The Community College of Baltimore County

Adjunct Faculty Handbook 2014-2015
Greetings from the President

I am pleased to extend a warm welcome to all of you. Whether you are assuming the role of adjunct faculty member at The Community College of Baltimore County for the first or the fiftieth time, we welcome you to our CCBC family and commit all the resources of our college community to supporting you in your efforts to inform and enrich our students’ lives.

CCBC plays an important role in the social and economic well-being of all of the communities we serve. We could never make that claim if it were not for the many faculty and staff who day after day deliver a consistent level of quality instruction and support no matter their status. As an adjunct faculty member of CCBC, you are a member of a team of caring, committed professionals. We value your role, your input, and your contributions. We are grateful and proud in equal measures that you have made the decision to lend your skills to our effort.

We hope this handbook serves the purpose of its design – i.e., to ease your burden of trying to understand our large and complex organization while at the same time providing useful assistance to strengthen your teaching.

Welcome, my friends, to CCBC. I extend the warmest of wishes for an engaging and prosperous semester.

Best Wishes,

Sandra Kurtinitis, Ph.D.

President
To meet the needs of a diverse student body, CCBC employs a competent and dedicated faculty, of which adjunct faculty members are an integral part. This Adjunct Faculty Handbook has been designed to serve adjunct faculty as a concise reference source. It is not a contract document but is issued to aid adjunct faculty members in performing their jobs in an efficient and effective manner. The official CCBC policy document is the college catalog, which is now available online at www.ccbcmd.edu, and it, along with this handbook, should provide answers for most questions.

CCBC is a learning-centered institution. Part of this handbook provides information about services that support student learning outside the classroom. From the Student Support Centers to the Libraries to the Counseling Centers, all areas of the College focus on learning. Adjunct faculty should use these services and guide students to use them as well. Another part of this handbook explains learning opportunities for faculty. Adjunct faculty members are invited to join other faculty members in expanding their own learning through faculty and staff development programs.

It is the policy of The Community College of Baltimore County to promote equal opportunity in educational programs and activities, admission, and employment without regard to race, creed, sex, national origin, handicap, or any other non-merit factor. Reasonable accommodations are provided for applicants and employees with disabilities.
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THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

College History

The Community College of Baltimore County (CCBC) evolved into a single college, multi-campus institution after a three-year reorganization of the former tri-college system. CCBC Catonsville (formerly Catonsville Community College, founded in 1957), CCBC Dundalk (formerly Dundalk Community College, founded in 1971), and CCBC Essex (formerly Essex Community College, founded in 1957) originally operated as independent colleges, governed by a single Board of Trustees. On October 1, 1998, state legislation was enacted to restructure the three colleges into a single college, multi-campus system. Under the leadership of President Sandra Kurtinitis, the College is now engaged in the implementation of the CCBC Strategic Plan 2014-2016.

CCBC’s Mission, Vision and Values

Mission
The Community College of Baltimore County provides an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional work force and enriches our community.

Vision
The Community College of Baltimore County will be the institution of choice for students, where together we make teaching purposeful, learning powerful, completion primary, and community paramount.

Values

Commitment: We want our students to succeed and make progress toward the completion of their educational goals through degree or certificate attainment, transfer, workplace certification, career enhancement or personal enrichment.

Learning: We are committed to ensuring our students grow as active learners, develop a passion for lifelong learning, and use what they have learned to their benefit.

Innovation: We value innovation and support a climate of discovery. We encourage students, faculty and staff to explore new ideas, methods and processes.

Responsibility: We have high expectations for the work of our employees, the academic rigor of our offerings, the scholarship of our students, and the involvement of the community and the workplace in the college's future.

Integrity: We inspire public trust by maintaining ethical and collaborative relationships with our faculty, students, staff, alumni and communities. We share our achievements and challenges honestly and openly.

Inclusiveness: We celebrate the differences and similarities of our students, employees and the communities we proudly serve. We value the diversity of people, cultures, ideas and viewpoints and we honor the dignity of all persons. We insist on open and honest communications, fairness, mutual respect, collegiality and civility at all times. We are committed to preparing students to be active citizens, ready to meet the challenges of an increasingly diverse world and a changing global marketplace.
**Excellence:** We emphasize quality as a standard for all we do and consistently look for ways to improve organizational efficiency and effectiveness.

**Stewardship:** We support sustainable practices and prudently manage resources dedicated to advancing the college’s mission and strategic directions.

**Collaboration:** We encourage continuous dialogue among students, faculty and staff, and support ongoing cooperative relationships with our partners in the community regarding their educational, cultural, recreation and workforce needs.

**College Profile**

The Community College of Baltimore County comprises three ethnically diverse campuses and additional locations in suburban Baltimore County, Maryland. As the largest community college in the State of Maryland, CCBC is the number one provider of undergraduate education and workforce training in the Baltimore metropolitan area. CCBC enrolls more than half of all county residents attending undergraduate college, and its Division of Continuing Education and Economic Development is a leading partner for business and industry, serving more than 150 companies annually with customized employee development training.

CCBC serves approximately 33,000 credit and over 35,000 non-credit students annually by offering a broad array of transfer and career programs and services, including basic skills instruction, general education, arts and sciences courses, career education, employment skills and training, student and community services, and economic development activities.

A comprehensive community college, CCBC awards Associate of Arts, Associate of Fine Arts, Associate of Science, and Associate of Applied Science degrees in both career and transfer programs.
# THE COMMUNITY COLLEGE OF BALTIMORE COUNTY STAFF

**Dr. Sandra L. Kurtinitis**  
President

<table>
<thead>
<tr>
<th>CCBC Catonsville</th>
<th>CCBC Dundalk</th>
<th>CCBC Essex</th>
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<tbody>
<tr>
<td>800 S. Rolling Road</td>
<td>7200 Sollers Point Road</td>
<td>7201 Rossville Blvd.</td>
</tr>
<tr>
<td>Baltimore, Maryland 21228</td>
<td>Dundalk, Maryland 21222</td>
<td>Baltimore, Maryland 21237</td>
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<tr>
<th>CCBC Hunt Valley</th>
<th>CCBC Owings Mills</th>
<th>CCBC Randallstown</th>
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<tbody>
<tr>
<td>11101 McCormick Road</td>
<td>10300 Grand Central Avenue</td>
<td>3637 Offutt Road</td>
</tr>
<tr>
<td>Hunt Valley, Maryland 21031</td>
<td>Owings Mills, MD 21117</td>
<td>Randallstown, MD 21133</td>
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General Information Phone Number for all Campuses and Locations  
**443-840-2222**

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<thead>
<tr>
<th>SENIOR STAFF</th>
<th>CAMPUS DIRECTORS</th>
<th>ACADEMICS DEANS</th>
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</table>
| Ms. Melissa Hopp, Vice President of Administrative Services  
Dr. Richard Lilley, Vice President of Enrollment and Student Services  
Dr. Mark McColloch, Vice President of Instruction  
Mr. Kenneth Westary, Vice President of Institutional Advancement | Ms. Joan Swiston, Catonsville Campus  
Ms. Tanya Jones, Dundalk Campus  
Mr. Jaime Alvarez, Essex Campus | Dr. William Watson, School of Liberal Arts  
Mr. P. Michael Carey, Continuing Education and Economic Development  
Ms. Carol Eustis, School of Health Professions  
Dr. Timothy Davis, School of Wellness, Education, and Social Science  
Mr. Jack McLaughlin, School of Applied & Information Technology-interim  
Dr. Dennis Seymour, School of Business, Criminal Justice, and Law  
Dr. Jean Ashby, School of Mathematics and Science |
EMPLOYMENT AND COMPENSATION

Appointment and Initial Placement

Adjunct faculty who can make a contribution to the College and its educational programs are hired each semester for a specified contract period. **Minimum** qualifications for employment include an appropriate academic degree (or equivalent) and special competence in an academic or technical field. In addition, appointment depends upon course availability and teaching experience. In the case of adjuncts who have previously taught at the College, written administrative evaluations are taken into consideration in making appointments. The decision whether or not to offer a contract for a subsequent period is solely within the discretion of the College.

Adjunct Faculty Pay Scale

<table>
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<tr>
<th>Level I - $745 per credit hour</th>
<th>Level II - $810 per credit hour</th>
<th>Level III - $875 per credit hour</th>
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</table>

- All new Adjunct Faculty members start at Level I.
- Pay is calculated per semester, paid bi-weekly.
- Generally, one (1) class is three (3) credit hours (not applicable to Music).
- Classes with fewer than 12 students will be prorated.
- Maximum credit load is nine (9) credit hours, not to exceed 18 for the fiscal year.

Exceptions to hire at Level I may be made only for unusual circumstances and credentials.

Appointments after Initial Placement

A credit adjunct faculty member may initiate a request to the school dean to move from **Level I to Level II** when the following conditions have been met:

A. the adjunct faculty member has taught a minimum of 18 credits over a period which encompasses a minimum of six (6) semesters AND a minimum of three (3) academic years, and
B. the adjunct faculty member has been successfully evaluated formally at least twice during that period, and
C. the adjunct faculty member has completed six (6) staff development activities, including the completion of mandatory sexual harassment prevention training every three (3) years.

Criteria for advancement from **Level II to Level III**:

A. The adjunct faculty member has taught a minimum of 36 credits over a period which encompasses a minimum of twelve (12) semesters AND a minimum of six (6) academic years; and
B. The adjunct faculty member has been successfully evaluated formally at least four (4) times during that period; and
C. The adjunct faculty member has participated in twelve (12) staff development activities, including mandatory sexual harassment prevention training every three (3) years.

It is the adjunct faculty member’s responsibility to request a level change.
Teaching Load - Material Terms and Conditions

See APPENDIX A to review a copy of Memorandum of Understanding that all adjuncts are required to sign.

Contracts

Contracts originate in the school dean’s office. The contract includes the name of the course and the instructor's salary. For initial contracts, the adjunct faculty member must complete all personnel forms, including an I-9 form, state and federal tax forms, confidentiality form, the College application form, and must provide official transcripts at the time of appointment. The schools maintain a file on adjunct faculty members, including the signed contracts, official transcripts showing the highest academic degree attained, and all evaluation materials. The school dean is responsible for assuring that adjunct faculty provide these transcripts.

Adjunct faculty must sign and return the contract upon receipt. Any discrepancies should be resolved immediately by the school dean or department chairperson.

Change of Address or Phone Number

Faculty members are expected to notify their school administrative assistant of any change in their address or phone number which occurs during the time of their appointment.

Pay Periods

The first paycheck will be issued after the contract is signed and returned to the school office with appropriate documentation. In general, instructors are paid every other Friday beginning on the first or second pay date after the course begins.

Benefits

The College does not offer health insurance or other financial fringe benefits to adjunct faculty. However, adjuncts are encouraged to attend College events, use College facilities, and participate in College staff development activities as a form of benefit of association. College ID's are available for this purpose.

RIGHTS AND RESPONSIBILITIES

Academic Freedom

The Board of Trustees endorses the following policy (Board of Trustees Manual 5:02), which is based on the Statement of Principles on Academic Freedom and Tenure, as published by the American Association of University Professors in 1940. For the purposes of this policy, the term Instructional Faculty includes Classroom Faculty and Librarians and Counselors when they are engaged in teaching.
Instructional Faculty are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the College and within the guidelines set forth in the College’s Intellectual Property Policy.

Instructional Faculty are entitled to freedom to discuss their subject in the classroom, but they should be careful not to introduce into their teaching controversial matter which has no relation to the subject.

Instructional Faculty are citizens, members of a learned profession and representatives of the College. When they speak or write as citizens, they should be free from censorship or discipline, but their special position in the community imposes special obligations. As people of learning and educational officers, they should remember that the public may judge their profession and the College by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to state that they do not speak for or on behalf of the College.
**Class Time**

Time in class is a valuable resource for student learning. All classes must be convened and dismissed according to the time listed on the class schedule. Early dismissal may violate the State requirements for hours of instruction. Any changes to the scheduled time must have prior approval of the school dean.

**Absence/Lateness Reporting Procedures**

1. If instructors know in advance that they must miss class(es), they should make every effort to obtain a substitute approved by the school dean, department chair, or program director. The instructor is responsible for giving the school dean or department chair a list of the courses, dates to be missed, and names of the substitutes. If the instructor provides sufficient notice, the school dean, department chair, or program director will assist the faculty member in making these arrangements by providing instructional suggestions, financial arrangements, or developing alternate faculty coverage.

2. If an emergency prevents advanced planning for a substitute, the instructor should phone the school office or appropriate administrative assistant, as soon as possible to arrange to have someone notify the students and convey instructions and assignments to the students. Missed classes should be made up in a way approved by the school dean, department chair, or program director to fulfill obligations to the College and to the student. School deans are responsible for maintaining a record of all missed classes. Absences not made up will result in proportionate salary reductions.

3. If the school office cannot be reached, the instructor should call the campus switchboard operator at 443-840-2222 (for all campuses and locations) to inform students about assignments or—in extreme cases—to cancel class.

**Record Keeping**

All faculty must maintain written documentation that supports final grades. At the end of the semester, the faculty member must submit this documentation to the school office. These records will be maintained by the school for a minimum of two years.

**Smoking and Tobacco-Free Policy**

The core of each campus of the Community College of Baltimore County is designated as a smoke and tobacco-free environment. Therefore, smoking and the use of tobacco products are prohibited in or on any CCBC campus, except for areas specifically designated as “smoking areas” on campus perimeters or in private automobiles in parking lots. This policy defines tobacco as any type of tobacco product including but not limited to cigarettes, cigars, pipes, chewing tobacco, and electronic cigarettes or other inhaler delivery devices. This Smoke and Tobacco-Free Policy applies to all facilities and to all events taking place on college property. It applies equally to members of the college community and visitors to the campuses, including but not limited to students, faculty, staff, parents, visitors, contractors, and vendors.
Faculty, staff, and students at the college’s extension sites are expected to observe the smoking and tobacco-free policies of property owners of those buildings currently in force or revised in the future.

**Drug and Alcohol Policy**

*(See the HR Directive FY2011-03 Drug and Alcohol Testing)*


**Children of Students and Employees on Campus**

CCBC values family and work/life balance. The College encourages families to participate in college-sponsored family activities and to attend on campus community events such as plays, sports competitions, art openings, camps, etc. However, first and foremost, CCBC is an educational and work environment. Although the College recognizes that students and employees may have family responsibilities that sometimes impact their class/work schedule, CCBC does not encourage students or faculty to bring their children with them to the campus during class or work.

For students, in the case of exceptional circumstances approved by the instructor please review the Children of Students on Campus Policy at [https://ccbcsharepoint/policies](https://ccbcsharepoint/policies).

For adjunct faculty, in the case of exceptional circumstances approved by a supervisor, please review the Children of Employees on Campus Policy at [https://ccbcsharepoint/policies](https://ccbcsharepoint/policies).

**Cell Phone Use Policy**

Cell phones can be a distraction in the workplace. Allowance of cell phone use by students and employees is a privilege and is not to interfere with workplace or academic responsibilities. As a courtesy to students and fellow workers, when in public environments in which the ring of cell phones may intrude upon the concentration or discussion of others (classrooms, meetings, offices, designated quiet areas, etc.), cell phone users shall set their cell phones to vibrate or silent.

In a shared work and scholastic environment and designated quiet areas (e.g. classrooms, library, computer labs, writing labs, shared office space, meetings, etc.), cell phones shall be placed in a “vibrate” or “silent” mode of operation. Use of cell phones by employees shall not interfere with the workflow of one’s individual job responsibilities, or those of colleagues or students.

**Electronic devices in the classroom**
The approved policy is located on SharePoint under CCBC Policies and Procedures: 

**Adjunct Faculty Evaluation Process**

**Overview of Evaluation Process**

- Written administrative evaluations will be prepared periodically – according to the time table in the section below; informal evaluation occurs during each period of employment.
- The school dean, department chair, or designee will provide specific information about evaluation.
- One criterion of subsequent appointment is receiving a positive evaluation.
- Records of evaluations will be maintained by the school dean.
- All written evaluations will include results from the College’s student evaluation instrument and any classroom observations that have been conducted.
- Each written evaluation may include additional material designated by a particular school.

**Timetable for Written Administration Evaluations**

- The appropriate school administrator will prepare a written evaluation of each adjunct faculty member according to this time table:
- During adjunct faculty member’s first two semesters of employment at the College, and
- At least every sixth semester (including summer or winter sessions) of employment, or more frequently – as needed or requested by an adjunct or supervisor

**Classroom Visitation**

- The school dean or designee will observe new adjunct faculty one or more times during the first two semesters of teaching and at least every sixth semester of employment.
- This classroom visit will occur early enough in the semester to allow feedback and evaluation during that semester.
- Additional visits are encouraged throughout the early years of teaching to assist adjunct faculty in developing skills.
- Classroom visits will be arranged at a time that is mutually agreeable to the adjunct and evaluator.
- The Course Observation Report will be presented first to the adjunct for his/her review and comment – before being used as part of any decision.

**Student Evaluation of Adjunct Faculty**

- Adjunct faculty will administer the student evaluation instrument required by the College.
- Results will be kept on file by the school dean and become part of the written evaluation of the adjunct faculty member.

**Evaluation of Adjunct Faculty Who Teach in Multiple Schools**
• Adjunct faculty will inform supervisors of other or previous service at the College which comes under evaluation or promotion policies.
• Adjunct faculty who teach in multiple schools will be evaluated during the first two semesters of teaching by each school.
• An additional evaluation is required in the semester in which a promotion is requested. The school dean or dean’s designee will coordinate this second evaluation.

(See APPENDIX B – Adjunct Faculty Evaluation Form)

Procedures for Course Observations

A. Course observations will be made by the Academic Dean or designated observer (hereafter referred to as Observer). Additional observations may also be made upon the request of the faculty member or as deemed necessary by the Academic Dean.

B. All announced observations will be scheduled at least two weeks in advance of the visit.

C. The specific course to be observed will be selected by mutual agreement between the faculty member and the Observer.

D. A pre-observation conference between the faculty member and the Observer will take place prior to the announced observation. At this time the faculty member will provide the observer with:

1. Copy of the syllabus being used in the class
2. Summary of the goals/objectives for the lesson that will be observed
3. Materials that will be used as handouts
4. Copy of the assessment (test/quiz/writing assignment) that will measure the goals/objectives for the observed session (may not be conducted in the session but used later)
5. Relevant information about the class and session being observed

The observer will review these materials prior to writing the observation report. Any on-line supplements being used will also be reviewed either during the Pre-Observation meeting or at the Post-Observation session.

E. Within five working days of the classroom observation, the Observer will provide to the faculty member a preliminary report of the observation.

Within an additional five working days, the Observer and the faculty member will meet to discuss the contents of the observation report.

1. This meeting will allow the observer to share the observation findings and highlight the strengths and weaknesses of the instructor and the lesson.
2. It will also be the time to offer specific suggestions for improvement.
3. During this meeting, the form will be signed by the Observer and the faculty member.
It is the Observer’s responsibility to provide the Academic Dean with the final signed observation report, a copy of which will be provided to the faculty member.

F. The faculty member will be allowed to attach any written comments he or she might like to make to the observation report within thirty working days of the observation.

G. If a faculty member feels that any course observation by the Observer is not indicative of his/her teaching skills, he or she may request a second observation by the School Course Observation Team. This team will be composed of one faculty member chosen by the Academic Dean, one faculty member chosen by the faculty member for whom the observation is being conducted, and one faculty member chosen by those two selected individuals.

H. Unannounced course observations may be conducted as deemed necessary by the Academic Dean or as requested by the faculty member. In such cases procedural items F through G above will still apply.

I. For face-to-face and blended courses, the CCBC Course Observation Report should be used. For fully on-line, modified on-line and telecourses, the CCBC Distance Education Course Observation Report should be used. (See APPENDIX C - Course Observation Form)

   1. The instructor must facilitate access to the course for the Observer through Instructional Technology.
   2. The Observer will access the course at various times over a three day period.
   3. During the Post-Observation session, the Observer may request additional access to the course.

Grievances

   1. The grievance process is intended to resolve issues of a professional nature arising between members of the professional staff within the contract period covered by an adjunct appointment. It is not intended as a procedure that substitutes for resolving student grade appeals, which is covered under academic regulations found in the College Catalog. The nature of adjunct appointments is that they are for a specified contract period. The decision whether or not to contract for subsequent periods is solely within the discretion of the College and is not subject to grievance.

   2. A faculty member wishing to file a grievance should consult the CCBC Office of Human Resources at 443-840-4739.

Professional Growth Opportunities

Everyone at CCBC is a learner. CCBC offers numerous learning opportunities for faculty and staff, and adjunct faculty are encouraged to take advantage of these opportunities.

There are several different CCBC offices that offer faculty and staff development opportunities, ranging from adjunct faculty orientation sessions, to sessions on instructional technology, sexual harassment prevention, best practices in classroom instruction, and a variety of other workshops
and short term learning opportunities. Adjunct faculty members must accumulate a certain number of these professional development activities in order to move up the adjunct faculty pay scale. (See APPENDIX B) A few of these opportunities are outlined below. For the latest information on professional development opportunities, see the SharePoint Professional Development Opportunities Calendar on the Daily Post homepage at https://ccbcsharepoint/training.

The Center for Excellence in Teaching and Learning (CETL) offers many different faculty development opportunities each semester in the form of workshops, conferences, learning communities, and other events. CETL sponsors the New Adjunct Faculty Orientation prior to each semester to help new adjunct faculty members get a great start in their CCBC courses. The Winter Adjunct Conference, offered by CETL each January, is designed specifically for CCBC adjunct faculty as an evening of workshops, seminars, other professional development activities, and includes a networking dinner and Awards Ceremony. CETL offers a number of workshops each semester on topics such as “Understanding Your CIEQ Student Course Evaluations,” “Powering Up for Critical Thinking,” and the “Afternoon Tea with Technology series.” For more information about upcoming CETL offerings, see the Professional Development Opportunities calendar or visit the CETL SharePoint site under Instruction.

The Teaching Learning Roundtable (TLR) serves as the college-wide “think tank” that stimulates experimentation and innovation and helps to frame the policies, procedures, and infrastructure needed to help CCBC transform into a premier learning college. The focus of the Teaching Learning Roundtable evolves annually to meet current institutional needs and is supported by the efforts of a number of subcommittees. TLR sponsors the Teaching Learning Fair held in January each year. This day-long conference is open to full-time and part-time faculty members.

Instructional Technology supports Employee Technology Training Centers on each campus, and offers many workshops on instructional technology for CCBC faculty. Check the Professional Development Opportunities calendar for offerings about BlackBoard, posting grades, using classroom technology, and other workshops.

Each year in May the CCBC Professional Development Team offers a day-long Professional Development Conference for all CCBC faculty and staff. Breakout sessions on teaching, learning new skills, reducing stress, and college initiatives of all kinds are highlighted. Adjunct faculty members are encouraged to attend.

**Sexual Assault and Harassment**

The Board of Trustees is committed to providing the College an academic learning and working environment that is free from harassment (Board of Trustees Manual 6:04). Sexual harassment includes unwelcome sexual advances or visual, verbal, or physical conduct of a sexual nature which creates an offensive, intimidating or hostile work environment. Sexual harassment includes requests for sexual favors, unwelcome sexual comments, suggestions, jokes, and the display of sexually suggestive pictures, calendars or other objects. Persons found involved in violation of the College’s policy on assault or harassment shall be disciplined in accordance with the College’s disciplinary procedures which could include expulsion from the College or termination of employment. These sanctions will be in addition to any criminal or civil penalties that may be imposed by Federal or State courts.
All employees must take Sexual Harassment Prevention Training every three years. New employees must take this training within 3 months of beginning employment at the college. Sessions are offered regularly on each campus, so check SharePoint for upcoming dates. An online version of this training is also available. For additional information, go to: https://ccbcsharepoint/admin/hr/pd_t/default.aspx

Meetings

Prior to the beginning of the fall semester, adjunct faculty are expected to attend a meeting called by their school or department. Prior to the spring semester, adjunct faculty are expected to attend a college-wide adjunct faculty conference.

**SUPPORT AND SERVICES**

**Office Space/Mail Box**

The College cannot provide private office space for each adjunct faculty member. However, space arrangements are made for adjuncts by the school dean or dean’s designee. Every adjunct faculty member is assigned a mailbox, whenever possible, usually in the school office or at the additional location. Students often use mailboxes to leave assignments and messages. Faculty should check mailboxes regularly.

**E-mail Accounts**

An e-mail account is provided for all adjunct faculty. The account is automatically generated the first time your information is entered into the Adjunct Faculty Contract system. Adjunct faculty are expected to use CCBC e-mail as a primary form of communication with students.

**Faculty ID Cards**

ID cards can be obtained at the Records and Registration office. This card will allow use of the College's facilities such as the library and gym, and allow attendance at other campus events.

**Administrative Assistant Support**

Adjunct faculty members should discuss the level of administrative assistant support available with their school dean, department chair, or program director. In general, department and school secretaries or administrative assistants will

- process all official documents (tax forms, application, I-9) needed for payroll procedures
- take messages
- arrange for duplication of class materials
- provide forms to order materials or equipment for classroom instruction
- provide grade books and other instructional supplies

**Duplication Services**

The three main campuses have printing services to provide duplication of instructional materials. Faculty members should plan ahead to use this service instead of more expensive photocopying. In general, allow 24 to 48 hours for printing services to complete copying. Copiers are available in offices, but only for a few copies, not mass copying.

**Policy Statement on Photocopying of Copyrighted Material for Classroom and Research Use**

CCBC adheres to the following guidelines on copyright and will not violate them. Please review these guidelines before job submission. Remember that copyright laws are intended to protect the ability of a creator of a work to derive a living from the sale of that material. As a system we respect that right, and have established the following restrictions on the copying of printed works, material on the Internet, photographs, art, film and televised materials.

Congress, with the Copyright Act of 1976, has allowed copying of works without specific permission or royalty so long as it falls within “fair use guidelines.” Classroom use for non-profit educational purposes is ONE consideration, but classroom use alone does NOT exempt intended copying from other possible restrictions.

In general, faculty may—

Make a single copy, for personal use, of the following:
- a chapter from a book;
- an article from a magazine or newspaper;
- a short story, short essay, or short poem;
- a chart, graph, diagram, picture, illustration or cartoon from a book, magazine, or newspaper;
- for academic purposes other than performance, an entire performance unit (selection, movement, or aria, etc.) that is confirmed by the copyright proprietor to be out-of-print or unavailable except in a larger work.

Make multiple copies for classroom use (limited to one copy per student) of the following:
- a complete poem of less than 250 words and less than two printed pages;
- an excerpt of less than 250 words from a longer poem;
- a complete article, story or essay if less than 2500 words;
- an excerpt from a prose work if less than 1000 words or 10% of the total work, whichever is less;
- one chart, graph, diagram, cartoon, illustration or picture per book or periodical.

Remember, that the Internet has the same copyright protection as material distributed through other media.
Public Domain: This now refers to any material published before 1925 . . . or 70 years after the creator’s death.*

The above rules fall under the following restrictions**:

- copying is for only one course in the College;
- not more than one short poem, article, etc. or two (2) excerpts may be copied from the same author;
- not more than three (3) excerpts may be copied from a collective work during one semester;
- not more than nine instances of multiple copies may be made for one course during one semester. More than nine times is interpreted as a violation of “fair use.”

Faculty must have copyright permission for multiple copying of the following:

- a work (poem, article, essay, etc.) for classroom use which is known to have been copied for use in another course at the same institution;
- any work by the same author more frequently than once per semester;
- any work, used one semester, in any subsequent semester;
- consumable materials such as workbooks, lab manuals, and standardized tests;
- music for the purpose of substituting for the purchase of music, except in the following emergency—copying to replace purchased copies which, for any reason, are not available for an imminent performance provided purchased replacement shall be substituted in due course.

On the Instructional Work Request Form indicate if you are copying material “not under copyright,” “copyright permission attached,” or “copy complies with the ‘fair use’ criteria” using the listed criteria.

If you need, but don’t have, copyright permission:

- call the publisher and request that permission be faxed to you;
- if you have verbal permission, indicate and then submit written permission when it comes;
- check with sites on the Internet that deal with copyright.

Remember, YOU are responsible for obtaining permission. Printing Services will return any unauthorized requests.

*Source: Stanford University Library. Internet material dated 8/7/03
**Source: Ad Hoc Committee on Copyright Law Revision. Sheldon Elliott Steinbach. Agreed upon March 19, 1976

(See APPENDIX D - Intellectual Property Policy)
All CCBC campuses have free parking. Red lined spaces are designated for faculty and staff only; green lined spaces are for College vehicles, and white lined spaces are for students and visitors as well as faculty and staff. Hang tags are required to park in red lined spaces on all campuses. Permits are available from the Office of Public Safety on each campus. All parking related information can be found in the link below: http://www.ccbcmd.edu/publicsafety/parking.html.

**Bookstores**

The bookstores sell new and used textbooks, school supplies, computer supplies, art supplies, greeting cards, gifts, and magazines. Textbooks and merchandise are also available on-line.

<table>
<thead>
<tr>
<th>Location</th>
<th>Building</th>
<th>Floor</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catonsville</td>
<td>Student Services Center</td>
<td>First Floor</td>
<td>443-840-4159</td>
</tr>
<tr>
<td>Dundalk</td>
<td>College Community Center</td>
<td>Lower Level</td>
<td>443-840-3552</td>
</tr>
<tr>
<td>Essex</td>
<td>College Community Center</td>
<td>Lower Level</td>
<td>443-840-1561</td>
</tr>
</tbody>
</table>

Bookstore hours are listed on the CCBC website: http://www.ccbcmd.edu under the Current Students tab.

**Food Service**

CCBC Cafes provide a variety of menu options on all campuses. Locations and hours are listed on the CCBC website: http://www.ccbcdiningservices.com/locations.html.

**College Communications – the Daily Post and SharePoint**

The Daily Post and SharePoint are used for college-wide communication. The Daily Post page will appear each time you sign on to a campus computer. From the Daily Post page, a vast array of information about the College is provided through SharePoint. Take time to review its contents.

**Emergency Closings or Delays**

Whenever possible, the CCBC closing announcements will apply to all campuses. Specific campus-based announcements will be used only in cases of special weather circumstances or emergencies affecting only one or two of the campuses.

- When the college closes because of severe weather or emergency conditions, it will announce cancellations of classes on local radio and television stations.
- Closings and delays will be recorded on the weather line: 443-840-1711 and posted on the CCBC website: http://www.ccbcmd.edu
- Campus Alert is a free messaging service for the CCBC community that keeps you posted when any part of the college is closed for just about any reason. You can sign up for Campus Alert at any time by going to http://www.ccbcmd.edu.
In the event that the college (or a specific campus) opens late due to weather-related or other emergency conditions, **classes and labs which would meet for less than 30 minutes will be cancelled. Classes and labs that would meet for 30 minutes or more will be held.** The normal schedule will resume thereafter for the remainder of the day. Faculty, students, and classified staff should report to wherever they would normally have been at the announced opening time.**

Students and faculty engaged in field placement programs (such as internships, clinical placements, etc.) should discuss the handling of emergency situations at the beginning of the placement period. Both the requirements of the program and the safety of persons involved should be considered in planning a course of action in those cases where students are expected to report to off-campus locations. On days when Baltimore County Public Schools are closed, CCBC classes held at those locations are cancelled.

** For example, if CCBC opened at noon, a Monday/Wednesday/Friday 11:15 am-12:10 pm class would NOT meet. A Tuesday/Thursday 11:10 am-12:35 pm class WOULD meet.

For more detail, go to:


**Security/Health Emergencies**

The Public Safety Department on each campus is ready to assist faculty and students in all emergencies. Security officers regularly patrol the campuses in cars and can quickly respond to emergencies. Security call boxes are available in all parking lots. A blue light is mounted on the light post over the call boxes. For more information please call:

- Catonsville College Services Center Phone: 443-840-4958
- Dundalk College Community Center Phone: 443-840-3200
- Essex Student Services Center Phone: 443-840-2300

**Emergency Response**

CCBC has developed response procedures and trained personnel to handle a variety of emergency situations. All faculty and staff are encouraged to become familiar with the procedures. To view or download The Emergency Response Manual and learn more about CCBC’s Public Safety, please go to http://www.ccbcmd.edu/catalog/publicsafety/index.html.

**PREPARATION FOR INSTRUCTION**

**Acquiring, Selecting, and Ordering Textbooks**

Faculty members usually choose or are assigned course texts several months before classes begin. Arrangements for ordering textbooks are made through the school dean, department chair, or program coordinator. Faculty should check with the school office for desk copy
availability and obtain a copy of the text well in advance of the first class. CCBC is committed to minimizing the rising costs of textbooks. Faculty carefully consider the appropriateness of textbooks and other supplemental materials, the cost to students, and factors that determine the cost. State and federal legislation mandate that faculty strive for maximum use and minimal cost of instructional materials to alleviate the economic burden on students. For additional details, please talk to your school dean, department chair, or program coordinator. (See APPENDIX E for information pertaining to Textbook Affordability)

**Classroom Assignment**

Every class is assigned to a particular location shown on the class schedule. If it is necessary for the College to assign a different room for any reason, the room change will be posted on the door. Instructors may request changes in room assignments by contacting the department. Faculty members who temporarily move their class to another location for a specific purpose must obtain permission from their department. Students must then be notified students in advance of any change and a note must be left on the classroom door of the location change.

**Class Rosters**

Instructors receive class rosters several times during the semester. Each comes with instructions from the Records Office. Prompt response to requests for information included in such mailings assures accurate college records.

**Library Services and Materials**

Using a variety of effective teaching methods, from the lecture/discussion to self-paced learning responds to the diverse learning needs of students. Through staff development programs faculty can become more informed with varying instructional methods and creating instructional material.

The libraries have a large collection of materials related to teaching, and librarians have developed a bibliography of these holdings, which is available upon request from a campus reference librarian. Faculty may put library materials or personal copies of materials on reserve at the Circulation desk for class assignments. To arrange for this service, call the library. CCBC encourages instruction in the use of the library and in doing library research. This service is available throughout the semester. To schedule a class session, call the library.

Catonsville - 443-840-2747
Dundalk - 443-840-2552
Essex - 443-840-1898.

Faculty members who wish to recommend additions to the collection should contact the Library Director, Cynthia Roberts, at 443-840-2711.

**Audio Visual (Media) Services and Materials**

Audiovisual Equipment such as “smart carts,” television monitors with DVDs and/or VCRs, slide projectors, overhead projectors, and other AV equipment is available through Media
Services by contacting the help desk at 443-840-4357 to reserve equipment. Equipment is available on a first come, first served basis.

Instructors at the Hunt Valley, Owings Mills, and Randallstown sites should make arrangements through those locations.

**Testing Centers**

The Testing Center on each campus provides an array of professional testing services. These services include placement testing for prospective students and faculty arranged testing for currently enrolled students. For more information on how the Testing Center may serve faculty and students or for current hours of operation, please see: [http://www.ccbcmd.edu/testing/contact_info.html](http://www.ccbcmd.edu/testing/contact_info.html).

**Placement Testing**

The College’s mandatory assessment and placement program helps students discover their academic strengths and weaknesses.

CCBC assesses students' entry-level academic skills in reading, English, and math to ensure that students are placed in appropriate courses. The College uses Accuplacer, a computerized, adaptive, untimed placement test, which is mandatory for:

- students who have not previously attended a college and earned college credits
- students who are pursuing a degree or certificate
- students who are transferring to a four-year institution
- students whose SAT or ACT scores are below suggested levels

The following link provides further information about CCBC’s Assessment and Placement policies: [http://www.ccbcmd.edu/deved_policies.html](http://www.ccbcmd.edu/deved_policies.html) or contact the Testing Center: [http://www.ccbcmd.edu/testing/assessments.html](http://www.ccbcmd.edu/testing/assessments.html).

**Prior Learning Assessment (PLA)**

Prior Learning Assessment (PLA) provides a series of options through which students may be evaluated, to determine if the learning they have acquired outside of college classes is equivalent to college-level learning.

The options include:

- External examinations
  - Advanced Placement
  - CLEP
  - DSST (Dantes Subject Standardized Tests)
  - International Baccalaureate Examinations
- CCBC departmental examinations
- Portfolio assessment
Information about each of these options by visiting the College’s webpage at http://www.ccbcmd.edu/apl/index.html.

Students may mix and match these options to suit their particular circumstances or preferences. Specifics of these options will change periodically. It is the student’s responsibility to verify that the current information is correct. Enrollment at CCBC is required to take advantage of this program.

**INSTRUCTIONAL PROCESSES AND PROCEDURES**

**Course Information for Students**

All CCBC courses have common course outlines (See APPENDIX F). Each instructor must incorporate all elements of the common course outline into his or her syllabus. The items on the common course outline represent the minimum information that must be supplied to all students in the class. Instructors may add additional learning objectives, additional major topics, additional assignments, and/or other requirements as appropriate. The syllabus template included in the sample (See APPENDIX H) provides the format and other informational items that all instructors must use in designing their individual syllabi.

Instructors must submit an electronic copy of each syllabus to the appropriate department chair or program coordinator for approval prior to the beginning of each semester. For assistance in preparing this and other classroom materials, the faculty member should consult the school dean, department chairperson, or assigned mentor.

The current approved CCBC Syllabus and Template Policy is found at https://ccbcsharepoint.ccbcmd.edu/policies/IT%20Policies%20and%20Procedures/Syllabus%20Policy%20and%20Template%20Rev%20June%202012.pdf (See Appendix G)

**Learning Management System Course Menu Best Practices**


**Attendance Policy**

Regular attendance/participation is critical to student success in college. All students are expected to attend and participate in face-to-face/distance education course sessions regularly to gain the maximum benefit from instruction and to contribute to the learning process. Lack of attendance/participation may result in the LOSS OF ALL of a student’s financial aid or Veteran’s benefits. Per the course syllabus, failure to follow a faculty member’s attendance/participation policy will have an effect on the student’s overall grade including the possibility of academic failure.

Each faculty member will have an attendance/participation policy, subject to departmental or School requirements if applicable. This policy must be placed in the syllabus. Faculty will be
required to record student attendance for the entire semester and make available to the
department chairperson or coordinator with the final grade. Faculty will also be required to
electronically submit this information at non-attendance reporting time each semester.

The current approved attendance policy is located at

**Office Hours**

Each adjunct faculty member must be available to meet with students outside the classroom on a
regular scheduled basis. The majority of adjunct faculty find it convenient to schedule such
conference times immediately before or after each class. Office time and location should be noted
on the course syllabus. Whenever possible, the school dean or department chair will assign office
space upon request; otherwise, faculty may use the classroom before or after class, if it is available.
The time and location of instructor availability outside of the classroom must be reported to the
school office.

**Assignments and Examinations**

Periodic examinations or other forms of evaluation, which provide the student with frequent
feedback throughout the semester, are expected. The College encourages instructors to offer
students a variety of opportunities to demonstrate their mastery of course content and/or skills.
All faculty are required to give a final exam or other concluding activity during the scheduled
final exam period. Please refer to the common course outline for each course for the minimum
expectations for student learning assessment. A minimum of 30% of the final grade must be
conducted in a proctored environment.

**Final Examinations**

The last week of the fall and spring semesters is used exclusively for final examinations or other
concluding instructional activities in accordance with the official schedule and course syllabus.
Students who do not report for a scheduled final examination and do not contact the instructor
within 24 hours following the scheduled examination will be given a failing grade for the
examination. Faculty must adhere to the final examination schedule; any changes must be
approved by the school.

**Grading Philosophy**

Grading is used as a means to measure and indicate the student’s degree of mastery of a course’s
objectives and content. The objectives and grading criteria used are communicated to the student
through the course syllabus.

**Grade Reports**

- Grades are issued at the end of each summer, winter, fall, and spring semesters and are entered into the student's permanent record at that time.
- All faculty will be expected to turn in grades in Simon by the given deadline
• A student may view his or her final grades using SIMON, the online, self-service information system.
• A student may obtain, either by mail or in person, an unofficial paper copy of his or her grades upon request for no fee.

**Progress Grades**

• Progress Grades will be issued for all courses for ALL Students during late start (12wk) and 14wk semesters.
• The due date for faculty submission of grades (letter grades) will be at the 40% mark of each academic term. A date for grade availability for students will be posted on the CCBC Website.
• The grades will be accompanied by a message that urges students with less than desired grades to see their professor for additional help and/or go to the Tutoring Center, Student Success Center, and Advisement Centers.
• All faculty will be expected to turn in grades in Simon by the given deadline. Registrar’s office will provide a list to the Deans of noncompliant sections.

Grades and progress reports should not be posted publicly unless the students’ identity is protected.

*End of semester grades are submitted on-line. See your school’s administrative assistant for available training on posting grades on-line.*

**The CCBC Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Excellent work</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Good work</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Satisfactory work</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Poor work but passing</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Non-completion of course requirements or unsatisfactory completion (failure).</td>
</tr>
<tr>
<td>S</td>
<td>0</td>
<td>Satisfactory completion of a zero credit course.</td>
</tr>
<tr>
<td>R</td>
<td>0</td>
<td>Progress toward completion of course requirements or objectives.</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Unsatisfactory performance in a zero credit course.</td>
</tr>
<tr>
<td>AU</td>
<td>0</td>
<td>Audit</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>CE/PR</td>
<td>0</td>
<td>Credit by Examination and Credit by Portfolio</td>
</tr>
<tr>
<td>FX</td>
<td>0</td>
<td>Insufficient Attendance</td>
</tr>
</tbody>
</table>

Note: Letters R, AU, CE/PR, W and I are not grades. They are indicators used to identify a student’s status for record keeping purposes. No quality points are assigned to these indicators.
R
The R designator represents a specific amount of content or progress in the development of skills. It is used for self-paced, developmental and other courses as agreed upon by CCBC faculty in the appropriate discipline.

AU
A student may register for any class as an audit. Course work and examinations are not required and no credit is awarded. The student is expected to attend classes regularly and pay the required fees and tuition. Students who do not meet attendance requirements of the instructor will receive a final grade of W. Some courses may limit the number of times an audit may occur. A student may elect to change his or her registration from credit to audit for any course during the first ten weeks of a regular semester or within the first two-thirds of winter, summer or late start classes. After the time limit a student is permitted to change from credit to audit only under extenuating circumstances with written approval of the appropriate Academic Dean responsible for the course. A student in a developmental, zero-credit course must obtain a signature by a dean of the subject area of the course in order to change to an audit after the end of the third week of a regular semester or a comparable time period for winter, summer, or late start classes.

W
The W grade is issued when a student withdraws from any course after the refund period; that is, during the first ten weeks of a regular semester or within the first two-thirds of winter, summer or late start classes. To withdraw from a course, the student must complete a Drop/Add/Withdrawal form, which is available in the Records and Registration office. After the published time limit has expired, a withdrawal may be granted only under extraordinary circumstances with written approval of the appropriate dean. Otherwise, if the withdrawal form is not completed by the deadline noted in the current credit class schedule, the student will receive an F grade.

I
An instructor may assign an incomplete grade for any class if the student has made satisfactory progress through most of the course but needs additional time to complete the remaining requirements due to a documented mitigating circumstance. It is the student’s responsibility to request an I grade before the final examination period. Student and instructor must agree on the precise conditions for completion of the course requirements. The course must be completed within 30 working days after the beginning of the next regular semester (fall or spring). If the course is not completed by that time, the grade will automatically change to an F or a U unless the instructor allows an extension. A student must complete a course and receive a grade before that course may fulfill a prerequisite for another course.

CE/PR
College Credit by Examination or Credit by Portfolio is designed to serve the student who – by past work, experience, self-study, and/or travel experience – has mastered subject matter generally equivalent in scope to courses offered at the college. The credit does not carry a letter grade, is not calculated into the Grade Point Average (GPA), and is included in the 45 credits that can be transferred to CCBC. No more than 15 credits can be earned through Credit by Examination or Credit by Portfolio.
FX
The FX grade will be given to a student who fails as a result of insufficient attendance, as
defined by individual faculty members’ attendance policies. The grade would appear as an F on
the student transcript; however, it will only be used internally to document failures due to
nonattendance.

Examples of when the FX grade would be appropriate could include when a student:
- never attends the class and does not officially withdraw;
- stops attending but does not officially withdraw;
- or attends sporadically as defined by the faculty’s attendance policy.

Faculty shall use the FX grade where appropriate.
Faculty shall define the FX grade rules in their attendance policy in the syllabus. Greater
emphasis about the consequences of nonattendance in class would need to be highlighted and
defined in the syllabi.

Change of Grade Procedure
If a student, with the prior approval of the faculty member, successfully completes course
requirements after semester grades are officially reported, then:

The faculty member may submit the appropriate "Change-of-Grade" form to the Records and
Registration office within the first 30 days of the next semester. The Academic Dean’s signature
is required. After 30 days, any change of grade must be submitted to the Academic Dean with
appropriate justification. If the Academic Dean concurs, the change of grade request form with
the justification will be forwarded to the Records and Registration office.

Student Academic Appeals
Academic appeals are those that do not involve alleged violations of the Student Code of
Conduct (such as cheating) but instead involve allegations of error or misjudgment about
academic matters. Typically, these are allegations by students that they have been assigned
inappropriate grades by their instructors.

In such cases students must first confer with the faculty member involved. A student who is
dissatisfied with the result of such a conference or who has been unable to contact a professor
after three (3) attempts must next take his/her concerns to the instructor’s immediate supervisor,
providing copies of any documents that are relevant to the appeal, such as the syllabus, graded
assignments, and the like. Every effort will be made at this level of appeal to reach a just
resolution of the problem.

The final level of appeal is that of the dean of the school offering the course. Students appealing
to this level must submit their concerns to the appropriate school dean in the form of a written
statement setting out the factual basis for their allegations as clearly and completely as possible,
and providing copies of all relevant documents. This written appeal must be submitted to the
dean within 45 calendar days of the conclusion of the course.*
Upon receipt of such a written appeal, the dean will, within 15 days, inform the student that the student must elect one of two courses of action: (i) to have the dean render a final decision based upon the student’s written statement and the results of any additional investigation that the dean may deem appropriate or (ii) to have the dean convene a hearing board to make a recommendation to the dean before the dean makes a final decision. The student must select their option within 15 days of notification by the dean.

If the student elects to have a hearing board, the dean will appoint a board composed of at least two faculty members (at least one of whom is from a different discipline than that of the faculty member involved in the appeal) and at least one student. The dean will also appoint a hearing officer from among the professional staff of the College who will preside over the hearing. All of these persons will be screened for their ability to hear the appeal in a fair and impartial manner and to avoid conflicts of interest. This is an academic appeal procedure. Any legal counsel utilized will not have voice rights at such a hearing. The hearing or final decision of the dean must occur or be rendered within 90 days of the student selection of final appeal option.

After the hearing is conducted, the hearing officer will submit a written recommendation to the dean as to how the issue may be resolved. The dean will take this recommendation into account in rendering a final decision, which shall be submitted in writing to the student and to the faculty member.

*The submission deadline may be different for appeals in the School of Health Professions (SHP), due to the unique nature of some of its programs. Students are directed to consult the School of Health Professions for details.

**Final Grades**

Final grades are submitted electronically at the end of each semester and must be entered by the date due as requested by the Records and Registration office.

**Retention of Final Assignments and Grade Books Policy**

Final exams and concluding instructional projects not returned to the student should be kept by each school, in a manner they determine, for the period of time specified by school or department policy but not less than 180 calendar days from the date the student completes the course (the approximate duration of the Academic Appeals process). Any other assignments, assessments or exams that students have not collected may be disposed of properly at the end of semester. Where, due to space constraints, it is impossible to keep a non-traditional final project (e.g. a large sculpture, poster, or bulky portfolio) for at least 180 calendar days, the school or department should determine a consistent alternative policy that meets their storage requirements and students should be notified of this policy. Final grade books are not subject to the same space requirements and should be kept for a minimum of three years, a period of time consistent with other CCBC record retention policies.

**Course Repeat Policy**

Students who have already received two grades (including W, AU, I, and R) in any course are prohibited from registering for the course for the third or subsequent time without the written permission of an academic dean or his/her designee. Students will not be permitted for the third
or subsequent attempts to take on-line, modified on-line or blended courses. Note: If the course is developmental, the recommendation of a support team (including at least one individual selected by the Dean of Developmental Education and at least one individual selected by the academic unit) must be included in the decision making process of the academic dean or his/her designee.

**Religious Holidays Policy**

A student who does not attend class because he or she observes major religious holidays shall be given the opportunity, to the maximum extent possible, to make up, within a reasonable amount of time, any academic work or tests missed during those days. The student will need to initiate arrangements with the faculty member(s) before the religious holiday to make up missed assignments or tests.

**Process for Referring Disruptive Students**

What constitutes disruptive behavior? According to the CCBC Code of Conduct, disruptive behavior involves engaging in disorderly or disruptive conduct on college premises or at college-sponsored activities which interferes with the activities of others, including studying, teaching, research and college administration. Some examples of disruptive behavior:

- Making physical or verbal threats
- Making loud and distracting noises
- Answering cell phones or allowing electronic devices to beep
- Exhibiting erratic, irrational behavior
- Persisting in speaking without being recognized
- Repeatedly entering and leaving a room without authorization
- Acting in a manner which disrupts a class or administrative process

What can faculty do about disruptions?

The primary responsibility for implementing strategies to address disruptive behavior in the classroom rests with the faculty. The following are several steps that faculty can take:

- Include behavioral norms and expectations in the course syllabus.
- Discuss what constitutes disruptive classroom behavior at the first meeting of the class.
- Establish an environment in which opposing views may be expressed in a civil and respectful manner.
- Exhibit the type of behavior you expect from the students.

Process to address disruptive behavior in the classroom

- Address the disruptive behavior with a general comment to all students and/or follow up with the individual student in private after class.
- Ask the student to stop the disruptive behavior and warn that further disruption may result in disciplinary action.
- If the student continues to be disruptive, ask the student to leave the class for the remainder of the class period and to meet with you before returning to class. At this
point, inform the Department Chairperson/Coordinator and Judicial Affairs Advocate that their assistance may be requested.

- Longer suspensions from a class, or dismissal on disciplinary grounds, must be proceeded by a hearing or disciplinary conference, as addressed in section 19 of the Code of Conduct.
- Report disruptive behavior by utilizing the Student Incident Report (SIR) icon.
- If the student refuses to leave the classroom contact Public Safety, who will escort the student from the classroom and notify the Office of Judicial Affairs.

The Office of Judicial Affairs will investigate further, if necessary, and refer the student for a disciplinary conference or to a hearing board. For more information please contact:

- Catonsville Campus  Ms. Charolene Oliver  443-840-4130
- Dundalk Campus    Ms. Lori Meehan      443-840-3782
- Essex Campus      Mr. Eric Washington   443-840-2108

**Code of Conduct - Academic Integrity**

Academic integrity is a core institutional value at CCBC. Students, faculty, administrators and staff have the right to expect a learning environment where academic integrity is valued and respected. To protect that right, it is essential that faculty address academic integrity issues when an incident is first identified. If academic dishonesty is established, the standard penalty for a first offense is an F in the course. Lesser penalties may be imposed if significant mitigating factors are present. A student remains subject to suspension or expulsion even for a first offense deemed egregious or harmful to CCBC’s educational mission.

The Judicial Affairs Advocate (JAA) will serve as the resource to faculty and students regarding the Code of Conduct in order to ensure due process.

a. A faculty member who observes an act of apparent academic dishonesty or receives an allegation of academic dishonesty, e.g. cheating, fabrication, facilitation and/or plagiarism, will investigate the incident or allegation. The faculty member will, with the department chairperson, determine what further action the evidence warrants.

b. If the evidence is not sufficient to indicate that an act of academic dishonesty occurred, the faculty member will request a meeting with the student to discuss the incident within ten (10) business days. If the student does not respond, the faculty member will inform the student in writing of the allegation of academic dishonesty and that evidence does not support further action.

c. If the evidence of an act of academic dishonesty is convincing, the faculty member will submit a Student Incident Report and request a meeting with the student to be held ten (10) business days of the discovery of the alleged violation.

1. The faculty member may assign a grade sanction (section 22.h. of the Code of Conduct) and will inform the student in writing. If the sanction is a reduced grade in the course, the student may not receive a W or AU.
d. The student may appeal the findings and sanctions to the Director of Judicial Affairs (DJA) in writing within three (3) business days of notification of the sanction. If the student appeals, the imposition of the sanction will be delayed until the appeal process is complete. The student will not be permitted to change the grade in the course wherein the alleged academic dishonesty occurred to a W or an AU during the appeal process. If the appeal process extends beyond the end of the semester, an I grade may be assigned for that course until the appeal is resolved.

e. Within ten (10) business days of the appeal, the JAA will review the documentation for compliance with the Code of Conduct, include the SVCS form in the central repository, search the repository for evidence of prior violations and make recommendations to the DJA. The DJA will inform the faculty member of the status of the appeal in writing.

f. The DJA will review the JAA recommendations and:

1. If the evidence suggests that the academic dishonesty was egregious or repeated and suspension or expulsion is appropriate, the DJA will refer the case to a Hearing Board (sections 33-37 of the Code of Conduct). Within fifteen (15) business days of the notification of the case, Hearing Board will convene and make recommendations to the DJA, who will review the recommendations for compliance with the Code of Conduct and forward them to the Academic Dean. The Academic Dean will inform the faculty member of the status of the appeal in writing.

2. If the evidence suggests that a sanction other than suspension or expulsion is appropriate, within ten (10) business days of notification of the case, the DJA will conduct a Disciplinary Conference (section 32 of the Code of Conduct) and make recommendations to the Academic Dean. The Academic Dean will inform the faculty member of the status of the appeal in writing.

g. The Academic Dean may accept, reject, or modify the recommendations and within ten (10) business days of receipt of these recommendations, will inform the student, the faculty member and the DJA in writing of the decision. At this point the faculty member will make any necessary grade adjustment.

h. The Academic Dean’s decision is final except when the sanction is suspension or expulsion. In these cases, within ten (10) business days of notification of the decision, the student will have the right to appeal to the Vice President of Enrollment and Student Services (section 46 of the Code of Conduct). Within ten (10) business days of the notification of the appeal, the Vice President of Enrollment and Student Services will inform the student, the faculty member, the Academic Dean and the DJA of the final decision.

Sanctions:

Academic Dishonesty (C of C 22h): The standard penalty for an act of academic dishonesty is an F in the course. Lesser sanctions that may be imposed include the following: a reduction in the grade for the course; a reduction in grade for an assignment, exam, or project; repetition of an assignment and/or a written warning.
Code of Conduct Definitions:

The term “business day” (C of C 13b) means a weekday (Monday-Friday) when the college is open for business from 8:30 am to 4:30 pm.

The term “egregious” (C of C 13h) means an act of blatant academic dishonesty that interferes with the work, grading or performance of other students or in other ways inhibits CCBC’s educational mission.

Classroom Management

Primary responsibility for managing the classroom environment rests with the faculty member. When a student’s behavior is considered to be disruptive, the faculty or staff member should confer with the student about observed or perceived behavior and review with the student college expectations and policies. Faculty should review classroom expectations and college policy as part of the initial class meeting.

A faculty member may direct a student who engages in prohibited or unlawful acts that result in a disruption of class to leave the class for the remainder of the class period. If the student refuses, the instructor should contact public safety. Longer suspensions from class must be preceded by a hearing or disciplinary conference.

Please refer to http://www.ccccmd.edu/judicialaffairs/academic_integrity.html

GENERAL EDUCATION

CCBC Definition of General Education:

CCBC’s General Education Program introduces students to a variety of disciplines that build a common foundation of knowledge that promotes responsibility, critical thinking and lifelong, independent learning. General Education courses prepare students to meet the personal, academic, and career challenges of today and tomorrow as empowered citizens of a global society.

Students will gain experience and skills in: written and oral communication; critical analysis and reasoning; technological competence; information literacy; scientific and quantitative or logical reasoning; local and global diversity, and personal and professional ethics.

CCBC General Education Program Goals:
1. Written and Oral Communication - Develop effective skills in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well-organized messages, and critical analysis of others’ messages.

2. Critical Analysis and Reasoning - Evaluate information by identifying the main concept, point of view, implications, and assumptions in order to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

3. Technological Competence - Use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.

4. Information Literacy - Identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional and personal use.

5. Scientific and Quantitative or Logical Reasoning - Apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems, and make decisions.

6. Local and Global Diversity - Use knowledge and skills effectively in dynamic, evolving multicultural environments to address the challenges in building just, equitable, and productive communities and societies.

7. Personal and Professional Ethics - Identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches. Use appropriate assessment tool(s) to demonstrate the degree to which students have achieved the objectives of the course.

General Education Requirements:

Specific General Education requirements vary with the type of program and associate degree. Requirements for each degree program are described in the college catalog and can be found here: [http://catalog.ccbcmd.edu/content.php?catoid=20&navoid=1177](http://catalog.ccbcmd.edu/content.php?catoid=20&navoid=1177).

The list of approved general education courses at CCBC is found on the CCBC web page at: [http://catalog.ccbcmd.edu/preview_program.php?catoid=20&poid=9170](http://catalog.ccbcmd.edu/preview_program.php?catoid=20&poid=9170).

The approval process for a General Education course requires a narrative and an alignment of the Common Course Outline objectives with the General Education criteria.

The narrative must explain how the course contributes to the common body of knowledge and skills that support the CCBC definition of General Education.

Each Overall Course Objective in the Common Course Outline is identified by the General Criteria which is/are addressed, and the Category Criteria which is/are addressed.

Teaching General Education:
A faculty member assigned to teach a course which is designated as a General Education course is responsible for addressing the first six CCBC General Education requirements and the Category Criteria. These goals and criteria are included in the Common Course Outline for the course, included on the General Education Course Approval Form, and integrated with the discipline-specific content of the course. Copies of the Common Course Outline with General Education criteria mappings as approved by GERB can be obtained from the department chair or coordinator. The Common Course Outline includes minimum requirements for the course, which are designed to incorporate the General Education skills.

**General Education Assessment at CCBC:**

General Education skills are assessed through the following means:

- Discipline teams known as GREATs (General Education Assessment Teams) design assignments to be graded according to an accompanying rubric. Information on General Education Assessment can be found at this link: [http://ccbcmd.edu/loa/great.html](http://ccbcmd.edu/loa/great.html).
  - Every General Education course is assessed on a rotating three-year cycle. The schedule can be found here: [http://ccbcmd.edu/media/loa/greatimplemsche.pdf](http://ccbcmd.edu/media/loa/greatimplemsche.pdf).
  - Each section of the course uses the common assignment and the assignment counts toward the student grade.
  - The assignment and rubric are pre-approved by the General Education Review Board (GERB) prior to implementation.
  - Samples are randomly selected from designated courses and are graded by trained scorers at the end of the scheduled semester.
  - The scored samples are analyzed by Planning, Research and Evaluation (PRE) and a detailed data summary is generated.
  - The results of the GREAT projects are reviewed by faculty and compared to prior results. The faculty teams develop interventions designed to improve student success in the general education objectives. The success of the interventions is evaluated in the next assessment cycle.

The GREAT Project Coordinator, currently Amy Wilson, coordinates the assessment process and is available to provide assistance at any stage of the project.

The other major assessment for General Education is the Proficiency Profile, a standardized assessment instrument created by the College Board and the Educational Testing Service to measure general education skills. The results from this test are compared to national norms and the data is used to develop and offer professional development aimed at enhancing student performance.

**SUPPORTING STUDENT LEARNING BEYOND THE CLASSROOM**

*Student Success Centers*
The CCBC Student Success Centers are an important part of the College’s commitment to student learning. The mission of the Student Success Centers is to improve the academic performance and retention of all students. Faculty can refer students to the campus Student Success Center for assistance in almost any course.

Student Success Center, Catonsville 443-840-2753
Student Success Center, Dundalk 443-840-3445
Student Success Center, Essex 443-840-1667

**On-line Tutoring**

Students can get help with their writing from off-campus by using the on-line writing lab (OWL) at [http://www.ccbcmd.edu/owl/etutoring.html](http://www.ccbcmd.edu/owl/etutoring.html)

CCBC’s SSC On-line Tutoring ([http://www.ccbcmd.edu/tutoring/online.html](http://www.ccbcmd.edu/tutoring/online.html)) is an on-line extra help website available for CCBC students. CCBC's SSC Tutoring program consists of tutoring via a Web-board where instructors and students can post questions and answers and an instructor may post reference materials and links to relevant subject-specific sites.

**Learning Communities**

CCBC pairs or clusters specific courses to provide students with an enriched learning experience. For more information about these cross-curricular opportunities for students, call the CCBC coordinator:

College Coordinator 443-840-1988

**Disability Support Services**

An office on each campus arranges support services and reasonable accommodations for students with disabilities:

Catonsville 443-840-5617
Dundalk 443-840-3808
Essex 443-840-1741

**Honors Program**

CCBC offers Honors Programs on each of its three campuses. These programs offer academically accomplished students an opportunity for an enriched learning experience at the College. Each program provides students with exposure to academically challenging courses, intensive faculty interaction, and an opportunity to work in a learning community that should contribute greatly to their intellectual and personal development. For specific details on CCBC Honors Programs and scholarship availability, please contact the CCBC campus of interest.

Catonsville 443-840-5923
Dundalk 443-840-3601
Global Distinction Program

CCBC offers students the opportunity to become global scholars and be prepared for both academic and professional endeavors in the interconnected world of the 21st century. Students who complete fifteen credits of a globally intensive curriculum, participate in intercultural activities on campus, and travel abroad (or complete a domestic experience that is considered equivalent) will be recognized as global scholars. For specific details on the Global Distinction Program, please contact the CCBC campus of interest.

Catonsville  443-840-4682
Dundalk  443-840-1993
Essex  443-840-1993
APPENDICES

Appendix A

Teaching Load – Memorandum of Understanding

Date:

To:

From:

Subject: Adjunct Faculty Contract - Notification of Certain Material Terms and Conditions

This memorandum serves as explicit notification of the following provisions to your adjunct faculty contract in relation to your teaching assignment of ___ teaching load hours at The Community College of Baltimore County for the __________ semester, _______

- Your teaching assignment is only for the term specified in the contract.
- Your teaching assignment is contingent upon sufficient student enrollment.
- Your teaching assignment does not entitle you to fringe benefits of any kind.
- Your teaching assignment does not carry any promise of future employment.

Your signature below is an acknowledgement that no information conveyed to you either implicitly or explicitly contradicts any of the points made above. After you sign this form, please return it to your academic department office.

Thank you for your commitment to CCBC. We are glad to have you with us.

ADJUNCT FACULTY MEMBER’S SIGNATURE/Date
Appendix B

Adjunct Faculty Evaluation Form

Name of adjunct faculty member __________________________________________________________

School ______________________________________________________________________________

Semester evaluated ___________________________

Semesters taught at CCBC: Courses taught at CCBC:

Total credits taught at CCBC ______ Years taught at CCBC ______

NOTE: Criteria for Advancement to Adjunct Level II:

A. The adjunct faculty member has taught a minimum of 18 credits over a period which
   encompasses a minimum of six (6) semesters AND a minimum of three (3) academic years, and
B. The adjunct faculty member has been successfully evaluated formally at least twice during that
   period, and
C. The adjunct faculty member has completed six (6) staff development activities, including
   completion of Sexual Harassment Prevention Training.

Criteria for Advancement to Adjunct Level III:

A. The adjunct faculty member has taught a minimum of 36 credits over a period which
   encompasses a minimum of twelve (12) semesters AND a minimum of six (6) academic years; and
B. The adjunct faculty member has been successfully evaluated formally at least four (4) times
   during that period; and
C. The adjunct faculty member has participated in twelve (12) staff development activities,
   including mandatory sexual harassment prevention training.

Attended all classes: ___ yes ___ no (if no, explain) ___ not able to assess at this time

_________________________________________________________________________________

_________________________________________________________________________________

Arrived on time and did not leave early: ___ yes ___ no (if no, explain) ___ not able to assess at this time

_________________________________________________________________________________

_________________________________________________________________________________

Submitted required material to school dean or designee and date:

• Signed contract ________________________________________________________________
• File with syllabi for all classes taught ____________________________________________
• Final grades and gradebook ______________________________________________________
• Other course material required by department/program/school _______________________
• Date attended mandatory Sexual Harassment Prevention Training ____________________

Submitted CCBC student grade information by appropriate deadline:

• Attendance Monitoring sheet ___________________
• Midterm grades __________________________
• Final grades _____________________________
Classroom management and communication

- Communicates with supervisor in a timely manner ___ yes ___ no
- Communicates with students in a timely manner ___ yes ___ no
- Is available to meet with students outside the classroom on a regularly scheduled basis ___ yes ___ no (explain) ________________________________
- Manages classroom appropriately ___ yes ___ no

Comments:
____________________________________________________________________________________________________________________________

Has met other CCBC/School expectations, as required (if applicable, specify expectations)
• ______________________________________________________________________________________________________________________
• ______________________________________________________________________________________________________________________
• ______________________________________________________________________________________________________________________

Attended following recommended CCBC/School meetings:
• ______________________________________________________________________________________________________________________
• ______________________________________________________________________________________________________________________
• ______________________________________________________________________________________________________________________

Participated in following professional development activities since last evaluation, with documentation:
• ______________________________________________________________________________________________________________________
• ______________________________________________________________________________________________________________________
• ______________________________________________________________________________________________________________________

Classroom Observation attached ___yes ___ no (if no, explain)
______________________________________________________________________________

Summary of comments from Observation Form:

Summary of comments from student evaluation form(s):

Additional comments:

Overall rating of adjunct faculty member:
___ Good
___ Unsatisfactory

Signatures:
___________________________________________________________________________
Evaluator Date
___________________________________________________________________________
Adjunct Faculty Member Date
Appendix C

CCBC Course Observation Report

PURPOSE: The purpose of this instrument is two-fold. It will be used by observers to evaluate faculty and also to provide feedback that will support and enhance their performance as learning facilitators.

Instructor: ___________________________________  Rank: __________________________

Course Title/Number: __________________________  Section and CRN: ___________________

School: ___________________________  Department: ___________________________

Observer(s): ___________________________  Number of Students on Roster: ____________

Requested by: School Dean___ Department Chair___ Program Director/Coordinator ___Faculty Member___

Pre-Observation Conference Date: ___________  Observation Date(s): ______________

Post-Observation Conference Date: ___________

Topic(s)/Activities: __________________________________________________________________________

Listing of objectives covered during observation period:

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor’s course meets all standards in this area and demonstrates above-average competence in this area.</td>
<td>G (good)</td>
</tr>
<tr>
<td>The instructor’s course is satisfactory/meets expectations in this area.</td>
<td>S (satisfactory)</td>
</tr>
<tr>
<td>The instructor’s course needs improvement/does not meet minimal expectations in this area, significant improvements are needed.(Observer should identify areas that need significant improvement and make suggestions for improvement).</td>
<td>U (unsatisfactory)</td>
</tr>
</tbody>
</table>

Distribution:  Original to faculty member
Copies to: Observer (with all supporting material from instructor)
School Dean
Department Chair
Program Coordinator
**Directions:** Using the following rating scale, respond to the sections below. Within each section, use the blank space after each item to indicate additional observations, to clarify any item marked, as “needs improvement,” and to highlight outstanding or unique presentation techniques. There is a comment area at the end of each section. Use that to summarize and make additional comments on that section as needed.

<table>
<thead>
<tr>
<th>G = Good</th>
<th>S = Satisfactory</th>
<th>U = Unsatisfactory</th>
<th>NA = Not Applicable</th>
</tr>
</thead>
</table>

**A. COURSE ORGANIZATION AND PLANNING**

1. The instructor’s syllabus provides all course-relevant information and adheres to the CCBC Syllabus Policy.  
   
   **Circle One**
   
   G S U NA

2. The instructor’s syllabus and other written communications make student expectations and grading criteria explicit and clear.  
   
   **Circle One**
   
   G S U NA

3. The objectives for the class being observed align with the objectives on the Common Course Outline.  
   
   **Circle One**
   
   G S U NA

4. The instructor is well prepared for class with materials and a lesson plan.  
   
   **Circle One**
   
   G S U NA

**SUMMARY COMMENTS ON COURSE ORGANIZATION AND PLANNING:**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

**B. INSTRUCTIONAL METHODS**

1. The instructor presents ideas and information in a clear and understandable manner, emphasizing important points, using appropriate examples and summarizing major concepts.  
   
   **Circle One**
   
   G S U NA

2. The instructor employs a variety of strategies to engage students and promote learning.  
   
   **Circle One**
   
   G S U NA

3. The instructor incorporates activities that facilitate critical thinking.  
   
   **Circle One**
   
   G S U NA

4. The course materials and/or lesson provides evidence that technology is used effectively to support learning.  
   
   **Circle One**
   
   G S U NA

**SUMMARY COMMENTS ON INSTRUCTIONAL METHODS:**

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
C. FACULTY/STUDENT INTERACTION

1. The instructor communicates clearly with students, exhibiting a good command of the English language (or language used in the course).

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

2. The instructor motivates students by exhibiting enthusiasm for the course material.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

3. The instructor is helpful and responsive to student learning and progress, encouraging active thinking and answering questions.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

4. The instructor demonstrates respect for students and for diverse learning styles.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

5. The instructor attempts to engage students who are not participating.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

SUMMARY COMMENTS ON FACULTY/STUDENT INTERACTION
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

D. ASSIGNMENTS AND ASSESSMENTS

1. The instructor provides timely feedback that allows students sufficient information and opportunity for improvement.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

2. Assignments include objective criteria that clearly describe how students will be assessed/graded.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

3. Instructor feedback gives students positive reinforcement and encourages them to set challenging goals for their learning.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

5. The instructor communicates and holds students to high expectations for academic rigor.

   | Circle One |
   | G         |
   | S         |
   | U         |
   | NA        |

SUMMARY COMMENTS ON ASSIGNMENTS AND ASSESSMENTS:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

39
E. Describe what took place in class. What worked particularly well?

F. What suggestions would you make to the instructor?

OVERALL EVALUATION:
_____ Good
_____ Satisfactory
_____ Unsatisfactory

Signature of Observer(s)___________________________________________ Date______________

Signature of Faculty Member_______________________________________ Date______________
Appendix D

Intellectual Property Rights
Revised as of June 2, 2011

The Community College of Baltimore County, also referred to as CCBC or the College, encourages the development of original materials by faculty and staff, both for personal and professional use, and for the benefit of the College's students, their learning, needs and goals. The College encourages and supports refinement and revision of these materials, as well as experimentation with new and innovative concepts and materials for the primary purpose of supporting learning. It is the general intention of this Policy that the College and its employees share the joint and several rights to continued use without compensation of ordinary College-related material created by covered persons with College resources, and that material created by individuals outside of College time and without College resources belong to the person who created it.

A. Scope

This policy applies to all faculty, staff, administrators, and other persons employed by the Community College of Baltimore County, both full-time and part-time. It applies to visiting faculty, and any other persons, including students, who create or discover applicable intellectual property using significant College resources beyond ordinary and usual classroom and subject resources. College resources include all tangible resources provided by the College, except salary, related benefits, and paid leaves. This policy will be distributed generally.

B. Property

Intellectual property covered by this policy (applicable intellectual property) is any invention, creation, innovation, discovery, or improvement developed with College resources (with the exceptions noted in a. and b. below, and in the section of this policy titled “Web Courses”), for which the creator receives the assistance or support of the College for developing commercially, or for which assignment to the College is required by agreement, such as pamphlets and brochures. Applicable intellectual property also includes all television works and broadcasts created by an employee using CCBC’s television and broadcasting facilities and resources.

Applicable intellectual property does not include:

a. Traditional works of scholarship and creativity. These are works reflecting research and/or creativity, expressed in any medium, which are considered as evidence of professional advancement or accomplishment, such as scholarly publications, dissertations, journal articles, treatises, research bulletins, monographs, books, plays, choreographic works, poems, musical works (including lyrics), dramatic works (including any accompanying music), works of art, photographs, sculptural works, and software, such as an electronic textbook, glossary, or encyclopedia, that is designed primarily to provide information to the user; and

b. Instructional materials. These are works, expressed in any medium, whose primary use is for the instruction of students, such as textbooks, syllabi, graphs, diagrams, bibliographies, simulations, lecture notes, study guides, overhead transparencies, as well as digitized versions of these materials such as multimedia materials, educational software, and web pages and all content incorporated on those pages. The College may use instructional materials that are developed or produced by a person to whom this policy applies on a non-exclusive, royalty-free basis for non-commercial purposes
C. Ownership

The College owns the rights to all works, inventions, developments and discoveries (herein referred to as “work” or “works”) created by employees within the scope of their employment (including students working for the College) or whose creation involves the substantial use of College equipment, services, or resources. This includes any patentable invention, computer-related software, databases, web-based learning, and related materials. The use of College equipment, services or resources is “substantial” when it entails a kind or level of use not ordinarily available to all, or virtually all, faculty, staff and/or students.

When employee-created intellectual property results from third-party grants, contracts, or awards made to the College, the intellectual property is owned by the College unless written agreement involving the College, the employee, and the sponsor establishes an alternative ownership arrangement. No such agreement shall be entered into without the review and approval of the President. The terms of any final grant govern.

A compilation is a work formed by the collection and assembly of College-owned and individual-owned intellectual property in such a way that the resulting work as a whole constitutes an original work. If a work is a compilation, each contributor shall retain all ownership interests in his/her intellectual property; but by allowing the work to become part of the compilation, he/she thereby grants a non-exclusive, royalty-free license to the College for use of his/her contribution. While the College shall own rights to the compilation, it shall own no rights to the underlying work beyond said license and will share any net proceeds from the compilation as described below.

If an employee creates intellectual property other than a scholarly work which may lead to commercial development, then he/she is required to immediately notify his/her immediate supervisor and Dean in order to provide them with sufficient information to permit the College to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect the College’s intellectual property rights. If ownership rests with the College, but the College elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting and licensing belong to the author(s). In such case, the College retains a non-exclusive, royalty-free right to use the work for non-commercial purposes.

In the case of employee-owned intellectual property, the author/creator may petition the College to accept assignment of ownership rights and the attendant control of and responsibility for development. The College, however, is under no obligation to accept this assignment.

Clarification of “within the scope of employment”

Works related to an individual’s job responsibilities, even if he or she is not specifically requested to create them, belong to the College as works-for-hire, except as described in Section B. A work is related to one’s job responsibilities if it is the kind of work one is employed to do and one does it, at least in part, for one’s use at work, or for use by fellow employees, the College or the College’s clients. The work should be performed substantially at work using work facilities, but one’s use of personal time or other facilities to create the work will not change its basic nature if it is related to one’s job as described above. Works that have nothing to do with job duties will remain the property of the employee, so long as he or she makes no more than incidental use of College facilities.

For example, if your job is “Safety Engineer,” a software program that you create on your own initiative to run on each employee’s computer to show a graphic of their nearest fire exits is related to your job duties and belongs to the College, even if no one asked you to create it and you did some of the programming at home on your own computer. A program that you create that does not relate to your job, that neither you nor others use at work, and that you create on your own time belongs to you.
If intellectual property results from research supported by Federal funds or third party sponsorship and no written agreement involving the College, the researcher and the sponsor have established an alternative ownership arrangement.

**Rights of the College concerning works owned by their creators**

The College may use materials created by faculty for internal instructional, educational, and administrative purposes for any purpose, including satisfying requests of accreditation agencies for faculty-authored syllabi and course descriptions, on a non-exclusive, royalty-free basis for non-commercial purposes without obligation.

**Rights of the College concerning class-related works created by students**

The College reserves the right to keep a copy of all coursework produced by a student. The College reserves the right to make copies of student papers and other scholarly works for use in the college curriculum and for archival purposes. Students may not disseminate notes for commercial purposes. Students may not take video or audio recordings in class without college permission and these recordings may not be used for commercial purposes.

**D. Revenue Distribution**

Unless otherwise agreed to in writing by the creators of a work or inventors of an invention, for College connected material, each named creator or inventor shall receive equal shares of net Revenue. The College shall share with creators Revenue it receives from applicable Intellectual Property. **This section applies only for money received by the College.**

1. **Costs.** The College first will be reimbursed any and all costs incurred by the College in obtaining and maintaining the copyright, and in developing, marketing, licensing, and defending the work.

2. **The remaining Revenue will be distributed according to the following formula:**

   a. **Creator(s)' Share.** The creator(s) shall receive fifty percent (50%) of the net Revenue the College receives from their creative work unless applicable laws, regulations, provisions of grants or contracts, or signed agreements with creators provide otherwise.

   b. **College's Share.** The College shall receive 50% of the net Revenue. The College share of Revenue from applicable Intellectual Property shall be allocated according to the following formula: 1/2 to the School/Division of the creator and 1/2 to the College. The School/Division share is to be used on the basis of a vote of the School/Division in which the invention was created. Income derived from copyrights where the creators come from two or more Schools will be divided consistently with the formula cited above, according to the respective share of income allocated to each creator. Net Revenue received on account of applicable Intellectual Property shall be dedicated to research, scholarship, creative work, professional development and related academic activities.

3. **Timely Distribution.** To the extent that it has control, the College shall distribute accrued Revenue due creators under this policy at least annually. Distribution will be made along with a statement of related income and expenses.

4. **Accounting.** Upon request, the College shall give a creator of Intellectual Property a statement of revenues and expenditures with supporting data.
E. Stewardship

The creator of intellectual property is responsible for the care, editing, and updating of his or her intellectual property. Creators retain the rights to pursue related research and creative activities, to develop related intellectual property, except to the extent that a creator has voluntarily entered into contractual arrangements or is required by legal or professional considerations to do otherwise.

F. Distance Education Courses

This Section distinguishes among different categories of distance education courses.

Institutional: These are web courses created through contractual agreement with CCBC, signed by both parties, wherein the creation of the web course is at the instigation of CCBC according to a specific set of guidelines. These courses are applicable intellectual property and are owned by CCBC.

Independent: These are web courses created by CCBC faculty or staff on their own initiative and on their own time (meaning time spent beyond the contracted number of hours) using their own resources and using minimal CCBC resources. These courses are not applicable intellectual property, and are owned by the faculty or staff member(s) who created them. CCBC makes no claim, monetary or otherwise, on such a course or any of its content or materials.

Collaborative: These are courses created by CCBC faculty or staff members on their own initiative using CCBC licensed software for the management and delivery of the course and with the assistance of designated CCBC staff. Unless otherwise stipulated by written contract, pages of content created for use in a collaborative course belong to the content expert. No one may edit, change, or update these pages in any way without the written consent of the content expert. Decisions to sell or lease a collaborative course or any part of it, and decisions for use of the course by an instructor other than the content expert, must be agreed to in writing by CCBC and the content expert. If such a written agreement is signed, the content expert has the right to edit, update or remove any of his or her pages, or change them in any way before the sale, lease, or use of the course, in a reasonable period of time (30 days, unless otherwise agreed).

CCBC has a royalty free license to transmit or display a collaborative course to its students regardless of a student’s location. CCBC has the right to display its name and logo in association with a collaborative course. The faculty or staff member who creates a collaborative course has a royalty free license to use the course or any part of it at another institution in the event of a change of employment.

These collaborative courses do not constitute applicable intellectual property.

Conflicts: Disputes concerning the meaning and interpretation of this Policy shall be processed through the then-current grievance procedure.
Maryland’s College Textbook Competition and Affordability Act of 2009, which became effective July 1, 2009, contains provisions pertinent to faculty members who are engaged in the textbook selection process. These provisions require faculty to acknowledge a variety of factors that may impact the cost of textbooks under consideration for adoption. To ensure faculty are aware of these provisions, I am including the following information which is taken from the legislation. Additionally, the Bookstore’s requests for textbook adoptions also repeat these requirements.

Before selecting a college textbook or supplemental material and before transmitting the selection to a campus bookstore, a faculty member shall acknowledge the following:

1. If selecting a different college textbook from a different publisher, the cost of the new selection vs. the cost of the previous selection.
2. If selecting a current edition of a college textbook:
   (a) the differences in substantial content between the current edition of the textbook and the previous edition of the textbook as reported by the publisher;
   (b) that the use of the current edition is appropriate due to a material change in substantial content between the current edition and the previous edition;
   (c) the difference in price between the current edition of the textbook and the previous edition of the textbook;
   (d) that the previous edition of the textbook may be available to students at a lower price via the used book market;
   (e) that integrated textbooks may not be available as separate and unbundled items, separately priced; and
   (f) that supplemental material included in a bundle is intended for use in the course.

To assist faculty with the selection process the legislation also contains a provision that requires publishers to disclose in writing by paper or electronic means:
1. the price of the college textbook or supplemental material;
2. the title, author, publisher, edition, current and three previous copyright dates, publication date when available, and ISBN of the college textbook and supplemental material both as bundled and unbundled items;
3. substantial content revisions made between the current edition of the college textbook or supplemental material and the previous edition of the college textbook or supplemental material;
4. other available formats for the college textbook or supplemental material such as paperback or unbound; and
5. a list of textbooks that are classified as integrated textbooks.

In addition, the legislation asks that institutions have in place a process by which faculty members acknowledge:

1. being informed of the required disclosures, and
2. being advised of the fiscal impact that the high cost of college textbooks and supplemental materials has on students.

As always, the staff of the CCBC Bookstore is your partner in the textbook adoption process. If you need assistance obtaining detailed information about pricing, editions, content revisions, etc., please let the Bookstore Managers know prior to submitting your textbook adoptions.

By submitting your textbook adoptions to the CCBC Bookstore you acknowledge that you have been informed of the provisions covered in this memorandum.

For the full text of the College Textbook Competition and Affordability Act of 2009 please visit: http://mlis.state.md.us/2009rs/billfile/hb0085.htm

If you have questions about the legislation, please contact your Academic Dean or:

Jim Stoecker               Andy Hanks
Manager                    Manager
CCBC Essex/Dundalk Bookstores CCBC Catonsville Bookstore
443-840-1562               443-840-4330
jstoecker@ccbcmd.edu       ahanks@ccbcmd.edu

Thank you for your cooperation in complying with the legislation and for your efforts in making textbooks more affordable for CCBC students.
Appendix F

Common Course Outline

Course Number
Course Title
# Credits

The Community College of Baltimore County

Description

Course # - credits – Course Title (start with a verb). This will be identical to catalog description.

Credit Hours: give total credit hours and if appropriate separate lecture hours and lab hours

Pre and/or Co-requisites:

Overall Course Objectives (List only those objectives that will be common to all sections of the course.)

Upon completion of this course the students will be able to:

1. 10-20 behaviorally stated outcomes

Major Topics

List of major topics in outline form.

1.

Course Requirements (List only those requirements that will be common to all sections of the course.)

Grading/exams: Grading procedures will be determined by the individual faculty member but will include the following:

Other Course Information

If appropriate:

This course is a ___________ core course and a ___________ elective.

This course is taught in a computerized environment.

This course is the first course in a required two-course sequence.

Date Revised: MM/DD/YY
Appendix G


All CCBC faculty will provide syllabi to students. Syllabi must meet the minimum requirements of the CCBC Syllabus Template. The template is included at the end of this document.

The institution will:

• Create a tab on the new student portal (MyCCBC) titled “MySyllabi.” This tab will contain college wide syllabus policies including but not limited to CCBC’s Code of Conduct related to Academic Integrity and Classroom Behavior, Repeated Course Policy, Audit/Withdrawal Policy, Grade Appeal Process, Writing Policy, Inclement Weather, Religious Holidays, (student services including but not limited to) - Disability Support Services, Student Success Center, Testing Center, Academic Advising, Clinical Counseling Services, and Career Development Services.

• Create a standard electronic version of the CCBC syllabus template.

The faculty member will:

• Post syllabus on the faculty or course webpage and/or distribute to students via email or hard copy during the first day of class.

• Place syllabus on file with appropriate school at the same time.

• Include material in this document that constitutes a minimum requirement of the information which should be provided to every student in a syllabus. However, an instructor is free to include such additional material as may be thought necessary or valuable to the conduct of the course.

• Keep the printed syllabus to a recommended length of no more than 6 pages

Exceptions to the syllabus policy require prior approval from the dean or dean’s designee

CCBC Syllabus Template

<table>
<thead>
<tr>
<th>CCBC, Campus Location</th>
<th>Academic School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course, Title and Number</td>
<td>Section Designation</td>
</tr>
</tbody>
</table>

CCO course description including pre- or co-requisites

I. Basic Course Information

A. Instructor’s name
B. Semester/term and year
C. Instructor's office room number
D. Instructor’s Contact Information (Phone number(s) and Email address(es))
E. Department or School Phone Number(s), Contact information for course-related concerns**
F. Class meeting day(s) and time(s)
G. Instructor's office hours /Optional statement of availability (to give students an appropriate expectation of the instructor's availability)

II. Course Goals

A. Overall course objectives as listed on the official common course outline
B. Major topics as listed on the official common course outline
C. Rationale (instructor's statement relating course content to student's personal and academic growth, etc.)

III. Evaluation

A. Requirements (papers, oral reports, projects, quizzes, tests, final exams, etc.)
B. Instructor's grading policy
C. Instructor's attendance policy
D. Instructor's audit policy

IV. Course Procedures

A. Materials (texts, equipment, software, and supplies)
B. Course-related policies and procedures (including course-specific links)
C. Course calendar/schedule (may include appropriate links to college calendar)
D. College wide syllabus policies (the following statement should also be hyperlinked to the tab): “For college wide syllabus policies such as the Code of Conduct related to Academic Integrity and Classroom Behavior or the Audit/Withdrawal policy, please go to the Syllabus Tab on the MyCCBC page.”

This syllabus may be changed at any time with notification.

*Faculty will add their audit policies, adhering to the audit policy update passed by the CCBC Senate in March of 2011. The Syllabus Policy Template will add, in Section III, a part D, which will state "Instructor's Audit Policy."

**Students should first attempt to take concerns to the faculty member. If students are unable to resolve course-related concerns with the instructor they should contact (name and position of discipline or program coordinator, or other "next level" contact in the event that the instructor IS the coordinator or department chair) at (appropriate contact information).