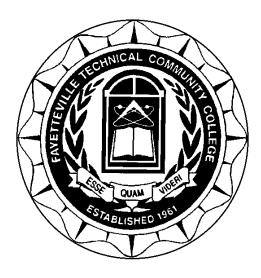# Fayetteville Technical Community College

CURRICULUM FACULTY HANDBOOK

Current Version Originally Published
Fall 2009
Last Revised: March 9, 2023

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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Table of Contents

II. FACULTY HANDBOOK

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
FACULTY HANDBOOK - Table of Contents (Continued)

II-1   PROGRAMS OFFERED AT FTCC

II-1.1   Art and Humanities

II-1.2   Computer Technology

II-1.3   Business Programs

II-1.4   Engineering and Applied Technology

II-1.5   Health Programs

II-1.6   Math and Sciences

II-1.7   Public Service

II-2   CURRICULUM PROGRAMS

II-2.1   Faculty Responsibilities

The College's academic policies and procedures are contained in the current **Fayetteville Technical Community College Catalog** and **Academic Procedures Manual**. These manuals are available on the FTCC website.

II-2.2   Reporting Relationships

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

II-2.3   Summary of Responsibilities

The major responsibility of each faculty member is to provide quality instruction to students. However, this responsibility does not end in the classroom. The faculty member should maintain thorough and accurate documentation, attend faculty meetings, and develop personal goals to support the department's planned objectives for the academic year. Full-time faculty members should post and observe office hours and divisional hours for student advising and program activities. Faculty members will provide input into budgeting activities. Additionally, faculty members are encouraged to stay "up-to-date" with College growth and expansion, services available to students, and professional development opportunities. Faculty members are encouraged to pursue opportunities for their personal growth and maintain competency in their teaching areas. Faculty members will to carry out their duties in a professional, ethical, and collegial manner that enhances the purpose of the College. In addition to information provided in this handbook, faculty members will be familiar with the contents of the FTCC Catalog, Academic Procedures Manual and Administrative Procedures Manual.

II-2.4   Academic Freedom and Responsibility

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

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

To encourage a full exploration of the subject matter, both faculty and students shall respect the expression of differing opinions, both in the right of one to express a differing opinion and the right of another to adopt a differing opinion. In the academic setting, faculty shall refrain from insisting upon the adoption of any particular point of view as authoritative in controversial issues.

Faculty shall refrain from using or discussing materials that have little or no relationship to the subject matter of the course.   Faculty shall encourage students to do likewise.

The intent of this policy not to limit the rights of faculty or students in discussing any matter outside of the academic setting. However, no college employee or student shall purport to speak on behalf of the College unless specifically authorized to do so by an authorized official of the College.

II-2.5   Procedures for Faculty Evaluation

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

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

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

Conferences are held with faculty members to assist them in improving their instructional techniques and to evaluate the success of their instructional methods and course content. This feedback is intended to provide an effective learning environment and to assist the

student in acquiring technical and general skills needed within the local, national and global workforce.

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

1) Projected Goal Statements.

2) Records of the faculty member's academic work since being employed.

3) Evidence of professional development activities, other than course work.

4) Observation reports of the appropriate Program Area Dean, Division Chairperson and/or their immediate supervisor.

5) Records of professional organizations in which the faculty member is active.

6) Attendance records of the faculty member.

7) Oral and written documentation of the faculty member's communication skills (via records, reports, presentations, etc.).

Less tangible guidelines include documentation related to:

1) The faculty member's observance of standard school policy and procedure.

2) The faculty member's rapport with students, peers, and staff.

3) Cooperation of the faculty member, flexibility/adaptability, and willingness to take risks and remain accountable for their decisions.

4) Classroom effectiveness as demonstrated via (1) the Critical Success Factors Report released annually by the NC Community College System Office and (2) course retention and grade distribution reports and (3) collection of student engagement data.

5) Teacher-industry relationships that (1) promote prospective student interest in furthering their education at FTCC, (2) recruitment of and productive engagement of advisory committee members and (3) creation of clinical rotation sites, internships, work-based learning, shadowing or capstone field experiences.

6) Professionalism in faculty member's attitude, appearance, maintenance of College equipment and facilities, preparation and delivery of instruction, and interaction with students, colleagues, and the community.

7) Willingness to go beyond their normal assigned duties for the benefit of the students, the local community and the College.

II-2.6   General Evaluation Procedures for Faculty

The faculty evaluation system at FTCC includes students' evaluation of the faculty and direct supervisor's valuation of faculty.

II-2.6.1   Students' Evaluation of Faculty

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

a.   The Office of Institutional Effectiveness will ensure student evaluations of classes are released each year.

Evaluations will be available to students near the end of the term and completed prior to the last day of the term. Student responses on evaluations will remain confidential and will normally be released back to academic dean approximately 30 days after the completion of the semester

b.   Administrators, Division Chairpersons, or supervisors who desire to evaluate additional classes within their divisions may do so by coordinating the evaluation with the Office of Institutional Effectiveness.

c.   The Office of Institutional Effectiveness will notify students, faculty, and supervisors by email, the time-period for the evaluation, and instructions for students to access the evaluation.

d.   The IE Office will then provide each Dean electronic copies of completed student evaluations for one-on-one appraisal interview sessions. Both the faculty evaluated, and the supervisor should sign and date the evaluation form indicating the appraisal interview session was held. Copies of the signed evaluation form are forwarded to the appropriate academic Dean for retention in faculty files maintained within the office of the Dean.

II-2.6.2   Performance Appraisal Procedures

See Employment and Affirmative Action Manual

II-2.7   Job Descriptions

II-2.7.1   Department Chairperson (Curriculum Programs) (IV-11.4)

II-2.7.2   Division Chairperson (Curriculum Programs) (IV-11.6)

II-2.7.3   Faculty (Curriculum Programs) (IV-11.8)

II-2.7.4   Program Coordinator (Curriculum Programs) (IV-8.5)

II-2.8   Course Outlines and Syllabi

Each department will develop specific course outlines and syllabi for each course using the current FTCC template. It is the faculty's responsibility, working with the Department Chairperson, to update all outlines and syllabi annually. The Department will keep current outlines and syllabi on file in Report2Web.

II-2.9   Lesson Plans

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

1)   Textbooks should be considered as basic tools and points of reference. Reading from a textbook to a group of students is not teaching.

2)   Textbooks should be supplemented with additional references by the faculty.

3)   Course outlines should be consulted and used to establish the pace of instruction.

4)   Lesson plans should be designed with flexibility enough to meet the needs of all students.

5)   Lessons should be planned at least one week in advance. If it is necessary for the faculty to miss class, a substitute should have access to these lesson plans.

6)   Lesson plans should provide an instructional program that will challenge, inspire, inform, and transfer knowledge through rich content and varied methods of delivery.

7)   Lesson plans should serve as a record of material covered and should be consulted when preparing assessments.

8)   Lesson plans should not be discarded but should be consulted when preparing the same material for a different group or new term.

9)   Lesson plans should be available during the class so that the appropriate Program Area Dean may determine the educational objectives for the particular day. If instruction promotes the transfer of knowledge, it must be planned and planned thoroughly. The Deans are always available for consultation concerning development of lesson plans.

II-2.10   Learning Resources

Individual classes at FTCC require the identification of and the acquisition of learning resources by instructional departments.

II-2.10.1 Selection of Texts

Each instructional department will review available texts and select one(s) to be used with each course. These selections will be approved by the appropriate academic dean.

Faculty may receive desk copies of texts from the bookstore by presenting the bookstore with an approved "Request for Supplies" form (approved by the department chairperson and the appropriate academic dean)Charges for these books will be made to the appropriate departmental supply account.

II-2.10.2 Complimentary Textbooks

Textbooks and related materials received as either complimentary review items or as faculty materials for assigned classes are the property of the individual

employee and not the college. Faculty materials sent to a department will become the property of the Department Chairperson of the book's subject area. To help control the rising costs of textbooks, faculty should limit their receipt to one set of complimentary materials per course. When no longer needed, complimentary books and materials might be given to other faculty members or the Learning Resource Center or even destroyed. Under no circumstances should recipients sell complimentary materials to students, other individuals, or companies.

II-2.11   Evaluation of Students

See **Academic Procedures Manual** *under the following headings:*

1) Evaluation Information

- Assignment of Grades
- Classification of Students
- Academic Course Load

II-2.11.1 Records and Reports

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

II-2.11.1.1 Grades and Pre-Census Attendance

1) **Grades are submitted to Self Service within 24 hours of the last scheduled class day.**

2) Entry dates (P dates) are recorded for each student for each roster in Self Service. For online classes, students must complete an entry assignment/activity before an entry date is recorded. Students who have not entered the class on or before the census date are to be recorded as a No Show within 24 hours after the census date.

3) For fully online courses, a student must complete a graded assignment on or before the census date. For face-to-face and hybrid courses, a student must both be physically present in the class and complete any required online assignments on or before the census date.

II-2.11.1.2 Registration Participation by Faculty

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
Curriculum Faculty Handbook (continued)

II-3   ENROLLMENT REPORTING

II-3.1 Verification of Initial Enrollment

At the beginning of each term, faculty members must verify the enrollment of students attending their classes by posting all entry dates to their attendance roster on Self Service.

II-3.2 Pre-Census Attendance and Active Participation

Accurate attendance/participation records must be maintained for all students through the 10% point (census date) of the course. The entry (P) date of attendance/participation for each student must be recorded in Self Service. Students who have not attended or met participation requirements at least once by the census date will be dropped by the instructor as a "No Show" in Self Service. For fully online courses, a student must complete a graded assignment on or before the census date. For face-to-face and hybrid courses, a student must both be physically present in the class and complete any required online assignments on or before the census date.

Following the census date, each academic department will determine its own expectations for what is a sufficient amount of active participation to be successful in the course and include this information in the course syllabus to be provided to students at the beginning of the academic term. Active participation includes, but is not limited to the following academically related activities:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;

- Submitting an academic assignment;

- Taking or submitting an assessment, test, exam, or quiz;

- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;

- Participating in a study group or group project, whether in person or online, that is assigned by the instructor;

- Participating in a discussion in the class or posting in a discussion forum online regarding academic matters;

- Interacting with or emailing an instructor about the academic subject studied in the course.

The Office of Veteran Affairs requires notification when VA students stop attending class, and instructors are responsible for reporting the last date of attendance (LDA).

As required by law, students are allowed two days of excused absences each academic year for religious observances. Students must notify instructors in writing of expected religious absences.

II-3.2.1 Early Alerts

If, at any point in the semester, a faculty member observes a student has ceased in participating in class, the faculty member is required to submit an early alert within the College's student early alert software to the student's assigned success team. The alert will notify the student's success team that the student has ceased participating and initiate intervention and follow up with the student to identify support that may prevent withdrawal. The goal of this alert will be to reengage the student through the success team in order to facilitate their continued success. Notes of each interaction will be documented in the College's early alert software. In order to allow the success team proper time to respond, the alert should be done as quickly as possible when the student is observed to be at risk, preferably prior to student missing 2 consecutive weeks of active participation for a 16-week term or 1 consecutive week in an 8-week term.

II-3.3 Student Withdrawals

If a student indicates that he or she wishes to "drop" a class, he or she is to be directed to the student course withdraw link through Self Service. The faculty should only initiate a drop if the student has not actively participated in the course.

II-3.4 10% Point Rosters

At the 10% point of each class, a missing attendance report will be run daily by the Registrar's Office and sent to all Academic Deans for review.

1) Any student who has not attended class at least one time on or before the 10% date as indicated on the roster must be dropped as a "No Show," by selecting the NS box located on the grading tab.

a. Students in online courses who have not participated in the course by the 10% point are to be dropped as a no show.

2) If a student is attending the class, but his or her name does not appear on the class roster, contact the Office of the Registrar/Curriculum to verify the student's status.

II-3.5 Student Withdrawals after the 10% Date

Refer to the **Academic Procedures Manual** for Schedule Adjustments and Withdrawal policy.

1) The faculty will be responsible for maintaining accurate records of withdrawal

information.

2) The last date of attendance **(LDA)** is the date of the last class meeting where the student was physically present or completed an online assessment/activity.

3) Students may be withdrawn up to the 90% point of the course. Please refer to the Important Dates located on the Registrar's webpage.

II-3.6   Official Rosters

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

II-3.7   Grade Reporting

Faculty must post grades within 24 hours of the last scheduled class date and record only letter grades (A, B, C, D, F, I, AU, P, S, R, W,) on the grading tab under faculty located in Self Service (faculty tab). A last day of attendance is required when issuing a Grade of "F".

II-4   FACULTY ADVISING

Faculty advising at FTCC is an integral part of the instructional and student development programs of the College and serves two primary functions:

1) To assist students with course selection for their curricular studies, and

2) To provide students with assistance with the scholastic and school-related problems encountered in reaching their academic goals. For complete information on the Faculty Advisory System faculty should consult the **Academic Procedures Manual.**

II-5   PROFESSIONAL DEVELOPMENT FOR FACULTY

Professional growth for all faculty members is essential if the College is to offer a quality educational program to its students. To be effective in their positions, faculty members are advised to continue their education in order to maintain currency and effectiveness in their areas of expertise and instructional practice. FTCC's professional development is divided into three categories: Instructional Development, Curriculum/Discipline Specific, and Faculty Development. All faculty members should develop a yearly plan for their own professional development; this plan must include 30 total hours completed across all three categories.

II-5.1   Instructional Development

Instructional development courses are designed to enhance knowledge, skills, and abilities related to student learning, andragogy, student persistence, and success, and learning assessment. This include but is not limited to sessions on instructional design, instructional methods & strategies, teaching adult learners, assessment, supporting students with disabilities, instructional technology, and evidence-based online teaching practice.

II-5.2   Curriculum/Discipline Specific

Curriculum/Discipline specific courses are designed to develop expertise within the chosen field of instruction. This includes but is not limited to conferences, seminars, webinars, workshops, participation in professional organizations related to the instructional discipline, and continuing related to accreditation or licensure.

II-5.3   Faculty Development

Faculty development courses are designed to enhance individual career goals and support the goals and mission of FTCC. This includes but is not limited to sessions on leadership development, economic development, diversity, equity & inclusion (DEI) and other topics identified by the Faculty Professional Development Standing Committee.

II-5.3.1 Membership in Professional Associations

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

II-5.4   Qualification Requirements for Faculty
as defined by Southern Association of Colleges and Schools Criteria

II-5.4.1   Associate Degree

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

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

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

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

II-5.4.2   Vocational

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

NOTE: FTCC Professional Development Requirements for Career and Technical Education (CTE) Faculty - Policy governing academic qualifications of CTE faculty is as follows:

*   All CTE faculty must complete two courses yearly until they earn an associate degree.

GENERAL INFORMATION

II-5.5   Program Advisory Committees

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

II-5.6   Curriculum Programs Teaching Load

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

II-5.6.1   Normal Instructional Workload:

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

2)   Vocational - Vocational faculty will teach 20 contact hours each week.

II-5.6.2   Online Classes

Online classes should not exceed 50% of the normal schedule for a full-time faculty member. Any overload hours may consist of face-to-face, blended, or online classes.

If an instructor requests to teach a fully online schedule for a session (up to 8 weeks), the instructor must submit a Request for Fully Online Instruction fill-in form

in advance. Approval from the faculty member's department chair or program coordinator, the division chair, and the academic dean must be obtained prior to the start of the term. If approved, the faculty member is required to complete their administrative job-related duties including scheduled office and divisional hours, faculty meetings, committee assignments, registration duties, student advisement, professional development, and other assigned non-instructional responsibilities.

Ongoing accessibility of the faculty member to students, the department, and the College is important. If the faculty member is unable to perform these administrative job-related duties, reasonable accommodation will be made with appropriate documentation and approval. Reasonable accommodation may include use of sick time, additional instructional hours without additional compensation, or additional administrative duties the faculty member is able to perform. It is the responsibility of the faculty member to submit ongoing weekly reports to the supervisor documenting completion of these special accommodations. Documentation must include how the teaching load requirements, 5 office hours, 5 divisional hours, and accessibility for the remainder of the 40 hours of the work week were completed. If the faculty member is unable to complete the job-related administrative duties due to a medical reason, the faculty member should contact the Human Resources Department to discuss Family and Medical Leave Act or engagement in an interactive process.

If a faculty member requests to teach a fully online schedule for more than one session (8 weeks), the Request for Fully Online Instruction form with supporting documentation, must also be approved by the Senior Vice President for Academic and Student Services prior to the start of the second term.

Requests must be submitted prior to the start of each semester that the faculty member is requesting to teach fully online. Requests exceeding one year of continuous fully online instruction will require the approval of the President.

A fully online instructional schedule is not recommended for new faculty, faculty on a performance improvement plan, faculty on probation or on other disciplinary actions.

II-5.6.3   Overload/Underload

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

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

Department Chairperson for Funeral Service Education will be given three (3) to five (5) hours of release time each semester to allow adequate time to be devoted to additional administrative requirements as recommended by the American Board of Funeral Services (ABFSE).

Department Chairperson for Paralegal Technology will be given four (4) to six (6) hours of release time each semester to allow adequate time to be devoted to additional administrative requirements as recommended by the American Bar Association.

The Wellness Center coordinator/faculty is not eligible for overload.

An underlying assumption in the workload formula is that instructional faculty will generate adequate semester and annual FTE to fund their positions. It is understood and expected that variations in production of FTE will occur. The Senior Vice President of Academic & Student Services, in consultation with appropriate instructional administrators, will make adjustments in workloads as necessary.

II-5.6.4   Workload Formula Review

The workload formula used by the college to determine a full-time teaching load shall be regularly reviewed by the Senior Vice President for Academic and Student Services.

II-5.6.5   Work Experience

Work-based learning shall be computed toward the faculty member's teaching load as one (1) contact hour per four (4) students, not to exceed twelve (12) contact hours.
Exceptions to this procedure must be approved by the Senior Vice President for Academic and Student Services.

II-5.7   Overload Guidelines

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

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

1)   Any faculty member in good standing who submits his/her resignation at the end of a semester and had overload hours shall be paid for such hours. The overload

hours of any faculty, who resigns at any time during a semester, shall not be used in the calculation of any salary due at the time of resignation.

2) Authority to approve overload hours each term is listed below:

   a. Between 2 and 9 overload hours require approval by the appropriate Academic Dean.

   b. A faculty workload of more than 29 hours for a term require the approval of the Senior Vice President for Academic and Student Services.

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

II-5.8   Class Coverage

If a faculty member is unable to meet class for any reason, he or she must ensure classes are adequately covered and submit a "Request for Absence" form. Unexcused absences from scheduled classes may result in salary deductions. Division/Department Chairs/Program Coordinators may require faculty to cover classes for absent faculty.

II-5.8.1   Workweek

   a. The "normal" workweek including instruction, preparation, and administration shall be 40 clock hours per week.

   b. The difference between teaching contact hours/preparation and 40 hours shall be used for committee meetings, administrative duties, and/or other assigned responsibilities.

   c. The "normal" work year for Contract I faculty shall consist of 48 weeks and 1920 hours.

   d. An instructional non-teaching workday is 8:00 a.m. to 4:00 p.m.

   e. **Office Hours**: All annual and monthly faculty members are required to maintain five office hours per week. The schedule of those hours is to be available to the division/department chairs/program coordinators and forwarded to the appropriate academic dean by the fifth day of each term. It is the faculty's professional discretion to know when he or she needs to spend additional time in assisting students, class preparation, planning, and other institutional activities.

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

1) Hours must be scheduled. "Hours to be arranged" and "Hours by appointment" are not permitted.

2) A minimum of one hour per day must be scheduled on at least four separate days of the week. Exceptions to this requirement may be approved by the appropriate Dean.

3) Hours must be scheduled in minimum increments of 30 minutes. No hours before 7:30 a.m. or after 10:00 p.m. unless approved by the appropriate dean.

4) Faculty teaching classes in the evening and/or at off-campus locations are encouraged to make time available to assist those students.

5) Each faculty member must post his or her office hours in a convenient location for student viewing.

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

A. Review of course websites based on online standards

B. Advisement of students

C. Completion of degree audits for selected advisees/students within the Department

D. Group advisement or tutorial sessions

(1) Divisional Hours: In addition to five (5) office hours, full-time faculty is required to complete five (5) divisional hours per week. Divisional hours are to be agreed upon by the appropriate division chair/department chair/program coordinator and forwarded to the appropriate academic dean by the fifth day of each term. These hours should be conducted on campus unless approved otherwise by the appropriate academic dean. Divisional hours can be modified as required and communicated as described above.

(2) Student Accessibility to Part-time Faculty: Compensation for part-time faculty members includes class preparation, instruction, evaluation, student consultation, timely completion of class roster reports, and availability for supervision by their department. Part-time faculty members are expected to be accessible to students outside of class time. Part-time faculty are expected to check their FTCC email regularly throughout any term in which they are teaching. Each course syllabus must include contact information that includes a telephone number, faculty email address, and location of campus mailbox (if applicable). Part-time faculty members are encouraged to establish a regular time each week to meet individually with students.

Other Responsibilities

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

assignments, registration duties, student advisement, active participation in recruitment activities, other assigned responsibilities, and appropriate self-directed professional activities.

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

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

II-5.8.2   Credit Hours in Relationship to Class, Laboratory, and/or Clinical Hours

Title 1 of the State Board of Community College Code, Chapter 1G SBCC 100.1 defines credit hours in relationship to class work, laboratory work, clinical practice, and work experience. The following definitions are mandated by the State Board of Community Colleges:

1) Credit of one semester hour is awarded for each 16 hours of "class work." Class work is lecture and other classroom instruction. Class work is under the supervision of a faculty member.

2) Credit of one semester hour is awarded for each 32 hours of "experiential laboratory work." Experiential laboratory work means instruction given to a student by a faculty member to increase the student's knowledge and skills without immediate student application.

3) Credit of one semester hour is awarded for each 48 hours of "faculty directed laboratory work." Faculty directed laboratory involves structured and coordinated demonstration by a faculty member with immediate student application.

4) Credit of one semester hour is awarded for each 48 hours of "clinical practice." Clinical practice is a structured, faculty-directed learning experience in a health sciences program which develops job proficiency. Clinical practice requires significant preparation, coordination, and scheduling by the faculty and is under the supervision of a faculty member or preceptor who is qualified for the particular programs.

5) Credit of one semester hour is awarded for each 160 hours of "work experience" such as work-based education, practicums, and internships. Work experience involves the development of job skills by providing the student with employment that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by a college representative,

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

II-5.8.3   Directed Studies Guidelines

A.   Directed Studies – A course in which:

1)   The student learns the course content for the most part on his or her own under the advisement and leadership of an FTCC faculty member.

2)   The course learning objectives and outcomes closely match those of the traditionally taught course.

3)   A faculty member guides and assesses the student's learning and outcomes during the class.

4)   The faculty member determines, with agreement by the student(s), the configuration of the following:

    a.   Student/faculty conferences

    b.   Readings

    c.   Projects, research papers

    d.   Experiences

    e.   Presentations

    f.   Examinations and assessments

5)   A Directed Studies Agreement between the student(s) and faculty spells out in detail the expectations of each. The written agreement closely resembles the detailed information found on a traditional syllabus.

B.   Guidelines and Limitations

1)   The Academic Dean authorizes/approves the directed studies class. Notification is provided to the instructor of record concerning course designation or a directed studies course prior to start of the semester. The Academic Dean is responsible for determining if the student meets the qualifying criteria as noted in item 4 below.

2)   Most scientific laboratory, English composition, and capstone courses are not available for directed studies. Third or subsequent attempts should not be approved for Directed Study. Faculty should check with the department's Academic Dean regarding procedures that apply to course offerings in specific programs of study.

3)   The Academic Dean should consider overloading a course or other appropriate options to facilitate effective instruction before approving the Directed Studies option.

4) The Directed Studies option was not designed as a solution to the lack of poor student planning. The following criteria shall be used in qualifying students for Directed Studies:

   a. The student should have completed at least 12 hours of study at FTCC.

   b. The student should have a cumulative GPA of 2.25.

   c. A student can take no more than one Directed Studies per semester and three Directed Studies classes total in an associate degree program (limited to two for a diploma and one for a certificate).

   d. Priority shall be given to students who need a course in order to graduate.

5) The maximum number of students in a Directed Studies option class is four (4).

6) The faculty shall prepare a syllabus including a teaching timeline and documentation describing how the course goals and learning outcomes shall be met by the completion of the Directed Studies Agreement. The instructor of record is to review the course syllabus with the enrolled student (s) at the first class to agree upon expectations.

7) Full-time faculty shall receive a 0.25 load factor per student for a maximum of 1 load credit for the class. If the class also contains a lab component approved for the Directed Studies option, then the faculty may receive a 0.25 load factor per student for a maximum of 1 load credit for the lab component.

8) Part-time faculty shall be compensated at a rate based upon the current student cost per credit hour for the class. The following chart is an example of computing compensation per credit hour. The current tuition rate will be used when computing compensation.

Credit Hours	Compensation
1 credit hour course	$76.00 per student
2 credit hour course	$152.00 per student
3 credit hour course	$228.00 per student
4 credit hour course	$304.00 per student
5 credit hour course	$380.00 per student

(Fall 2018 Tuition Rate)

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

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

C.   Process

1) The department chair and academic dean will determine if a Directed Studies class is justified for a low enrollment class or a request from a student to take the Directed Studies option for a class. This determination is based on enrollment on the first day of semester.

2) If the Directed Studies option is denied, the department chair will notify the student(s) and provide other alternatives.

3) If the Directed Studies option is approved, the academic dean will have the class coded for "Directed Studies" with a restricted registration.

4) If the course in question is designated as a Directed Studies course, the dean or department chair will notify the instructor of record of the decision on or before the first day of the semester.

5) The student will be notified that the Directed Studies option has been approved and that he or she is registered for the course. All tuition payment deadlines must be met as well as all refund and withdrawal dates.

6) The student will be responsible for contacting the faculty to set up a meeting to plan the Directed Studies. This meeting must occur no later than the third day of the term. The assigned faculty will arrange a time to meet when as many of the students who are enrolled in the class as possible can meet.

7) At this meeting the student(s) and the faculty member will finalize the details of the Directed Studies Agreement. The instructor of record is responsible for reviewing course syllabus and expectations with student during the first class.

   a. The faculty member and the student(s) agree to the components of the course and to the series of scheduled meetings (the learning agreement) and sign applicable documents.

   b. The faculty member will attach the Directed Studies Course Acknowledgement from (D- 3) to course syllabus and the learning agreement that has been reached. These documents will be submitted to the Academic Dean.

8) The academic dean will approve the completed agreement on or before the first day of the semester. Full-time faculty will receive notification of faculty workload assigned for the class and part-time faculty will receive a part-time contract on or before the census date.

9) The faculty member will maintain a daily attendance record/log in WebAdvisor to include date and length of each session (for FTE purposes).

10) The Academic Dean's office will keep a folder on each student enrolled in a Directed Studies option class. The folder will include:

   a. Signed Agreement

   b. Syllabus

   c. Teaching Timeline

   d. Class Roster

   e. Attendance Record

   f. Learning Outcomes

II-5.9 Absence

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

II-5.9.1 Emergency Absence

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

II-5.9.2 Field Trips

Faculty taking students on field trips as part of the classroom instruction must complete a "Field Trip Request" form with an attached class roster. A "Travel Request" form must also be completed if the field trip takes place out of the county. These forms must be submitted to the Department Chairperson and appropriate Program Area Dean five school days prior to the trip.

II-5.10 Guest Speakers

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

II-5.11 Educational Leave and Return-To-Industry Leave

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

II-5.12 Faculty Meetings

Meetings of the full faculty shall be held as called. Each academic dean, division chair, or department chair shall hold meetings for their areas as needed.

II-5.13 Employment Benefits

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

II-5.14 Faculty Clerical Support

The faculty secretary provides support to each assigned department and reports to the academic dean.

Work-study students may be requested by individual faculty members. These students may be assigned routine clerical office work. Work-study students will not be utilized in the preparation of or reproduction of examination material. Faculty members desiring work-study students should contact the Financial Aid office.

II-5.15 Reproduction of Instructional Materials

For specific information see the **Administrative Procedures Manual**.

II-5.16 Faculty Offices

Full time faculty are assigned office space. These offices are considered a place to carry on business that pertains to the institution.

II-5.17 Emergency College Closure Procedures
for Curriculum, Continuing Education and Fort Bragg

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

II-6 SMOKING POLICY

> The use of cigarettes, cigars, smokeless tobacco, and electronic (vapor) cigarettes is strictly prohibited inside any FTCC building. In addition, smoking adjacent to buildings will only be permitted at outdoor areas that have been designated by the President as smoking areas. This policy is implemented to reduce second hand smoke at building entrances.

II-7   QUALITY AND EFFECTIVENESS OF INSTRUCTION

The quality and effectiveness of instruction is a continuing and ongoing priority of FTCC.

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

1)   The curriculum course content must relate directly to the curriculum of which it is a part. The administration relies heavily upon experts within the field to provide advice regarding the content of each curriculum. State and local Advisory Committees working in conjunction with the faculty curriculum committee provide checks and balances to assure quality within each program.

2)   Methods of instruction are related to the objectives/outcomes of each course. Competency-based instruction is used in many departments. Effectiveness of instructional methods will be assessed.

3)   Faculty members are encouraged to participate in professional development programs to maintain currency in subject matter and further develop instructional skills.

4)   To provide the highest quality programs and to ensure continuous evaluation and improvement of academic programs, FTCC has adopted a Program Review Policy.

II-8   FTCC PROGRAM REVIEW POLICY

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

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

II-9   CLASS SCHEDULING

The primary goal of class scheduling at FTCC is to meet the course requirements of each curriculum in an educationally sound manner, while taking the needs of facilities and

personnel constraints of the College into account. The Office of Curriculum Data Management has the authority and responsibility for entering scheduling information. This office, with the approval of the academic deans, will work directly with the Department Chairpersons in the scheduling process.

The following guidelines will be utilized in the scheduling process:

1) Courses will be scheduled in the sequences specified by the program sequencing sheets.

2) Sequencing of curriculum courses will usually begin in the fall semester, although the academic dean may designate alternate and/or additional start times.

3) Courses may be offered in terms other than those specified in the program sequencing sheet although there is no guarantee, expressed or implied, for a specific course or courses.

4) No class will be scheduled for the primary purpose of providing a faculty with a full teaching load.

5) Curriculum courses will be scheduled to avoid conflicts with each other.

6) If travel to an off-campus site from campus or, to campus from an off-campus site, is required for a course, at least one hour is to be provided in the schedule for travel.

7) No more than four consecutive hours of classes will be required for students without a scheduled break. (This break is in addition to the ten-minute break each hour.)

8) Classes will be scheduled in a manner that will evenly distribute both student and faculty schedules over the school week.

9) If the cancellation of a sequenced curriculum class becomes necessary, the appropriate academic dean will identify an alternative course of action for affected students in order that their completion of the curriculum is not in jeopardy.

10) Courses that have not been offered within three academic years will be removed from the approved course list unless a request to retain the course is made by the appropriate academic dean and approved by the Senior Vice President for Academic & Student Services.

II-10   COURSE CHANGES

Before a new course can be added, local prerequisites/co-requisites revised, or a course description revised, the Curriculum/Course Change Application Packet must be completed and approved by the Curriculum Committee and the Senior Vice President for Academic & Student Services.

II-11   LIBRARY AND STUDENT LEARNING CENTER

The Library and Student Learning Center are under the direction of the Associate Vice President for Academic Support. The purpose is to provide library and instructional resources and services necessary to support the programs of the College and to provide resources and services to meet the various needs and interests of the students and faculty. Provision is made for various types of media for student use in the Library and for individualized instruction in the Student Learning Center.

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

1) To provide a wide range of resources to support the needs and interests of students and the instructional programs of the College.

2) To acquire, organize, index, store, maintain and circulate materials and equipment in a manner that offers the greatest degree of accessibility to the patron.

3) To provide individualized learning opportunities for students, faculty, staff and community.

4) To orient students and faculty to utilize all the resources and services thereby providing an educational experience that will foster an interest in life-long learning.

5) To provide an atmosphere conducive to learning and to maintain sufficient hours to serve the needs of the patrons.

6) To participate in cooperative relationships with other libraries and educational institutions, in an effort, to provide additional resources.

7) To maintain open lines of communication between the Library and Student Learning Center staff and the students, faculty, and staff of the College.

8) To conduct surveys periodically to determine if needs of the academic community are being met.

II-11.1 Student Learning Center

The Student Learning Center at FTCC is primarily designed to provide enhanced educational opportunities to students enrolled in any of the college's courses. Student Learning Center staff strives to provide instruction that will help students become independent learners and achieve academic and career success.

Qualified Student Learning Center faculty provide individualized instruction to students in a wide range of subjects, including English, mathematics, science, and other courses. Faculty also guide students in the use of the many resources available in the Lab, including course-specific computer software, audio-visual aids, and printed materials such as faculty-developed "hand-outs", which are continually reviewed and revised to supplement current classroom instruction.

The Student Learning Center is available free-of-charge to any student enrolled in any course at FTCC. Individuals may also enroll in the Student Learning Center as

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

Student Learning Center staff provide testing support for FTCC faculty including make-up testing. Support may be provided for Distance Learning students enrolled in other institutions of higher learning (on a case-by-case basis).

Convenient hours in the Student Learning Center makes possible the "open door" policy allowing students to enroll in the Lab at any time during the semester.

II-11.2 Skills Laboratory

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

II-11.3 Library

The Library provides facilities for study, research, browsing, self-improvement, and enjoyment. Present Library holdings include a growing collection of books, periodicals, electronic indexes, computer hardware, microfilm, and other materials in the general, technical, and vocational fields. Staff is available to help faculty locate and select technical and instructional materials. To facilitate evaluation of needs and the use of books and instructional materials, faculty will be expected to keep the Library staff informed on current publications and media in their particular area of instruction. Faculty are urged to acquaint themselves with the following services and procedures which are designed to aid in the growth and development of the College's educational resources.

II-11.3.1 Hours of Operation

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

II-11.3.2 Requests for Books and Materials

All faculty are encouraged to make recommendations for the acquisition and deletion of books. Various tools and catalogs for the selection of these materials are available in the Library for faculty use. Please forward all recommendations for purchase to the Library as soon as possible, so that they can be ordered.

II-11.3.3 Reserve Books and Materials

Books, periodicals, and other materials to be used by an entire class for assignments should be placed on reserve in the Library. The list of materials to be placed on reserve must be forwarded to the Library at least one week prior to the class assignment. Reserve materials may be checked out by students 30

minutes before closing for overnight or weekend use. This check-out policy may be altered upon the request of the faculty.

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

II-11.3.4 Circulation of Materials

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

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

II-11.3.5 Library Orientation

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

II-11.3.6 Interlibrary Loan Requests

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

II-11.3.7 Copy Service

Self-service copy machines are located in the Library for student and faculty use. Machines are coin-operated.

II-11.3.8 FTCC ID Cards

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

II-11.3.9 Internet Services

The Library's Home Page is located at

FTCC Academic Support-Library (active link) Links are provided to Internet-based electronic indexes, search engines, a Virtual Reference page, as well as Ask a Librarian. Brief reference questions and interlibrary loan requests can be emailed to the library reference staff from this site.

II-11.3.10   Notary Services

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

II-11.4   Media Services

Media Services will support a variety of services.

II-11.4.1 Materials Production

The Media Productions Section of FTCC Media Services is a full service, digital video/audio production/post production facility. Capabilities include scripting services, project development, complete shooting, and editing and duplication of the final product. The Media Productions Section is also equipped with high quality audio production equipment.

II-11.4.2 Operations

The Operations Section includes reservation, sign-out, delivery, and repair of educational Audio/Visual support equipment; downlinking, videotaping, and on-campus distribution of Satellite Teleconferences or videotaped programming; lamination and transparency making; and maintenance of FTCC's video tape and 16MM film libraries.
The educational support equipment available through Media Services includes several types of projectors: data and video, overhead, slide, 16 MM movie, slide/tape, and opaque; audio cassette recorders and players; video cassette recorders and players and VHS camera/recorder combinations, (Camcorders); multi-media computer systems, and television monitors.

II-11.4.3 Check-out Procedures

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

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

II-11.4.4 Equipment Requests for Off-Campus Use

All requests for off-campus use of FTCC A/V equipment must go through the Director of Media Services.

II-11.4.5 Photography

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

II-12   RECORDS RETENTION & DISPOSITION

The North Carolina Community College System provides guidance for a records retention & disposition schedule. The following guidelines are located in the document *North Carolina Department of Natural and Cultural Resources*, Division of Archives and Records, Government Records Section (July 1, 2016).

Curriculum and Student Services Records

Official records pertaining to the eligibility, academic tracking, advising, testing, and involvement of students enrolled at the community college. Also includes records created and accumulated for curriculum development and reporting. Comply with applicable provisions of 20 USC § 1232g regarding confidentiality of student records.

RECORDS SERIES TITLE	*DISPOSITION INSTRUCTIONS*
ACADEMIC ACTION AUTHORIZATION FILE Records concerning changes made to students' permanent records. File includes authorizations to change the student record, forms, correspondence, and other related records.	Destroy in office 3 years after student graduates or separates from college.
ATTENDANCE AND GRADES FILE Instructors' lists of student attendance and grades.	Destroy in office after 3 years.*
CLASS REPORTS FILE Records concerning each class of instruction and the student hours generated. File includes rosters, registration and attendance information, and other related records.	Destroy in office after 5 years.
COURSE EVALUATIONS FILE Course evaluations completed by students.	Destroy in office when reference value ends. †
EXAMINATIONS, TESTS, TERM PAPERS, AND HOMEWORK FILE	a) Destroy in office 1 year after completion of course for uncontested grade results.

RECORDS SERIES TITLE	*DISPOSITION INSTRUCTIONS*
Records concerning completed student work for instructor-generated assessments.	b) If challenged, destroy in office after resolution of challenge.
EXAMINATIONS (MASTER COPIES) FILE Master copies of examinations administered during the school year. Does not include test scores.	Destroy in office after 1 year.
STUDENT ACADEMIC ADVISEMENT FILE Records concerning student success and individual student advising. File includes advisors' notes and reports, interview forms, student test profiles, aptitude test scores, approved schedule forms, degree audit/program evaluation reports, correspondence, and other related records. File also includes copies of Permanent Academic Records for students experiencing quality point difficulty.	Destroy in office 5 years after student graduates or separates from college.*
STUDENT ASSOCIATIONS AND ORGANIZATIONS FILE Records concerning student associations and organizations officially recognized by the college. File includes constitutions, by-laws, newsletters, minutes, brochures, announcements, photographs, reports, scrapbooks, and other related records.	a) Retain in office records with historical value permanently. b) Destroy in office remaining records when reference value ends. †
STUDENT DISCIPLINARY FILE Records concerning student violations of academic or non-academic regulations. File includes correspondence, charges, evidence, transcripts, and other related records.	a) Retain expulsion cases in office permanently. b) Destroy in office remaining records after 4 years.*

* Records may not be destroyed if audits or litigation are pending or reasonably anticipated.

† See signature page. The college hereby agrees that it will establish and enforce internal policies setting minimum retention periods for the records that Natural and Cultural Resources has scheduled with the disposition instruction "destroy when reference value ends."

Q. *How do I destroy records?*

A. After your college has approved this records retention and disposition schedule, records should be destroyed in one of the following ways:

1) Burned, unless prohibited by local ordinance;

2) Shredded, or torn so as to destroy the record content of the documents or material concerned;

3) Placed in acid vats so as to reduce the paper to pulp and to terminate the existence of the documents or materials concerned;

4) Sold as waste paper, provided that the purchaser agrees in writing that the documents or materials concerned will not be resold without pulverizing or shredding the documents so that the information contained within cannot be practicably read or reconstructed.

   The provision that electronic records are to be destroyed means that the data, metadata, and physical media are to be overwritten, deleted, and unlinked so that the data and metadata may not be practically reconstructed.

   The data, metadata, and physical media containing confidential records of any format are to be destroyed in such a manner that the information cannot be read or reconstructed under any means.

— N.C. Administrative Code, Title 7, Chapter 4, Subchapter M, Section .0510