit medical documentation supporting a request for a medical withdrawal within thirty (30) calendar days of the last attended class unless medical documentation is provided that satisfactorily explains a longer time period. It is most feasible that the request and documentation be submitted before the end of the semester (and end of the classes) in question. The documentation must be submitted to the Vice President.
2. The Vice President will review all submitted documentation and make a decision regarding voluntary medical withdrawal within ten (10) business days after the receipt of said documentation.
3. The decision of the Vice President will be communicated to the student via registered mail, hand-delivered or electronically with confirmation of receipt from the student. The Vice President's decision is final.
4. Students who are granted medical withdrawals will receive the grade of "W" in all courses in progress and/or specified in the request.
5. Specific conditions for re-admittance are stipulated at the time of withdrawal. These conditions may specify a minimum period of time for the withdrawal and/or may require a letter of medical clearance from a physician, psychologist or psychiatrist stating that in the professional expert's opinion the student is now capable of handling the College's academic and social demands.

II. Student Involuntary Withdrawal from Course(s)

A. Students who register for a course and do not attend classes prior to ten percent (10%) will be dropped by the instructor.

B. Any student who accumulates absences in excess of ten percent (10%) of course contact hours may be withdrawn from the class at the instructor's discretion. If the student is withdrawn from a class during the final twenty-five percent (25%) period of the term for excessive absences, the student will receive a grade of "F".

C. Students may be involuntarily withdrawal from courses for disciplinary reasons subject to the student discipline policies.

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 Jernigan Building or to Student Affairs 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.

All visitors to instructional areas must have the instructor's prior approval. All visitors to laboratories, shops, or other potentially hazardous areas must be escorted by a College employee.

Minor children are defined as children under the age of eighteen (18). Students and College employees are encouraged to make childcare arrangements to reduce interruption of the educational process and avoid possible injury to a minor. Supervisors are responsible and

accountable for ensuring that minor children on campus adhere to College policies and procedures. Should employees require time to resolve their childcare situation, they are required to leave work and use the appropriate leave.

Minor children are allowed in offices on the campus for short, occasional visits, when accompanied by a responsible adult. In addition, instructors have the discretion to make infrequent exceptions regarding the care of minor children due to temporary, unforeseen emergencies. In these cases, minor children must remain in the classroom under their parent/guardian's direct supervision and are not allowed to sit in the hallway or be unsupervised in other locations on campus.

Minor children are not allowed on campus when the child has a contagious condition or is too ill to be sent to the regular childcare location or school. Minor children may not enter shops, labs or other hazards areas.

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 Program Coordinator.

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 and submit it to his or her Program Coordinator and the Dean of Academic Affairs. If the field trip is approved by the Program Coordinator, the Dean, and the EVP of Academic Affairs, the instructor must then circulate the field trip form to the Dean of Student Affairs and the VP of Administrative and Fiscal Services. The instructor is responsible for submitting a copy of the completed form to the Office of Academic Affairs. 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 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 (Board Policy, 5.3.2).

Plagiarism is a serious offense for academic writers, including student writers. The intentional theft or unacknowledged use of another's work or ideas. Plagiarism includes but is not limited to: a) paraphrasing or summarizing another's words or works without proper acknowledgement; b) using direct quotes of material without proper acknowledgment; or c) purchasing or using a paper or presentation written or produced by another person. If a student is uncertain about what constitutes plagiarism, he/she should discuss with the class instructor.

If a student's writing is found to contain flagrant plagiarism, faculty may elect to have the student:
A. Re-complete the assignment;
B. Additional course work;
C. Loss of credit for the assignment; or
D. Loss of credit for the class.

An instructor suspecting an incident of an academic-related violation shall follow these steps to address the concern:

1. The instructor suspecting the alleged violation shall first present concerns to the student and provide an opportunity for the student to explain or refute the concerns.

2. The student will be allowed to comment on the evidence or to present evidence to clarify the issue in question.

3. Based on the evidence presented and the students' comments, the instructor shall determine whether or not an academic violation has occurred. This determination will result in one of the following findings:
   a. An academic-related violation did not take place, and the issue is resolved.
   b. An act of academic dishonesty did occur in the instructor's opinion.

The instructor will communicate his/her findings via email to the student's official College email address within five (5) business days of the initial meeting with the student. If an email address is not available, the instructor shall send his/her written findings to the student's mailing address on record with the College. The findings must contain, with specificity, evidence supporting the instructor's determination. The instructor shall also inform the student of the imposed academic sanctions. The sanction will remain in place unless modified or overturned on appeal.

1. A student who disagrees with the instructor's decision may appeal to the Vice President. This appeal must be submitted in writing within three (3) business days of receipt of the instructor's decision and describe, specifically, why the student believes the instructor's findings to be in error.

2. The Vice President will conduct an "on the record review" examining the instructor's written findings and student's written appeal. The Vice President may require the student, the instructor and any other necessary party to provide additional documents as needed, including written statements, or provide written clarification to submitted documents.

3. After considering the evidence presented, the Vice President will affirm, modify or overturn the instructor's decision.

4. The Vice President will inform the student via the student's official College email address of the decision within ten (10) business days of the receipt of the student's appeal. If an email address is not available, the instructor shall send his/her written findings to the student's mailing address on record with the College.

5. The Vice President's decision is final.

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 must 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 Dean of Student Affairs and the EVP of Academic and Student Affairs.

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 Affairs section of the college website).

LEARNING RESOURCE CENTER

The goal of the 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 username 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 Affairs. 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. 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 connection, a TV and DVD player, and an HDMI cable is available in most rooms. By checking at the Circulation Desk, you may reserve 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 non-traditional 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 for full details. More information may also be found at the Distance Learning link on the College's website at https://www.roanokechowan.edu/all-about-moodle.