



# Distance Education Handbook

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## **Communication**

### **Center for Organizational Excellence Communication**

The Center for Organizational Excellence communicates information regarding upcoming professional development opportunities, resources available, and other pertinent information for faculty via a weekly email, a monthly email newsletter, the Professional Development calendar, and the Professional Development organization in Blackboard.

### **Distance Education Communication**

Distance education, administration, and supervisors will inform distance education faculty and staff at Central Carolina Community College regarding the latest distance education policies, procedures, and services. This information may be shared electronically via email, face-to-face meeting, and/or through web conferencing.

## **Email Accounts**

### **Faculty**

College email accounts are required for all faculty. Faculty should contact their supervisor for further information about securing an official email account. Faculty should clearly communicate the expectations for the use of email with CCCC students. The Information Technology (IT) Department is the technical support for CCCC email accounts and may be contacted via email at [ithelpdesk@ccc.edu](mailto:ithelpdesk@ccc.edu) or by phone at (919) 718-7397.

### **Students**

CCCC provides students with a free email account. Student email is referred to as Cougar Mail. Students are required to use Cougar Mail for all college communication. The IT Department is the technical support for Cougar Mail email accounts and can be contacted via email at [ithelpdesk@ccc.edu](mailto:ithelpdesk@ccc.edu) or by phone at (919) 718-7397.

### **Distance Education Website**

A primary means of sharing information with current and prospective distance education students is the Distance Education website. A primary means of sharing information with distance education faculty is the Center for Organizational Excellence website. Stakeholders should regularly review these sites and make suggestions to Distance Education for enhancements. Similarly, distance education faculty and students should familiarize themselves with the resources available online.

## Attendance

### **Student Attendance and Census Reporting**

The college's attendance policy can be found in the [College Catalog \(www.cccc.edu/catalog\)](http://www.cccc.edu/catalog). In general, students must attend at least 80% of the course. Please refer to the catalog for the full policy.

#### **Generating First Day Rosters**

- *Stay tuned for updates on steps using Self Service!*

#### **Census Reporting in Seated Courses**

In a traditional course, students are required to attend a scheduled class session prior to the census date. The census date is the 10% point of the course and is used to generate full-time equivalency (FTE) for the college which determines college funding from the state.

#### **Census Reporting in Online Courses**

In an online course, students are required to submit academic work by 11:59 pm on the census date to remain enrolled in the course. The academic work should have a time stamp prior to 11:59 p.m. on the census date and clearly indicate the name of the student who completed the work. The date where you enter an "E" for each student in WebAttend should exactly match the date listed in Blackboard for the student's first academic work submission. Please contact your department chair or program director and/or Distance Education for instructions if you have any questions. These attempts in Blackboard are the college's evidence in the event of a course attendance audit.

#### **Census Reporting in Hybrid, Blended, Video-Conference, and Web-Conference Courses**

Hybrid, blended, video-conference, and web-conference courses will have two entry dates in WebAdvisor's Attendance Tracking screen. The first class session the student attends live will be the entry date for the synchronous (live) portion of the class. The entry date for the asynchronous (online) portion of the course will be the date academic work is first submitted by your student. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course. Please contact Distance Education at [de@ccc.edu](mailto:de@ccc.edu) or (919) 718-7529 if you have any questions.

#### **Students Who Miss the Academic Work Deadline**

If a student misses the census deadline, the program department chair/program director and dean/provost must approve for the student to remain enrolled in the course. The student may not be counted in the student membership. The college will not receive full-time equivalency (FTE) funding for any student entering after the census date although the student continues to

be a part of the faculty's workload. Concerns should be addressed to the Director of Distance Education and/or the faculty member's supervising department chair/program director and/or dean/provost.

*Best Practices for Census Activity Participation:*

- Contact enrolled students early to explain the census requirement. Hearing from you will improve the number of students who complete academic work correctly and quickly. You can send a message to your class through Aviso even prior to the first day!
- Be ready with a thorough and clear syllabus.
- Make sure your contact information is complete and correct.
- Make expectations clear for deadlines, predictable and scheduled response times, and active participation.
- For distance education classes, finding academic work in Blackboard should be easy for the student. Providing directions to the academic work due prior to census is a good option. Remind students that the academic work due prior to census should be completed first.
- Encourage students who are new to online courses to review the resources available on the Distance Education website.
- Personalize the learning experience by getting to know students and letting them get to know you.
- Get contact information from each student including preferred names, pronouns, and preferred communication method(s).
- Reinforce that students are required to use Cougar Mail for college communication.
- Guide students through your Blackboard site using Blackboard Collaborate, YuJa, or PlayPosit to help them learn to navigate your course.

## **Distance Education Attendance Procedures**

Faculty should create and communicate a clear and consistent attendance rule for their distance education courses that is a defensible reflection of the college's 80% mandatory attendance policy. An example of appropriate rules includes missing no more than two assignment due dates. While attendance rules are the instructor's discretion, the college policy must be heeded. Attendance should at least be taken once a week.

Attendance or participation in distance education courses is defined as submitting academic work. At the semester start, students must submit academic work prior to the census to remain enrolled in the course. Failure to meet this census requirement will result in being withdrawn from the course. The course syllabus and Blackboard site should outline attendance rules and consequences clearly. Please contact Distance Education for assistance.

Simply clicking into a Blackboard site or related application does not constitute attendance. Students should reference distance education materials and their course-specific syllabi for

more detailed requirements for active and appropriate participation in distance education courses. When students do not meet attendance standards in distance education courses as set forth in distance education materials and course-specific syllabus, students will be withdrawn from the course with the same outcomes as described for traditional students.

## **Withdrawing Students**

Faculty should follow their established attendance rules for student withdrawals. The instructor should withdraw a student from the course by completing the [Student Withdraw Form](#) available on the college Intranet. Faculty record attendance by the submission of academic work. Faculty should make the course content on Blackboard unavailable to the withdrawn student (see *Making a Blackboard Course Unavailable to an Individual Student*).

## **How to Keep a Course Available for a Student with an Incomplete**

If you have a student with an incomplete, please contact Distance Education to ensure the course will not be turned off prior to the next semester's start. In addition, the faculty member will need to make all students except the student with the incomplete unavailable in the course site.

## **Making a Blackboard Course Unavailable to an Individual Student**

If a student is withdrawn or drops from a course, the course should be made unavailable to the student. Distance Education does not remove students from Blackboard course sites once the semester begins. This is to ensure there is a complete record of the student in the event of an audit.

To make a course unavailable to a specific student, follow these steps:

1. Access the Blackboard course site
2. If the Control Panel is not expanded, click the words *Control Panel*.
3. Click *Users and Groups*.
4. Click *Users*.
5. Search for the student you would like to make unavailable.
6. Click the arrow next to the student's username.
7. Click *Change User's Availability in Course*.
8. Next to "Available (this course only)," select "No" from the drop down menu.
9. Click *Submit*.

## **Holidays, Breaks, & Weekends**

Distance education faculty have the flexibility of scheduling due dates and deadlines as appropriate. These dates must be clearly stated in the course. No deadlines are permissible during holidays when the college is closed (ex: Labor Day or the Fourth of July). Faculty should have academic work due at least once a week. Faculty teaching high school students should also consider not having deadlines on days when high schools are not in session since students

may not have Internet access at home and may be unable to drive to campus. Alternatively, faculty may wish to develop flexible late work policies that account for differing high school schedules.

All courses must adhere to the college-published start and ending dates of the semester. Courses may not end early. Courses should be designed and facilitated in such a way that there is substantial and meaningful work that aligns with student learning outcomes throughout the entire semester. To end a course earlier than scheduled would constitute an auditing exception which may result in the college having to return funds to the state.

## **Unexpected College Closings**

In the event that the college closes unexpectedly (ex: inclement weather or pandemic), faculty should adjust due dates as appropriate. Assignments should not be due on days that the college closes unexpectedly since students may not have access to a computer or reliable internet to complete assignments.

## **Examinations**

During a semester there may be times when a high stakes assessment warrants proctoring in a controlled environment to ensure integrity. These mainly occur at midterm and final exams.

### **Online Exams**

Online exams are not required to be offered during the same time that on-site, proctored exams are administered. Faculty who plan to have exam times that do not coincide with on-site exam dates should be sure to emphasize the dates to students and clearly state those dates in the course syllabus and calendar to avoid confusion.

### **Proctored Exams**

Faculty proctors are available during the scheduled days for distance education examinations. Proctored testing should remain centralized at the location designated by distance education for examinations. If a faculty member chooses to provide additional testing opportunities at other campus locations, the faculty member is required to notify Distance Education. The Distance Education department schedules a backup date in case of inclement weather. More information about proctored exams for students is available on the [Distance Education website](#).

### **Student Names on Each Exam**

Each exam should include a separate exam cover sheet that includes the name of the student. By providing tests with student names, the potential for misrepresentation at the testing site is reduced.

## Assisting with Proctored Exams

Each distance education faculty member who requires an on-site, proctored exam is expected to assist with proctoring students during the exam dates. The proctoring schedule is coordinated by Distance Education.

## Off-Site Proctored Exams

Students who have extenuating circumstances, are out of the service area, or at a high school without a Career and College Promise Advisor must identify an appropriate proctor. The student should complete a [Student/Proctor Agreement Form](#) at least two weeks prior to the exam date. All forms will be sent to Distance Education and shared with the faculty member. The [Student/Proctor Agreement Form](#) is available on the [Distance Education website](#). Students participating in Career and College Promise may be proctored by a Career and College Promise Advisor, or an approved proctor through the Distance Education department, at their high school.

## Proctored Examination Guidelines for Students

### On-Site

- Masks are encouraged to be worn while in the testing area.
- For both midterm and final exams, please arrive with plenty of time to take your exam(s). Check in times during spring and fall are between 9 a.m. - 7 p.m and during the summer it is between 9 a.m. - 7 p.m. Allow at least two hours for each exam. Proctors will not remain in the testing center after hours. The testing center will close at precisely 9 p.m. Be prepared to take your exam once you have entered the testing center. You will not be allowed to leave the center until you have completed your exam.
- Bring a picture ID. You must present this ID to sign in and out for each exam you are taking. You will be allowed to take only one exam at a time from the registration table.
- Bring a number 2 pencil and a blue or black ink pen. An exam that cannot be read cannot be graded.
- All cell phones and electronic devices are required to be turned off during exams. You are required to refrain from talking to other students until you have completed your exam(s).
- When possible, leave one seat between you and your neighbor. All books, book bags, and purses should be placed under the testing table.
- Do not bring children to the testing site without adult supervision.
- Do not bring food to the testing site. Bottled water is permitted.
- Please remember in most cases the proctor will not be your instructor and cannot answer course-specific questions or make any type of allowances for you. Please be

polite; proctors would help if they could. If you have any questions or concerns about specific exams, proctors will forward them to your course instructor.

- In most instances, your final grades will be available via WebAdvisor.
- It is our goal to provide you with a quiet atmosphere in which to take your exam. Please be considerate of others.
- If you have any questions or concerns, please contact the Distance Education Department by phone (919) 718-7529 or e-mail at [de@cccc.edu](mailto:de@cccc.edu).

## Off-Site

- Off-Site proctored exams are available if you live outside the service area, have extenuating circumstances, or need accommodations.
- If you qualify for off-site proctoring, please notify your instructor and complete our [Proctor Form](#) to have your exam proctored at another institution.
- You are responsible for finding a suitable proctor and scheduling an appointment with the proctor to take your exam.
- In most cases, you will be able to find approved local sites that will offer proctoring as a free service. However, any proctoring charges incurred will be your responsibility.
- Your proctor should be a faculty or staff member of an educational institution at another community college or university. Students, tutors, and work-study students are not eligible proctors. We will also accept proctors from libraries and testing centers. Pre-K and daycare facilities are not considered approved proctoring environments. The Distance Education Department reserves the right to make the final determination on the approval of proctors.
- The college will not accept personal email addresses from proctors without prior approval from the Distance Education Department. Proctors must use their professional work email accounts. In most circumstances, this means a proctor will use a .edu (educational) or .org (business/organization) email address. Please note, exams will not be emailed to student email accounts.
- You will receive an email once your proctor is approved. All communication will be sent to your Cougar Mail email address.
- Bring a picture ID. You must present this ID to sign in and out for each exam you are taking. You will be allowed to take only one exam at a time.
- If you have any questions or concerns, please contact the Distance Education Department by phone (919) 718-7529 or e-mail at [de@cccc.edu](mailto:de@cccc.edu).

## Inclement Weather and Examinations

In the event that inclement weather changes the college schedule, and thus impacts exams, an announcement of the schedule change (closing, late opening, early closing, etc.) will be posted on the college's website. Since the decision to alter the schedule may be made without much

notice, faculty and students are encouraged to check the website frequently or otherwise contact the college for updates before traveling to the designated testing location.

Distance Education will select an alternate exam date for make-up exams in the event of inclement weather. Check the college website and email for updates.

## **Best Practices for Distance Education Courses**

*Be ready when students arrive.*

Ensure your course is ready with a complete syllabus, your expectations, and course materials. Use the [Distance Education Course Review Tool](#) to evaluate the completeness of your course. Ask a colleague and/or an instructional designer to review your site and share suggestions. Be sure the site layout is clear and easy to follow.

*Tell students your routine.*

Share your schedule and routine for the semester with your students. Consider questions students will have. How often will you communicate with your students? How quickly will you respond to emails and phone messages? Are your weekend hours different from your weekday hours? Have you posted your required virtual office hour(s) and how you will be available?

*Go for a tour.*

Even if a student has taken multiple distance education courses, no two courses are exactly alike. Explain where course materials will be located and how to get to them. Develop a "How to Get Started" section and lead students through the site. Guide students through your Blackboard site using Blackboard Collaborate to help them learn to navigate your course.

*Now or later?*

Course materials may be available at various scheduled dates, so ensure students know when you will post them. For example, will you post all discussion questions at the beginning of the semester or release one per week? Will chapter lectures arrive as the course progresses or can students work ahead?

*Talk to your students.*

Students sometimes feel less connected in an online course. Provide them with regular feedback and information. When assignments are collected, students can be notified with a quick email to indicate receipt. A change in your schedule or location can be handled through email or a phone message indicating how to contact you. Consider holding office hours in Blackboard Collaborate.

*Update your course site and announce changes.*

Just as in a traditional course, there will likely be changes in your distance education course sites as the semester progresses. When changes occur, make the adjustment and alert students through email and announcements.

*Provide prompt responses.*

Whether you receive a question or a completed test, respond to your students within 48 hours. If you anticipate a delay, let students know.

*Communicate your expectations.*

From the beginning, set the standards for the course. Make sure students understand what must be successfully accomplished in order to earn an A. Be certain that expectations concerning assignment completion and participation are communicated early in the semester. Convey what is acceptable and unacceptable in terms of work and behavior in the course.

*Mix it up.*

Utilize several methods of assessment and evaluation if possible. In addition to objective tests, consider presentations, projects, or portfolios. Use periodic assessment to guide the progress of the online course and make corrections if needed to further enhance the learning.

*Encourage communication.*

Students should be encouraged to communicate with you and other students on a regular basis. Regular emails, discussions, Collaborate sessions, and assignments maintain student engagement. Students who fail to communicate frequently do not complete the course.

*Watch for errors.*

Proofread your online materials to avoid grammatical, style, spelling, and accessibility errors. Share your site with a colleague, Distance Education, and/or an instructional designer and ask for feedback. The site represents you and the college, so strive to ensure it is professional, accurate, and accessible.

*Make it an online experience.*

The content should be comparable to your seated course; however, consider how you can guide and motivate student discovery of content. Evaluate how you can create an online community and not just post text and information. Use all the tools and rich resources available to ensure students are provided with an experience that can lead to successful completion of the course.

*Be human.*

Include a photograph, short biography, video, and/or other information to allow students to know you not only as an instructor but as a person. When posting an announcement,

responding to discussions, meeting in Collaborate, or sending emails, show personality and friendliness. Make personalized contact with every student.

## **Student Engagement and Assessment**

### **Course Rosters and Grades**

Entering grades into Self Service is managed by the Registrar's Office. As Self Service and Attendance Tracking functionality continues to be improved and implemented, changes to these best practices will occur. Directions are typically circulated from the Registrar's Office via email and can be found on the Intranet under Helpful Files by Department - Registrar.

### **Midterm Grade Distribution**

Midterm grades are important for helping students know where they stand in a course and for making adjustments to either improve or maintain academic standing. Midterm grades are also a key element in improving student retention. Distance education faculty may choose to include the midterm grade with an email to each student. Faculty may also create a midterm grade column in the Grade Center to share midterm grade progress with each student enrolled in the course site. The student's confidentiality must be guaranteed. Faculty may not post the grades using the students' names, school identification numbers, or social security numbers.

### **Final Grade Distribution**

Instructions for submitting your final grades will be circulated from the Registrar's office each semester and can be found on the Intranet under Helpful Files by Department - Registrar.

### **Maintaining Grades in Blackboard and Setting External Grade**

If a student's class average drops below the respective threshold, a grade alert is sent to the student, the advisor, and the success coach (if applicable) via Aviso. Class averages come directly from the External Grade column in the Blackboard Grade Center. In order for your current course grade for students to connect with Aviso you will need to use the External Grade feature in Blackboard. Please see below for some best practices to follow this semester.

- Make sure you have an [External Grade column](#) selected. An easy way to determine your External Grade column is to look for a green check mark next to one of your column titles.
- To select a column to be the External Grade, go to the Full Grade Center. Then, click the drop down next to the column you wish to select as External Grade. Click Set as External Grade.
- Make sure you have the correct column selected as your External Grade column. The column you select should be set as a percentage and never reach over 100%. It should be reflective of how your students are performing in the course at this time.

- If applicable, make sure your Weighted Total column is set up correctly. This shows how students are doing at this time in your course. Otherwise, the percentage is off and will show that the student is doing worse than actual performance.
- If you make an adjustment to your Grade Center, wait until the next day and check one of your enrolled students (per course) in Aviso to verify that your course grades are reporting correctly in the course tab.
- Additional support for the Grade Center is available for faculty via Distance Education at [blackboard@ccc.edu](mailto:blackboard@ccc.edu) or by phone at (919) 718-7529 for one-on-one assistance. We are available by appointment to assist in-person, by phone, and by web conference.

## **Feedback for Students**

Distance education faculty should respond to email and/or phone messages within 48 hours, Monday – Friday, unless otherwise announced. This should be included in each of your syllabi.

Assignments, assessments, and evaluations should be returned to distance education students promptly. This is especially important when feedback is needed for the students to study for future assignments, assessments, and/or evaluations. Sufficient time, no more than 10 college days following due dates, should be allowed between feedback and major assessments, evaluations, and/or examinations.

## **Faculty and Course Assessment**

### **Student Evaluations of Faculty**

Faculty members are evaluated once a semester based on the guidelines provided in the CCC Policy Manual.

### **Distance Education Course Observations**

Curriculum supervisors may choose to observe a distance course.

## **Accessibility: Roles and Responsibilities for Accommodations and Accessibility**

### **Roles, Rights & Responsibilities**

Faculty and staff need to be well-informed about the roles, rights, and responsibilities postsecondary institutions have towards supporting students with disabilities. These roles, rights, and responsibilities are supported by several federal laws which help students with

disabilities and allow them the opportunity and benefits of a postsecondary educational experience.

## **Introduction to Federal Requirements Section 504 and ADA**

Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (Title II) prohibits discrimination on the basis of disability. Central Carolina Community College, as an institution of postsecondary education in the United States, is subject to Section 504 and Title II. These civil rights laws create an obligation to comply with legal requirements and to carry out our programs and activities in a manner that does not discriminate on the basis of disability.

Through a student-led identification process, students request accommodations that support their access and participation in our educational services without discrimination. The Office of Student Accessibility reviews these accommodations to ensure that reasonable supports are available that do not fundamentally alter, eliminate or lower essential requirements of the programs or activities being offered or impose an undue burden on the institution.

### **Faculty Roles**

- Make reasonable accommodations as outlined in Student Accommodation Plans
- Provide access to classroom & materials
- Maintain confidentiality

Accommodation plans are emailed directly to faculty once approved and reviewed with Student Accessibility Services and the student requesting accommodations. Accommodation plans are active for the duration of the term noted and must be renewed by the student each semester.

While it is the instructor's responsibility to ensure that the learning environment is accessible, students with disabilities must request accommodations when needed. Therefore, instructors will find it helpful to include a statement on their syllabus that informs students about the steps they need to take to receive classroom accommodations through Student Accessibility Services.

Suggested syllabus statement about Student Accessibility Services and request accommodations:

"Central Carolina Community College is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations or services must identify themselves as having a disability and provide current diagnostic documentation to the Student Accessibility Services Office located in Hockaday Hall Office 49. All information is confidential. Please contact

Megan Sherman, Coordinator of Student Accessibility Services, for more information at 919-718-7416 or email at sas@cccc.edu"

In certain situations, reasonable accommodations may require modification of standard classroom approaches. The following are examples of accommodations that may be necessary to ensure equal access to education:

- Provide necessary accommodations for exam taking or provide the exam to the Academic Assistance Testing Center where the student can receive the accommodations needed.
- Provide alternative ways to fulfill course requirements.
- Allow assistive technology such as audio recorders, electronic note-takers, and laptop computers to be used in the classroom.
- Consider alternate ways of assessing a student's knowledge of the course content, which allows the student's academic abilities to be measured.

Confidentiality in the accommodation process must be maintained by all parties. Letters of accommodation should be filed in a safe place, and faculty should refrain from discussing students' disabilities and necessary accommodations in the presence of fellow students or others who do not have an "educational need to know" to implement the plan. Please do not include notes regarding disability or accommodations in AVISO. When you need to keep a record of implementation, please maintain a secure file in your office or computer.

Student Accessibility Services staff are always available to answer questions and serve as a resource for faculty seeking assistance in providing accommodations to students.

## Faculty Rights

Faculty members have the right to:

- Maintain academic standards for courses
- Determine course content and how it will be taught
- Confirm a student's accommodations and ask for clarification about a specific accommodation (listed on the student's accommodation letter) with Student Accessibility Services
- Deny an accommodation request ***if the student has not been approved*** for such accommodation or an accommodation ***notice has not been issued*** to the instructor
- Award grades appropriate to the level of the student's demonstration of mastery of the material
- Fail a student who does not perform to passing standards

Faculty members do not have the right to:

- Refuse to provide an approved accommodation for a documented disability

- Write an accommodation plan for a student
- Challenge the legitimacy of a student's disability
- Review a student's documentation, including diagnostic data
- Inquire about diagnosis or medical concern

## **Faculty Responsibilities**

Faculty members have the responsibility to:

- Understand the laws and college's guidelines regarding students with disabilities
- Refer students to Student Accessibility Services when necessary
- Review their emailed notices for accommodation plans and other communication from Student Accessibility Services
- Provide requested accommodations and academic adjustments to students who have documented disabilities and provide their accommodations letter to the instructor in a timely manner
- Maintain appropriate confidentiality of records concerning students with disabilities except when disclosure is required by law or authorized by the student
- Provide handouts, videos, and other course materials in accessible formats upon request

## **Testing Center - Academic Assistance Center (Lee, Harnett and Chatham Main Campus)**

The most commonly used accommodations are those associated with taking an exam. For many students with disabilities, taking a traditional exam will limit the student's opportunity to demonstrate their learning. Testing accommodations are one way to provide an accessible testing experience.

Common accommodations include extended time, distraction-reduced environment, read-aloud, proctored breaks, and scribe or dictation tools. Often coordination with the Academic Assistance Center or a dedicated proctor is the best way to support students with accommodations.

### **Academic Assistance Center Proctoring Procedures for Students with Accommodations**

If the student has testing accommodations and needs Academic Assistance Center support for testing, please complete the test cover sheet for all testing requests with the Academic Assistance Center. The student is responsible for scheduling their test time 3-4 business days in advance of the test. You can find a copy of the test cover sheet attached below. If you have space and availability to proctor in your classroom or a specific room, please document how

you honor the support of the accommodation through confidential records (Aviso notes are not confidential).

Faculty responsibilities to provide testing accommodation:

- Review testing accommodations with students at the beginning of the semester or the onset of the accommodation plan.
- Review student's plans for testing prior to the test or exam. For instance, will they need to return to class for the lecture or will they need additional materials for test day in the Academic Assistance Center?
- Coordinate with the Academic Assistance Center to offer support for pop-quizzes or testing with late notice. *The Academic Assistance Center will assist if possible but cannot guarantee availability for requests received outside of the required timeframe of three to four business days notice.*
- Provide testing accommodations in-class or on-site if possible or as needed, coordinate with the Academic Assistance Center for test proctoring by providing a test cover sheet at least one day in advance of the test. Test cover sheets are sent out with accommodation plans, and a copy can be downloaded from the intranet "Helpful Documents by Department" under Student Accessibility Services.

Student responsibilities to use testing accommodations:

- Review testing accommodations with the instructor at the beginning of the semester or the onset of the accommodation plan.
- Schedule testing three to four business days in advance of the test with an academic assistance center as required.
- If testing with an instructor is available, please coordinate with your instructor at the beginning of the semester and coordinate with them as needed during the semester.
- Arrive at the test on time as scheduled and with all required materials.

Contact information for the Academic Assistance Center:

- **Lee County** (Phone) 919-718-7361, (Email) Talia Friday tfrid897@cccc.edu
- **Chatham County** (Phone) 919-545-8010, (Email) Angela Crisp-Sears acris684@cccc.edu
- **Harnett County** (Phone) 910-814-8865, (Email) Catherine Godbold at cgodb377@cccc.edu

For distance education students, on-site proctoring may include the Academic Assistance Center or another approved testing location, and please contact Distance Education or Student Accessibility Services for assistance.

## Resources related to Test Proctoring

## **Accommodations Letter**

An accommodations letter is the notice of plan of the student's accommodations, implementation information, and contact information for the Student Accessibility Services.

## **Test Cover Sheet**

A test cover sheet is a form that documents your classroom testing procedures, expectations, and allowed materials to provide consistent testing accommodations and practices. This form will also include a note of the accommodations from the accommodation plan for the student. This form must be completed and sent to the Academic Assistance Center or approved proctor for all accommodated testing.

For more information about reviewing an accommodation plan with students, implementation of accommodations, and other information about accessibility, guidance can be found on the intranet "Helpful Files By Department" under Student Accessibility Services or you can contact the office directly at 919-718-7416.

## **Accreditation**

### **Award of Credit**

Credit for all CCCC courses is determined by the North Carolina Community College System (NCCCS). Distance education courses are equivalent to seated courses in the amount and level of credit awarded to students.

### **Distance Education Student Rights and Grievances**

Student rights equally apply and extend to distance education students. Likewise, the requirements, guidelines, and procedures for grievances equally apply and extend to distance education students. Distance education students can refer to the College Catalog or Student Handbook for more complete information. Students may also contact Distance Education for direction via email at [de@ccc.edu](mailto:de@ccc.edu) or by phone at (919) 718-7529.

### **Verifying and Protecting Distance Student Identity**

Central Carolina Community College ensures the integrity of its courses and programs offered via distance education by verifying the identity of students participating in classes and completing coursework. Methods for verification include requiring a secure login and password to the Blackboard learning management system and related resources, proctored examinations, use of plagiarism detection tools, and employing authentic assessments. The distance education department does not share distance education students' protected and identifying information to third parties.

Within the Blackboard platform, students engage with the academic content, faculty, and peers. Each Blackboard login and password is unique, granting access only to the appropriate courses for which a particular student is registered. The system is closed in nature. The Distance Education department, as noted in the section “Limits to Blackboard Course Access,” prohibits students who are not the students of record from being enrolled in or having access to Blackboard course sites. Students are exposed only to the courses in which they are enrolled and the corresponding assignments that are required of them. After initial login to the portal, students can change their personal passwords independently.

## **Protecting Distance Student Privacy**

The Family Educational Rights and Privacy Act requirements and guidelines equally apply and extend to distance education students.

## **Services for Distance Education Students**

Each course syllabus should include information about services available for distance education students. These services include but are not limited to library, tutoring, and student accessibility services. Should distance students have questions about support services, faculty may direct students to the Director of Distance Education, who will work to ensure the appropriate contact follows up with the student. The college’s responsibility is to work with individual distance education students to ensure they are successfully supported.

## **State Authorization and International Students**

### **Students Needing State Authorization**

Central Carolina Community College has been approved by North Carolina to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education. CCCC is approved to serve students in 49 states (all but California), the District of Columbia, Puerto Rico and the U.S. Virgin Islands (St. Thomas, St. Croix, and St. John).

Students who live in a state or pursue programs of study other than those for which we are approved will be admitted to CCCC, but will not be allowed to register until authorization has been obtained. Students are to consult with their state prior to enrolling in programs that require licensure or certification.

### **Determination of Student Location for State Authorization**

Central Carolina Community College determines a student’s location for the purposes of state

authorization at the time of a student's initial enrollment. If a student's location changes, a Change of Student Data Form is completed by the student and is processed by the Registrar's Office.

## **International Students**

If admitted to the College, international students may be enrolled in distance courses. Necessary accommodations are decided and made by each course instructor, such as arrangements for proctored testing. It is the student's responsibility to alert instructors to their international status.

CCCC is not currently accepting international applicants who do not reside in the United States. Central Carolina Community College does not issue F-1 non-immigration student visas.

## **Course Modalities**

Distance education gives students an opportunity to take courses that are more flexible around the demands of work and family. Distance education uses five delivery methods: online, hybrid, blended, video-conference, and web-conference. Hybrid and blended courses reduce travel to campus for required sessions. All modalities, including distance education, maintain the same student learning outcomes, provide regular and substantive interactions with the instructor, and offer the same semester credits as courses taught fully on-campus. Distance education courses provide meaningful learning and engagement opportunities and require active participation in learning activities from students.

## **Traditional Courses**

Traditional courses use Blackboard, and may use the Internet, email, and other media to provide access to supplemental resources and grades for students. All modalities, including traditional courses, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Traditional courses have required on-campus class sessions.

## **Online Courses**

*Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels Training or Equivalent Prior to the First Day of Class*

Online courses use Blackboard, the Internet, email, and other media to provide meaningful learning and engagement opportunities for faculty-to-student, student-to-faculty, and student-to-student interaction. All modalities, including online courses, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Students need access to a reliable computer with Internet access.

While online courses provide more flexibility around the demands of work and family, they are not self-paced and require active participation in learning activities from students. Students are required to submit academic work by 11:59 pm on the census date to remain enrolled in the course. Courses that use in-person or remote proctored testing should communicate this requirement within the course syllabus at the beginning of the semester.

## **Hybrid Courses**

*Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels Training or Equivalent Prior to the First Day of Class*

Hybrid courses are taught mostly online and less than half of the class will be taught on-campus. All modalities, including hybrid courses, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Students need access to a reliable computer with Internet access and the availability to attend scheduled class sessions. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course.

## **Blended Courses**

*Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels Training or Equivalent Prior to the First Day of Class*

Blended courses are taught on-campus and less than or equal to half of the class will be taught online. All modalities, including blended courses, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Students need access to a reliable computer with Internet access and the availability to attend scheduled class sessions. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course.

## **Video-Conference Courses**

*Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels Training or Equivalent Prior to the First Day of Class*

Video-conference courses are taught synchronously across main campuses or approved CCCC locations and may be taught in a solely on-campus, hybrid, or blended delivery method. Video-conference courses are taught on-campus and less than or equal to half of the class will be taught online. All modalities, including video-conference courses, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Students need access to a reliable computer with Internet access and the availability to attend scheduled class sessions. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course.

## **Web-Conference Courses**

*Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels Training or Equivalent Prior to the First Day of Class*

Web-conference courses are taught synchronously through a web-conference software and may be taught solely in a web-conference, hybrid, or blended delivery method. All modalities, including web-conference courses, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Students need access to a reliable computer with Internet access and the availability to attend scheduled class sessions. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course.

## **“Stackable” Synchronous Flex Courses**

*Local Distance Education Faculty Pre-requisite: Completion of Blackboard Levels Training or Equivalent Prior to the First Day of Class*

Stackable courses are taught synchronously through a web-conference software and are combined with a traditional, hybrid, or blended delivery method. All modalities, including stackable, maintain the same student learning outcomes and provide regular and substantive interactions with the instructor. Students registered for the web-conference section will need access to a reliable computer with Internet access. Students registered for the traditional, hybrid, or blended section, will need availability to attend scheduled class sessions. Students are required to either attend a scheduled class session or submit academic work by 11:59 pm on the census date to remain enrolled in the course.

## **Training for Distance Education Instructors**

### **Overview**

All faculty using Blackboard in online, hybrid, blended, video conference, and web conference courses are required to complete Blackboard Levels training. The training is considered an essential credential to ensure quality courses and faculty comfort and confidence in using the technology prior to teaching in distance education at CCCC.

### **Training**

The Blackboard Levels training series for faculty is equivalent to ten hours of professional development. The training is offered face-to-face, blended, and online as needed. Individual training sessions may be scheduled with Distance Education.

Faculty may complete the series in a modality of choice or a combination of modalities. All faculty must successfully pass Blackboard Levels prior to using Blackboard to teach online, hybrid, blended, video conference, or web conference courses with CCCC. Faculty with

previous training may reach out to the Director of Distance Education to see if credit by experience is available.

Adjunct instructors will be paid \$150 for completing Blackboard Levels. Adjunct faculty should discuss Blackboard Levels training with their department chair/program director, and if approved for training, should complete an Adjunct Faculty Distance Education Training Agreement. Compensation may not be given for training without prior approval. Compensation is only available once for each adjunct faculty member.

Distance education faculty may have to complete a portion of or all of the training again in the future if any of the following occurs:

1. a significant change in Blackboard
2. considerable time lapse since the last use of Blackboard
3. concerns relayed through student evaluations
4. supervisor recommendation

Please note that when upgrades to Blackboard are deemed substantive, faculty will be required to complete appropriate training to maintain their credential to teach distance education courses at CCCC. This mandatory requirement will be communicated to faculty with sufficient time for completion prior to teaching with the new version of Blackboard.

## **Blackboard**

### **Accessing Blackboard Courses & Organizations**

To access your course(s):

- Visit the CCCC website
- Click **Login** in the top right-hand corner of the screen
- Choose **CCCC Portal**
- Login with your username and password
- Select **Blackboard**

Your username and password for the Portal will be provided by your supervisor. If you encounter technical problems with accessing your course(s), please contact Distance Education via email at de@ccc.edu or by phone at (919) 718-7529. After hours, you may also contact Blackboard Student Services for 24-hour technical help at 1-866-834-6894.

### **Limits to Blackboard Course Site Access**

There are limits to Blackboard course site access. Assigned instructors and enrolled students are to be registered users in Blackboard course sites. Additional users are allowed Blackboard course access when appropriate and approved by the supervising dean and/or the Director of

Distance Education. All others are not permitted access to Blackboard course sites to preserve student privacy and academic integrity.

- **Supervisors** - allowed Blackboard instructor level access to courses under their supervision.
- **Teaching Colleagues and Instructional Designers** - allowed Blackboard instructor level access to a course once written permission has been received from the instructor of the course.
- **Librarians** - allowed Blackboard instructor level access to a course once written permission has been received from the instructor of the course.
- **Academic Assistance Support** - Tutors, supplemental instructors, and peer leaders will be given student level access to courses after a signed confidentiality agreement by the student and written permission from the course instructor are received.
- **Career and College Promise/TRiO Support** - Career and College Promise advisors will be given advisor level access to courses where a high school student from their school is enrolled. The advisor access does not allow any content to be edited. The Grade Center is visible to the advisor with a trackable history of all activity. High school facilitators will be given advisor level access to courses where only students from their high school are enrolled. These facilitators are not college employees and will not be given further access to the system to preserve student privacy and academic integrity.
- **Instructional Assistance and Support** - Administrative assistants may assist instructors with instructor level access to courses. Administrative assistants will be allowed access after written permission from the instructor and department chair are received.

Position	Blackboard Role	Access Privileges
Supervisors	Instructor	Edit content, communication tools, and Full Grade Center
Teaching Colleagues	Instructor	Edit content, communication tools, and Full Grade Center
Librarians	Instructor	Edit content, communication tools, and Full Grade Center

Academic Assistance Support	Student	Limited access to only available content and communication elements of the course. No access to edit content or the Full Grade Center.
Career and College Promise/TRiO Support	Advisor	Limited access to only available content and communication elements of the course. Access to the Full Grade Center.
Instructional Assistance and Support	Instructor	Edit content, communication tools, and Full Grade Center

## Blackboard Course Request

Faculty may submit course site requests using the [Blackboard Course Request form](#) on the college's Intranet.

### Section Numbers

Section number assignment examples for distance education courses are provided below:

HHA Harnett Campus (H), Hybrid course (H), Evening section (A)

LN3 Lee Campus (L), Online course (N), Third section (3)

LN12 Lee Campus (L), Online course (N), 12-week session (12)

PB2 Pittsboro Campus (P), Blended course (B), Second section (2)

LL1 Distance/Lee Campus (L), Career and College Promise Online course (L), First section (1)

LN181 Distance/Lee Campus (L), Online course (N), First 8-week session (18), First section (1)

LN282 Distance/Lee Campus (L), Online course (N), Second 8-week session (28), Second section (2)

LV1 Distance/Lee Campus (L), Video conference (V), First section (1)

LCA Distance/Lee Campus (L), Web Conference/Collaborate (C), Evening section (A)

### Semester abbreviations for curriculum courses:

SP Spring

SU Summer

FA Fall

### Curriculum course planned for a specific semester:

Course\_Number\_Section\_Year\_Semester

Example: ACA\_122\_LN1\_2022\_FA

### **Semester abbreviations for continuing education courses:**

CE1 Spring  
CE2 Summer  
CE3 Fall

## **Making Blackboard Courses Available and Unavailable for Students**

All Blackboard courses including online, hybrid, blended, video-conference, and web-conference are to be unavailable to students until the first day of the course. All courses offered during earlier semesters will be made unavailable to students. Distance Education will make courses available for students on the first day of class by 9:00 a.m. in Blackboard.

## **Blackboard Course Removal**

Once a course has been taught, its Blackboard site will remain accessible, but not available to students, for at least a calendar year. After this time, the course site will be removed. In the event of an audit, Distance Education staff will assist faculty with restoring an archived course site.

## **Blackboard Collaborate Recording Removal**

Once a Collaborate recording has been created, it will remain in the Collaborate cloud for at least the duration of the semester. After this time, the recording will be moved to an archive location.

## **Distance Education Class Capacities**

Distance education class size will be limited to 25 students per section. For enrollment exceeding 25 in one course section, the course will be weighted as follows:

*26-35 students = 1.5 times course contact hours in calculating teaching load*

*36-50 students = 2.0 times course contact hours in calculating teaching load*

*51 + students = case-by-case decision based on total workload*

The class capacity determination will be made after the census date by the department chair/program director and dean/provost with educational soundness and fiscal efficiency considered. Full-time faculty must meet the minimum teaching load range for their department.

## **Distance Education Course Development**

A distance education course development is a completed distance education course that meets or exceeds the requirements as reflected in the [Distance Education Course Review Tool](#).

The determination of completion (guided by the tool) is made by the Director of Distance Education and the course developer's supervisor, provost and/or dean. For complete guidelines on distance education course development, please consult the [Quality Distance Education Course Development Contract](#). This contract outlines the procedures to receive compensation for distance education course development. The number of distance education course developments for compensation each year is limited by available funding. Contact the Director of Distance Education to learn if funding is available for the course(s) in your area to be developed.

## **Distance Education Course Review Tool**

The [Distance Education Course Review Tool](#) includes essential elements that comprise a successful, accessible distance education course. Faculty should consider the review tool a guide for course development.

## **Syllabus**

The syllabus for a distance education course is very similar to those developed for seated courses. You may seek a departmental or discipline-specific model from which to work your supervisor. Distance education courses have the same student learning outcomes as their seated counterparts. All distance education instructors must post office hours on all syllabi. Specific hours, contact method(s), and addresses/phone numbers must be provided. Office hours are approved by the supervising dean/provost and department chair/program director. Office hours should be added to the instructor's contact information posted in Blackboard course sites.

## **Intellectual Property Rights/Ownership**

Central Carolina Community College supports and values an educational climate that promotes the development of innovative, creative approaches to teaching, learning and scholarship. The college recognizes that through the pursuit of teaching and learning, employees and students may create work which is potentially copyrightable or patentable. This policy is intended to encourage innovation and to clarify and protect the intellectual property rights of employees, students, and the college.

Intellectual property is defined as any creative work which qualifies for protection under the copyright or patent laws of the United States of America. Intellectual property includes, but is not limited to, all inventions, improvements, software, instructional aides, strategies, methods, techniques, devices, artifacts, videos, programs, distance education sites and content, musical work, and tangible research materials produced by employees and students of Central Carolina Community College.

Intellectual property that results from the efforts of a full or part-time employee, student, or outside consultant carried out while in the employment of, or under contract or agreement of

any kind with, the college and that is produced or brought about in any fashion with the aid of the college's facilities, staff, resources or through funds administered by the college shall be considered to be the property of the college. The college will not collect revenue derived from the creation and production of intellectual property.

Central Carolina Community College may release or share its rights of ownership of intellectual property. However, Central Carolina Community College will retain a royalty-free license to use this intellectual property for research and education. Central Carolina Community College will be granted a nonexclusive perpetual license to use any part of any category mentioned above without charge to the college. Such developed property includes materials and objects developed for or as the result of an instructional exercise. Employees or students who engage in such development activities will retain their rights to continue to use the intellectual property even when they are no longer associated with Central Carolina Community College.

Prior to the development of intellectual property, an employee or student who plans to develop the product may enter into a written agreement with the college. The President or designee, with approval from the Board of Trustees, may enter into a written agreement with an employee or student for an equitable arrangement for joint ownership or reimbursement to the college for its costs and support. In all such cases, the agreement shall provide that the college will have a perpetual license.

Intellectual property created by an employee or student of the college when the employee or student created the intellectual property outside of the course or scope of his/her employment and without the support or resources of the college is considered independent work. This work is the result of an individual initiative, not a product of the employee's job duties, produced on time outside of the employee's job responsibilities, and without the funds, resources, or facilities of the college.

In the case of students, intellectual property produced through individual initiative without the use of significant resources as a part of a student's coursework in a Central Carolina Community College class for which the student has paid tuition and fees ordinarily belongs to the student. This includes papers, artistic and musical works, and other creative works made by students in the instructional process. In situations when student works are made during the course of employment at Central Carolina Community College, or significant use of college resources were used, the ownership of such work is assigned to the college.

Any work which could result in a challenge to intellectual property rights must be reviewed by the college President or designee, if necessary, a written agreement must be filed. Disputes about the ownership of intellectual property requires the parties to first endeavor to negotiate in good faith. Disputes that cannot be resolved are to be addressed by the due process policies of the Central Carolina Community College Board of Trustees.

## **Use and Support of Publisher Materials**

The use of publisher materials for courses may include online resources. If used, please insert the support information for students for your third party tools into your syllabus. The distance education department has limited ability to support material hosted through third party sites.

## **Faculty Resources**

### **Center for Organizational Excellence**

The mission of the Center for Organizational Excellence (COE) is to develop and implement meaningful and intentional learning-centered opportunities to foster positive connections and to celebrate achievements and recognitions.

The COE addresses institutional priorities by providing quality services and support to students, the college community, and beyond in the areas of accessible course and content development, course delivery, instructional and technical support, training, and program planning, evaluation, and improvement. To schedule individual, departmental, or divisional training, please contact the Center for Organizational Excellence , (919) 718-7396.

### **Course Development**

COE offers course development services: instructional design, technology consultation, digital accessibility support, and an online teaching community. Stipends are often available for new courses that need to be developed. For more information, please contact the COE (919) 718-7396.

### **Professional Development (PD)**

Professional development supports the mission of the college by helping employees enhance their job skills, obtain job-related knowledge and information, increase productivity and efficiency, and/or prepare for higher-level positions. All full-time and reduced-hours full-time employees, including both faculty and staff, are expected to take the initiative to promote their own growth, and to track their hours. For more information on required hours and to request specific training, please visit the CAE website and select the "Prof Dev" tab ([www.cccc.edu/cae/professional-development/](http://www.cccc.edu/cae/professional-development/)).

## Professional Development Learning Opportunities

### Faculty Advancement Funds

The vision for CCCC is exceptional learning for all. To empower faculty to take an active role in achieving this ideal, Central Carolina offers financial assistance to full-time faculty members to attend nationally/regionally-recognized professional development workshops or conferences. Proposals are reviewed by the Faculty Advancement Funds Committee.

### Recorded PD Sessions

The COE offers recorded sessions (previously held events) from the Professional Development site within Blackboard and on the PD website ([www.cccc.edu/cae/professional-development](http://www.cccc.edu/cae/professional-development)). In Blackboard, select the Professional Development link on the right under My Organizations. The Recorded Sessions are listed in the menu on the left. On the website, open the drop-down table for "On-Demand Training." For assistance, please contact the COE at (919) 718-7276.

### Employee Assistance Plan (EAP)

CCCC HR has partnered with McLaughlin Young Group, an independent provider of EAP services. There is no enrollment required and you are eligible to use the EAP through McLaughlin Young as listed below at no cost to you.

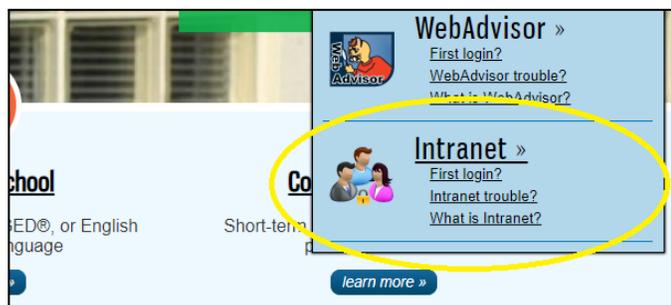
The EAP offers help for personal and/or professional concerns by providing free, confidential, short-term counseling and personal consultation. The EAP has a network of counselors that are conveniently located. They can help you improve or resolve difficulties whether big or small, personal or work-related. Additional information and examples of coverage are available in the employee Policies and Procedures Manual ([www.cccc.edu/about/policies-procedures/](http://www.cccc.edu/about/policies-procedures/)), pages 13-14. To seek professional assistance through the EAP, simply call (704) 529-1428 or (800) 633-3353, available 24/7.

The McLaughlin Group EAP program also provides CCCC employees with an extensive resource website to assist with extensive self-help elearning, online seminars and feature articles on subjects such as parenting, aging, balancing, thriving, working, living and international topics. Get started today by visiting [www.mygroup.com](http://www.mygroup.com). Once on the site, select My Portal Login, select the Work-Life box, then log in: Username cccc2014 and Password guest (*do not use the Global login fields*).

### Intranet

Available from the CCCC main page login drop-down menu in the upper right corner, select

Intranet to locate resources such as Helpful Files by Department, eForms and Compliance Assist links, Staff Announcements and much more. See the Technology Support section in this guide for technical assistance.



## Library Resources

Your CCCC Library offers access to a world of resources to support your professional development! Find books about teaching and learning, leadership, academia, and more, or search for new research in your field using our databases, journals and research guides. The Library is also able to make specific course-supportive materials available to students to augment your course assignments, along with personalized assistance by a member of their team. To access more information on the CCCC Library, go to the Library Services website (URL: <https://www.cccc.edu/library/faculty/>.)

Library Contacts:

- Lee Main Campus (919) 718-7244
- Harnett Main Campus (910) 814-8843
- Chatham Main Campus (919) 545-8084

## Student Resources

### Academic Assistance Center, Writing & Reading Center

Academic Assistance Center (AAC) are located on Chatham, Harnett, and Lee County campuses and offer open use computer labs, free tutoring services for curriculum enrolled students, test proctoring, and assistive technology. Centers are open Monday-Friday. Hours of operation may vary by location. Students may also schedule an appointment for testing services, which must be done 72 business hours in advance.

URL: [www.cccc.edu/studentervices/academicassistance/](http://www.cccc.edu/studentervices/academicassistance/)

Writing & Reading Centers are also available on all three main campuses to help students build strong writing skills and reading comprehension. The Online Writing Lab (OWL) is also available at [www.cccc.edu/writingreadingcenter/](http://www.cccc.edu/writingreadingcenter/).

## Aviso Engage - Intrusive Advising

CCCC utilizes the Aviso Engage alert system that allows faculty to message “on the spot” to students needing assistance or motivation (intrusive advising). Aviso is an essential tool to assist with identifying a crisis and reaching out with a specific program of action to assist the student with staying on track for success. From the Center for Academic Excellence main page, click on the Resources tab and then the Aviso link to locate the Aviso Best Practices Guide.

### Aviso Contact Information

Please direct any questions regarding Aviso to the Director of Academic Success & Aviso Administration at (919) 718-7339 or at [bbuch926@ccc.edu](mailto:bbuch926@ccc.edu).

### Aviso Access:

- Navigate to the CCCC Portal <https://portal.cccc.edu>
- Enter your username: students will use their entire email address, while employees just need to enter their username
- Enter your current computer/email password and click the login button

### Types of Alerts

Please refer to the chart below to identify the alert options sent out to individual students, by the Aviso system, based on data monitored in the Blackboard Grade Center and Ellucian Colleague.

Alert Type	Description	Data Source
No Email Address	Student does not have an email address specified.	Colleague
No Assigned Advisor	Student has no assigned advisor and therefore cannot use Aviso.	Aviso/Informer
Off Plan	Early alert when a student is taking coursework that differs from their advisor’s approved plan	Aviso
Overall GPA	The student’s GPA is below the minimum GPA threshold. The current threshold value is 2.200.	Colleague
Midterm Grade	The student’s midterm grade is below the grade requirement of the course/degree combination.	Blackboard Grade Center

Payment Reminder	Reminder sent when a student owes a balance on their account for the upcoming term.	Colleague
Registration	The student has not registered for upcoming classes and their plan specifies upcoming coursework.	Colleague
Online Attendance	Early alert when a student has not attended (logged on) to an online course on the LMS. Currently set to run after 7 days of not logging on.	Respective Blackboard Course
Current Grade	Early alert when a current grade falls below an institution defined threshold. Current threshold set to 75%.	Blackboard Grade Center
First Week Attendance	Alert that identifies students who have not attended any classes the first week of a term.	WebAttend (Colleague)
On-ground Attendance	Early alert sent when a student is not attending an on-ground course. Current threshold is set to 4 absences.	WebAttend (Colleague)
Early Alert	Early alert added by staff if a student has an issue preventing success.	Manually-created

For additional information about Aviso Engage alerts contact the Director of Academic Success & Aviso Administrator (919) 718-7339, [bbuchg26@ccc.edu](mailto:bbuchg26@ccc.edu).

## Behavioral Assessment Team (BAT)

Central Carolina Community College utilizes a Behavioral Assessment Team (BAT) to address any concerns with questionable, disturbing, confusing, or potentially threatening behavior from a student or applicant at the College. The BAT is committed to improving campus safety through an informed, proactive, and preventative approach to situations that pose (or may reasonably pose) a threat to the safety and well-being of the campus community, while attempting to address the diverse psychosocial needs and concerns of students.

The BAT will review and assess the referral and make a decision regarding appropriate action. Additional information or documentation might be needed and will be requested. The assessment and recommendation, when completed, will be given to the Vice President of Student Services for possible administrative action, monitoring, or follow-up. For more information, please contact the Director of Admissions by phone at (919) 718-7526 or by email at [awadeo64@ccc.edu](mailto:awadeo64@ccc.edu). Find additional information about the BAT on our [CC Cares websites](#) or [File a Report](#).

## Central Carolina Cares

Central Carolina Cares provides assistance on a wide range of services. Students and employees may seek assistance on Title IX issues, behavioral assessment, security and safety, the Career Closet, childcare resources, the Ruby McSwain Cougar Market, Dreamkeeper fund, Finish Line grants, and additional resources. For information on specific programs, please visit their website: [www.cccc.edu/we-care/](http://www.cccc.edu/we-care/), or contact Student Support Services at (919) 718-7300.

## Student Code of Virtual Classroom Conduct

Interaction with the course instructor and other students is essential for success. Faculty are encouraged to share the following guidelines with their students:

1. In all correspondence and postings, use upper and lower case. All upper case indicates shouting.
2. Refrain from personal attacks on anyone in the course. Critique what is being said, not the person saying it. Students attacking others will be warned first. A second attack may warrant removal from the course.
3. Respect others' privacy. Forward emails only if the sender has granted permission. Avoid sending emails that are not pertinent to the course.

## Discouraging Cheating

Here are some tips for discouraging cheating in your distance education courses.

- Have students complete the Academic Integrity tutorial and quiz in your course.
- Explain to your students that they share the responsibility for maintaining the integrity of scholarship, grades, and professional standards at CCCC.
- Utilize CCCC subscriptions to online plagiarism detection services. Contact Distance Education for assistance.
- Explain any deterrents you use to curtail cheating, and spell out the consequences imposed if a student does cheat. Include this information in your syllabus.
- Provide exams with randomized questions so no two tests are the same.
- For papers and essays, require outlines and rough drafts prior to the final submission.
- Ask students to personalize or relate assignments to their own lives. This decreases the opportunities for students to copy others' work.
- Incorporate mastery-type questions so that students must have learned the material and not memorized it.
- For online tests, limit dates/times and the amount of time available to complete the test.
- Use various means of assessment in addition to testing, such as projects and presentations.

## **Student Resources for Technical Assistance**

Face-to-face technical assistance for students is available through the Academic Assistance Center and Distance Education.

Students with technical issues beyond the scope of the faculty's access or expertise and who are not or cannot come to campus during business hours may also be directed to the college's website, the Distance Education department, and after hours technical support from Blackboard Student Services. A best practice is to include contact information for these options in a prominent place in Blackboard course sites.

Students may email Distance Education at [de@ccc.edu](mailto:de@ccc.edu) or call (919) 718-7529 Monday - Thursday from 8:00 a.m. to 5:00 p.m. and Friday from 8:00 a.m. to 3:30 p.m. The college is closed on Fridays during the summer. Students can also call Blackboard Student Services toll-free at 1-866-834-6894 for assistance after normal college hours.

## **Student Technical Problems**

Due to the nature of distance education, technical issues may cause frustration and delays. Although faculty should build in some flexibility when problems do occur, ongoing technical issues should not be considered a sufficient reason for delays in academic work submission. Students should be prepared with alternatives in the event of equipment failure, power outages, and similar problems. Options may include use of equipment at a relative's or friend's home, a public library, CCC, or other educational institution. Widespread technical problems, such as a regional power outage, are more difficult for students to plan for and therefore should be addressed on a case-by-case basis.

## **Appendix A: Copyright, Fair Use, Resources & Policies**

### **Academic Policies & Student Rights - Registrar**

To locate the webpage for Academic Policies and Student Rights, select the Apply & Register link on CCCC's main page, then select Policies & Student Rights on the blue menu (URL: [www.cccc.edu/registrar/policies/](http://www.cccc.edu/registrar/policies/)).

### **Copyright**

As stated in the CCCC Policies and Procedure Manual, all copyright laws will be followed by employees while conducting business on behalf of the college. Federal laws which apply copyright policy, guidance and standards are administered by the Register of Copyrights (URL: [www.copyright.gov/registration/](http://www.copyright.gov/registration/)), operating under the purview of the Librarian of Congress.

Link to United States (US). Copyright Office, Resources and Education:  
[www.copyright.gov/about/resources-education.html](http://www.copyright.gov/about/resources-education.html).

### **Fair Use - Copyright**

Fair Use is a declaration within copyright procedures that provides for use of materials within teaching or scholarly settings. Four factors are cited to assist educators with determining if their intended use of materials falls within Fair Use standards. To read more about Fair Use, see the link: [www.copyright.gov/fair-use/more-info.html](http://www.copyright.gov/fair-use/more-info.html).

### **Marketing Resources**

The Central Carolina Community College Marketing Department has developed an essential Resources tab on their webpage ([www.cccc.edu/marketing](http://www.cccc.edu/marketing)) that provides employees with specific guidance on: use of the college logo, branding, flyer templates, and more. In the College Logos & Branding section, employees can download college logo files and access the college's Branding Guide which details approved college logos, fonts (typeface), and color palette. To contact Marketing & Public Affairs with questions: 919-718-7491.

## **Appendix B: FERPA**

### **Family Educational Rights and Privacy**

CCCC protects the privacy of students in accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (the "Act"), as amended, enacted as Section 444 of the General Education Provisions Act. This policy is applicable for all students, regardless of the mode of instructional delivery for the courses in which the students are enrolled.

Under this Act, students have the right to: inspect and review their education records, seek amendment of their education records that they believe to be inaccurate, misleading, or otherwise in violation of their privacy rights, consent to disclosures of personally identifiable information contained in their records, except to the extent that the Act (and in particular Section 99.31) authorizes disclosure without consent, or file with the U.S. Department of Education a complaint under Sections 99.63 and 99.64 concerning alleged failures by the college to comply with the requirements of the Act.

CCCC allows disclosure of education records to administrative officials, faculty, and staff, who are determined to have a legitimate educational interest. Administrative officials and faculty/staff are considered to have a legitimate educational interest if they might reasonably need to access information to advise or assist a student with any college-related matter.

CCCC may disclose directory information without consent. Directory information refers to information contained in the education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. CCCC has designated directory information to be the following: name, academic major, enrollment periods, hours earned, degrees awarded, awards received, and county of residence.

A student has the right to refuse to let CCCC designate any or all types of information about them as directory information. If you have a student who needs to file a Release of Information or would like to refuse to allow their directory information to be released, please refer them to the Registrar's Office or Admissions Office for assistance. For more information, please visit the FERPA website: [www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

## **Appendix C: Technology Support**

### **Aviso – Academic Assistance**

Seth Buchanan, AAC Lee Campus, [bbuchg26@cccc.edu](mailto:bbuchg26@cccc.edu)  
(919) 718-7339

### **Blackboard – Distance Education**

Library, Lee Campus, [blackboard@cccc.edu](mailto:blackboard@cccc.edu)  
(919) 718-7529

### **Classroom Scheduling & Changes – Student Learning**

- Kasey Patterson, Library, Lee Campus, [kpatt225@cccc.edu](mailto:kpatt225@cccc.edu)  
(919) 718-7461
- Crissy Miller, Marchant Hall, Lee Campus, [cmill557@cccc.edu](mailto:cmill557@cccc.edu)
- (919) 718-7321

### **Classroom Technology Issues – IT Helpdesk**

Budd Hall, Lee Campus, [ithelpdesk@cccc.edu](mailto:ithelpdesk@cccc.edu)  
(919) 718-7397

### **Cougar Mail – IT Helpdesk**

Budd Hall, Lee Campus, [ithelpdesk@cccc.edu](mailto:ithelpdesk@cccc.edu)  
(919) 718-7397

### **Email/Phone – IT Helpdesk**

Budd Hall, Lee Campus, [ithelpdesk@cccc.edu](mailto:ithelpdesk@cccc.edu)  
(919) 718-7397

### **CCCC Intranet – Marketing**

- Watson House, Lee Campus, [marketing@cccc.edu](mailto:marketing@cccc.edu)  
(919) 718-7491
- <http://www.cccc.edu/intranet>: Username: cccc, Password: colhome

## Login Procedure for Blackboard

From the CCCC main page, click on the Login tab or link: [www.cccc.edu/](http://www.cccc.edu/) and select CCCC Portal

- Employees enter their username and password
- Students use their entire email address and password

## Self Service – Registrar's Office

Hockaday Hall, Lee Campus, [admissions@ccc.edu](mailto:admissions@ccc.edu)

(919) 718-7201

## Self Service – Logging In

Self Service information coming soon!