



HOCKING COLLEGE

Faculty Handbook

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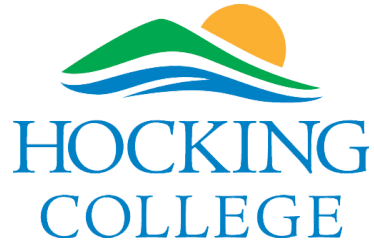
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Welcome to the Faculty!

Welcome to Hocking College. We are happy to have you on our team of dedicated faculty. We serve a unique and inspiring population of motivated students. We are a group of educators who are committed to student success and who thrive on the challenges and rewards of serving at a community college. Located in one of the most beautiful regions in Ohio, our students are drawn to Hocking College for many different reasons. The opportunities we have to share with them are life-changing.

This handbook is your guide to some of the policies, processes, and expectations we have for our instructors. This is not an exhaustive list of resources or of duties and responsibilities. Please be sure to refer to the links provided in various sections, and to work closely with your immediate supervisor for specific trainings, orientations, and professional development opportunities.

We are so glad you chose to work with us and our students!



Mission Statement

The mission of Hocking College is as follows: "We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives."

Commitment to Diversity

Our mission is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered--race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status--but also in thought, political persuasion, physicality, and spirituality.

Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a

source of strength, and valued as qualities that enrich the environment in which we work.

Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learn better in a diverse educational environment, and are better prepared to become active participants in our pluralistic global society.

Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed.

Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

Accreditation

Accreditation is a voluntary process of certification by which an institution or education program maintains certain standards. Hocking College is accredited by the Higher Learning Commission (HLC.) The Higher Learning Commission is an independent corporation and one of two commission members of the North Central Association of Colleges and Schools (NCA), which was founded in 1895 as one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits, and thereby

grants membership in the Commission and in the North Central Association, degree-granting postsecondary educational institutions in the North Central region.

Guide for All Instructors

- Tech Specs

Hocking College requires that each student enrolled in classes has reliable and consistent access to a personal laptop computer. Students are informed of this expectation upon meeting with admissions, upon registration, and also in writing in every class syllabus. All students are required to bring their full-charged laptop to each class meeting, enabling them to engage with the Learning Management System (LMS) Blackboard, to complete assignments, and participate in classroom activities. Any student who attends class without their personal computing device should be approached by the instructor, who should inquire as to whether the student has access or is in need of assistance. Students who are in need of financial assistance should be directed to contact the Hocking College Foundation, here:

<https://foundation.hocking.edu/>

Students who attend classes on campus should adhere to the official information regarding technical specifications for devices. The IT Department also provides information about additional technology resources, which can be found here:

<https://www.hocking.edu/the-computer-helpdesk>

- Blackboard

Hocking College currently uses Blackboard Learn Ultra as our Learning Management System (LMS). Upon being assigned as an instructor for a specific course section, you will subsequently be attached to that course section as an instructor in the LMS. Please be sure to log into the LMS, verify you have access to your assigned courses, and then follow the class set-up checklist (Appendix A) at least 48 hours prior to the start of the class. Students will gain access to their classes in the LMS 48 hours prior to the start of the class.

If you run into issues accessing the LMS, reach out to the Hocking Helpdesk (<https://www.hocking.edu/the-computer-helpdesk>). If you have access to the LMS, but see issues with your course, first contact your Course Manager or direct supervisor. If they are not able to resolve the issue, you may be directed to contact the LMS Director.

- Cengage

Many courses at Hocking College utilize an additional learning platform, accessed through the LMS (Blackboard). Cengage is the college's official textbook provider and also provides tools such as MindTap and WebAssign, where students can engage with assignments and assessments. Instructors of courses which have been developed using these Cengage tools will also be required to create an account with Cengage in

order to access the textbook and sometimes also these additional teaching tools. More can be found here:

<https://info.hocking.edu/cengage-faqs>

- Class materials, supplies, supplementary text orders

Most classes at Hocking College utilize textbooks provided through our official partner, Cengage, and/ or Open Educational Resources (OER). Learn more about OER here:

<https://oercommons.org/>

If you require any class materials, supplies or reading materials that must be purchased, you must work with the Office Manager of the School under which the course you teach is assigned in order to request those materials or supplies be purchased and received in time for your class. Be mindful of any ordering deadlines, shipping times, College closures which may impact delivery, or other variables that could delay receipt of your order. Any materials or supplies required for a class must be clearly described in the syllabus and must be provided to students at no cost to the students. Associated costs must be covered by the course fees and all courses must adhere to Hocking College's All Inclusive Pricing.

- Syllabi

Syllabi for all courses are based on a master template approved annually by the Vice President of Academic Affairs, and updated mid-year only if necessary and reapproved

by the VP of Academic Affairs. All syllabi must be approved by the Dean before being distributed to students. Syllabi are submitted to Deans only by those who manage courses, whether as a designated Course Manager, or as a full-time member of the faculty. Syllabi are drafted and maintained only by subject matter experts. The syllabus serves as a contract with the student and, as such, should be referred to as the defining guide and reference for students and instructors of the course. Always ensure you have the most recent and accurate syllabus uploaded to the LMS and that you take time to carefully read and review this document with your students.

- Attendance policy and reporting

All students are expected to attend every class session. Regardless of modality, Hocking College faculty must ensure students are aware of the days, times and locations of class meetings, and of the attendance policy upheld by the college. In an eight-week term, students are permitted one unexcused absence. As in the professional world, an unexcused absence, sometimes referred to as a “no show,” should be of concern and in some professions a “no show” is grounds for immediate dismissal. At Hocking College, an unexcused absence is grounds for intervention and outreach. Students who are marked as absent-unexcused more than once in an eight-week term are considered a candidate for intensive intervention, and potential administrative drop from the course. While an administrative drop should be considered only as a last resort, students who have never attended a class and have not been in regular

communication with their instructor during the first four weeks of an 8-week term are dropped from the class.

Courses which meet on alternative schedules such as six-week or one-day classes are not subject to this process.

- College-sanctioned absences

There are instances where Hocking College encourages students to participate in activities or events which may conflict with a scheduled class meeting time. In this case, instructors are required to not only excuse the student from class, but also to set time aside to work with the student to ensure they do not fall behind based on their absence.

Examples include college-affiliated athletic competitions such as ball games, matches, or tournaments, as well as job and internship fairs, college fairs, or other recruiting events that directly benefit our students.

Attendance is required to be reported by teaching faculty for every student on your roster, and for every single scheduled class meeting time. For some classes, this means reporting separately for attendance in lecture meetings and in labs. Attendance is reported in Self-Service and is due to be accurately reported before 9am on the Monday following a class meeting. Further, it is the expectation that all attendance for in-person meetings will be accurately reported within 24 hours of the meeting.

For questions regarding Self-Service or training on grade entry, please reach out to your immediate supervisor.

- Grading expectations and grade reporting

All assignments with point-values toward the final grade must be represented in the LMS gradebook, which should be properly configured to calculate grades upon entry by the instructor or grader. It is the expectation that all formal assignments will be graded and those grades accurately entered in the LMS within five (5) days of the due date.

Midterm grades are due to be entered into Self-Service before 9am on the Monday of week five for all eight-week term classes. Midterm grades for sixteen-week classes are due to be entered into Self-Service before 9am on the Monday of week nine. Midterm grades are required to be reported for all classes.

Final grades for eight-week term classes are due to be reported in Self-Service before 9am on the Monday following week eight. Final grades for sixteen-week classes are due to be entered into Self-Service before 9am on the Monday following week sixteen.

For questions regarding Self-Service or training on grade entry, please reach out to your immediate supervisor.

- Grade appeals and grievance policy

Hocking College requires faculty and students to uphold the highest principles of academic integrity and to act in a manner that preserves freedom of inquiry and intellectual exploration. The Hocking College faculty is composed of individuals whose professional skills enhance the learning process and who, by their commitment to advancing knowledge, are expected to apply common principles of good teaching, strong mentoring, and fair evaluation of student performance in a course of study or work experience.

The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders an evaluation of student work and progress in a course or work experience. College grading policies and procedures reflect the quality of performance and achievement of competency by students who complete one or more courses. Students have the right to ask instructors for an explanation of any grade received. A final grade appeal should not be entered lightly by a student nor lightly dismissed by an instructor. It is the responsibility of the instructor to assign a final grade. Students have the responsibility of providing documentation that establishes sufficient grounds for changing a grade.

Simple disagreement with the instructor's professional judgment about the quality of the work does not constitute legitimate grounds for filing a complaint. Before filing an official complaint, students should speak with the faculty member regarding their

concerns. This conversation will provide clarification and better understanding and may result in grade mediation and no need to file a formal complaint.

Students who have reason to believe that a violation of professional ethics has occurred or that the assessment of their work was the result of error or capriciousness or was evaluated by criteria other than those stated in the course syllabus or appropriate for the course or work experience have the right to file an academic complaint pursuant the Student Grievance Procedure, directly linked in Appendix D, and also at the link, here: <https://www.hocking.edu/student-affairs>

- Incident reporting

There are many different types of occurrences and situations which may be referred to as an incident. All incident reporting must be done through the official incident reporting portal, accessible by going to hocking.edu and scrolling down to the bottom of the page. There you will see a link titled "Submit an Incident Report." Types of incidents reported here may include any behavior by any individual that may be in violation of the Student Code of Conduct or any Hocking College policy.

<https://www.hocking.edu/report-it>

- Office hours

All instructors are required to maintain posted office hours during which your students can meet with you about your class. Part time instructors and full time members of the faculty who are not represented by the union must schedule one office hour per week,

per course you are teaching. Faculty who are members of the union are required, per the current contract, to post six (6) office hours per week. Office hours should be included on your Google calendar and publicly visible.

- Email and communication expectations

It is the expectation of Hocking College that all teaching faculty respond promptly to student emails. You are not expected to share a personal email address or phone number with students. The formal modes of communication with your students are your classroom conversations, your professional Hocking College email, LMS Course Announcements, and Hocking College office telephones. If a student emails you from their personal email address, please be sure to copy their Hocking College email address in your reply and direct them to contact you using their college email address going forward.

Emails should be replied to within 48 hours of receipt during regular business hours. If you are unable to fully answer an email from a student, please be sure to reply to acknowledge receipt of their email and let them know when they can expect a full response. During your first week of instruction with your students, be sure to talk about communication expectations for the term. It is important to set up manageable

expectations regarding how and when you will be available for meeting and communication outside of class.

- Class meeting requirements

All Hocking College classes are required to meet at the times, on the dates/ days, and in the modalities listed in the official course catalog. Instructors are not permitted to move an in-person class online, to cancel or change modalities for intermittent periods of time, or to meet in other locations or at other times than what is explicitly on file through the Office of the Registrar. Safety is of the utmost concern for our students and our staff. It is imperative that classes meet when and in the modality on file in case of an emergency or any unforeseen circumstance. As with the procedure for identifying a substitute instructor (see below), any faculty who needs to move a class or provide instruction in an alternate way than what is on record must work with their Dean and seek approval of the Vice President of Academic Affairs prior to any change in the course delivery.

- Intervention Report and critical care procedure

Beginning on the second Monday of each semester, an attendance report is created and distributed out to all academic advisors, full-time instructors, Deans, program leaders and administrators. This attendance report provides an opportunity for advisors and others in a student support network to reach out when they have been reported as absent-unexcused. When an advisor finds that one of their advisees is on the

attendance report, it is their duty to reach out to the student, as well as anyone else who may be concerned such as athletic coaches, secondary advisors, TRIO support staff, or student housing, in an attempt to connect with the student to ensure their safety and their understanding of the attendance policy. Based on data gathered from the attendance report, an Intervention Report is generated on the Tuesday of week 3 and of week 5 for each 8-week term. The Intervention Report provides an opportunity to gather input and information from instructors, academic advisors, coaches, TRIO, secondary advisors, housing staff, and Deans about any barriers the student is facing that may be contributing to their absences. Every effort is made to connect with the students, guide them back into the classroom, set them up with additional support such as tutoring or mental health resources, and assist them in getting back on track for academic success.

- Substitute instructors

Hocking College faculty are not permitted to cancel classes. Hocking College classes are only canceled at the discretion of the college due to a Level 3 snow emergency or other extreme or unforeseen circumstances. As the instructor of a course, you are expected to hold each class meeting as it is scheduled. In case of a planned absence, you are required to obtain approval from your program leader in advance and to assist in identifying a suitable and qualified substitute instructor. In case of an emergency which prevents you from reporting to your assigned class meeting, you are required to notify your program leader and the Office Manager for your School at least two hours in

advance whenever possible. If you are unable to provide two hours notice, please provide as much notice as you can. You should also try to assist in identifying a suitable, qualified substitute. Do not contact students to cancel class or modify the mode of instruction.

- Course evaluations

Course evaluations provide an opportunity for every student to express their opinions about the course material and their experiences with their instructors. Student evaluation of courses contributes to our ability to improve delivery, assessment, and engagement. Course evaluations are also a part of the annual faculty evaluation process and are included in faculty records. Instructors should devote a portion of their class time during the final week of the term to allow students the opportunity to locate, open and complete their course evaluations. Evaluations remain anonymous until after the course has ended. Detailed instructions about how and when to access course evaluations are sent out automatically via email to students and faculty each term.

- Faculty evaluations

All faculty are evaluated using a carefully designed rubric which addresses many facets of the teaching process. Full time members of the faculty are evaluated annually. Their evaluation includes teaching philosophy, classroom observation, professional

development, student evaluations, and Individual Development Plan, and academic advising. Part time members of the faculty are evaluated in their second semester of teaching, and again during the program review cycle for all programs in which they teach. Part time faculty teaching general education courses will be evaluated in their second semester and during the program review cycle for Associate of Arts and Associate of Sciences, rather than all program reviews, since all majors include general education classes. Evaluation of part time instructors includes teaching philosophy, classroom observation, professional development, and student evaluations. Evaluations may be conducted by the faculty member's direct supervisor, dean, or a combination of appropriate faculty and leaders within the program. These evaluations serve as an opportunity to identify exemplary practices, to ignite meaningful conversations, and to spark growth in your career as a faculty member. All faculty have access to their evaluations and are encouraged to meet with their supervisor regularly to discuss their goals and progress at any time outside of the evaluation period.

Guide for Instructors of Online, Asynchronous Courses

- Synchronous engagement and communication requirements

In addition to the above policies and procedures, there are some additional requirements for instructors who are assigned an online, asynchronous class.

Attendance for online classes must be reported weekly, and is due before 9am on Monday of the following week. Attendance is based on a student logging into the LMS.

Each time a student logs into the LMS and enters the course, this event is time and date stamped. Instructors will enter attendance based on whether or not the student logged into their course for the week. This date and time stamp verifies that the student is aware of their enrollment in the class, and that they have access to the class. Therefore, a student who has logged into the class through the LMS has attended and should be marked as present. Be sure to inform students not to bypass the LMS when engaging with course activities or assignments located in an associated platform such as Cengage. Students should always access all course materials and assignments through the LMS.

Online students may be marked as absent- excused if they do not log into the class for the week, but they are in contact with the instructor and have had their absence excused by the instructor. Online students should be marked as absent-unexcused if they have not logged into the class through the LMS and have also not been in touch with the instructor to request an excused absence.

In an effort to improve student learning outcomes, build relationships, increase engagement and belonging, and to verify student identity, instructors of online, asynchronous classes are required to hold a weekly virtual, synchronous meeting. We understand that students register for online sections due to a wide variety of factors, some of which prevent them from attending weekly synchronous meetings. Therefore, while students should be strongly encouraged to attend these weekly meetings, no student should be penalized for not attending. Instructors should make every effort to create a value-added learning environment and an engaging experience for all students

in attendance at the weekly meetings. All weekly meetings must be recorded and made available to all registered students to view within the following week of the term.

Instructors are permitted to provide minor incentives to students to encourage attendance at the weekly virtual, synchronous meetings, but must also ensure the incentive does not penalize students who are unable to attend. If incentives are offered, an equal incentive must be offered with an alternate opportunity for students unable to attend.

Guide for Full-time Members of the Faculty

- Course Management

- Course curriculum design and development

Full time members of the Hocking College faculty have responsibility for ongoing development and updating of the courses in their purview and assignment. As the content expert in your subject, you are expected to stay abreast of research, current trends, and advancements in your field, and to incorporate this into your course. Many courses offered at Hocking College are aligned with standards set and agreed upon by faculty committees convened by the Ohio Department of Higher Education (ODHE), and include learning outcomes and activities approved by those committees. Many of our courses are developed with the intention of not only meeting high standards of academic rigor, but also for being transferable to other public institutions, and therefore, faculty managing

these courses must be or become well versed with those requirements for their course. Information about ODHE, transfer, and course requirements can be found on the ODHE website:

<https://highered.ohio.gov/>

<https://transfercredit.ohio.gov/>

<https://transfercredit.ohio.gov/educational-partners/educational-partner-initiatives>

- Management and updating of syllabi

Full time faculty overseeing the development and design of courses will be responsible for ensuring syllabi for those courses are updated as required, and that revisions are submitted to the designated administrator as requested. Specific instructions will be communicated by your direct supervisor. Syllabi are typically revised and updated in July for the following academic year, but additional revisions may be required at other times.

- Development and maintenance of Master Course Shells in Blackboard

Full time faculty overseeing the development and design of courses will be responsible for creating master course shells in the LMS. You will be

provided with the current college-approved template within which you will build out the online components of the course. In addition to the required components such as your professional contact information, the syllabus, and gradebook, you may also include resources for instructors and students, such as an instructor's manual, digital textbooks, assignments, links, and interactive activities. All individual sections of the course are then copied from this master. For training specific to LMS course design and management of course masters, you will meet with the LMS Director. Additional information about the current LMS at the time of this Faculty Handbook revision, Blackboard Learn Ultra (a product of Anthology), and associated integrations with Cengage products, you may visit their websites and watch their YouTube videos.

<https://www.anthology.com/products/teaching-and-learning/learning-effectiveness/blackboard-learn>

<https://www.youtube.com/@AnthologyInc>

<https://www.cengage.com/instructors/>

<https://www.youtube.com/@cengagelearning>

- Copying Blackboard Master Course content into individual class sections

Some of our full time members of the faculty may also supervise adjunct instructors. If you are a program leader whose responsibilities include supervision of adjunct instructors in your content area, you will also be responsible for copying content from the master course in the LMS into the individual sections taught by the part time instructors who serve under you. Part time instructors are not responsible for copying over content into their own LMS sections. Copying content into sections can be done easily and efficiently with just a few clicks! This process can be completed as soon as the individual sections appear in the LMS for the upcoming term, which in most cases is several months before the term begins. Copying content can be done before a faculty member is assigned to the section, so there is no need to wait until faculty assignments have been finalized. Instructors will have access to their sections as soon as they are officially assigned to the section. Students will have access two days before the start of the term. Please refer to the checklist included in Appendix A for additional instructions related to the management of individual sections in the LMS. Training related to this process will be provided by the LMS Director.

- Academic Advising
 - Communication and expectations

As a full time member of the faculty, you will have an academic advising load to manage each semester. Academic advising can be a uniquely enriching and inspiring experience for both the student and the advisor. Communication is one of the most important aspects of the advising relationship.

Keys to success:

1. Learn advisees' names and build a rapport.
2. Keep an up-to-date file for each advisee.
3. Review advisee's file before a scheduled appointment

As soon as you are notified of being assigned a new advisee, reach out to introduce yourself. Provide information about how and when they can meet with you. Reach out at least once every two weeks to touch base.

Email and telephone communication is acceptable and may include topics such as deadlines, campus event invitations, offering information about tutoring, or asking how the student performed on their midterm or final exams. The academic advisor is the first point of contact for students to discuss their plans for their time at Hocking College and beyond. You are also required to assist with the completion and processing of administrative forms such as add/ drop forms, program changes, and course substitutions. Meet with your advisees regularly to establish a healthy relationship. It is recommended that you meet with each advisee three times per semester. This can be done individually, or in group

advising sessions, when appropriate. Individual student grades and financial information, for example, would not be appropriate topics for group advising, but class schedule planning and registration could be. Ensure your advisees know and understand how to reach out and contact you to schedule advising appointments, and when and where you hold office hours.

- Schedule planning

In the first semester you work with a new advisee, meet with them to ensure they understand where to locate their degree plan in Self-Service and how to track their progress toward their degree. Teach them how to load classes from their overall program curriculum into their course planning and scheduling area in Self-Service. As the advisor, you will need to approve their plan before they will be able to register for each semester.

- Advising hours

Note on your Google calendar specific hours each week for academic advising appointments. You may also want to offer to meet with students when their schedule permits. Provide information to your advisees about how they should schedule to meet with you. Provide options for in person, telephone, and virtual appointments. Before meeting with a student, review their record in Self-Service and ensure you are familiar with their

current academic and financial circumstances at the college. Be prepared to direct them to other resources. Students may need to resolve issues with Financial Aid, the Registrar's Office, the Cashier's Office or Housing before being eligible to register. Utilize your academic advising office hours to discuss such matters with your advisees and help them connect with the appropriate resources.

- SAP, Academic Probation, and Academic Suspension

If one of your advisees is notified by Financial Aid that they have not made Satisfactory Academic Progress (SAP), you will need to work with the student to assist in completing their appeal paperwork. This is also the case when a student is placed on Academic Probation, or Academic Suspension. More detailed information about each of these cases can be found here:

<https://www.hocking.edu/faculty>

You can also work closely with your direct supervisor, the Financial Aid office, and Academic Support services:

<https://www.hocking.edu/academic-support>

- Job placement, internships, college and university transfers/ articulation agreements

As students enter their third semester, or sooner, depending on their program of study, advisors should devote time to helping students explore their options for internships, employment, or transfer. If a student is interested in transferring to a four-year program at another institution, help them identify the application deadline and requirements. They should also be encouraged to contact Hocking College's Career and University Center for information about existing articulation agreements.

Additional information about the Career and University Center can be found here:

<https://www.hocking.edu/career-services>

Academic Advisor outreach and communication timeline for a full semester

Immediately upon assignment, or during Start Week for 9-month Faculty:

Introduce yourself. Announce your office hours and encourage advisees to meet with you. Encourage students to come see you for a registration and schedule review if they have not done so already. Remind them about important dates on the Academic Calendar. Ensure they understand their class schedule, class meeting formats, and locations.

Weeks 1 - 2:

Read the weekly attendance report and reach out to any of your advisees who appear on the report due to unexcused absences. Follow up regarding any academic advising

alerts you receive from automated platforms, instructors, or other campus departments such as Financial Aid, Housing or Athletics.

Weeks 3 - 5:

For any of your students enrolled in Pathway to Prosperity I, you will receive a meeting request from the student prior to or during this timeframe. The student will be required to share with you an assignment they have completed for that course (GS-1010). When you meet with the student, log into Blackboard and record this in the gradebook. This may be done one-on-one, or as a group advising session.

Check academic progress in their classes, including the student attendance report and the Intervention report. Refer them to the appropriate office for help, if needed. Review midterm grades for the first 8 weeks.

Weeks 6 - 8:

Review the college requirements for all degree programs and requirements for the specific major they have chosen, ensuring a good fit. Are they satisfied with their classes and their program of study so far?

Help your student plan classes and register for the next term, or apply for graduation, as appropriate. For graduating advisees, discuss career options and goals. Review final grades for the first 8 weeks. Adjust their second 8-week schedule if needed. Complete and submit any necessary forms such as Course Substitution forms.

Week 9 - 12:

For advisors with an advisee in Pathway to Prosperity I, you will receive a meeting request prior to or during this timeframe. The student will be required to share with you an assignment they have completed for that course (GS-1010). When you meet with the student, log into Blackboard and record this in the gradebook. This may be done one-on-one, or as a group advising session. Review midterm grades for the second 8 weeks.

Weeks 13 - 16

For advisors with an advisee in Pathway to Prosperity I, you will receive a meeting request prior to or during this timeframe. The student will be required to share with you an assignment they have completed for that course (GS-1010). When you meet with the student, log into Blackboard and record this in the gradebook. This may be done one-on-one, or as a group advising session.

Review plan for next semester and assist the student with registration if applicable. Complete any necessary forms such as a Course Substitution or a Program Change form. Schedule your next meeting for the following semester.

- CCP Faculty Liaison Duties

Full-time members of the faculty are required to serve as Faculty Liaisons to our Dual-Enrollment instructors of College Credit Plus (CCP) courses being taught in Ohio high schools. A detailed description of the expectations for this work is available in Appendix C: CCP Faculty Liaison Handbook.

- Service and Professional Development Expectations

Hocking College provides opportunities to our faculty throughout the year to engage in virtual and in-person professional development. As a full-time member of the faculty, you are required to not only maintain your professional credentials, but to remain abreast of best practices in teaching and learning, and in your professional area of expertise. During your annual evaluation, you will be asked to provide a list of recent service and professional development activities in which you have participated. If you are interested in attending a conference in your field, please work with your Dean to identify opportunities that will benefit both you and the college. Travel requests are made through your Office Manager, once approved by your Dean. All requests for professional travel must also be approved by the Vice President of your unit and the President of the college.

Appendices

Appendix A: Class Set-Up Checklist

Course Preparation Checklist for Instructors

- Read the syllabus to be familiar with all course information. Ask your supervisor or course administrator if you have questions.
- Fill in your contact/office hours information in Blackboard where indicated.
- Online sections must have a weekly synchronous meeting—announce and post at top in Bb (use reminder announcements also).
- Use the Bb course schedule feature to show class meeting times/place for in-person sections (put the weekly synchronous mtg for online sections). This information affects the students Bb calendars.
- Check if Progress Tracking is on.
- Access Respondus Dashboard to activate (for courses using Respondus).
- Make sure content is visible to students--be careful that both modules and items inside them are both visible.
- Check from Student Preview mode. Go through modules and items from this student mode, checking that content is visible and spot check that links work.
- Check and adjust due date/times for all graded work. Check in the Bb gradebook under the Grable Items column that all assignments have a due date—you can sort by due date also.

--Double check gradebook overall grade setup. If any points or weightings don't appear correct, reach out to your supervisor so this, and any errors, can be corrected in the master as well.

--Send out announcements to students up to a week ahead of the first day of class, and then a day or two before classes begin. Things to include: Welcome/intro, first class and class times/locale, bring laptop, etc.

Note that if you see any errors in a course (even a small typo), please alert your Course Manager so that the master course can be corrected. Remember that attendance is entered into Self-Service (not through Blackboard) for the purpose of reporting to the college. Please ensure you see your classes in Self-Service under the Faculty option and be sure to have accurate attendance reported no later than 8am every Monday for the duration of the term.

Thank you!

Appendix B: Blackboard and Intelligent Learning Platform Grade Synchronization

The following steps illustrate how to push grades from Blackboard to Self-Service.

The screenshot displays the Blackboard user interface. On the left is a navigation sidebar with the Hocking College logo and a list of menu items: Joe Deer, Activity Stream, Courses, Organizations, Calendar, Messages, Grades, and Tools. The main content area is titled 'Courses' and shows a list of courses for 'Autumn 2022'. Two courses are visible: '188763 Botany (2022AU-BIOS-1119-B012)' and '188766 Zoology (2022AU-BIOS-1171-C012)'. A red box labeled '1' highlights the '188766 Zoology' course entry. To the right, a 'Books & Course Tools' panel is open, showing a list of 'Available tools'. A red box labeled '2' highlights the 'Books & Tools' section header, and another red box labeled '3' highlights the 'Send Grades to Colleague' tool, which has a notification badge with the number '3'.

Midterm Final Attendance

4

Midterm Grades

There are 4 students with unsubmitted grades.

Student Name	Current Grade	Submitted	Midterm Grade
Comer, Madilyn	A	<input type="checkbox"/>	A
Hubbs, Ashley	B+	<input type="checkbox"/>	B+

5 Submit Cancel

Midterm Grades

6

There were 1 successful submissions.

Student Name	Current Grade	Submitted	Midterm Grade	Last Attended Date	Never Attended
McKinley, Bynn	D+	<input checked="" type="checkbox"/>	D+		<input type="checkbox"/>

If you used this convenient tool, please log into Self-Service to verify the grades are saved.

To do this go to Self-Service, go into the [Faculty](#) module, and select [your](#) class section you are working with.

Once the section details [opens](#), select the Grading tab and choose Overview.

Roster Attendance Census **Grading** Books

→ Overview Final Grade Midterm 1

Then use the sorting arrows for the grade column (final grade or midterm) to put the grades in order.

Final Grade Expiration Date Midterm 1

Any missing (blank) grades will show up at the top or bottom of the sorted column. If any are missing, enter those grades in the Midterm or Final Grade column and then verify on the Overview page again.

Appendix C: CCP Faculty Liaison Handbook

Hocking College CCP Faculty Liaison Handbook - 2023/2024

Introduction

In accordance with the National Association for Concurrent Enrollment Partnership (NACEP) accreditation guidelines, all College Credit Plus (CCP) courses are required to have a Hocking College Faculty Liaison (FL) to provide curriculum oversight and support to CCP instructors. Faculty Liaisons must agree to serve in accordance with the responsibilities contained herein, Hocking College program policies and procedures, ODHE standards, and NACEP accreditation requirements.

Faculty Liaison

- Overview - Faculty Liaisons (FL) are subject area experts as determined by their credentials and tested experience.
- How FL are chosen - process/dean approval, director approval

Faculty Liaisons have crucial day-to-day responsibility for operations for the program, but they are also well-situated to engage in continuous improvement, as they can identify problems in delivery of services and can devise or suggest ways to provide better dual enrollment (DE) experiences for stakeholders.

Faculty Liaisons are qualified Hocking College faculty members who collaborate with the Director College Credit Plus Director, Lead Faculty Liaison, and the appropriate Academic Department, to ensure that all College Credit Plus course content and learning is the equivalent of that offered at the Hocking College campus.

Duties of Faculty Liaisons include reviewing and recommending approval of credentialed high school instructors; approving course syllabi, policies, and assessments; observing high school College Credit Plus instructors; providing mentoring and professional development; and managing situations that arise in ways that maintain the academic quality of Hocking College courses and ensure the academic support of Hocking College CCP high school students

Faculty Liaison Responsibilities

- The Lead CCP Faculty Liaison onboards the FL.
- Faculty Liaisons (FLs) must maintain an open line of communication with High School Faculty throughout the year to ensure quality instruction.
- FLs are often asked to help review credentials of new CCP High School Instructors
- FLs must create and facilitate the initial course-specific training of High school Faculty as well as annual retraining sessions.
- FLs must provide High School Faculty with the syllabus template, which includes appropriate catalog course description and shared learning outcomes. They must collect and review High School Faculty syllabi at the start of each semester, asking for updates and changes as needed.
- FLs must review and align High School Faculty syllabi and assignments, give guidelines for grading, and provide support to High School Faculty as those High School Faculty work to uphold the integrity of the courses they teach.
- Require High school Faculty to use common final exam questions or to submit graded work for FL review.
- FLs must communicate often with High School Faculty throughout the semester in a variety of ways including the required site visits.
- FLs must conduct site visits in keeping with program, state, and accreditation requirements. FLs also review course evaluations with their High school Faculty.
- FLs must attend informational and professional development meetings of the program.
- Provide orientation for new high school concurrent enrollment instructors.
- Conducts Site Visits to determine whether the CE course is aligned with courses on campus, with a focus on the curriculum, pedagogy, texts, assessments, grading, and student readiness.
- Review assessments and grades given in concurrent enrollment courses.
- Design and deliver staff development for continuing high school concurrent enrollment instructors.
- Hold individual meetings, as needed, with high school concurrent enrollment instructors.

Faculty Liaison Training and Professional Development

Faculty Liaisons are required to participate in an orientation hosted by a Faculty Liaison Coordinator and/or Director of College Credit Plus. Liaisons will attend a required training hosted by the Faculty Liaison Coordinator and/or Director of College Credit Plus each academic year, regardless of tenure as Faculty Liaison, to stay up-to-date on policies and procedures.

Credentialing High School Teachers

High school teachers interested in becoming CCP teachers are required to meet certain criteria to qualify based on state (ODHE) and regional accreditor (Higher Learning Commission or HLC) guidelines.

A master's degree in the content area or a master's degree plus the equivalent of 18 semester hours of advanced training in the relevant subject (i.e. content-specific graduate courses, workshops, seminars and curriculum development). Relevant tested experience may also be considered as part of the credentialing process.

Credentialing Form in appendix (*Coming Soon*)

Faculty Development

Annual Professional Development/Training

Each year, all FLs and CCP instructors teaching a Hocking course will attend a professional development session. These sessions are distinct from the initial High School Faculty training in that these sessions focus on extending disciplinary knowledge and research. This training can happen via a number of delivery modes (face-to-face, hybrid, remote, asynchronous/synchronous) depending on the discipline, the FL's training style, and the needs of the High School Teacher

Additional Professional Development Possibilities

In addition to the required annual professional development sessions, FLs may invite CCP instructors to participate in other professional development activities such as attendance at a disciplinary conference, a guest lecture, or an additional focused professional development day, to name a few.

Annual professional development held "x" number of times a year

Liaisons required to attend all sessions

Faculty required to attend "x" sessions annually

Mutual respect

Minutes will be taken and submitted to the appropriate google drive folder

Liaison Talking Points

- Foundation of Teaching Course - F2 Standard/C2 Standard
 - Course Philosophy
 - Disciplinary philosophies and theories
 - What (Content) and why (how's it taught on campus and the pedagogical approach)
 - How is the course situated in the discipline and/or field
 - Curriculum - how is the course philosophy achieved
 - Share and review the course

- Student learning outcomes and measurements
 - Key assignments and grading scale
 - Resources related to discipline
 - Discipline specific readings or text used by faculty
- Pedagogy - Curriculum in action
 - Teaching strategies
 - How instructional help achieve goals and outcomes
 - Model teaching practices that should be used in the classroom
 - Provide opportunities for teachers to observe college classroom teachings
- Assessment
 - How assessments show success in students outcomes
 - A1 standard - how plan assessments will meet the standard for the course
 - Criteria and rubrics review for each assessment
 - Calibrate grading and feedback by providing student work from college students

Faculty

- Contribute information of teaching experience and knowledge of discipline
- Questions
- Concerns

Annual Observations - Evaluation of Course Instructor

In keeping with Ohio's CCP legislation, site visits must occur at the frequency of every year. Prior to April 2020, CCP instructors could expect FLs to observe their CCP course at least every other year, as that had been the standard. Now, coming out of the COVID-19 pandemic, CCP instructors can expect FLs to observe their CCP course every year. While these visits typically occur in the high school classroom, other formats—particularly during the pandemic—may be used, such as a remote visit using a provider like Zoom.

The purpose of the site visit is to provide support to CCP instructors and to ensure that Hocking College courses taught in the high schools are the same as the courses offered on campus. The visits are an extension of the professional development and on-going collegial conversations that occur at the new CCP instructor training and annual professional development sessions. FLs complete a standard site visit audit form, which they share and discuss with the CCP instructor after the class session.

Common Assessments

Each course is required to have a common assessment which all classes complete at the end of the semester/year such as a final exam or paper which shows mastery of the course outcomes. Common Assessments help you determine if course outcomes are being met and assist in decision making for the following year.

Audit Form

An audit form will be used by the Faculty Liaison to guide and document the site visit and upon completion will be signed by both the Faculty Liaison and CCP instructor.

- The audit form must be completed to include a descriptive response for each question as needed.
- The audit form is required for each class visited (one site visit per course per instructor).
- Faculty Liaisons may include additional pertinent information within an accompanying letter submitted with the audit form. An additional letter is recommended for clarification or inclusion of additional information but is not required if the audit form is thorough and complete.
- Any issues or concerns raised from the site visit will be brought forth to the Faculty Liaison Coordinator to begin addressing the problem with the CCP instructor and, if needed, school administration (for example if lab equipment is insufficient budgetary constraints should be addressed among administrators, while curriculum differences should be addressed with the CCP instructor directly).
- To ensure conversations continue about course rigor, the CCP instructor and Faculty Liaison must each sign off on the finalized form submitted to Hocking College Google Drive within 1 week of observation. An audit that is submitted that is not complete will be returned to the Faculty Liaison.
- The Faculty Liaison then has two weeks to complete the form and obtain all required signatures. If the Faculty Liaison does not complete the form and resubmit within two weeks, they will be reported to the Dean.

Student Evaluations

Students complete evaluations of their instructors each semester and, as part of the College's student body, CCP students are asked to complete evaluations of their CCP instructors to fulfill this requirement as well as meet our accreditation standards.

There is a rating scale for each (e.g. Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree) for each of the questions listed below:

1. The course outline/syllabus accurately described the course.
2. The instructor was well prepared for class.
3. The instructor communicated course content in ways I understood.
4. The instructor stimulated my interest in the subject.
5. The instructor contributed in a positive way to my learning in this course.
6. The instructor displayed enthusiasm for the subject.
7. The instructor was receptive to my ideas and viewpoints.
8. The instructor was available to discuss course material out of class.
9. The instructor used effective examples to clarify course content.
10. My grades accurately represent my performance in this course.
11. The instructor demonstrated a sound knowledge of course subject matter.
12. The instructor graded and returned my homework, tests, and projects in a timely manner.

13. The tests/quizzes fairly evaluated materials covered in the course.
14. Overall, I rate this instructor as excellent.

GENERAL COURSE EXPECTATIONS

Blackboard

CCP instructors always have the option to use the college's learning management system (LMS) as part of their delivery method.

Syllabus

- Give Faculty course Syllabus 3 weeks before they leave for summer
- Faculty submit syllabi for review
- Liaisons review syllabi using form (appendix "x")
- Return syllabi for corrections if necessary
- Syllabi are to be kept in the CCP Google drive folder

Textbooks

Some academic departments require that CCP instructors utilize the same textbooks that are being used by campus faculty. In some cases, academic departments may approve of the textbook currently being utilized by the high school for a particular subject area as long as the text is college level.

- Edition Within 5 years

Grades and reporting, including academic dishonesty

When a CCP instructor discovers violation of the Colleges academic integrity policy, they should report this violation to the FL, who will then guide the CCP instructor and student through the college's established Colleges policy for academic dishonesty, which may result in an "F" in the course.

Delivery method

Generally, CCP courses in the high school are delivered in a face-to-face format during regular high school hours. However, under extenuating circumstances, like those associated with the global COVID-19 pandemic, the delivery method may change to remote online delivery. In such circumstances, CCP instructors will report their delivery method, including the platform, to their FL.

Non-compliance of FL

When a FL does not consistently fulfill the responsibilities mentioned above, the CCP Faculty Liaison Coordinator, in consultation with the Director of CCP will confer with the FL about how to rectify the unfulfilled duties. If there is no improvement in upholding these responsibilities by an established date, the Faculty Liaison Coordinator will communicate that concern with both the Director of CCP and the FL's dean about establishing a contract for fulfillment of duties or to

replace the FL. The contract will identify the specific items of noncompliance and concern; include a specific date by which the noncompliance items need to be addressed or corrected; state the consequences of not correcting noncompliance items by the date given, which includes replacing the FL. The Faculty Liaison Coordinator will follow up with the FL to determine compliance or removal.

NACEP

In accordance with the National Association for Concurrent Enrollment Partnership (NACEP) accreditation guidelines, all CCP courses are required to have a Hocking College Faculty Liaison to provide curriculum oversight and support to CCP instructors. Faculty Liaisons must agree to serve in accordance with the responsibilities contained herein, Hocking College program policies and procedures, ODHE standards, and NACEP accreditation requirements.

Hocking College chose to pursue, and received, NACEP accreditation to highlight the rigor and exceptional quality of our program. Currently, we are one of two NACEP-accredited higher education institutions in Ohio. NACEP accreditation requires compliance with six standards,

1. Partnership Standards
 - a. Partnership 1 (P1): The concurrent enrollment program aligns with the college/university mission and is supported by the institution's administration and academic leadership.
 - b. Partnership 2 (P2): The concurrent enrollment program has ongoing collaboration with secondary school partners.
2. Faculty Standards
 - a. Faculty 1 (F1): All concurrent enrollment instructors are approved by the appropriate college/university academic leadership and must meet the minimum qualifications for instructors teaching the course on campus.
 - b. Faculty 2 (F2): Faculty Liaisons at the college/university provide all new concurrent enrollment instructors with course-specific training in course philosophy, curriculum, pedagogy, and assessment prior to the instructor teaching the course.
 - c. Faculty 3 (F3): Concurrent enrollment instructors participate in college/university provided annual discipline-specific professional development and ongoing collegial interaction to further enhance instructors' pedagogy and breadth of knowledge in the discipline.
 - d. Faculty 4 (F4): The concurrent enrollment program ensures instructors are informed of and adhere to program policies and procedures.
3. Assessment Standard
 - a. Assessment 1 (A1): The college/university ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

4. Curriculum Standards

- a. Curriculum 1 (C1): Courses administered through a concurrent enrollment program are college/university cataloged courses with the same departmental designations, course descriptions, numbers, titles, and credits
- b. Curriculum 2 (C2): The college/university ensures the concurrent enrollment courses reflect the learning objectives, and the pedagogical, theoretical and philosophical orientation of the respective college/university discipline.
- c. Curriculum 3 (C3): Faculty Liaisons conduct site visits to observe course content and delivery, student discourse and rapport to ensure the courses offered through the concurrent enrollment program are equivalent to the courses offered on campus.

5. Student Standards

- a. Student 1 (S1): Registration and transcripting policies and practices for concurrent enrollment students are consistent with those on campus.
- b. Student 2 (S2): The concurrent enrollment program has a process to ensure students meet the course prerequisites of the college/university.
- c. Student 3 (S3): Concurrent enrollment students are advised about the benefits and implications of taking college courses, as well as the college's policies and expectations.
- d. Student 4 (S4): The college/university provides, in conjunction with secondary partners, Updated 5/19/2020 concurrent enrollment students with suitable access to learning resources and student support services.

6. Program Evaluation Standards

- a. Evaluation 1 (E1): The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.
- b. Evaluation 2 (E2): The college/university conducts and reports regular and ongoing evaluations of the concurrent enrollment program effectiveness and uses the results for continuous improvement.

As a Faculty Liaison, you will be most heavily involved with the Faculty, Assessment and Curriculum Standards. You will play an integral role in helping us achieve re-accreditation.

Appendix D: Grievance Policies

<https://2446169.fs1.hubspotusercontent-na1.net/hubfs/2446169/Student%20Grievance%20Procedure.pdf>

All policies can be found online at:

<https://www.hocking.edu/administrative-policies>

Appendix E: Faculty Training PowerPoint Slideshow (revised annually and presented at faculty orientation)



Academic Division Leadership Team

- Jacqueline Hagerott, Vice President Academic Affairs
- School of Natural Resources and Public Safety
 - ✓ Rob Weiler, Dean
 - ✓ Debbie Arnold, Office Manager
- School of Allied Health and Nursing
 - ✓ Dr. Tammy Moyer, Dean
 - ✓ Doris Wilderman, Associate Dean
 - ✓ Jewell Barlow, Office Manager
- School of General Studies, Arts, & Science
 - ✓ Emily Davis, Dean
 - ✓ Rebecca Arnold, Office Manager

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Academic Division Leadership Team

- ❑ School of Workforce Development (Business, Hospitality, Workforce)
 - ✓ Dr. Jarrod Tudor, Executive Vice President
 - ✓ Heather Campbell, Office Manager
- ❑ Academic Success Center
 - ✓ David Herold, Director of Academic Support and Disability Services
 - ✓ LaDora Ousley, Manager of Library Services
- ❑ Registrar's Office
 - ❑ Diane Wolf, Registrar

Academic Division Highlights & Resources

- ❑ Focus Areas
 - ❖ Academic Integrity - Quality Academic Products/Delivery, & Continuous Quality Improvement (CQI)
 - ❖ Persistence, Retention, Completion
 - ❖ Graduate on Time with Multiple Job Offers
- ❑ Majors: <https://www.hocking.edu/majors>
 - ✓ Course Curriculum – Degree Track = “one-sheeters”
 - ✓ Course delivery = day/time/location as assigned
- ❑ Academic Success Center: <https://www.hocking.edu/academic-support>
- ❑ Office of the Registrar: <https://www.hocking.edu/registrar>
 - ❖ College Catalog: <https://www.hocking.edu/registrar#catalog>
 - ❖ Academic Calendar: <https://www.hocking.edu/academic-calendar>

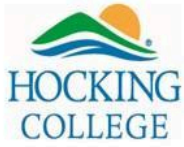
*“We serve as a pathway to prosperity, teaching and inspiring all who seek to learn,
growing careers and changing lives.”*

Academic Division - Accreditation

- ❑ Hocking College is accredited by the Higher Learning Commission (HLC) and received initial accreditation status in 1976.
- ❑ The College is currently under the Standard Pathways Model and has been granted a 10-year Reaffirmation of Accreditation, the maximum length of time granted by the HLC.
- ❑ The Standard Pathway is one of three options institutions have for maintaining accreditation with the HLC. It follows a 10-year cycle and, like all pathways, is focused on quality assurance and institutional improvement. These improvement topics are integrated into comprehensive evaluations conducted during the cycle, as well as through interim monitoring, as required.

For additional information go to: <https://www.hocking.edu/hlc-accreditation>

Hocking College also holds occupationally-specific accreditation in a number of programs See College Catalog for program and accrediting/approving agency: <https://www.hocking.edu/registrar#catalog>



Overview of Academic Affairs

- Faculty Course Assignments
- Course Delivery
- Attendance
- Grades
- Academic Policies and Procedures
- Faculty/Student Communications
- Demonstration

Faculty Staffing Assignments

- ▶ Academic leaders work with faculty to determine faculty assignments.
- ▶ Office Managers send faculty workload assignments prior to the beginning of the semester for verification.
- ▶ For information regarding compensation see the *Payroll Guide for Adjuncts* located at: [Human Resources](#)
- ▶ You can access your course section details and official roster by going to: [Self-Service](#)
- ▶ You can access your course by going to: [Blackboard](#)
- ▶ Questions? Contact your supervisor or Office Manager

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Course Delivery

- ▶ Face-to-Face, Hybrid, and Online in Blackboard
- ▶ Class Roster

Students that are on your roster will be able to access courses two (2) days prior to a course starting

IMPORTANT

Question: What do I do if a student shows up for my class, and they are not on my roster in Self-Service?

Answer: If a student is not on your roster you may NOT add them to your Blackboard course. Have them contact their academic advisor for assistance with understanding their schedule or registration issues.

- ▶ Master Courses

Courses are delivered as designed including, but not limited to, syllabus, assignments, grade configuration, assessments, etc. Faculty are encouraged to add learning materials such as YouTube, articles, etc.

- ❖ Share feedback regarding course design/content with your supervisor

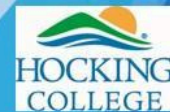
Course Delivery Face-to-Face (in person)

▶ Face-to-face (in person)

- ❖ Courses that are scheduled face-to-face (in person) must meet in person at the regularly scheduled date, time AND location
 - ✓ Please be in your assigned location at least 10 minutes before the scheduled time.
- ❖ Due to illness, emergency, etc. contact your supervisor for assistance in finding a substitute for your course if you are unable to deliver the course in person
- ❖ **Do not cancel, reschedule, or change the format (F2F to online) of a course. Contact your supervisor if you are unable to deliver your course as scheduled**

▶ Emergencies

The College may change the delivery mode of a course due to an emergency (example - snow). Faculty and students will be notified via email, website, social media and Nixle if the course delivery mode is changed



Course Delivery – Online Synchronous Virtual Weekly Meeting

- ▶ **Schedule one (1) synchronous (recorded) meeting per week in Class Collaborate in Blackboard** - new requirement based on student feedback and research based success rates
- ▶ Instructor may choose the day/time and post in Blackboard and notify students in advance
- ▶ Must have an organized plan (discussion, reminders, content highlights, coaching to stay on track, etc.), not just an open office hour
- ▶ This meeting must be recorded so students that are unable to attend can view the meeting at a later time.
- ▶ Attendance - students must attend OR watch the recording with a verification you can define (for example, submit summary, post highlights in a discussion board) to be marked present for the week.



Why Class Collaborate in Blackboard?

- ▶ consistency for students, reducing extra load on figuring out the platform and where to find the links in each class
- ▶ consistency for faculty and trainings
- ▶ If a sub/admin needs to cover a class, no sudden new instructions for students on where to log in.
- ▶ can add common language to the master course template about this with ready to go instructions (already being prepared for next version of template)
- ▶ no need to save, post, send links to recordings--they are just automatically available to the students in the course

Course Delivery - Independent Study (IS)

- ▶ How do you know if your course is an Independent Study? The section ends in “030” or “031” or “032”

- ❖ Example - BUS-2650-C030 Business Planning (Capstone)

- ▶ No impact on transcripts which do not include the method of delivery

- ▶ Next Steps:

1. Work with your supervisor to discuss a plan for delivery.
2. Contact your student(s) to determine their availability to create meeting times

NOTE: Days/time do not appear on student schedules, so they may have added another class or work during the time the class may have been originally offered.

3. Create a plan for delivery
4. Send it to your Dean/Associate Dean for approval
5. Share your plan with your student(s)



REVENUE GENERATING ENTREPRENEURIAL VENTURES AT HOCKING COLLEGE: Live Learning Labs Incorporated into Curriculum*

Examples:

- Lodge Spa at Hocking
- Lake Snowden
- Rhapsody
- Catering
- Distillery
- Robbins Crossing
- Dog Grooming & Boarding
- Fish Hatchery
- Driving Range
- Nature Center Store
- Brewery
- Food Truck
- Dental Hygiene Lab
- Firing Range
- Fashion / Alterations
- Farrier Service
- Hawk Shop



*Students gain experience in their fields while they are at Hocking College, leading to a competitive advantage when applying for jobs upon graduation.

Attendance

▶ Purposes

- ❖ Aid in student success
- ❖ Model workplace responsibilities
- ❖ Federal Financial Aid Requirements - Mitigate financial aid dispersed to students not attending/participating

▶ Attendance Procedure - located in the Syllabus for each course and on the College website

- ❖ In an 8-week course, students have 1 Unexcused Absence
- ❖ In a 16-week course, students have 2 Unexcused Absences
- ❖ In the work environment, this is a “no-call, no-show”

***Selective Intake Programs may have specific and/or different programmatic attendance requirements than stated above. Please check your programmatic Student Handbook for the applicable attendance policy requirements.**



Attendance - Face-to-Face

- ❖ Faculty are required to record attendance no later than 24 hours after each in-person class meeting.
- ❖ Faculty teaching online class(es) are required to record attendance no later than Monday at 9:00 am for the previous week.
- ❖ Accurate Reporting – if you have had no contact with the student by phone, email, etc. (“no call, no show”), the student must be marked **ABSENT, UNEXCUSED**





Attendance - Online

PRESENT

When reporting attendance for class sections which meet only online, a student will be marked as **present** as long as they have logged into the course during the week being reported (Monday - Sunday). Logging into the course verifies the student is aware of their enrollment in the course and confirms they have access to the course in Blackboard.

ABSENT-EXCUSED

A student will be marked as **absent-excused** if the student has NOT logged into the course for the week being reported, but *has* communicated with the instructor regarding their absence, and/ or submitted an assignment to the instructor via email, or other instructor-approved means (youtube, physical submission, text, etc.), thereby expressing their intent to remain active in the course.

ABSENT-UNEXCUSED

A student will be marked as **absent-UNexcused** if the student has NOT logged into their course for the week being reported, has *not* communicated with the instructor, and has *not* submitted any assignments or otherwise engaged with the course or the instructor.

INSTRUCTIONS

Instructions for accessing student log-in and engagement data in Blackboard:

1. In your course, click on "Gradebook."
2. Select the "Students" view (rather than "Gradable Items")
3. The fourth column is titled "Last Access." This shows you the last date and time the student accessed the course. If there is no date/time, a line appears, indicating the student has never logged into the course on Blackboard.

Attendance

▶ Recording Attendance

- ❖ Blackboard courses should contain an “Attendance” module from the master course. You will notice some prefilled language followed by a place for faculty to write in clear statement(s) on how you take/count attendance for your class.
- ❖ **IMPORTANT**
 - ✓ Do not mark a student **Absent EXCUSED** or **PRESENT** to avoid a student being administratively dropped from a course. See Administrative Intervention (below)
 - ✓ Once the attendance is recorded it may not be changed unless it was entered in error.
 - ✓ Communicating with coaches or advisors does not replace direct communication with the course instructor. Students are responsible for reaching out directly to their instructor regarding any absences.



Attendance

▶ Administrative Intervention (Week Three & Week Five)

- ❖ Unexcused absences greater than the above **MAY** result in being administratively DROPPED from the course(s).
- ❖ Students will NOT automatically be administratively dropped from course due to their attendance record without feedback from faculty
- ❖ If there is a student in your class that is at risk you will be notified to provide feedback.

IMPORTANT - Student Responsibility

- ❖ Model the workplace

The expectation is that students attend all classes as they would have to report to work. In the event of illness or emergency, it may be necessary for a student to miss a class. To report an absence, a student must contact their faculty member in advance and make arrangements to complete all required coursework.





Grades

- ▶ Must mirror the Syllabus
- ▶ Submit midterm and final grades in Self-Service
 - ✓ Assignment Grades
 - Deadline: Grades for individual assignments must be posted to Blackboard in the Gradebook within 5 business days of the due date of the assignment
 - ✓ Midterm Grades
 - Deadline: At the end of week 4 for 8-week courses (week 8 for 16-week courses)
 - ✓ Final Grades
 - Deadline: no later than 9 am Monday after the course ends
 - ✓ Overall Grades
 - ❖ Configure Blackboard to display the overall grade throughout the course so students can track their overall performance at any given time.
- ▶ Need Assistance with your Blackboard Gradebook Configuration?
 - Contact your Course Manager, or Dianne Fleming @ flemingd@hocking.edu

Incomplete Grades

- ❑ Due to **extraordinary circumstances** (e.g. family emergency, unexpected medical issue), if students are unable to complete a course in the normal allotted time, they may be eligible to receive an “incomplete” (I).
- ❑ The course instructor determines eligibility.
- ❑ After completing the course, a grade change form, submitted by the instructor, is required to be submitted to the Registrar.
- ❑ The student must complete the course work prior to the end of the eighth week of the immediately following semester; if not the “incomplete” (I) will convert to a failed grade (F).



Policies & Procedures

Policies: <https://www.hocking.edu/administrative-policies>

Procedures: <https://www.hocking.edu/administrative-procedures>

Academic Policies & Procedures Updates Reasonable Accommodations for Students Policy

Purpose: Hocking College is committed to providing to all enrolled students equal access to campus programs, services and activities.

Religious Accommodations

Pursuant to ORC Section 3345.026, the College shall provide a reasonable accommodation(s) for sincerely held religious beliefs and practices of individual students with regard to all examinations or other academic requirements and absences for reasons of faith or religious or spiritual belief system.

PROCESS (included in the Syllabus for each course)

Students seeking a religious accommodation for absences permitted under Ohio's Testing Your Faith Act must send the request to:

accessibility@hocking.edu

IMPORTANT – Academic Success Center Staff will process the request and notify faculty of any respective accommodations.

Academic Policies & Procedures Updates Reasonable Accommodations for Students Policy

Disability Accommodations

The Accessibility Resources Office located in Davidson Hall (DVD) Room 114 is dedicated to serving the various needs of individuals with documented disabilities and to promoting their full participation in college life.

- ▶ In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 and subsequent Amendments in 2008 (“ADA”), Hocking College will make reasonable modifications to its practices and will provide certain individualized services and accommodations as needed to assure nondiscrimination on the basis of disability.
- ▶ Students or applicants for admission who would like to request disability-related services and accommodations should contact the Director of Academic Support and Disability Services.
- ▶ The Accessibility Resources Office (Access Center) is located in Davidson Hall, Room 114. Accessibility Resources Office hours are Monday – Friday, 8:00 am – 5:00 pm. Contact information: accessibility@hocking.edu

Questions? Contact David Herold, Director of Academic Support and Disability Services at: accessibility@hocking.edu

Academic Policies & Procedures Updates Student Grievance Procedure - Revised 7.13.23

The purpose of the Hocking College Student Grievance Procedure (Procedure) is to provide a system for the internal administrative review of student concerns, with the goal of a fair and equitable resolution of the issue(s) including academic affairs, student affairs, business operations, and disabilities.

See: <https://www.hocking.edu/student-affairs>

See also College Catalog at:

<https://www.hocking.edu/registrar#catalog>

PROCESS

To submit an incident report go to: <https://www.hocking.edu/report-it>

Student Code of Conduct - Academic Integrity - Artificial Intelligence (AI)

Action Required Spring Semester 2024:

Before the first day of your class, post an announcement in your course and send an email including the following:

Subject: Student use of Artificial Intelligence (AI)

Message:

Hocking College is aware of the recent emergence of *generative AI (e.g., ChatGPT)* and is carefully evaluating the *pros and cons of its appropriate use in higher education.*

Use of generative AI to complete your course assignment(s) is considered a violation of the Hocking College Student Code of Conduct (plagiarism).

Student Code of Conduct - Academic Integrity

NEXT STEPS FOR FACULTY THAT SUSPECT USE OF AI FOR ASSIGNMENT(S)

- ▶ If you suspect a student has used AI to complete an assignment(s), contact your Dean to create a plan for the student to resubmit the assignment(s).

Faculty /Student Communications

COMMUNITY STANDARD:

Commitment to communication and acting with integrity and respect for others.

- ✓ Use Hocking College email for all communications
- ✓ Respond to student email / phone calls within 48 hours, but with effort toward 24 hours as much as possible
- ✓ Tip: if you do not have the answer(s) to their question(s), it is important acknowledge the student promptly so they know their request has been received and is in process.



Demonstration

▶ How to Access Your Courses

1. Go to: www.hocking.edu
2. Click on “Blackboard”
3. Log in
 - If you are unable to log in contact the helpdesk at:
 - www.hocking.edu/the-computer-helpdesk
 - Email: helpdesk@hocking.edu
 - Phone: (740) 753-6113
4. Click on “Courses” to see the Courses that you have been assigned

▶ Recording Attendance

▶ Recording Grades



The background features abstract blue geometric shapes. On the left, a solid blue triangle points downwards. On the right, a complex arrangement of overlapping translucent blue triangles and polygons creates a layered, architectural effect. The text is centered in the white space between these elements.

Coming soon....

Academic Resource
Page

Resources

You can access your course by going to:

<https://hocking.blackboard.com/ultra/course>

For information regarding compensation see the *Payroll Guide for Adjuncts* located at:

<https://www.hocking.edu/human-resources-office>. Note: A letter will be sent to adjuncts each semester including course assignments and compensation.

Question: Who do I contact if I have questions?

Answer: Contact the Office Manager for your School

Academic Success Center

The Academic Success Center is a supportive learning environment offering an array of programs and services designed to promote academic success and is located on the first floor of Davidson Hall.

- ▶ Tutoring
- ▶ Library Resources
- ▶ Learning Labs: Centers for Excellence
- ▶ Accessibility Resources
- ▶ Trio Student Support Services
- ▶ Testing Center

For additional information and contact information go to:
<https://www.hocking.edu/academic-support>

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Registrar's Office & Financial Aid

1. All areas are connected with the student and academics.
2. Academic GPA may be different from Financial Aid GPA for Student Academic Progress purposes.

Example: IF student fails a class and repeats it the next semester and passes with a "B" the B replaces the F in the academic GPA. In Financial aid the "F" does not go away. So the student could have an academic GPA of 2.30 and a Financial aid GPA for SAP of 1.70

3. When a student has unexcused attendance in class this will appear on the attendance report. Once a student has the second Unexcused absence the Financial aid is placed on hold since we cannot award FA for students not in class. They need to come see Financial aid.

Registrar's Office & Financial Aid

Take Away...

Just keep in mind that all areas of academics and student success are directly connected to the registrar's office and Title IV financial aid awards.

Resources:

- ▶ Registrar's Office: <https://www.hocking.edu/registrar>
- ▶ Financial Aid: <https://www.hocking.edu/financial-aid>

School of Natural Resources and Public Safety

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School of Allied Health and Nursing

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School of General Studies, Arts and Science

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School of Workforce Development

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Questions/Feedback

Insight(s) gained...

What you enjoy about Hocking College so far...

Appendix F: Statement on Student Use of Generative AI

Hocking College is aware of the recent emergence of generative AI (e.g., ChatGPT) and is carefully evaluating the pros and cons of its appropriate use in higher education.

Unless it is specifically required to complete an assignment, use of generative AI is prohibited and considered a violation of the Hocking College Student Code of Conduct (plagiarism).

Appendix G: Statement on Student Video/ Audio Recording in Classes

Lectures, discussions, or any other class activities may not be recorded or transcribed. This applies to all class modalities, including in-person, online, and hybrid formats. Unauthorized video/audio recording of lectures, discussions, or any other class activities is a violation of the Hocking College Student Code of Conduct and may result in disciplinary action.

You are hereby notified that Instructors may record lectures, discussions, or any other class activities.

Students with approved accommodations may record lectures, if this is part of their accommodation plan issued by the Accessibility Center. The Accessibility Center will notify the instructor of the accommodations, and the student must give written notification to the instructor of intent to record class lecture(s) at least 24 hours in advance.

Recordings provided by the instructor or obtained due to an approved accommodation plan are strictly for personal use to aid in studying and understanding course material. These recordings must not be shared, distributed, or posted publicly in any form, including on social media or any online platforms. Unauthorized video/audio recording or distribution of class materials is a violation of Hocking College's Student Code of Conduct and may result in disciplinary action.