

Fayetteville Technical Community College FACULTY HANDBOOK

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Proponents: Director of Evening Programs and Weekend Programs
Senior Vice President for Academic and Student Services

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Fayetteville Technical Community College
P.O. Box 35236
Fayetteville, North Carolina 28303-0236

(910) 678-8400

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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II-1 CONTINUING EDUCATION

II-1.1 General

Continuing Education is responsible for non-curriculum, non-credit educational programs for students 18 years of age or older. Due to ongoing changes in technology, career and job requirements, as well as revised life styles, there is a need for continuing education in most occupational and avocational areas. The Continuing Education Division is mandated to respond by providing services to individuals, organizations, businesses, and industries within the Fayetteville-Cumberland County area. Requests for Continuing Education programs range from courses in basic reading and writing to advanced courses in technical fields. These courses are made available whenever there are a sufficient number of students interested in the same subject area and a qualified instructor is available. Adults may also attend Continuing Education courses to fill leisure time and to improve vocational, avocational, and practical skills.

The Continuing Education administrative staff is composed of directors with expertise in specific educational areas. They are responsible for planning, coordinating, and supervising program areas to ensure that the needs of students are being met. Therefore, emphasis on quality instruction is a standard throughout the division.

Continuing Education is divided into six general areas: Basic Skills, Occupational Extension Education, Industry Services, Emergency Services, Business Services, and Community Services.

II-1.2 College and Career Readiness

College and Career Readiness encompasses the areas of Adult Basic Education (ABE), Adult High School Diploma (HSD), English As A Second Language (ESL), High School Equivalency (HSE), Reaching individual success through education employment (RISE) and, and Human Resources Development (HRD).

The goal of the Adult Basic Education (ABE) Program is to teach adults the basic skills of reading, writing, math, money management, and problem solving. The program is offered at no charge to adults 18 years of age and older.

The Adult High School Diploma Program (HSD) is a course of study in the core subjects of English, social studies, mathematics and sciences. It is designed to give interested persons an opportunity to earn a high school diploma. Students must be 18 years of age or older to enter the program.

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Continuing Education (Continued)

English As a Second Language (ESL) classes are designed for any adult who is not a native English speaker. Reading, writing, speaking, and basic living skills are taught. Students are placed in class levels with other students who have similar language needs. Classes and books are free.

High School Equivalency Diploma (HSE) courses are designed for adults 18 years of age and older who have not received a high school diploma. They will prepare students for the four HSE tests in language Arts, mathematics, writing (English), social studies, and science. The HSE diploma state that the graduate has achieved a level of general education development equivalent to that of high school diploma recipients.

Human Resources Development is a self-improvement, job-seeking skills class for the unemployed adult, 18 years of age or older. During the six-week class the students are provided instruction in the area of self-awareness, communication skills, interviewing techniques, and resume preparation. The objective of the class is to enhance the students' potential for employment by improving their job seeking skills and techniques.

//-1.3 Industry Services and Occupational Extension Education

Occupational Extension Education is primarily concerned with educational programs required to upgrade skills in businesses and industries. Additionally, training for service industries is provided for public and private businesses and agencies. Specialty training for manufacturing industries is available through the Focused Industrial Training Program (FIT).

//-1.4 Center for Business and Industry

The Center for Business and Industry is designed to serve the employee or prospective employee of our business and industry community. Through the Center for Business and Industry, the Continuing Education Division promotes yet another dimension of customized courses, flexibility and quality instruction.

//-1.5 Emergency Services Training

Emergency Services Training consists of education in the areas of emergency medical technician, cardiopulmonary resuscitation, rescue squad, and other areas of the medical profession. Additionally, law enforcement training and fire service training are provided. Courses are offered on-campus, at local fire departments, churches, schools, businesses, industries, or any other locations where there is community interest. A number of courses are open to the public, while some are limited to in-service training. Although the state prescribed registration fee is

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Continuing Education (Continued)

required, exceptions are recognized for fire service, police, and lifesaving personnel.

//-1.6 Community Services

Community Services programs are an integral part of continuing education. Courses such as arts and crafts, home economics, foreign languages, and general interest are offered mornings, afternoons, and evenings. These serve approximately 4,000 students in more than 400 classes per year. These classes are conducted at various locations throughout Fayetteville, Spring Lake, Hope Mills, Stedman, Godwin, Wade, Linden, and other areas. Classes are also coordinated with local community centers and senior citizens' centers. Likewise, businesses, churches, schools and public facilities are utilized.

Courses are frequently designed to meet specific requests; therefore, this area is expected to grow and change with the interests and needs of the community. Students are regularly surveyed for comments and suggestions.

Training sessions are co-sponsored with county volunteer agencies such as Volunteer Training for Rape Crisis Intervention and the Cumberland County Dispute Resolution Center. Courses are offered in five senior centers for the convenience of Cumberland County's senior citizens, serving approximately 2,000 senior citizens during the year.

//-1.7 Instructors

Each director will be responsible for recruiting, interviewing, and selecting part-time instructors to teach Continuing Education courses. The directors will ensure that each instructor meets the academic and experiential requirements for their program area. Instructors teaching academic courses, especially Adult Basic Education and Adult High School Diploma, will be required to have earned a degree with not less than a minor in the subject area they are teaching. In-service staff development workshops for faculty and staff are conducted on a regular basis. Emphasis will be directed toward upgrading and maintaining the quality and effectiveness of all Continuing Education courses.

//-1.8 Contracts

Continuing Education instructors are generally employed on a part-time contract to teach an approved course at a designated location for a predetermined number of hours. Fayetteville Technical Community College nor the instructor has any obligation beyond the completion of a particular contract. Additionally, Fayetteville Technical Community College reserves the right to cancel a course due to budget

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Continuing Education (Continued)

constraints or low enrollment. Part-time instructors do not earn annual leave, sick leave, or retirement benefits; however, Social Security is paid from the instructor's salary. Some teachers are employed on a monthly contract for a given number of hours per month. In addition to their teaching duties, they may also be assigned other responsibilities such as course development and outline preparation.

//-1.9 Continuing Education Teaching Load

The College recognizes the wide range of course offerings within the Continuing Education Division and the subsequent requirement for diverse instructional workload. For those individuals who are contracted as full-time and full-time/part-time instructional employees, the following teaching load will be maintained.

Basic Skills - Teaching Load (Platform Time) - 30 to 40 hours per week

Occupational Extension - Teaching Load (Platform Time) - 24 to 40 hours per week

Additional non-classroom work to meet the 40-hour requirement will be allotted to counseling and advising students, maintaining office hours, participating in professional development activities, managing and monitoring clinical rotations as appropriate.

NOTE: Instructional time in excess of 40 hours per week is discouraged. However, if unusual circumstances merit, an instructor may be asked to work beyond the 40-hour limit. Please note that this requires special contract provisions and prior approval by the Associate Vice President for Continuing Education.

//-1.10 Student Evaluation

Students participating in Continuing Education programs are expected to successfully complete all course requirements as set forth by Fayetteville Technical Community College and the instructor. Students will be individually evaluated either by written, oral or practical projects to demonstrate satisfactory proficiency or acquired skills.

//-1.11 Attendance

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Continuing Education (Continued)

Although regular attendance and participation in class activities are encouraged for each class session, students are required to be in attendance 80 percent of the time in order to be eligible to receive a passing grade for that course. Due to state regulations, however, students enrolled in the emergency medical technician course must maintain a minimum of 90 percent attendance.

//-1.12 Continuing Education Units (CEU)

The Continuing Education Unit (CEU) has been established nationally to assure the quality of course offerings in Continuing Education. Each course must be approved prior to its offering by the director concerned and endorsed by a committee reflecting a cross section of the intended target population. Student representation may also be utilized. It is anticipated that the Continuing Education Unit will become the standard for recognizing and recording in-service educational requirements for various agencies and organizations.

For institutional purposes one CEU is defined as "ten contact hours of instruction in an approved education program that has been satisfactorily completed."

II-2 CURRICULUM PROGRAMS OFFERED AT FTCC

II-2.1 Business Programs

II-2.2 College Transfer and General Education Programs

II-2.3 Engineering, Public Service, Applied Technology Programs

II-2.4 Health Occupations Programs

II-3 CURRICULUM PROGRAMS

//-3.1 Instructor Responsibilities

The College's academic policies and procedures are contained in the current **Fayetteville Technical Community College Catalog** and **Academic Procedures Manual**. Every faculty member should have copies of these publications for information and guidance.

//-3.2 Reporting Relationships

In terms of the campus organizational structure, the Department Chairperson is the immediate supervisor of all faculty members, full-time and part-time, in the department. Department Chairpersons report to the appropriate Program Area Dean.

//-3.3 Summary of Responsibilities

Each faculty member's major responsibility is to provide quality instruction to students. This responsibility does not end in the classroom, however. The faculty member is also responsible for record-keeping details required by the College, to include budgeting, attending faculty meetings, and developing personal goals to support the department's planned objectives for the academic year. Additionally, faculty members are encouraged to stay "up-to-date" with what is happening in the College in terms of growth and expansion, services available to students, and in-service development opportunities. Instructors are encouraged to pursue opportunities for their personal growth and are expected to maintain competency in their teaching areas. Faculty members are expected to carry out their duties in a professional, ethical, and collegial manner that enhances the purpose of the College. In addition to information provided in this handbook, faculty is expected to be familiar with the contents of the **FTCC Catalog, Academic Procedures Manual** and **Administrative Procedures Manual**.

//-3.4 Academic Freedom and Responsibility

Fayetteville Technical Community College values the freedom of its faculty and students to engage in academic discourse. Accordingly, the College recognizes and commits itself to maintaining an educational environment which enables and encourages faculty and students to fully explore the subject matter of any course in which they are engaged, even when the exploration includes discussion of controversial topics.

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Curriculum Programs (Continued)

To further this policy, the College shall vigorously protect the right of faculty and students to exercise their academic freedom and responsibilities, as described in this policy, without being subjected to undue pressure to restrict their speech. In addition, any faculty or student who believes their academic freedom is being infringed upon has the right to file a grievance in accordance with the grievance procedures established in the College Employment and Affirmative Action Manual.

In order to encourage a full exploration of the subject matter, both faculty and students shall respect the expression of differing opinions, both in the right of one to express a differing opinion and the right of one to adopt a differing opinion. In the academic setting, faculty 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 has a chilling affect on those discussions and shall be avoided.

Faculty shall refrain from using or discussing materials which have little or no relationship to the subject matter of the course in which the faculty member is engaged. Faculty shall encourage students to do likewise.

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 official of the College.

//-3.5 Procedures for Faculty Evaluation

Faculty evaluation is a continuous process and its most important function is to provide a climate for all instructional personnel to reach their maximum professional potential and improve their classroom performance.

Each Curriculum Program faculty member's performance is evaluated each year by the Division Chairperson and appropriate Program Area Dean. The results of this evaluation are reviewed with the Associate Vice President of Curriculum Programs or the Vice President of Academic and Student Services and the evaluation becomes part of the instructor's permanent record. Copies are forwarded to the Vice President for Human Resources/Institutional Effectiveness. Each faculty member may request, if desired, a conference with the Associate Vice President for Curriculum Programs or the Vice President of Academic and Student Services to discuss the evaluation.

Each faculty member's performance is evaluated periodically throughout each year. A formal instrument is used to summarize the evaluation of the faculty once a year. The evaluation instrument is used in an effort to improve the effectiveness of the faculty member in his/her teaching and the learning process of the student.

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Curriculum Programs (Continued)

Conferences are held with faculty members to assist them in improving their instructional techniques and to evaluate the success of their instructional methods to provide an effective learning environment for the student and to assist the student in acquiring technical and general skills needed within the local, national and global workforce.

There are certain tangible data elements that are used to assist in the evaluation process. Chiefly, they are as follows:

- (1) Planned Development Attendance and/or Projected Goal Statements.
- (2) Records of the faculty member's academic work since being employed.
- (3) Evidence of in-service training/professional development activities, other than course work.
- (4) Observation reports of the appropriate Program Area Dean, Division Chairperson and/or their immediate supervisor.
- (5) Records of professional organizations in which the faculty member is active.
- (6) Attendance records of the faculty member.
- (7) Oral and written documentation of the faculty member's communication skills (via records, reports, presentations, etc.).
- (8) Less tangible guidelines include documentation related to:
 - a. The faculty member's observance of standard school policy and procedure.
 - b. The faculty member's rapport with students, peers, and staff.
 - c. Cooperation of the faculty member, flexibility/adaptability, and willingness to take risks and remain accountable for their decisions.
 - d. Classroom effectiveness as demonstrated via (1) the Critical Success Factors Report released annually by the NC Community College System Office and (2) course retention and grade distribution reports and (3) collection of student engagement data.
 - e. Organization of his/her personal and College affairs.
 - f. Teacher-industry relationships that (1) promote prospective student interest in furthering their education at FTCC, (2) recruitment of and

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Curriculum Programs (Continued)

productive engagement of advisory committee members and (3) creation of clinicals, internships, work-based learning, shadowing or capstone field experiences.

- g. Professionalism in faculty member's attitude, appearance, maintenance of College equipment and facilities, preparation and delivery of instruction, and interaction with students and colleagues toward his/her job as demonstrated by their willingness to go beyond their normal assigned duties for the benefit of the students, the local community and the College.

//-3.6 General Evaluation Procedures for Faculty

The evaluation of instructor performance serves as a tool for self-improvement in the areas of teaching performance, professional development, and departmental and institutional collaboration resulting in greater student success and fulfillment of the College's mission and purpose statements. It is also intended for use by the administration and faculty supervisors to aid in their decision-making processes related to future strategic plans/objectives. All faculty will be evaluated by their supervisors, and will receive a written copy of the final appraisal of their performance.

The faculty evaluation system at FTCC includes three levels: students' evaluation of the instructor, Department Chairperson/Division Chairperson/administration's evaluation of instructor, and administration's evaluation of the Division Chairperson. To facilitate this process, each department/division chairperson will be evaluated on their ability to conduct an accurate and useful evaluation of their faculty members and that will aid in personnel decisions and projected professional development training needs.

II-3.6.1 Students' Evaluation of Instructor

Instructors will be evaluated by students using the appropriate evaluation form: (Appendices forms located in the Performance Appraisal Manual)

Traditional Instructor/Course Evaluation	Appendix N
Online Instructor/Course Evaluation	Appendix N-1
North Carolina Information Highway (NCIH) Instructor/Course Evaluation	Appendix N-2
Telecourse	Appendix N-3
Basic Law Enforcement (BLET) Course/Instructor Evaluation	Appendix O

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Curriculum Programs (Continued)

Student's evaluations will be conducted in classes for all instructors employed by the College. Procedures for evaluation are as follows:

- (1) The Office of Institutional Effectiveness and Assessment will ensure student evaluations of classes, including both on campus and off campus sites, are released each year using the following evaluation schedule:

Fall Semester: Sixteen week classes offered at FTCC, both the traditional (face-to-face) and distance education classes will be evaluated during the Fall semester. Face-to-face classes will be evaluated using paper copy evaluations, administered by program supervisors, in the classroom. Sixteen week online classes will be evaluated using electronic means such as Gmail, Blackboard announcements, etc. Evaluations will be released near the end of the semester and completed prior to the last day of the semester. Student responses on evaluations will remain confidential until the following semester to preclude the perception from students completing the evaluations that their current instructors could use information in the evaluations in grading consideration. Tabulated results will normally be released back to department/division chairs approximately 30 days after the completion of the semester to ensure this confidentiality of student's responses.

Spring Semester: Eight week traditional (face-to-face) classes (both first and second semester sessions) will be evaluated using paper copy evaluations administered by the program supervisor's in the classroom. Additionally, classes in both eight week distance education semester will be evaluated using an electronic evaluation document that will be administered to the students using such means as Gmail, Blackboard announcements, etc. Release of the tabulated results will follow the same timeframes as described in the sixteen week evaluation section above.

- (2) Administrators, Division Chairpersons, or supervisors who desire to evaluate additional classes within their divisions may do so by coordinating the evaluation with the Office of Institutional Effectiveness and Assessment.
- (3) The academic dean will notify instructors, department chairs/program coordinators, and division chairs by email, listing the course to be evaluated, the time period for the evaluation, and instructions for students to access the evaluation, including details surrounding the administration of paper copy evaluations within the classroom. Students taking online classes and desiring to submit their electronic evaluations on campus may complete their

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Curriculum Programs (Continued)

evaluations in the following locations: ATC Open Lab; HTC Open Lab; Fort Bragg Soldier Development Center; Spring Lake Center Open Lab; Building Trades Electrical Lab; FTCC Success Center; FTCC Library; or any other computer with Internet access.

- (4) An Instructor's Questionnaire is available to all instructors during the evaluation period and may be used by any instructor who wishes to evaluate his/her class from the instructor's perspective. This document is password protected, so instructors desiring access to it should make direct contact with the staff members within the Office of Institutional Effectiveness and Assessment for the user name and password.
- (5) All evaluations are controlled as follows:
 - Tabulated results will not be released to faculty members until the semester following the completion of the evaluation.
 - Survey responses will not be traced back to the student.
 - A student cannot complete another student's evaluation and may only submit one evaluation document.
- (6) During the open period for evaluation submission, Deans will be able to obtain information on which students have submitted an evaluation but will not be provided content information from the evaluations. This will allow for periodic reminders to those students that still need to complete an evaluation prior to the period for submission ending. These reminders will increase the College's evaluation response rate. While instructors will be provided the names of those students who have not completed an evaluation, the instructors will not gain access to evaluation content until the semester has ended. When discussing evaluation completion with students to increase overall response rates, faculty should assure students that evaluation content is restricted.
- (7) At the end of the semester, the Office of Institutional Effectiveness and Assessment (IE) will email each Dean, Division Chair, and Department Chair that the evaluation process is complete. The IE Office will then provide each Dean with paper copies of each instructor's completed student evaluations for one-on-one appraisal interview sessions. Both the Instructor evaluated and the supervisor should sign and date the evaluation form indicating the appraisal interview session was held. Copies of the signed evaluation form are forwarded to the appropriate academic Dean for retention in instructor files maintained within the office of the Dean.

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Curriculum Programs (Continued)

- (8) At the end of each semester, a report of the content of the evaluations will be provided to each program area Dean and members of the Executive Council. Upon receipt of these reports, the program area Dean will discuss the evaluations with the appropriate Division Chairperson who will, in turn:
- a. Arrange for the confidential appraisal interview with individual instructors discussed in item number 7 above. During this interview, the individual results of the evaluation should be made available to the instructor. Adequate attention should be directed toward the instructor's strong points, as well as those areas that were considered to be less than satisfactory. To be of value, this interview must be objective and non-judgmental in nature, with its only aim being that of improving instruction within the College.
 - b. As a follow-up to the appraisal interview, the Division Chairperson will provide the instructor with a written report of (or on) those areas identified as needing improvement. A copy of this report will be provided to the appropriate Program Area Dean. Additionally, data collected through this process by the Division Chairperson should be retained and incorporated into the faculty member's annual evaluation.
 - c. The faculty member with documented deficiencies will provide the Division/Department Chairperson or Program Coordinator with a written improvement plan for the noticed deficiencies. The improvement plan designed to correct noted deficiencies will include a deadline date for accomplishment of the identified improvement goals and the immediate supervisor must approve the plan. The faculty member's improvement plan may also be incorporated into his or her Professional Goals Statement for follow-up evaluation during the next evaluation cycle.

II-3.6.2 Performance Appraisal Procedures

Purpose

To ensure quality performance, retain qualified employees and facilitate the communication of expectations between supervisors and employees, job performance is reviewed regularly for all full-time employees.

Procedure

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Curriculum Programs (Continued)

- (1) An Employee Performance Appraisal form (see Fill-in forms on IE website) will be completed for each full-time employee once a year.
- (2) At the beginning of each annual review period, the employee and their supervisor must conduct an Initial Conference for the purpose of reviewing the employee's job description, establishing individual performance objectives and identifying critical performance dimensions. The supervisor will consider the employee's input in the process. Responsibility for identifying individual performance objectives and critical performance dimensions remains with the supervisor.
 - a. The job description should be updated as needed by the supervisor with input from the employee. The appropriate senior administrator reviews and approves the updated job description and Human Resources receive the approved job description for any further review and for the records of the college.
 - b. The supervisor, with input from the employee, will establish individual performance objectives for the employee.
 1. Three or more objectives will be established.
 2. One objective may be directed toward personal growth and/or individual work assignments.
 3. All should support the college initiatives.
 - c. The employee and supervisor will also review the performance dimensions listed on the Employee Performance Appraisal (see following definitions). At the time of the review, the supervisor, with input from the employee, will mark the employability skills and performance attributes that are most critical to the function of that position. In most cases, six or more skills and attributes will be identified.
- (3) During the review period:
 - a. The employee and supervisor will communicate formally and informally as needed.
 - b. As a tool to assist in professional development, supervisors may request that employees evaluate their supervisor's performance using the Supervisor Feedback Form (see Fill-in forms on IE website). All employees will be encouraged to complete this form. This process must remain anonymous.

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Curriculum Programs (Continued)

- c. The employee and his/her supervisor should review the employee's performance objectives.
- (4) At the end of the review period, the employee receives an overall assessment on their performance.
 - a. The employee may evaluate their own job performance and provide a copy to their supervisor for consideration in the performance appraisal.
 - b. Supervisor must complete an Employee Performance Appraisal form (see Fill-in forms on IE website) on each full-time employee.
 - c. Prior to the discussion with the employee, the supervisor's supervisor should be briefed prior if the employee's overall rating is "Below Expectations".
 - d. The supervisor reviews the appraisal with the employee. Both the supervisor and the employee sign the form and may write comments.
 - e. Both the employee and the supervisor retain a copy of the completed, signed appraisal.
 - f. The supervisor forwards the completed original signed appraisal form through supervisory channels to the Human Resources office for filing.
- (5) If a full-time employee changes supervisors and has worked for the supervisor for at least ninety days (90) a performance appraisal will be completed according to the end of the review period procedures (See Item 4).
- (6) Full-time employees reporting to more than one supervisor should have an Employee Performance Appraisal (see Fill-in forms on IE website) completed by each supervisor.
- (7) Full-time employees who separate from employment with the college will receive a written performance appraisal if more than ninety days (90) have elapsed since their last appraisal.
 - a. The employee's supervisor will make all reasonable attempts to conduct a performance appraisal with the employee prior to the employee's last working day.

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Curriculum Programs (Continued)

- b. In the event it is not possible for the supervisor to conduct a performance appraisal prior to the employee's last working day, the supervisor will provide a written performance appraisal for inclusion in the employee's personnel file in the Human Resources Office. A copy of the performance appraisal will be mailed to the employee. The employee shall be allowed ten (10) working days to provide a written response to the performance appraisal.
- (8) Students will evaluate faculty at least once a year. The student evaluation will be taken into account by faculty supervisors when completing the Employee Performance Appraisal (see Fill-in forms on IE website).
- (9) Supervisor or designee will conduct at least one classroom observation per year using the Faculty Teaching Observation form (see Fill-in forms on IE website), per faculty member and include a copy of same with the annual performance appraisal.
- (10) If an employee receives an overall "Below Expectations" appraisal, and does not make performance improvements within a specified time period, the employee may be disciplined in accordance with policies and procedures of the College.
- (11) Ninety-days (90) from hire date, a formal written performance appraisal will be conducted at the end of the ninety-day (90) probationary period for all new full-time employees hired under a written contract. Supervisors are always responsible for the continuous appraisal of employees' performance, especially during the first year of employment.
- (12) Supervisor or designee will conduct at least one classroom observation, and at least one students' evaluation of instructor will be conducted on all part-time faculty per year.
- (13) Employees subject to administrative decisions affecting their employment are entitled to due process as outlined in the FTCC Employment and Affirmative Action Manual.
- (14) All appraisals and observations shall be kept confidential.

(See Definitions for Performance Dimensions and Performance Attributes on next page.)

Definitions for Performance Dimensions

Directions: These definitions are to be used with Section 2, Performance Dimensions, of the Employee Performance Appraisal form to determine the critical dimensions and to help assess/describe performance. For more information, see the Employee Performance Appraisal form (see Fill-in forms on IE website).

Employability Skills

Responsibility - Exhibiting individual behaviors that support the goals and objectives of the organization	Support the FTCC mission/purpose, goals and critical success factors
	Demonstrates a positive and supportive attitude
	Perform job to best of your abilities
	Demonstrate initiative
	Behave ethically
	Make decisions ethically
	Follow procedures
	Maintain a safe and clean work environment
	Adhere to company attendance policy/work hours
	Maintain professional appearance
	Accept accountability for actions and decisions
	Admit mistakes
	Utilize chain of command
	Challenge authority professionally
	Think cost effectively
Meet deadlines	
Keep accurate records	
Communication (Oral) - Exchanging ideas and information in oral, written, or visual form	Use correct grammar, appropriate vocabulary and proper etiquette face-to-face or on the telephone
	Use effective tone, pace and inflection in verbal exchanges
	Practice active listening
	Question effectively
	Maintain open communication
	Give and receive constructive feedback
	Negotiate win-win resolutions
	Deliver effective oral presentations(s)
	Understand body language
	Interact rationally with difficult people
Communication (Written) – Exchanging ideas and information in oral, written, or visual form	Demonstrate literacy
	Select appropriate format and style for written communications
	Use correct grammar, spelling, mechanics
	Organize written presentations effectively
	Summarize relevant and pertinent information
	Present information in visually appealing, understandable format
	Understand legal issues related to written communication
	Write business-appropriate correspondence (e-mails, letters, memos, etc.)
Write legibly	
Adaptability - Exhibiting flexibility and receptivity to changing technologies, methods, processes, work environments, and organizational structures and practices	Embrace change
	Seek learning and growth opportunities
	Adjust to physical changes in workplace
	Adjust to changes in work flow
	Manage multiple assignments

Definitions for Performance Dimensions

Adaptability - (Continued)	Adapt to the environment
	Support new ideas openly
	Complete a periodic self-assessment
	Adapt to changing technologies
	Be aware of global impact on the workplace
Teamwork - Working cooperatively with others to analyze a situation, establish priorities, and apply resources for solving a problem or accomplishing a task	Understand the importance of teamwork
	Commit to team cohesion
	Shares information and works cooperatively with others
	Embrace individual differences, including cultural, generational and global (diversity)
	Incorporate creativity
	Participate in team planning activities
	Evaluate objectively the ideas of team members to determine option(s)
	Carry out team assignments in a timely manner
	Communicate team results to appropriate people
	Evaluate team results
Problem Solving - Identifying problems, potential causes, and continuous improvement opportunities	Be proactive in preventing problem occurrences
	Define characteristics of situation or problem
	Gather essential information
	Determine root cause
	Recognize organizational and personal barriers
	Brainstorm possible solutions
	Utilize problem solving methods
	Use appropriate technology
	Establish decision criteria
	Interpret data
	Evaluate potential outcomes
	Prioritize best solutions
	Implement best solution(s)
	Monitor, evaluate, and share results with appropriate individuals
	Ensure proper follow up with internal and external customers
	Know when to seek help
Approach problem as a learning opportunity	
Information Processing – Finding, using, and sharing information	Determine information required
	Identify information resources
	Gather required information
	Modify search as required
	Compile information into appropriate format
	Understand sensitivity of data
	Ensure accuracy of sources
	Communicate with appropriate people
	Document action(s) taken
	Demonstrate math skills appropriate to workplace
	Demonstrate basic computer and associated application skills

Performance Attributes	
Classroom Instructional Skills/Knowledge	Staying current with new information and activities related to discipline. Demonstrating professional expertise in assigned subject matter and teaching methodology, including performance-based learning, alternative delivery methods, and instructional technology.
Classroom Management	Maintaining appropriate environment for learning. Using class time effectively. Conveying enthusiastic attitude toward subject and encouraging student participation in class. Presenting current concepts and skills in courses and updating syllabi as needed.
Classroom Presentation	Applying appropriate instructional strategies and adequately conveys content. Is flexible in responding to the learning needs of students and adapting lesson plans as needed to facilitate student achievement.
College Service	Participating in and supporting college initiatives and activities. Serving on committees as requested. Attending scheduled meetings.
Customer Service	Treating students, the general public, and co-workers with basic courtesy. Being helpful and responsive to the concerns of others and promoting the college in a positive light.
Employee Development	Providing career planning for direct reports through employee development opportunities including training and varied job assignments. Providing feedback to support employees' efforts to achieve established performance outcomes.
Facility, Equipment and Supply Management	Developing and managing budgets based on objectives of the unit in order to identify and utilize resources to provide successful outcomes.
Initiative	Starting assignments without prompting and independently contributing ideas and projects. Seeing and acting upon new opportunities.
Job Skills/Knowledge	Possessing the knowledge and job skills for the specific area of responsibility assigned. Demonstrating an understanding of the administrative and management procedures related to assigned responsibilities.
Leadership	Demonstrating initiative through encouragement of new ideas, innovation and creativity. Providing for continuous improvement of college programs and services through techniques of mentoring, coaching and problem solving. Setting a good example by displaying a positive approach and professional demeanor.
Personnel Management / Supervision	Managing and supervising assigned staff while consistently adhering to policies and procedures established by the institution. Is sensitive and supportive of the college's EEO/Affirmative Action guidelines.
Planning/Organization	Scheduling and planning most efficient use of time in order to accomplish a specific goal. Keeping accurate records.
Professional Development	Participating in staff development activities on and off campus to learn new ways to improve job skills and knowledge.
Program Administration	Managing program or service area through utilization of available resources, maintaining records, developing schedules and monitoring progress of established outcomes.
Quality of Work	Demonstrating neatness, thoroughness and accuracy in completing job assignments.
Timeliness of Work	Completing assignments within established deadlines.

II-3.6.3 Instructor's Questionnaire

Each Curriculum Programs' faculty member is given the option of completing the Instructor's Questionnaire (Appendix Q) about the class in which students evaluate the faculty member's effectiveness. The form provides the instructor the opportunity to supplement student information on the evaluation forms with additional information that is not addressed on the student form.

II-3.7 Job Descriptions

II-3.7.1 Department Chairperson (Curriculum Programs)
(IV-12.4)

II-3.7.2 Division Chairperson (Curriculum Programs) **(IV-12.5)**

II-3.7.3 Instructional Faculty (Curriculum Programs) **(IV-12.7)**

II-3.7.4 Instructional Program Coordinator (Curriculum Programs) **(IV-9.6)**

II-3.8 Course Outlines and Syllabi

Each department will develop specific course outlines and syllabi for each course. It is the instructor's responsibility, working with the Department Chairperson, to revise all outlines and syllabi annually. The Department Chairperson will keep current outlines on file in the office of the Director of Curricular Data Management. A current syllabus for every course in the department should be on file in the department. (See Appendix I and J in the Planning Guide for sample format for course outline and syllabus.)

II-3.9 Lesson Plans

Professional instructors always work from a written lesson plan. The method and type of lesson plan used is left entirely with the individual instructor so long as there is some form of written format. The following should be considered when making out lesson plans:

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Curriculum Programs (Continued)

- (1) Textbooks should be considered as basic tools and points of reference. Reading from a textbook to a group of students is not teaching.
- (2) Textbooks should be supplemented with additional references by the instructor.
- (3) Course outlines should be consulted and used to establish the quantity of subject material to cover.
- (4) Lesson plans should be designed with flexibility enough to meet the needs of all students.
- (5) Lessons should be planned at least one week in advance. If it is necessary for the instructor to miss class, a substitute should have access to these lesson plans.
- (6) Lesson plans should provide an instructional program that will push into a 50-minute period as much challenge, inspiration, information, and transfer of knowledge as possible. The students are "short-changed" by every minute not planned and utilized.
- (7) Lesson plans should serve as a record of material covered and should be consulted when preparing tests.
- (8) Lesson plans should not be discarded but should be consulted when preparing the same material for a different group or new term.
- (9) Lesson plans should be available during the class so that the Associate Vice President for Curriculum Programs and appropriate Program Area Dean may determine the educational objectives for the particular day. If instruction promotes the transfer of knowledge, it must be planned and planned thoroughly. Learning will not take place by accident. The Associate Vice President and Deans are always available for consultation concerning development of lesson plans.

//-3.10 Textbooks

Virtually all individual classes at FTCC require the identification of and the acquisition of textbooks. These books are selected by the instructional departments to provide a ready resource for students while they are not in class.

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Curriculum Programs (Continued)

II-3.10.1 Selection of Texts

Annually, each instructional department will review available texts and select one(s) to be used with each course. These selections will be made and forwarded through the appropriate Program Area Dean to the Associate Vice President for Curriculum Programs during the spring semester of each year.

Instructors receive their desk copies of texts from the bookstore by presenting the bookstore with an approved "Request for Supplies" form (approved by the Department Chairperson and the appropriate Program Area Dean). Also, there will be a specified period of time at the beginning of each term in which instructors may directly pick up a text by presenting the approved "Request for Supplies" form at the bookstore. After this specified period of time, the approved "Request for Supplies" form will be sent to the Office of Business and Finance prior to arriving at the bookstore. Charges for these books will be made to the appropriate departmental supply account.

II-3.10.2 Complimentary Textbooks

Textbooks and related materials received as either complimentary review items or as instructor materials for assigned classes are the property of the individual employee and not the college. Instructor materials sent to a department will become the property of the Department Chairperson of the book's subject area. To help control the rising costs of textbooks, instructors should limit their receipt to one set of complimentary materials per course. When no longer needed, complimentary books and materials might be given to other faculty members or the Learning Resource Center or even destroyed. Under no circumstances should recipients sell complimentary materials to students, other individuals, or companies. To summarize, only one copy of course materials should be received by the instructor, the materials are the property of the instructor, and the materials must not be sold by the instructor.

II-3.11 Evaluation of Students

See Academic Procedures Manual *under the following headings:*

- Evaluation Information
- Assignment of Grades
- Classification of Students

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
Curriculum Programs (Continued)

- Academic Course Load

II-3.11.1 Records and Reports

The faculty is responsible for submitting information on all classes held in order to maintain an accurate, up-to-date enrollment record. These reports will be needed also to complete state and federal quarterly and yearly reports. The staff is asked to keep the following records and reports:

II-3.11.1.1 Grade and Attendance Report

The Grade and Attendance Report is submitted to the office of the appropriate dean within 24 hours of the exam for the class. It is the only official school record of grades that have been recorded by the instructor. These reports should be kept up-to-date throughout the term.

II-3.11.2 Registration Participation by Faculty

Registration for day and evening classes at FTCC requires the full participation of faculty and administrative staff. During registration the faculty advisors and all other faculty members are expected to assist as called upon. Specific registration procedures will be made available by the Associate Vice President for Student Services each term.

II-4 ENROLLMENT REPORTING

II-4.1 Verification of Initial Enrollment

At the beginning of each term, faculty members must verify the enrollment of students attending classes by checking their web attendance roster and posting all E's to their attendance roster.

II-4.2 Attendance

Accurate attendance records must be maintained on all students. It is essential that attendance data recorded on the instructor's roll books, official rosters, and drop slips agree. It is also required by the FTE auditors that the first date of attendance for each student be recorded on the official report. This date must be recorded in the Entry Date ("E") column for all students appearing on the roster, including the ones with computer generated withdrawal dates. For on-line, telecourse and college by cassette courses, the instructor must maintain documentation that contact was made with each student between the first day of class and the 10% point. Department chairs are required to file this information and have it available for a minimum of 3 years after the course was taught.

II-4.3 Student Withdrawals

If a student indicates that he or she wishes to "drop" a class, he or she is to be directed to the student online Withdrawal Form at http://forms.faytechcc.edu/Student_Drop/default.asp. The instructor should only initiate a drop if the student has missed 20% or more of scheduled class hours.

II-4.4 10% Point Rosters

At the 10% point of each class, a missing E report will be run daily and sent to all Academic Deans for review.

- (1) **Any student who has not attended class at least one time on or before the 10% date as indicated on the roster must be dropped as a "No Show," by selecting the never attended box located on the academic roster.**

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Enrollment Reporting (Continued)

- (2) **Remember**, no student who has attended at least once is to be dropped from a class by an instructor until after he or she has been absent for more than 20% of the scheduled class hours.
- (3) **If a student is attending the class, but his or her name does not appear on the 10% Point Roster, contact the Office of the Registrar/Curriculum to verify the student's status prior to returning the roster.**

II-4.5 Student Withdrawals After the 10% Date

Refer to the [Academic Procedures Manual](#) for Schedule Adjustments and Withdrawal policy.

- (1) The instructor will be responsible for maintaining accurate records of withdrawal information by utilizing their faculty online withdrawal form located on the website.
- (2) The Withdrew **drop date** is the date the drop form was processed by the instructor electronically.
- (3) The last date of attendance (**LDA**) is the date of the last class meeting where the student was physically present. Please refer to the Important Dates located on the Registrars webpage.

II-4.6 Official Rosters

The Registrar's office will print all official rosters for auditing purposes.

II-4.7 Grade Reporting

An end-of-term email will be sent from the Registrar's office that will indicate the time and day grades are due. Please adhere to the deadline. Record only letter grades (A, B, C, D, F, I, AU, P, W,) on your faculty grade report located in webadvisor.

II-5 FACULTY ADVISORY SYSTEM

The Faculty Advisory System at Fayetteville Technical Community College is an integral part of the instructional and student development programs of the College and serves two primary functions:

- (1) to assist students with course selection for their curricular studies, and
- (2) to provide students with assistance with the scholastic and school-related problems encountered in reaching their academic goals. For complete information on the Faculty Advisory System consult the **Academic Procedures Manual**.

II-6 PROFESSIONAL DEVELOPMENT FOR FACULTY

Professional growth for all faculty members is essential if the College is to offer a quality educational program to its students. To be effective in their positions, instructors in fields such as engineering, science, production, and education are advised to continue their education in order to maintain currency and effectiveness in their areas of expertise. FTCC's professional development can be divided into several components: advanced studies in professional education courses in a field of specialization; participation in professional groups; and support of workshops, seminars, and short courses. All faculty members should develop a yearly plan for their own professional development; this plan should show involvement in one or more of the following areas:

II-6.1 Professional Education

Courses are taken to improve the instructional and technical skills of the faculty and the learning process for the students. This category includes the six basic professional education courses required by all faculty members and other studies in the field of specialization.

All members of the faculty should have certain basic professional education courses. These courses provide the tools to improve the teaching and the learning process of the student. The College requires all instructors to complete Instructional Techniques, Instructional Design, Blackboard Boot Camp, and Effective Online Teaching, or their equivalents, plus the choice of two other professional education courses from the list provided.

- (1) Blackboard Boot Camp (required)
- (2) Effective Online Teaching (required)
- (3) Instructional Design (required)
- (4) Instructional Techniques (required)
- (5) Advisor and Counselor Training I (ACT I)
- (6) Computer Basics (CIS 113)
- (7) Learning Connections
- (8) Technology in the Classroom

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Professional Development for Faculty (Continued)

Instructors must complete one course per year, or as their individual faculty schedules allow until all requirements are met.

General Exemptions from Professional Development Courses: Faculty members who have completed an education degree at the undergraduate or graduate level or who have a Teaching Certificate may be exempted from some professional development requirements. Official transcripts showing completion of an education degree or copies of a Teaching Certificate must be on file in the Human Resources Office. **A copy of the Faculty Professional Development Waiver Form (P-25) can be located on the Fill-In-Forms website.**

Faculty may be able to substitute an equivalent college credit course for a Professional Development course by requesting a waiver through supervisory channels. Documentation from the college credit course (syllabus/outline, e.g.) verifying that this course covered the same topics as the Professional Development course must be attached to the waiver form.

A person who has taught at a Military Academy, Command and General Staff College, War College, Branch school, ROTC, or other formal military school, with appropriate documentation to verify that their training to teach in these military schools included the requirements of the Professional Development course(s), may request a waiver through supervisory channels.

//-6.2 Membership in Professional Associations

Alert and progressive instructors and administrators belong to and support professional organizations both as a matter of pride and for the personal and professional advantages derived. Payment for appropriate membership dues is ordinarily a direct responsibility of the instructor. Within the limits of the budgeted travel funds, faculty members are encouraged to participate in meetings and conferences of their professional groups and associations.

The administration strongly encourages its faculty and staff to seek membership and become active in at least one technical and one educational society to be selected by the faculty/staff member to promote his/her professional growth as an educator.

Examples include membership and participation in organizations and associations relevant to the instructor's curriculum.

//-6.3 Professional Enhancement

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Professional Development for Faculty (Continued)

This category includes involvement in activities that will lead to improvement in the faculty member's teaching performance. These specific activities will be determined by each individual faculty member with the assistance and guidance of his/her Department Chairperson. One of the major responsibilities of the Department Chairpersons will be to provide the necessary encouragement and support to assist in the successful completion of the activities suggested by their faculty. A minimum of 30 contact hours of professional updating/upgrading activities is required per year. All activities must have prior approval of supervisor.

II-6.4 Qualification Requirements for Faculty as defined by Southern Association of Colleges and Schools Criteria

II-6.4.1 Associate Degree

"In an associate degree program full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation in the above areas. Such cases must be justified by the institution on an individual basis.

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline.

Each full-time and part-time faculty member teaching credit courses in professional, occupational and technical areas that are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at

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Professional Development for Faculty (Continued)

which the faculty member is teaching. The typical combination is a baccalaureate degree with appropriate work experience."

II-6.4.2 Vocational

"Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, but with an emphasis on competence gained through work experience. While the competency requirements may vary, they should be clearly defined by each institution."

NOTE: FTCC Professional Development Requirements for Vocational Faculty - Policy governing academic qualifications of faculty in the Vocational Education Division is as follows:

- * All instructors in the vocational area must complete two courses yearly until they earn an associate degree.

II-7 GENERAL INFORMATION

II-7.1 Program Advisory Committees

See **Administrative Procedures Manual** for complete information on the roles and functions of Program Advisory Committees.

II-7.2 Curriculum Programs Teaching Load

The College recognizes the wide range of course offerings within the Curriculum Programs and the subsequent requirement for diverse instructional workload. For those individuals who are contracted as full-time instructional employees, the following teaching load will be maintained.

II-7.2.1 Normal Instructional Workload:

- (1) Technical/General Education - Technical and general education/related faculty will teach 18 contact hours each week.
- (2) Vocational - Vocational faculty will teach 20 contact hours each week.

II-7.2.2 Overload/Underload

For the purpose of calculating overload/underload the time period used will be summer term through spring semester for Type I contract faculty and fall semester through spring semester for Type II contract faculty. Faculty on other contracts will teach a load as defined for their category. The Associate Vice President for Curriculum Programs will record and monitor, on a term by term basis, contact hours for each instructor. The pay for overload hours will be given at the end of each Fall and Spring terms that an instructor's load exceeds the normal instructional workload. Every attempt will be made to avoid annual underloads by adding reasonable assignments, approved by the Associate Vice President, to an instructor's load. .

Because of team teaching and limited student/teacher ratios, the following programs do not qualify for overload payment: Associate Degree Nursing, Practical Nursing Education, Respiratory Care, Physical Therapist Assistant, Radiography, Mammography, Dental Hygiene, Dental Assisting, Surgical Technology, Emergency Medical Science, Basic Law Enforcement Training (BLET), Speech Language Pathology Assistant, Pharmacy

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
GENERAL INFORMATION (Continued)

Technology, Nursing Assistant, Central Sterile Processing, and Nuclear Medicine Technology.

Department Chairperson for Paralegal Technology will be given four (4) to six (6) hours of release time each semester to allow adequate time to be devoted to additional administrative requirements as recommended by the American Bar Association. The Wellness Center coordinator/instructor is not eligible for overload.

An underlying assumption in the workload formula is that instructional faculty will generate adequate semester and annual FTE's to fund their positions. It is understood and expected that variations in productions of FTE will occur. The Associate Vice President in consultation with appropriate instructional administrators will make adjustments in workloads as necessary.

II-7.2.3 Workload Formula Review

The workload formula used by the college to determine a full-time teaching load shall be regularly reviewed by the Senior Vice President for Academic and Student Services. It is the goal of the College to establish 18 contact hours each week as the teaching load for technical and general education/related faculty as soon as financially feasible.

II-7.2.4 Work Experience

Work-based learning, practicums, and/or internships shall be computed toward the instructor's teaching load as one (1) contact hour per four (4) students, not to exceed twelve (12) contact hours.

Exceptions to this procedure must be approved by the Senior Vice President for Academic and Student Services.

II-7.3 Overload Guidelines

Any full-time instructor whose teaching assignment is deemed to include an overload based on criteria set forth above shall be paid at the end of each Fall and Spring terms for the overload hours.

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GENERAL INFORMATION (Continued)

In no case will a faculty member use overload hours to reduce the normal instructional workload requirements in a succeeding term.

- (1) Any faculty member in good standing who submits his/her resignation at the end of a semester and had overload hours shall be paid for such hours. The overload hours of any instructor, who resigns at any time during a semester, shall not be used in the calculation of any salary due at the time of resignation.
- (2) Authority to approve overload hours each term is listed below:
 - a. 2-7 overload hours require approval by the appropriate Academic Dean.
 - b. A faculty workload of more than 27 hours for a term require the approval of the Associate Vice President for curriculum Programs and the Senior Vice President for Academic and Student Services.

NOTE: A "Faculty Workload Adjustment Approval Form" will be completed and signed in order to receive approval for the overload.

II-7.4 Class Coverage

If an instructor is unable to meet class for any reason, he or she must ensure classes are adequately covered and must submit a "Request for Absence" form. Unexcused absences from scheduled classes may result in salary deductions. Division/Department Chairs/Program Coordinators may require faculty to cover classes for absent faculty and should maintain records to document accrual or use of "compensatory time."

II-7.4.1 Workweek

- (1) The "normal" workweek including instruction, preparation, and administration shall be 40 clock hours per week.
- (2) The difference between teaching contact hours/preparation and 40 hours shall be used for committee meetings, administrative duties, and/or other assigned responsibilities.
- (3) The "normal" work year for Contract I instructors shall consist of 48 weeks and 1920 hours.
- (4) An instructional non-teaching work day is 8:00 a.m. to 4:00 p.m.
- (5) Office Hours: All annual and monthly faculty members are required to maintain five office hours per week. The schedule of those hours

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GENERAL INFORMATION (Continued)

is to be made available to the Division/Department Chairs/Program Coordinators and forwarded to the appropriate academic dean by the fifth day of each term. It is left to the instructor's professional attitude and discretion to know when he or she needs to spend additional time in assisting students, class preparation, planning, and other institutional activities.

The following criteria are to be used in scheduling the required office hours:

- a. Hours must be scheduled. "Hours to be arranged" and "Hours by appointment" are not permitted.
 - b. A minimum of one hour per day must be scheduled on at least four separate days of the week. Exceptions to this requirement may be approved by the appropriate Dean.
 - c. Hours must be scheduled in minimum increments of 30 minutes. No hours before 7:30 a.m. or after 10:00 p.m. unless approved by the appropriate dean.
 - d. Faculty teaching classes in the evening and/or at off-campus locations are encouraged to make time available to assist those students.
 - e. Each instructor must post his or her office hours in a convenient location for student viewing.
- (6) Divisional Hours: In addition to five (5) office hours, full-time faculty is required to complete five (5) divisional hours per week. Divisional hours are to be agreed upon by the appropriate Division Chair/Department Chair/Program Coordinator and forwarded to the appropriate academic dean by the fifth day of each term. These hours should be conducted on campus unless approved otherwise by the appropriate academic dean. Divisional hours can be modified as required and communicated as described above.
- (7) Student Accessibility to Part-time Faculty: Compensation for part-time faculty members includes class preparation, instruction, evaluation, student consultation, timely completion of class roster reports, and availability for supervision by their department. Part-time faculty members are expected to be accessible to students outside of class time. Part-time faculty will establish a faculty email account and are expected to check their email regularly throughout any term in which they are teaching. Each course syllabus must

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GENERAL INFORMATION (Continued)

include contact information that includes a telephone number, faculty account email address, and location of campus mailbox (if applicable). Part-time faculty members who teach evening classes are encouraged to establish a regular time prior to one class meeting each week to meet individually with students. Part-time faculty members who teach on campus are encouraged to meet with students in the designated part-time faculty office areas.

(8) Distance Education Faculty Procedures:

Curriculum

Distance education courses (or modifications thereto) shall comply with all of the standard practices, procedures, and criteria, which have been established for traditional courses. Courses taught via distance education may be included as part of the faculty member's regular load, or may constitute an overload, or a combination of both. The teaching responsibilities as they relate to assignments, scheduling, syllabi, papers and tests, shall be no different from those of the corresponding traditional course selections. Grades will be issued using the normal FTCC procedures. All College policies and procedures apply to faculty teaching distance education courses.

Load Calculation

Faculty members developing a new course may be provided course load reductions to properly prepare the course. This reduction should be provided prior to offering the course.

Faculty teaching distance education courses will receive credit for one hour towards teaching load for each online contact hour they teach. Faculty outside the local area whose teaching load consists totally of online courses may be required to teach in excess of the required hours with no additional compensation. Faculty who request to limit instruction to online courses must be recommended by the Division Chair and approved by the appropriate Dean and the Senior Vice President for Academic and Student Services.

Office Hours

A faculty member teaching distance education courses shall conduct scheduled office and divisional hours in accordance with the FTCC Faculty Handbook, II-7.4.1. In order to accommodate distance education student needs, some of these scheduled hours may incorporate "real time" interaction with students by incorporating

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technology such as Web Cam, Skype, Elluminate, IM, Twitter, chat rooms, Web2 or other software approved by the College

Full-time faculty members who do not maintain an office on campus and teach at least 18 contact hours completely online from another location outside the local area, are also required to maintain office and divisional hours in accordance with the FTCC Faculty Handbook, II-7.4.1. Faculty in this category should submit a virtual office hour schedule to the Division/Department Chair by submitting a Request for Virtual Office Hours, Fill-in-Form # R-18. The faculty member must justify the appropriateness of virtual office hours for the courses that are being taught, and document the approved office hours in the course syllabi. Additional, specific assignments may also be required. Examples of these assignments may include, but are not limited to:

- Review of course websites based on online standards
- Advisement of students whose course loads may be limited to online instruction
- Completion of degree audits for selected advisees/students within the Department
- Development and maintenance of websites such as YouTube, Facebook or Second Life sites
- Group advisement or tutorial sessions
- Development of online courses.

Other Responsibilities

It is assumed that faculty work forty (40) hours per week teaching and holding office hours. At times, they may also need to be available on campus to perform additional duties and responsibilities relevant to the life of the college. These activities may include, but are not limited to, instructional development, faculty meetings, committee and/or task force assignments, registration duties, student advisement, other assigned responsibilities, and appropriate self-directed professional activities.

The Vice President of Academic and Student Services must approve any exceptions to these policies/procedures in consultation with the appropriate Dean. Should an exception be approved because of significant distance from campus or other hardship, the Administration may increase the faculty workload or require additional responsibilities to accommodate for the decreased availability

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If a faculty member teaching online or utilizing Virtual Office Hours is not able to work due to illness or a personal matter, sick leave must be requested just as faculty would do if working from campus. If the faculty member is going to take time off but plans to continue teaching online (but will not be available for meetings on campus, etc.), the amount of time requested shall be coordinated with the Department/Division Chair.

II-7.4.2 Credit Hours in Relationship to Class, Laboratory, Shop, and/or Clinical Hours

Title 23 of the North Carolina Administrative Code, Chapter 1.0101 defines credit hours in relationship to class work, laboratory work, clinical practice, and work experience. The following definitions are mandated by the State Board of Community Colleges:

- (1) Credit of one semester hour is awarded for each 16 hours of “class work.” Class work is lecture and other classroom instruction. Class work is under the supervision of an instructor.
- (2) Credit of one semester hour is awarded for each 32 hours of “experiential laboratory work.” Experiential laboratory work means instruction given to a student by an instructor to increase the student’s knowledge and skills without immediate student application.
- (3) Credit of one semester hour is awarded for each 48 hours of “faculty directed laboratory work.” Faculty directed laboratory involves structured and coordinated demonstration by an instructor with immediate student application.
- (4) Credit of one semester hour is awarded for each 48 hours of “clinical practice.” Clinical practice is a structured, faculty-directed learning experience in a health sciences program which develops job proficiency. Clinical practice requires significant preparation, coordination, and scheduling by the faculty and is under the supervision of an instructor or preceptor who is qualified for the particular program.
- (5) Credit of one semester hour is awarded for each 160 hours of “work experience” such as work-based education, practicums, and internships. Work experience involves the development of job skills by providing the student with employment that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by a college

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representative, and the employer is responsible for the control and supervision of the student on the job.

II-7.4.3 Directed Studies Guidelines

A. Directed Studies – A course in which:

- (1) The student learns the course content for the most part on his or her own under the advisement and leadership of an FTCC faculty member.
- (2) The course learning objectives and outcomes closely match those of the traditionally taught course.
- (3) A faculty member guides and assesses the student's learning and outcomes during the class.
- (4) The faculty member determines, with agreement by the student(s), the configuration of the following:
 - a. Student/faculty conferences
 - b. Readings
 - c. Projects, research papers
 - d. Experiences
 - e. Presentations
 - f. Examinations and assessments
- (5) A Directed Studies Agreement between the student(s) and instructor spells out in detail the expectations of each. The written agreement closely resembles the detailed information found on a traditional syllabus.

B. Guidelines and Limitations

- (1) The Academic Dean authorizes/approves the directed studies class. The Academic Dean is responsible for determining if the student meets the qualifying criteria as noted in item 4 below.
- (2) Most scientific laboratory, English composition, and capstone courses are not available for directed studies. Third or subsequent attempts should not be approved for Directed Study.
- (3) The Academic Dean should consider overloading a course before approving the Directed Studies option.
- (4) The Directed Studies option was not designed as a solution to the lack of poor student planning. The following criteria shall be used in qualifying students for Directed Studies:

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- a. The student should have completed at least 12 hours of study at FTCC.
 - b. The student should have a cumulative GPA of 2.25.
 - c. A student can take no more than one Directed Studies per semester and three Directed Studies classes total in an associate degree program (limited to two for a diploma and one for a certificate).
 - d. Priority shall be given to students who need a course in order to graduate.
 - e. A student cannot use the Directed Studies option for a course that has been unsuccessfully completed in the past.
- (5) The maximum number of students in a Directed Studies option class is four (4).
 - (6) The instructor shall prepare a syllabus including a teaching timeline and documentation describing how the course goals and learning outcomes shall be met by the completion of the Directed Studies Agreement.
 - (7) Full-time faculty shall receive a 0.25 load factor per student for a maximum of 1 load credit for the class. If the class also contains a lab component approved for the Directed Studies option, then the faculty may receive a 0.25 load factor per student for a maximum of 1 load credit for the lab component.
 - (8) Part-time faculty shall be compensated at a rate based upon the current student cost per credit hour for the class. The following chart is an example of computing compensation per credit hour. The current tuition rate will be used when computing compensation.

<u>Credit Hours</u>	<u>Compensation</u>
1 credit hour course	\$69.00 per student
2 credit hour course	\$138.00 per student
3 credit hour course	\$207.00 per student
4 credit hour course	\$276.00 per student
5 credit hour course	\$345.00 per student

Classes with lab components that have been approved for Directed Studies may be compensated for the actual lab time. The total amount paid to a part-time faculty member for a group of students (maximum of four) in a Directed Studies class cannot exceed the normal part-time faculty compensation for a traditional course.

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- (9) Exceptions to the Directed Studies Guidelines may be made with the approval of the Senior Vice President for Academic and Student Services.

C. Process

- (1) The department Chair and Academic Dean will determine if a Directed Studies class is justified for a low enrollment class or a request from a student to take the Directed Studies option for a class.
- (2) If the Directed Studies option is denied, the Department Chair will notify the student(s) and provide other alternatives.
- (3) If the Directed Studies option is approved, the Academic Dean will have the class coded for "Directed Studies" with a restricted registration.
- (4) The student will be notified that the Directed Studies option has been approved and that he or she is registered for the course. All tuition payment deadlines must be met as well as all refund and withdrawal dates.
- (5) The student will be responsible for contacting the instructor to set up a meeting to plan the Directed Studies. This meeting must occur no later than the third day of the semester/term. The assigned faculty will arrange a time to meet when as many of the students who are enrolled in the class as possible can meet.
- (6) At this meeting the student(s) and the instructor will finalize the details of the Directed Studies Agreement.
 - a. The instructor and the student(s) agree to the components of the course and to the series of scheduled meetings (the learning agreement) and sign applicable documents.
 - b. The instructor will attach the course syllabus and the learning agreement that has been reached.
- (7) The Academic Dean will approve the completed Agreement. Full-time faculty will receive faculty workload for the class and part-time faculty will receive a part-time contract.
- (8) The instructor will maintain an attendance record/log to include date, length of session (for FTE purposes), topic(s) discussed, and student's signature. The attendance record/log will be submitted to the Department Chair, Dean, and Registrar at the end of the semester/term.
- (9) The Academic Dean's office will keep a folder on each student enrolled in a Directed Studies option class. The folder will include:

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- a. Signed Agreement
- b. Syllabus
- c. Teaching Timeline
- d. Class Roster
- e. Attendance Record
- f. Learning Outcomes

II-7.5 Absence

See Administrative Procedures Manual for complete information concerning procedures governing all absences from duties.

II-7.5.1 Emergency Absence

Instructors are required to make contact with their supervisor prior to the beginning of their scheduled shift, when they are going to be out sick or another such emergency absence occurs. Have some teaching plans available for your substitute to follow. Important: Upon returning to work, you must complete the "Report of Absence" and submit to the appropriate supervisor.

II-7.5.2 Field Trips

Instructors taking students on field trips as part of the classroom instruction must complete a "**Request for Field Trip**" form. These forms must be submitted to the Department Chairperson and appropriate Program Area Dean five school days prior to the trip. Instructors of evening classes should notify the Campus Evening Supervisor concerning approval of field trips.

II-7.6 Guest Speakers

Instructors should coordinate with Department Chairpersons before inviting guest speakers. Department Chairpersons should receive prior approval from the appropriate Program Area Dean for all guest speakers invited to participate in the learning activities of classes in their departments. In all cases, instructors must complete a "**Guest Lecturer Notification**" form five school days prior to scheduling the guest lecturer and receive approval from the appropriate supervisor.

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//-7.7 Educational Leave and Return-To-Industry Leave

See Administrative Procedures Manual for complete information concerning educational and return-to-industry leave policy.

//-7.8 Faculty Meetings

Meetings of the full faculty shall be held between each semester and as called. At these meetings, the Steering Committee Chairperson and each member representing the standing committees will be prepared to discuss briefly the work, the problems, and recommendations of the standing committees.

//-7.9 Employment Benefits

For complete information on employment benefits, see the **Administrative Procedures Manual**.

//-7.10 Faculty Clerical Help

Work-study students may be requested by individual faculty members. These students may be assigned routine clerical office work and are usually available two (2) hours a day on a part-time basis. Work-study students will not be utilized in the preparation of (typing) or reproduction of examination material. Faculty members desiring work-study students should contact the Director of Financial Aid.

Secretarial help is provided for each department. This person will not be a student of the College and may carry out such duties as typing examinations and handouts, reports, duplication of exams, and other general office work.

//-7.11 Reproduction of Instructional Materials

Three (3) different forms of reproduction exist for instructors' use: duplicator, Xerox, and off-set press. For specific information see the **Administrative Procedures Manual**.

//-7.12 Faculty Offices

The faculty is provided office space. This gives each member a working area other than laboratories or classrooms. We consider these offices as a place to carry on

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business that pertains to the institution. We suggest that they not be used as social centers at any time. Normally, no more than one faculty member is assigned to an office.

**//-7.13 Emergency College Closure Procedures for Curriculum,
Continuing Education and Fort Bragg**

See Administrative Procedures Manual, I-25.8 Emergency and/or Severe Weather College Closure Procedures for Curriculum, Continuing Education, and Fort Bragg Educational Offerings

II-8 SMOKING POLICY

Effective March 6, 1993, no smoking is allowed in the buildings on the FTCC campus.

Effective July 1, 2005, smoking adjacent to buildings will only be permitted at outdoor areas that have been designated by the President as smoking areas. This policy is implemented to reduce second hand smoke at building entrances.

II-9 QUALITY AND EFFECTIVENESS OF INSTRUCTION

The quality and effectiveness of instruction is a continuing and ongoing concern of Fayetteville Technical Community College.

Many elements are taken into consideration in the evaluation of the quality and effectiveness of the program of instruction, such as:

- (1) The curriculum course content must relate directly to the curriculum of which it is a part. The administration relies heavily upon experts within the field to provide advice regarding the content of each curriculum. State and local Advisory Committees working in conjunction with the faculty curriculum committee provide checks and balances to assure quality within each program.
- (2) Methods of instruction are related to the objectives of each course. "Competency Based Instruction" is used in many departments by many instructors. Effectiveness of instruction is measured in many ways; objective and subjective methods are used.
- (3) Faculty members are encouraged to participate in in-service and professional development programs in order that their competencies may be increased to the fullest extent.
- (4) In order to provide the highest quality programs and services and to ensure continuous evaluation and improvement of academic programs, FTCC has adopted a Program and Services Review Policy.

II-10 FTCC PROGRAM REVIEW POLICY

Fayetteville Technical Community College has a systematic, Program Review process allowing for internal assessment of all educational programs and support services. The self-study approach used for this assessment complies with all elements of the review policy required by the State Board of Community Colleges.

The review critically evaluates a program's stated outcomes and use of supporting data to measure whether or not the program is fulfilling its goals and adequately supporting the College's mission. The self-study process requires supporting documentation and analysis of future trends, employer training needs, and internal verification of accreditation requirements and standards. The results of the self-study will facilitate continuous improvements and directly correlate to the College's Institutional Goals and five-year Strategic Plan. The self-study also becomes a baseline measurement of where the programs are currently with action plans to move the program where the program managers and faculty would like to take the programs over in the next three years. The program review, using fill-in form P1, will provide collectively agreed upon achievement targets, qualitative and quantitative measurements, self-study analysis of those measurements to report actual findings, and if necessary development of projected action plans for achieving future objectives. The program review is not intended to replace the College's formal assessment activities maintained in the WeaveEngaged® Assessment Management System. The self-study conducted on a three-year cycle is intended to provide additional information to supplement the quantitative/qualitative evidence housed in WeaveEngaged®.

II-11 SCHEDULING PROCEDURES

The primary goal of the class scheduling procedures at FTCC is to meet the course requirements of each curriculum in an educationally sound manner, while taking the needs of facilities and personnel constraints of the College into account. The Office of Curricular Data Management has the authority and responsibility for scheduling. This office, with the advice and assistance of the Academic Deans, will work directly with the Department Chairpersons in the scheduling process.

The following guidelines will be utilized in the scheduling process:

- (1) Courses will be scheduled in the sequences specified by the curricula outlines.
- (2) Sequencing of curriculum courses will usually begin in the fall semester, although the Associate Vice President for Curriculum Programs may designate alternate and/or additional start times.
- (3) A special "evening" sequencing of courses may be approved for certain curricula by the Associate Vice President for Curriculum Programs.
- (4) Courses may be offered in terms other than those specified in the curriculum outline although there is no guarantee, expressed or implied, for a specific course or courses.
- (5) No class will be scheduled for the primary purpose of providing an instructor with a full teaching load.
- (6) The sequence of curriculum courses will be scheduled to avoid conflicts with each other.
- (7) If travel to an off-campus site from campus or, to campus from an off-campus site, is required for a course, at least one hour is to be provided in the schedule for travel.
- (8) No more than five consecutive hours of classes will be required for students without a scheduled one hour break. (This break is in addition to the ten minute break each hour.)
- (9) Classes will be scheduled in a manner that will tend to evenly distribute both student and instructor schedules over the five day school week.
- (10) If the cancellation of a sequenced curriculum class seems to be necessary, the appropriate Academic Dean(s) will identify an alternative course of

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action for affected students in order that their completion of the curriculum is not in jeopardy.

- (11) Courses that have not been offered within three academic years will be removed from the "approved course list" unless a request to retain the course is made by the appropriate Academic Dean and approved by the Associate Vice President for Curriculum Programs.

These guidelines are goals to strive for in the scheduling process but should not be viewed as mandatory in all situations.

II-12 COURSE CHANGES

Before a new course can be added, a course number changed, or a course description rewritten, a copy of the form entitled "Application for a New Course" must be completed and approved by the Curriculum Committee and the Associate Vice President for Curriculum Programs. After approval, a request code must be assigned by the Computer Center. The application must be accompanied by a course outline.

A course description worksheet must also be submitted at the time the application for a new course is made or at the time a course modification is requested.

II-13 LEARNING RESOURCES

The Learning Resources Center (LRC) is under the direction of the Vice President for Technology and includes the Success Center, Library, and Media Services. The purpose of the Learning Resources Center is to provide library, audiovisual and instructional resources and services necessary to support the occupational and general education programs of the College and to provide resources and services to meet the various needs, interests and aptitudes of the student body.

To accomplish this purpose, the Learning Resources staff assumes the responsibility of meeting the following objectives:

- (1) To provide a wide range of resources to support the needs and interests of students and the instructional programs of the College.
- (2) To acquire, organize, index, store, maintain and circulate materials and equipment in a manner which offers the greatest degree of accessibility to the patron.
- (3) To provide individualized learning opportunities for students, faculty, staff and community.
- (4) To provide assistance in the design and production of non-print media.
- (5) To orient students and faculty to utilize the LRC and all its resources and services thereby providing educational experiences that will foster an interest in life-long learning.
- (6) To provide an atmosphere conducive to learning and to maintain sufficient hours to serve the needs of the patrons.
- (7) To participate in cooperative relationships with other libraries and educational institutions in an effort to provide additional resources.
- (8) To promote the active participation of the Learning Resources Committee in planning and policy-making.
- (9) To maintain open lines of communication between Learning Resources staff and the students, faculty, and staff of the College.
- (10) To conduct surveys periodically to determine if needs of the academic community are being met.

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- (11) To notify patrons of new acquisitions and services through the Tech Notes, Intercom, brochures, bibliographies, acquisitions lists, and Library homepage (<http://www.faytechcc.edu/library>)
- (12) To support the College in its public relations efforts through the development and production of media programs that will inform students, faculty, staff, and community of the various curricular offerings.

//-13.1 Learning Resources General Information

Learning Resources supports FTCC instructional programs through the Success Center, Library, and Media Services. Provision is made for various types of media for student use in the Library and for individualized instruction in the Success Center. A well-equipped Media Services department provides the equipment and materials necessary to produce effective and innovative instructional programs.

//-13.2 Learning Resources Committee

A Learning Resources Committee made up of representatives from the instructional staff and the Learning Resources staff has been organized. The Committee aids the Directors of Learning Resources in an advisory capacity concerning services, regulations, budgetary procedures, and other Learning Resources matters in an effort to provide the best service and materials.

//-13.3 Adjunct Faculty

A handout summarizing the services is provided for each adjunct faculty member.

//-13.4 Success Center

The Success Center at Fayetteville Technical Community College is primarily designed to provide enhanced educational opportunities to students enrolled in any of the college's college credit (curriculum) or developmental studies courses. Success Center staff strives to provide instruction which will help students become independent learners, and achieve academic and career success.

Qualified Success Center instructors provide individualized instruction to students in a wide range of subjects, including English, mathematics, science, and other degree-related courses. Instructors also guide students in the use of the many resources available in the Lab, including course-specific computer software, audio-

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visual aids, and printed materials such as instructor-developed "hand-outs", which are continually reviewed and revised to supplement current classroom instruction.

The Success Center is available free-of-charge to any student enrolled in any college credit course at FTCC. Individuals may also enroll in the Success Center as Continuing Education (non-college credit) students if they wish to:

- Study for and earn Teacher Renewal Credit/Continuing Educations Units (CEUs) by enrolling in one of the 18 Teacher Renewal Courses currently offered in the Lab. New Teacher Renewal courses are developed and added by Success Center staff periodically.
- Study to build their college-entrance and work-related skills by enrolling in the College/Job Ready Course.

Success Center instructors are available to assess students' needs, answer questions, and keep students on track with the materials and methods selected to help them.

Assistance may include:

- the use of videotape or and audiotape,
- the use of a worksheet ("handout") or textbook,
- the use of a computer program, and/or
- a Success Center instructor providing one-on-one or small group instructional assistance, and/or a combination of the above.

Success Center staff provide testing support for FTCC Distance instructors and make-up testing for FTCC instructors in "face-to-face" classes, as well as for Distance Learning students enrolled in other institutions of higher learning (on a case-by-case, selective basis).

The Success Center is open from 8 a.m. to 9 p.m., Monday through Thursday and from 8 a.m. to 5 p.m. on Friday. The Lab makes possible the "open door" policy, as well as an open-end schedule, allowing students to enroll in the Lab at any time during the semester.

(Continuing Education students enrolled in a Basic Skills course [e.g., Adult Basic Education, Adult High School Diploma, High School Equivalency Diploma (HSE), English as a Second Language, Compensatory Education, or Human Resources Development], should visit the Basic Skills Resource Center or the Workforce Preparedness Center, both of which are located in the Continuing Education Center on our main campus.)

//-13.5 Skills Laboratory

Located in the Success Center, the Skills Lab is an individualized instructional facility specifically for curriculum students. Curriculum students are referred to the Lab by faculty/instructors. Participants are enrolled in the appropriate Skills Lab free-of-charge and given assistance in that subject. Students may enroll at any time throughout the term; only contact hours are reported. Faculty is encouraged to make recommendations for materials as well as a course of instruction for an individual student.

//-13.6 Library

The Library provides facilities for study, research, browsing, self-improvement, and enjoyment. Present Library holdings include a growing collection of Library books, periodicals, electronic indexes, computer hardware, microfilm, and other materials in the general, technical, and vocational fields. The Library is available to improve opportunities for better teaching and greater learning. To utilize more fully this service, a qualified staff has been employed. The staff is available to help instructors locate and select technical and instructional materials. To facilitate evaluation of needs and the use of books and instructional materials, instructors will be expected to keep the Library staff informed on current publications and media in their particular areas of instruction. Instructors are urged to acquaint themselves with the following services and procedures which are designed to aid in the growth and development of the College's educational resources.

II-13.6.1 Hours of Operation

When school is in session, the Library is open from 7:45 a.m. to 9:00 p.m. Monday through Friday. The Library also will be open from 10:00 a.m. to 1:00 p.m. on the last seven Saturdays of each Fall and Spring semesters.

II-13.6.2 Orders for Books and Materials

All instructors are encouraged to make recommendations for the acquisition and deletion of new Library books. Various tools and catalogs for the selection of these materials are available in the Library for instructor use. Please forward all recommendations for purchase to the Library as soon as possible, so that they can be placed on order. A listing of all new acquisitions, print and non-print, is produced monthly and can be accessed through the Library's homepage.

II-13.6.3 Magazines and Newspapers

The Library subscribes to over 370 current magazines and newspapers. Back issues providing permanent reference materials are available in microfilm and unbound forms. Self-service readers and printers are available for the microform. The Library also subscribes to nine full text, electronic indexes that are both CD and web-based. In addition, the Library's participation in NCLive provides access to over thirty (30) electronic databases, many with full-text articles.

II-13.6.4 Non-print Materials

The Library has a growing collection of audiovisual materials. Instructors are encouraged to assist in the selection of these materials to support their areas of instruction. The Library orders AV materials first on an approval basis so that the material may be previewed before the recommendation for purchase is made. All AV materials added to the Library collection are cataloged and made available for faculty and student use. Videos are housed in the Media Services Department.

II-13.6.5 Reserve Books and Materials

Books, magazines, and other materials to be used by an entire class for assignments should be placed on reserve in the Library. The list of materials to be placed on reserve must be forwarded to the Library at least one week prior to the class assignment. Reserve materials may be checked out by students 30 minutes before closing for overnight or weekend use. This check-out policy may be altered upon the request of the instructor.

A form for requesting materials to be placed on reserve is available in the Library. Included on this list should be the author and title of the book, instructor's name and course number. Unless otherwise specified, all materials will be taken off reserve at the end of each semester.

II-13.6.6 Circulation of Materials

Instructors and administrative staff may check out books for an entire semester. At the end of the semester, all materials should be returned or brought in for renewal. If materials have been lost, payment should be made for them at this time. Since all AV materials are heavily used, faculty members are asked to sign these out only for the period of time they will actually be needed.

Students may check out books for a two-week period and renew them at the end of the two-week loan period. Instructors are asked to encourage students to promptly return materials checked out of the Library. Students will be required to pay fines for overdues and the cost for lost books. Grades and transcripts are withheld and students are not allowed to register for the next semester until all unpaid obligations resulting from overdue or lost books are settled.

II-13.6.7 Library Orientation

The Library staff is available to orient and instruct students in the use of the Library. Instructors should contact the librarian to schedule a time and discuss the desired method of orientation. These instructional programs can be tailored to individual class needs and may be presented in the classroom.

II-13.6.8 Interlibrary Loan Requests

The Library has an active interlibrary loan program. The Library staff can request books and magazine articles from libraries throughout the country. Library patrons can also place “holds” for materials located in the forty community college libraries that are members of the Community College Libraries in North Carolina (CCLINC) consortium.

II-13.6.9 Copying Service

Self-service copying machines are located in the Library for student and faculty use. They are coin-operated and copies may be made at \$.10 per copy.

II-13.6.10 Control System

The Library has installed a security system so that materials not properly checked out will activate an alarm when taken from the Library. This system provides better control over the collection and facilitates the search for materials when visiting the Library.

II-13.6.11 FTCC ID Cards

Faculty are asked to remind students that they must have an updated FTCC ID card to check out library books, obtain interlibrary loans, access electronic indexes, and use library computers. New faculty and staff will also need to bring FTCC ID cards when requesting these services.

II-13.6.12 Internet Services

The Library's Home Page (www.faytechcc.edu/library) is your starting point to access information via the Internet. Here, links are provided to our WebCat (the Internet version of our automated catalog), Internet-based electronic indexes, search engines, a Virtual Reference page, as well as Ask a Librarian. You can also email brief reference questions and interlibrary loan requests to the library reference staff from this site.

II-13.6.13 Notary Services

Two members of the library staff provide free notary services to current students, faculty, and staff.

II-13.7 Media Services

The mission of the Media Services Section at Fayetteville Technical Community College is to support the overall educational mission and goals of the College through the effective use of audio or video educational technology. In addition, Media Services works closely with the College Administration to provide a variety of media productions that promote the College to the general community.

The audio or video educational technologies can be Digital or Analog, photographic, audio, video, or multimedia computer.

Media Services will accomplish its stated mission through a variety of services. The normal hours of operation for this section of Fayetteville Technical Community College are 8:00 a.m. to 5:00 p.m., Monday through Friday.

II-13.7.1 Materials Production

The Media Productions Section of FTCC Media Services is a full service, digital video/audio production/post production facility. Capabilities include scripting services, project development, complete shooting, and editing and

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duplication of the final product. The Media Productions Section is also equipped with high quality audio production equipment.

II-13.7.2 Operations

The Operations Section includes reservation, sign-out, delivery, and repair of educational Audio/Visual support equipment; downlinking, videotaping, and on-campus distribution of Satellite Teleconferences or videotaped programming; lamination and transparency making; and maintenance of FTCC's video tape and 16MM film libraries.

The educational support equipment available through Media Services includes several types of projectors: data and video, overhead, slide, 16 MM movie, slide/tape, and opaque; audio cassette recorders and players; video cassette recorders and players and VHS camera/recorder combinations, (Camcorders); multi-media computer systems, and television monitors.

II-13.7.3 Check-out Procedures

This service is available to any member of the FTCC faculty, administration, or staff, but preference is given to faculty members reserving equipment for a scheduled class. This service is also available to students who have missed a class session where media was used or to a student who is researching a topic and needs to view a video tape or film. Special provisions will be made for the student on an as-needed basis.

AV equipment cannot be signed out to students or the general public.

II-13.7.4 Equipment Requests for Off-Campus Use

All requests for off-campus use of FTCC A/V equipment must go through the Director of Media Services who then forwards the request to the President or his designee for approval.

II-13.7.5 Photography

Photography services are available for instructional and promotional purposes. The photo graphics section can process color, black and white or digital photographs and slides.