

The Community College of Baltimore County

Adjunct Faculty Handbook



Revised 8/15/08

Greetings from the President

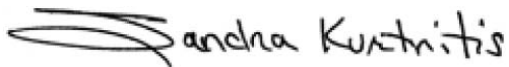
I am pleased to extend a warm welcome to all of you. Whether you are assuming the role of adjunct faculty member at The Community College of Baltimore County for the first or the fiftieth time, we welcome you to our CCBC family and commit all the resources of our college community to supporting you in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

A handwritten signature in black ink that reads "Sandra Kurtinitis". The signature is written in a cursive style with a large, sweeping initial "S".

Sandra Kurtinitis, Ph.D.
President

FOREWORD

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 on-line 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 2008 - 2010.

College Vision

We will be the institution of choice for students, where together we make teaching purposeful, learning powerful, and community paramount.

College Mission

The Community College of Baltimore County provides an accessible, affordable, and high-quality teaching and learning environment that prepares students for transfer and career success, strengthens the regional workforce and enriches our community.

CCBC is a place where

- learners are engaged
- students, faculty, and staff partnerships are formed
- students take responsibility for learning
- ideas are freely exchanged
- innovation is celebrated
- continuous improvement is encouraged
- technology is integrated
- resources are maximized
- diversity is embraced
- building a sense of community is valued

CCBC is an institution that

- makes learning its central focus
- makes students active partners in the learning process
- assumes final responsibility for producing student learning
- focuses on learning outcomes to assess student learning and success
- creates a holistic environment that supports student learning
- ensures that every member of the college community is a learner
- evaluates all areas of the College by the ways they foster student learning

College Profile

The Community College of Baltimore County comprises three ethnically diverse campuses and two extension centers 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 175 companies annually with customized employee development training.

CCBC serves approximately 28,000 credit and 40,000 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 in Arts, Associate of Fine Arts, Associate in Science and Associate in Applied Science degrees in both career and transfer programs.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

PRESIDENT

Dr. Sandra Kurtinitis

SENIOR STAFF

Mr. Bruce Berman, Vice President of Institutional Advancement
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

CAMPUS DEANS

Dr. Tonja Ringgold, Catonsville Campus & Extension Offices
Dr. Carol Sullivan, Dundalk Campus
Dr. Al Starr, Essex Campus

SCHOOL DEANS

Mr. F. Scott Black, School of Liberal Arts
Mr. Michael Carey, Continuing Education and Economic Development
Ms. Carol Eustis, School of Health Professions
Dr. Avon Garrett, School of Business, Social Sciences, Wellness and Education
Dr. Donna Links, School of Math and Science
Mr. Michael Netzer, School of Applied and Information Technology
Dr. Dennis Seymour, School of Justice

EMPLOYMENT AND COMPENSATION RIGHTS AND RESPONSIBILITIES

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.

The Adjunct Faculty Pay Scale is

Level I - \$750 per credit hour Level II - \$690 per credit hour

New credit adjunct faculty will be hired at Level II. Exceptions to hire at Level II 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 II to Level I when the following conditions have been met:

- A. the 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 faculty member has been successfully evaluated formally at least twice during that period and
- C. the faculty member has completed 6 staff development activities, including the **mandatory** sexual harassment prevention training **required every three years off all CCBC employees.**

It is the faculty member's responsibility to request this change in level.

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 appropriate transcripts at the time of appointment. The schools maintain a file on adjunct faculty, 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 on the typed contract 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 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

A faculty member has the right of

- Full freedom in research and in the publications of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Freedom to discuss subjects in the classroom, but the faculty member should be careful not to introduce into teaching controversial matter which has no relation to the subject.
- Freedom as a citizen to speak without institutional censorship, but a faculty member's special position in the community imposes special obligations. As an educator, the faculty member should remember that the public may judge the teaching profession and the institution by political utterances. Hence, the faculty member should, at all times, be accurate; should exercise appropriate restraint; should show respect for the opinions of others; and should make every effort to indicate that views are not those of the institution. (see Board of Trustees Policy Manual).

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 or developing alternate faculty coverage.
2. If an emergency prevents advanced planning for a substitute, the instructor should phone the school office, 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 to inform students about assignments or--in extreme cases--to cancel class.

Catonsville Campus	410-455-6050
Dundalk Campus	410-282-6700
Essex Campus	410-682-6000
Hunt Valley	410-771-6835
Owings Mills	410-363-4111

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 Policy

Smoking is strictly prohibited within college owned or leased buildings including but not limited to offices, hallways, lounges, restrooms, cafeteria, elevators, meeting rooms, college-owned vehicles, and all indoor community areas. This policy applies to all employees, students, contractors, and visitors.

Drug and Alcohol Policy

CCBC subscribes to and enforces both the Drug Free Workplace Act of 1988 and the Drug Free School and Commissions Act Amendments of 1989. Copies of the policy statements are available from the Office of Public Safety and the Office of Student Life on each campus.

Adjunct Faculty Evaluation

Although adjunct faculty are evaluated informally during each period of their employment, written administrative evaluations will be prepared only periodically. The school dean or department chair will provide specific information about evaluation. One criterion of subsequent appointment is receiving a positive evaluation. Records of evaluations are maintained by the school dean.

1. Classroom Visitation

The school dean or his or her designee will observe new adjunct faculty members one or more times during their first semester of teaching. 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 instructors in developing skills. Normally, classroom visits will be arranged for a time that is mutually agreeable to the faculty member and visitor. In all cases, a written report of the visit will be presented first to the faculty member for his/her review and comment prior to being used as part of any judgment.

2. Student Evaluation of Faculty

Adjunct faculty must administer the evaluation instrument required by the College. The results will be kept on file in the school office and become part of the written evaluation of the adjunct faculty member.

3. Written Evaluation

The appropriate school administrator will prepare a written evaluation of each instructor

1. During the adjunct's first semester at the College, and
2. At least every sixth semester (including summer sessions) of the instructor's employment.

All written evaluations will include results from the College's evaluation instrument and any classroom observations which have been conducted.

Each written evaluation may include additional material designated by a particular school.

4. Evaluation of Adjunct Faculty Who Teach in Multiple Schools

It is the responsibility of the adjunct faculty member to inform supervisors of other or previous service at the College which comes under evaluation or promotion policies. Adjuncts who teach in multiple schools should be evaluated during their first semester by each school. **A second evaluation should occur in the semester in which a promotion is requested.** The school dean or the dean's designee should coordinate this second evaluation.

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 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.

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. The CCBC professional development website is a source for information about these activities <http://www.ccbcmd.edu/pd/>

The Teaching Learning Roundtable serves as the College-wide “think tank” that stimulates experimentation and innovation and helps to frame 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.

Two learning opportunities for faculty are intended to expand faculty’s knowledge of technology.

- TLC (Teachers Learning Computers) is a training program specifically designed to meet the technology needs of CCBC faculty wishing to enhance their classes through the use of various computer technologies. The website for TLC is <http://www.cbcmd.edu/pd/learn/technical.html#tlc>. TLC uses a semester long approach in order to provide on-going assistance as the participants (faculty) learn and experiment with new teaching strategies using technology. Experienced faculty facilitators work with small groups of faculty and are available for instructional support. Each campus has a TLC Coordinator.
- The Technology Training Institute (<http://www.cbcmd.edu/pd/learn/technical.html#tti>) is dedicated to fostering learning by offering a variety of short-term types of computer technology training. Schedules of the offerings are delivered to mailboxes and posted on the web.

Meetings

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

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 extension site. All messages are forwarded to this mailbox, and students often use it to leave assignments and messages. Faculty should check mailboxes regularly.

E-mail Accounts and Web Pages

E-mail and web pages provide additional ways of communicating with students. To get an e-mail account, make a request of the school administrative assistant.

If you would like to use the web to post course information, contact the information technology office on the campus.

InnerLoop

The Inner Loop is a vast source of information for employees of CCBC. To log onto to the Innerloop, go to Internet Explorer (note: do not use Netscape) and enter the following address: <http://InnerLoop.cbcemd.edu>. Where "your ID" is, enter your CCBC user name (first initial and last name).

Faculty ID Cards

ID cards can be obtained at the Records & 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 1 or 2 copies, not mass copying. To review the policies and procedures for using College Printing Services, please access the CCBC InnerLoop. (See Appendix B for policy statements on the use of copyrighted materials.)

Parking

Excluding extension centers, 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/media/publicsafety/parkingandtraffic.pdf>

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 online.

Catonsville	Student Services Building (Bldg K)	Lower Level	410-455-4159
Dundalk	Building K	Lower Level	410-285-9552
Essex	College Community Center (Bldg B)	Lower Level	410-780-6565

Bookstore hours are listed in each semester's schedule of courses.

Food Service

Catonsville:	Dining Room on the lower level of K Building
	Food Cart between D and E Buildings
Dundalk:	Dining Room lower level of Building K
Essex:	Dining Room in College Community Center, 2 nd floor
	Cyber Café in the Science and Allied Health Building, Building F, 1 st floor

Menus are available online.

College Communications – the *Daily Post*

The *Daily Post* is the tool used for college-wide communication. It will appear each time you sign on to a campus computer. Take a few minutes 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. Unless noted otherwise, Hunt Valley and Owings Mills

Centers will follow the Catonsville Campus; and White Marsh will follow the Essex Campus. See Appendix C for more specific information on emergency closings.

Closings are reported to the major Baltimore radio and television stations and are posted on the CCBC web site (www.ccbcmd.edu). Each campus has a Weather Line that provides information about emergency closings or delays: Catonsville, 410-455-4567; Dundalk, 410-282-6700; and Essex, 410-780-6711.

Security/Health Emergencies

Medical emergencies should be reported to the Public Safety Department.

Catonsville	W-228	Phone: 410-455-4455
Dundalk	L-101	Phone: 410-285-9700
Essex	A-110	Phone: 410-780-6300

The Public Safety Department of each campus is ready to assist faculty and students in all other emergencies as well. 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.

Process for Referring Disruptive Students

See Appendix D for a detailed description of this process.

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. The Emergency Response Manual is available through school offices or online at http://www.ccbcmd.edu/media/publicsafety/emergency_manual.pdf

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. Desk copies are also available through the school, and faculty should obtain a copy well in advance of the first class.

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 school office. Faculty members who temporarily move their class to another location for a specific purpose should notify students in advance and leave a message on the classroom door or board.

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.

Teaching Techniques and Services

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 about the possibilities for 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: Catonsville, 410-455-4287; Dundalk, 410-285-9645; and Essex, 410-780-6425.

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 delivered on the three main campuses on a first come, first served basis with one weeks notice. Faculty may also request media (Videos, DVDs etc) for their classes. Contact Media Services for the appropriate forms.

Catonsville	410 455-4383
Dundalk	410 285-9674
Essex	410 780-6604 or 6554

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

Hunt Valley 410-771-6834

Owings Mills 410-363-4111

*Software and Equipment on smart carts may vary. Contact the Media Department on the appropriate campus for more specific information.

Library Services and Materials

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.

Catonsville 410-455-4552

Dundalk 410-285-9655

Essex 410-780-6424

Faculty members who wish to recommend additions to the collection should contact the Library Director, Cynthia Roberts, at 410-455-4589 or via e-mail.

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 410-455-4168

Dundalk 410-285-9644

Essex 410-780-6806

Instructional Technology

The Instructional Technology Department assists instructors who are attempting to integrate new technologies into their teaching. The website <http://www.cbcmd.edu/its/itsstaff.htm> lists the specialists for each campus.

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, contact the Coordinator:

Catonsville	K-205	410-455-4173
Dundalk	L-112	410-285-9572
Essex	E-215	410-780-6901

INSTRUCTIONAL PROCESSES AND PROCEDURES

Course Information for Students

All CCBC courses have common course outlines. 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 provides the format and other informational items that all instructors must use in designing their individual syllabi.

Instructors must submit a copy of each syllabus to the school dean or department chair at the beginning of each semester. For assistance in preparing this and other classroom materials, the faculty member should consult the school dean, or the department chairperson or an assigned mentor.

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.

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.

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

Instructors will receive two sets of grade reporting forms: one at midterm and one at the end of the semester.

Midterm grades are reported only for those students who are failing at midterm; however, instructors are expected to provide all students with information concerning their progress at midterm. Instructors can use their own discretion in terms of the method most appropriate for conveying this information to students. 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

<i>GRADE</i>	<i>QUALITY POINTS</i>	<i>DESCRIPTION</i>
A	4	Excellent
B	3	Good
C	2	Satisfactory
D	1	Poor, but passing Some courses may require that students earn a “C” to enter a program or progress toward a degree. Some transfer institutions require that students earn a “C” to meet program requirements.
F	0	Non completion of course requirements or unsatisfactory completion (failure)
FX		Non completion because student did not attend or withdraw
S	-	Satisfactory completion of a zero credit course
R ¹	-	Progress toward completion of course requirements or objectives
U	-	Unsatisfactory performance in a zero credit course
I ²	-	Incomplete
W ³	-	Withdrawal (see Withdrawal Policy)
AU ⁴	-	Audit
CE	-	Credit by examination

"AU," "CE," and "W" are not grades as such, but are used to identify a student's status for record-keeping purposes. No quality points are assigned to these indicators.

¹ The "R" grade represents a specific amount of content or progress in the development of skills. This grade can be used for self-paced, developmental, and other courses as agreed upon by The Community College of Baltimore County faculty in the appropriate discipline.

² Incomplete - An instructor may assign an incomplete grade 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 unless the instructor allows an extension. Students must complete a course and receive a grade before that course may fulfill a prerequisite for another course.

³ Withdrawal Policy - A student may withdraw from any course during the first ten (10) 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” form which is available from the Records Office.

After the time limit expires, students are permitted to withdraw only under extraordinary circumstances with written approval of the school dean or the dean's designee.

⁴ Audit - 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.

Grade Change

In order to change a grade after semester grades have been officially reported, the instructor may submit a grade change form (see Sample) to the Records Office. The form must be signed by the school dean or designee.

Statement of Attendance

All students are expected to attend class regularly and punctually to derive maximum benefit from instruction and to contribute to the learning process in the classroom. Each faculty member will determine the attendance policy appropriate for meeting each course's objectives, and will monitor attendance according to campus policies. This attendance policy shall be communicated in writing to the students at the beginning of the course, as part of the syllabus. At the faculty member's discretion, absence from the class may affect the student's grade, as specified in the syllabus.

Religious Holidays Policy

Students not attending class because they are observing 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 they miss. Arrangements between the student and the faculty member(s) for the student to make up missed assignments or tests **must be made in advance of the religious holiday.**

Code of Academic Integrity

For the College to make its maximum contribution as an institution of higher learning, the entire college community must uphold high standards of integrity, honesty, and ethical behavior. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has a responsibility to submit work that is uniquely his or her own, or to provide clear and complete acknowledgement of the use of work attributable to others. To these ends, the following actions are expected of students:

- Complete all work without unauthorized assistance.
- Follow the professor's instructions when completing all class assignments.
- Ask for clarification when instructions are not clear.
- Provide proper credit when quoting or paraphrasing.
- Submit only one's own work.

Students who do not accept responsibility for the integrity of their own work will experience sanctions, including a written reprimand, failure of the assignment, failure of the course, and/or dismissal from the program. For repeat and extreme offenses, the College reserves the right to suspend or expel students. Suspension and expulsion are actions taken only by the chief student development officer on campus, or a designee.

If a student wishes to appeal a charge of having violated academic integrity, please see the Code of Conduct. Appendix H.

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.

Student Appeal Processes in Academic Matters

Students wishing to make an appeal about academic matters should confer first with the faculty member involved. Students feeling a need for further discussion may contact the appropriate department chair and school dean.

Release of Student Information

All requests for official information about students should be referred to the Director of Records and Registration. Adjunct faculty may have access to student records when acting in the student's educational interest and within the limitations of their need to know. For further clarification, contact the school dean.

SUPPORTING STUDENT LEARNING BEYOND THE CLASSROOM

The 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.

The Catonsville Student Success Center	Bldg F, Room 304	410-455-4420
Writing Center	Bldg E, Room 203	410-455-4943
The Dundalk Student Success Center	Bldg. J, Room 211	
Writing Area		410-285-9666
Math Area		410-285-9664
The Essex Student Success Center	A307	410-780-6820
Essex Writing Center	Bldg E, Room 238	410-780-4628

Online Tutoring

Students can get help with their writing from off-campus by using the online writing lab (OWL) at <http://student.ccbcmd.edu/owl/>.

CCBC's Cyber-Tutoring (http://www.ccbcmd.edu/tutoring/essex/cyber_tutoring.html) is an online extra help website available for CCBC students. CCBC's Cyber 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 one of the CCBC campus coordinators:

Catonsville	410-869-7125 (Stephanie Briggs)
Dundalk	410-285-9784 (Karen Olson)
Essex	410-780-6621 (Cheryl Scott)
College Coordinator	410-981-4247 (Donna McKusick)

Services for Students with Disabilities

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

Catonsville	410-455-6946
Dundalk	410-285-9808
Essex	410-780-6741

Assessment and Placement

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

- All certificate or degree-seeking students are required to have their skills assessed in reading, writing, and mathematics. Assessment is strongly recommended at the time of entrance to the college, but students may take up to six credit hours before being assessed unless they are registering for a course which has a developmental prerequisite. In that case, they will be required to be assessed and placed before registering for that course. More information about assessment and placement can be obtained from the Senior Director for Developmental Education, Donna McKusick, at 410-918-4247.
- Auditors will be exempt from the assessment/placement policy unless they change their registration to credit.
- Students who attend the college for the purpose of "personal enrichment" as indicated on their registration form will not be required to be assessed unless they are registering for a course which has a developmental prerequisite.
- Initial placement will be based on student performance on uniform instruments for each skills area or on documented previous college work. Academic departments in English, reading, and mathematics will be responsible for jointly determining the criteria for initial placement in their areas, including the use of the SAT, through quantitative analysis and consultation with other involved areas.
- SAT scores may be used for initial placement. The use of SAT scores will be in accord with statewide agreements. Scores must be less than two years old.
- Students will have the right to appeal placement decisions through a structured appeals process. Academic departments will be responsible for final placement decisions.
- Completion of the lower level of reading, as determined through the meeting of exit criteria, will be the minimum prerequisite in reading for any course fulfilling a general education requirement.

Enrollment and Student Services

Enrollment and Student Services

Richard Lilley, Ph. D. Vice-President

Administrator	Division and Units	Catonsville	Dundalk	Essex
<u>Theresa Carr, Dean</u>	Enrollment Management			
<u>Lynn MacLaughlin, Director</u>	<u>Records and Registration</u>	410-455-4555	410-285-9668	410-780-6363
<u>Karen McKenney, Director</u>	<u>Internat'l Student Services</u>	410 455 4723	410-780-6384	410-780-6354
<u>Jerome Lovick, Director</u>	<u>Financial Aid</u>	410-455-4170	410-285-9830	410-780-6446
<u>Diane Drake, Director</u>	<u>Admissions</u>	410-455-6991	410-285-9802	410-780-6110
<u>Marcia Amaimo, Coordinator</u>	<u>Outreach Communications</u>			410-780-6774
<u>Lillian Archer, Dean</u>	Student Development			
<u>Maureen O'Brien, Director</u>	<u>Academic Advising</u>	410-455-4382	410-285-9808	410-780-6973
<u>Beth Hunsinger, Director</u>	<u>Disability Support Services</u>	410-455-6946	410-285-9808	410-780-6741
<u>Mark Williams, Director</u>	<u>Career Services</u>	410-455-4435	410-285-9523	410-780-6732
	<u>Counseling Services</u>	410-455-4724	410-285-9774	410-780-6732
<u>George Lavery, Director</u>	Grant Funded Programs	410-455-4722		
<u>Caroline Scott, Dean</u>	College Life			
TBA, Director	<u>Student Life</u>	410-455-4322	410-285-9849	410-780-6572
<u>Brian Farrell, Director</u>	<u>Intercollegiate Athletics</u>	410-455-4197	410-285-9730	410-780-6346
<u>Larry Coleman, Director</u>	<u>Multicultural Affairs</u>	410-455-6905	410-285-9818	410-780-6570
<u>Fran Smither, Director</u>	<u>Judicial Affairs</u>	410-455-4130	410-285-9956	410-780-6459

Opportunities for Exceptional Students

1. Assessment of Prior Learning

The College offers opportunities for students to receive academic credit without taking those courses. Portfolio reviews, CLEP, internal and external exams for specific courses are

available to challenge a number of courses. All questions concerning credit by exam should be referred to the appropriate department chair, program coordinator, or the school dean.

2. The 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	410-455-4980
Dundalk	410-285-9601
Essex	410-780-6880

APPENDICES & SAMPLES

Appendices

- A. Teaching Load – Memorandum of Understanding
- B. Policy Statement on Photocopying of Copyrighted Material for Classroom and Research Use
- C. Emergency Closings
- D. Process for Referring Disruptive Students
- E. Student Appeal Process
- F. Sexual Assault and Harassment Policy
- G. Employee Accommodation Process under the ADA
- H. Student Code of Conduct

Samples

- A. Common Course Outline Template and Sample – Detailed instructions can be found at the CCBC web site http://faculty.cbcbcmd.edu/cic/doc_request.html
- B. Model Syllabus
- C. Instructional Material Request Form (**not available in web version** – please see Support Staff Secretary)
- D. Media Request Form
- E. Grade Change Form (**not available in web version** – please see Support Staff Secretary)

Appendix A

Teaching Load – Memorandum of Understanding

To:

From:

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

Date:

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

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

Appendix C

Emergency Closings

In the event that the college (or a specific campus) opens late due to weather-related or other emergency conditions, classes will commence at the announced opening time and resume the normal schedule 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.

** For example, if you had a class that began at 9:55 and the college opened at 10:00 because of snow, you would report to your class at 10:00.

Appendix D

Process for Referring Disruptive Students

Prohibited Conduct will not be tolerated on the campus. If such behavior occurs, faculty/staff should:

1. confer with the student privately and immediately
2. if appropriate, direct the student to leave the class or area of disruption
3. contact the discipline coordinator or department chair
4. contact the Campus Ombudsman, designated by the Dean of Learning and Student Development by voice mail or e-mail. Give complete details.

- | | | |
|----------------------|----------------------|----------------|
| • Catonsville Campus | Ms. Charolene Oliver | (410-455-4130) |
| • Dundalk Campus | Ms. Fran Smither | (410-285-9956) |
| • Essex Campus | Ms. Patricia Hall | (410-780-6459) |

According to the **Code of Conduct**, “*Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty member to leave the class for the remainder of the class period. Longer suspensions from a class, or dismissal on disciplinary grounds, must be preceded by a hearing or disciplinary conference...*”

Students who are asked to leave a class or area of disruption should be referred to the campus Ombudsman who will, if appropriate, attempt to resolve the matter informally without invoking the formal proceedings of the Code of Conduct. In cases when that is not possible, the matter may be referred to a Disciplinary Conference or Hearing Board. Information regarding conference and hearing board procedures can be found on pp. 60-63 of the Student Handbook.

Appendix E

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 unsatisfied with the result of such a conference or who has been unable to contact a professor after multiple documented 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 should 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 should consult the SHP for details.

Appendix F

Sexual Assault and Harassment Policy

Please refer to the CCBC College

Catalog found at <http://www.ccbcmd.edu/catalog/index.html>

Appendix G

Employee Accommodation Process under the ADA

Please refer to

<http://www.ccbcmd.edu/ada/accomodations.html>

Appendix H

Student Code of Conduct

Please refer to:

<http://www.ccbcmd.edu/media/ccbc/codeofconduct.pdf>

Sample A - Template

(Font is Times New Roman, # in parentheses is point size. Top/bottom margins and L/R margins .5)
Format for Writing Course Outlines

(18)Common Course Outline

(14)Course Number

Course Title

(12) # Semester Hours

(18)The Community College of Baltimore County

(12 point for remainder of document)

Description

Identical to catalog description; includes listing of prerequisites.

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

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

10-20 behaviorally stated outcomes

Major Topics

List of major topics in outline form if appropriate.

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:

Writing: The individual faculty member will determine specific writing assignments.

Other Course Information

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.

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectations stated in the Common Course Outline.

(8) Date Revised: MM/DD/YY

Sample A - Example

Common Course Outline

ENGL 101 College Composition I 3 Semester Hours

The Community College of Baltimore County

Description

College Composition I

Provides instruction in a writing process that will enable students to develop a topic, organize their ideas, write a draft, revise, edit, and proofread; covers how to conduct basic research, grammar, mechanics, and usage. Placement is based on assessment and/or successful completion of (ENGL 052 or LVE 2) or ESOL 052 and (RDNG 052 or LVR 2)

Overall Course Objectives

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

1. employ a generative and recursive writing process that includes invention, planning, drafting, revising, editing, and proofreading
2. work collaboratively with peers to develop and carryout writing projects
3. write whole essays with clear thesis statements, and coherent and unified paragraphs
4. think critically and support their thinking with details, examples, reasons, and evidence
5. write essays for a purpose, such as argumentation or exposition
6. vary sentence structure and length for clarity, coherence and interest
7. employ a variety of rhetorical strategies and modes to express complex ideas
8. use language appropriate to a given audience
9. conduct research using both print and electronic sources
10. incorporate direct quotes, summaries and paraphrases into their essays
11. provide documentation for sources on a Works Cited page using parenthetical documentation

12. edit their writing to conform to the grammar, punctuation rules of standard written English

Major Topics

- writing as a recursive process
- unity, coherence and clarity
- rhetorical strategies
- revising
- editing and proofreading
- summarizing, paraphrasing and quoting
- documenting sources
- grammar, mechanics and usage review.

Course Requirements (VII)

Individual writing assignments will be determined by the instructor and will be described in the syllabus for each section. However, all students will:

1. write a diagnostic essay during the first week of the semester
2. participate actively in class activities;
3. write at least six essays, employing all of the process steps, including multiple drafts, for a minimum of 3000 words.

Other Course Information

The final grade will be based on the student's writing, graded either cumulatively or in an end-of-the-course portfolio.

(a: 101 Common Course Outline Final 5-31-00)

Sample B

CCBC Syllabus Policy

A course syllabus for each course taught ...

- Shall be distributed to students during first week of classes
- Shall be placed on file with appropriate division at the same time
- Shall use the following template

[Heading]

**CCBC, Campus Location
Course, Title and Number**

**Academic Division
Section Designation**

- I. Basic Course Information**
 - A. Semester/term and year
 - B. Instructor's name
 - C. Instructor's office room number
 - D. Instructor's phone number(s) and/or e-mail address
 - E. Instructor's office hours
 - F. Pre-requisites and co-requisites

- II. Course Goals**
 - A. Learning outcomes as listed on the official common course outline
 - B. Objectives 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, etc.)
 - B. Instructor's grading policy
 - C. Instructor's attendance policy

- IV. Course Procedures**
 - A. Materials (texts, equipment and supplies)
 - B. Special procedures (Includes policies regarding classroom behavior, style of written assignments, retention of papers, compiling of portfolios, availability of support services, etc.)
 - C. Tentative list of dated assignments (critical dates should be highlighted)

Instructors may include other items such as CCBC's Writing Policy and the Academic Dishonesty Policy.

Sample D

Equipment/Material Request Form

To request equipment or materials for the classroom, go to
http://www.cbcmd.edu/libraries/cat/media_form.html

Sample E

Grade Change/Incomplete Grade Form

Sample F

Overload/Late Enrollment Form