



COMMUNITY COLLEGE  

---

OF RHODE ISLAND

2018-2019

FACULTY HANDBOOK

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## I. INTRODUCTION

### A. Welcome to New Faculty

Welcome to CCRI! We are delighted that you have joined our faculty. By now you should have met with your department chairperson. He/she will be your main source of information about your responsibilities, syllabi, resources, departmental policies, and professional evaluation. We hope that you will be able to attend general faculty meetings, departmental activities, and faculty development workshops.

The College Catalog, the College website (ccri.edu), and the Student Handbook are valuable sources of information.

### B. Mission Statement

The Community College of Rhode Island is the state's only public comprehensive associate degree-granting institution. We provide affordable open access to higher education at locations throughout the state. Our primary mission is to offer recent high school graduates and returning adults the opportunity to acquire the knowledge and skills necessary for intellectual, professional and personal growth through an array of academic, career and lifelong learning programs. We meet the wide-ranging educational needs of our diverse student population, building on our rich tradition of excellence in teaching and our dedication to all students with the ability and motivation to succeed. We set high academic standards necessary for transfer and career success, champion diversity, respond to community needs, and contribute to our state's economic development and the region's workforce.

### C. Code of Ethics

The Community College of Rhode Island is an institution whose paramount mission is the enhancement of growth and learning in every one of its members--students, staff, faculty, administrators, and members of the Board of Education. Membership in this institution involves both privileges and obligations. To preserve the balance between these, and to ensure congruence between all college activities and the college mission, the College has formulated a Code of Ethics by which institutional and individual decisions shall be measured. Broadly interpreted, this code expresses a commitment of conscience, that is, we pledge to conduct our affairs, in spirit as well as in letter, with honesty, frankness, and integrity. The following are essential to this commitment:

1. The terms of this Code of Ethics are to be taken by each member of the CCRI community as a guide in all dealings pertinent to this institution.
2. The principle of academic freedom shall in no way be dishonored.

3. The resolution of conflicts shall be guided by traditionally held, fundamental, and commonly understood principles of honesty, mutual respect, justice, fair play, and equity.
4. The allocation of institutional resources shall be governed by this Code of Ethics, as permitted by the availability of these resources.
5. The ethical obligations incurred by faculty and staff because of membership in professional organizations external to this institution should be upheld by those individuals. This statement should not be construed to conflict with other such codes of ethics. In no case would it be considered appropriate for anyone to treat professional standards glibly or irresponsibly.
6. College employees are also governed by Rhode Island General Laws. Visit the Ethics Commission website at <http://www.ethics.ri.gov> . (Ref: [State Code of Ethics, R.I. Gen. Laws 36-14-1 et. seq.](#) )

## II. GOVERNANCE AND ORGANIZATION

### A. [Rhode Island Office of the Postsecondary Commissioner](#)

The mission of the Office of the Postsecondary Commissioner (OPC) is to support the work of the Board of Education and the Council on Postsecondary Education in providing an excellent, accessible and affordable system of higher education designed to improve the overall educational attainment of the citizens of Rhode Island, support economic development, and enrich the civic, social and cultural life of all living in the state of Rhode Island.

The Office serves as the definitive resource for information on and the interpretation of Council policy for public higher education and the postsecondary institutions in Rhode Island that are under the authority of the Council on Postsecondary Education (the University of Rhode Island, Rhode Island College, and the Community College of Rhode Island). The Office looks for shared opportunities to advance the objectives of postsecondary education with the public and independent institutions.

### B. [Rhode Island Board of Education](#)

The Community College of Rhode Island and the two other public institutions for higher education in Rhode Island (Rhode Island College and the University of Rhode Island) are governed by the Rhode Island Board of Education. The Rhode Island Board of Education was created by the Rhode Island General Assembly in 2014 and replaced the Board of Regents for Elementary and Secondary Education and the Board of Governors for Higher Education. This consolidated governance of all public education in Rhode Island is an innovative integration of policymaking and planning for elementary, secondary and higher public education in our state. The Board consists of 17 members. The chair, who is one of the 17 members, serves at the pleasure of the Governor.

## C. Accreditation

### QUICK LINKS

- [From the college catalog - PDF\\*](#)
- [NECHE Standards](#)
- [NECHE Accreditation Update](#)
- Specialized Accreditations include:
  - [Accreditation Commission for Education in Nursing \(ACEN\)](#)
  - [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
  - [Accreditation Council for Occupational Therapy Association \(ACOTE\)](#)
  - [Commission on Massage Therapy Accreditation \(COMTA\)](#)
  - [Commission on Dental Accreditation for Dental Auxiliary Programs of American Dental Association](#)
  - [Commission on Accreditation of Health Education Programs \(CAAHEP\)](#)
  - [Commission on Accreditation of Physical Therapy Education \(CAPTE\)](#)
  - [Joint Review Committee on Education in Radiologic Technology \(JRCERT\)](#)
  - [National Accreditation Agency for Clinical Laboratory Science \(NAACLS\)](#)
  - [Commission on Accreditation for Respiratory Care \(JAART\)](#)
  - [Joint Review Committee on Education Diagnostic Medical Sonography](#)
  - [New England Heart Association](#)
  - [National Association of Activity Professionals \(NAAP/NCCAP\)](#)
  - [National Association of Schools of Music \(NASM\)](#)
  - [National Association for the Education of Young Children \(NAEYC\)](#)

## III. COLLEGE CATALOG

[Click here to view CCRI's 2018-2019 College Catalog](#)

## IV. CCRI STRATEGIC PLAN 2018-2021

### A. CCRI 2018-2021 Strategic Plan

#### *I. GOAL ONE - Enhance Student Success and Completion*

We will work diligently to ensure student success with the objective of increasing certificate and degree completion rates, based on our belief that our students are motivated, capable and committed to attaining academic achievement. With equity as a cornerstone, our role is to ensure excellence in academic quality and support services to prepare students for success through completion, transfer or placement in the workforce.

### STRATEGIES

A. Support college readiness by scaling high-impact best practices

- a. Maximize college readiness by expanding engagement with high school students and adult education students.
  - b. Deliver a holistic, student-centered system of onboarding, orientation and ongoing advising.
  - c. Continue to define and broaden efforts to improve and accelerate pathways through developmental education.
  - d. Assess college readiness in various ways through the use of multiple measures and Prior Learning Assessment (PLA).
- B. Provide pathways that enhance structure and support
- a. Implement guided pathways, including the establishment of meta majors.
  - b. Create pathways that include multiple on and off ramps.
  - c. Establish course schedules and course offerings that align with student demand and support the guided pathways structure.
  - d. Establish seamless transfer pathways for our top five transfer majors to Rhode Island College and University of Rhode Island.
- C. Enhance teaching and learning
- a. Standardize the process of curriculum design and review to ensure quality, rigor and continuous curricular improvement.
  - b. Enhance the process for assessing student learning.
  - c. Develop a technology-based system to capture and analyze assessment data to inform continuous improvement of teaching practices.
  - d. Implement faculty professional development program that focuses on best practices related to student engagement and active learning.

## ***2. GOAL TWO - Expand Partnerships and Programs***

To prepare our students for future success and to support Rhode Island's economic and workforce goals, we will continue to develop robust partnerships and programs that align with educational institutions, employer needs and community organizations. With equity as our frame, these partnerships will provide our students with the outstanding education, skills training and support they require to successfully transfer to a four-year institution or secure quality employment. Our emphasis on partnerships and programs will allow us to promote our college as an adaptive, responsive, high-performing institution.

### **STRATEGIES**

- A. Develop a process to better understand and respond to the economic needs of Rhode Island as well as the needs and goals of our students.
- a. Develop a systematic approach to understanding students' academic interests, career goals and other non-academic needs.
  - b. Enhance institutional capacity to collect, analyze and use labor market data to forecast workforce needs.
  - c. Build capacity to review and analyze curriculum that reflects labor market information and information about our students' needs and goals.

- B. Leverage the resources of our college and educational, workforce and economic development partners to meet the needs of our students and the state of Rhode Island.
  - a. Provide students with skills to secure employment now and continue their education and growth into family-sustaining careers.
  - b. Develop our programs in collaboration with industry and business leaders to ensure they meet current and future workforce needs.
  - c. Build academic, employer and community partnerships with organizations that share our vision and strengthen our capacity across our college.
  - d. Design opportunities for more flexible programming and alternative credentials to meet student and employer needs.
  - v. Expand community partnerships to meet students' non-academic needs.

### ***3. GOAL THREE - Strengthening Institutional Effectiveness***

We will improve institutional effectiveness by developing a strong organizational culture, investing in professional development and enhancing our systems. We will collectively embrace a culture of trust, respect and open, transparent communication. We will invest in ongoing professional development that positions faculty and staff to continuously grow and develop in their careers. We will revitalize our financial, operational and technology systems to enable our college to be more innovative, effective and responsive. Through this focus on institutional effectiveness, we will support more collaborative, data-driven, student-centered decision-making.

## **STRATEGIES**

- A. Foster a culture that promotes transparency, collaboration, respect, and accountability.
  - a. Clarify and strengthen internal processes to ensure timely, clear communication among faculty, administration, staff and students.
  - b. Build an ongoing college-wide program devoted to enhancing collaboration and respect.
  - c. From the institutional to the individual level, identify goals that are clear, measurable and advance the mission of our college.
- B. Promote a rich environment of professional development that rewards performance and encourages all faculty and staff to develop and expand their skills.
  - a. Build a robust onboarding process for new employees that focuses on college culture, essential skills and ongoing professional development opportunities.
  - b. Implement a comprehensive professional development program that includes institutional and individual plans that contribute to improving the overall performance of our college.
- C. Create data-driven systems to support our college's mission and promote continuous improvement.
  - a. Develop a system for regularly reviewing technology and organizational operations to improve institutional efficiency and effectiveness.
  - b. Utilize predictive analytics to assist in understanding our student population, their goals and potential challenges.

- c. Utilize technology for communicating organizational and individual key performance indicators.
- d. Develop an annual budget process and resource allocation plan that aligns with strategic goals.

## B. Key Performance Indicators

### *1. GOAL ONE – Enhance Student Success and Completion*

Increasing percentages of:

- first-time, full-time students graduating in two years.
- first-time, full-time students graduating in three years.
- first-time, full-time students earning 12 credits in first year, including prior and following summers.
- all CCRI transfer-out students who earned a degree before transfer.
- entering first-time cohort completing Math 1200 or 1430 in first year, including both summers (“C” or better).
- entering first-time cohort completing English 1010 in first year, including both summers (“C” or better).

### *2. GOAL TWO – Expand partnerships and programs*

- Increasing the number of certificates in high-demand, high-wage career fields as percentage of total certificates awarded.
- Degrees in high-demand, high-wage career fields as percentage of degrees awarded.

### *3. GOAL THREE – Strengthening Institutional Effectiveness*

- Increasing the number of employees reporting increased job satisfaction and engagement via employee survey.
- Employees participating in educational opportunities, such as employee/manager development programs, professional development opportunities and tuition waiver programs for continued education.

## V. ACADEMIC VISION

### A. Academic Freedom ([www.ccri.edu/acadaffairs/faculty/academicfreedom.html](http://www.ccri.edu/acadaffairs/faculty/academicfreedom.html))

The current contract CCRIFA Faculty Union Contract (2015 – 2018) contains the following statement pertaining to Academic Freedom:

"Academic Freedom' is essential to the college and its faculty and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic Freedom in its teaching aspects is fundamental to the protection of the rights of the teacher in teaching and to the students for freedom of learning. It carries with it duties correlative with rights. The

teacher is entitled to freedom in the classroom in discussing his subject." (**ARTICLE III RIGHTS OF INDIVIDUALS**)

In summary, the concept of "Academic Freedom" is complex. It embodies the right to pursue new knowledge through research and publications, and the freedom in the classroom to discuss those topics in which faculty are professionally qualified as determined by their credentials.

The exercise of "Academic Freedom" carries with it the correlate responsibilities for presenting information accurately, restricting the controversial information to the subject matter under discussion, and exercising sound judgment in guarding against distortions and inaccuracies.

Another valuable resource to learn more about the rights and responsibilities is the American Association of University Professors.

Visit the organization's website at <http://www.aaup.org/aaup>

## **B. Academic Honesty ([www.ccri.edu/acadaffairs/faculty/academichonesty.html](http://www.ccri.edu/acadaffairs/faculty/academichonesty.html))**

### *Introduction*

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The *Statement on Professional Ethics* that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to ensure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and the Committee on Professional Ethics, to counsel with members of the academic community concerning questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of adverse action, the procedures should be in accordance with the [1940 Statement of Principles on Academic Freedom and Tenure](#), the [1958 Statement on Procedural Standards in Faculty Dismissal Proceedings](#), or the applicable provisions of the Association's [Recommended Institutional Regulations on Academic Freedom and Tenure](#).

## *The Statement*

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom. (End of Statement on Professional Ethics)

## **C. Academic Philosophy** ([www.ccri.edu/acadaffairs/faculty/academichonesty.html](http://www.ccri.edu/acadaffairs/faculty/academichonesty.html))

The phrase "Academic Philosophy" could refer to many different things. As it is used here, it refers to CCRI's approach to working with students in a manner that is consistent with CCRI's mission and vision. Our mission commits us to a teaching/learning philosophy that embraces a strong belief and subsequent commitment to dedicating ourselves to providing learning environments that maximize and enhance all students' opportunities to learn. As an extension of this philosophy, CCRI expects faculty to participate in ongoing assessments to measure our individual and collective teaching effectiveness. In addition, CCRI is committed to providing faculty with multiple opportunities to pursue the scholarship of teaching, including participating in professional learning communities.

In summary, CCRI's academic philosophy is founded on treating students with respect, holding them accountable to high standards and expectations for learning, and providing them with the instruction and guidance to help them succeed.

## **VI. FACULTY CONTRACTS**

### **A. Full-Time Faculty Contract**

[Click here to view CCRI's Full-Time Faculty Contract](#)

### **B. Part-Time Faculty Association Agreement**

[Click here to view CCRI's Part-Time Faculty Association Agreement](#)

## **VII. ACADEMIC POLICIES AND PROCEDURES**

### **A. Classroom Assignments**

The Registrar's Office assigns courses/faculty to the classrooms in which they will teach. Classrooms are assigned based upon information requested on the "Instructional Space Needs form" which is completed by the Department Chair for courses needing special attributes such as specific desk type, white board, computers and room lighting. Room attributes can be requested at the course level only. Classes are assigned based on maximum section enrollment.

Requests for room changes by faculty teaching a specific section will be considered on a case-by-case basis as subject to approval by the Division Dean responsible for the department in which the course is taught. The Office of Enrollment Services is unable to accept requests without appropriate approvals.

For obvious reasons, faculty are not permitted to take it upon themselves to relocate their class to another classroom, even when the new space appears to be available. The College needs to be able to assign space in a systematic and predictable manner. In addition, in case of an emergency, the College needs to be able to find individuals based on record of room assignments. Faculty are asked to be mindful of professional courtesy in ending their classes at the scheduled time in order to allow for a smooth transition for the class that will follow theirs in the same classroom. Along the same lines, faculty are asked to leave their classrooms in good order for those that will follow them.

## **B. Classroom Policy**

- [Emergency Information](#)
- [Viewing a Summary Class List in MyCCRI](#)
- [Entering Verification of Attendance \(NO SHOW\) Reporting](#)
- [Entering Mid Term Grades in MyCCRI](#)
- [Entering Final Grades in MyCCRI](#)

## **C. Responsible Use of Technology**

**POLICY TITLE:** Responsible Use of Information Technology

**POLICY NUMER:** 8.1

**POLICY SECTION:** Information Technology

**EFFECTIVE:** January 1, 2002

**REVISED:** October 1, 2015

### **BACKGROUND:**

The information technology resources of the Community College of Rhode Island (CCRI) are owned and maintained by the College. Use of this technology is a privilege, not a right, and users have certain responsibilities. Use of the College's information technology resources should be in conformity with the mission, goals, and values of the Community College of Rhode Island. Therefore, use of the College's technology should be supportive of its educational and research roles, as well as its values and behavioral standards.

Acceptable use of the College's information technology resources is consistent with the principle of academic freedom. As is the case with the use of all other resources and activities provided or sponsored by the College, use of the College's information technology resources is contingent upon adherence to ethical and legal behavioral expectations and compliance with policies and procedures outlined in the College's Handbooks (Student, Faculty, and Staff). Legitimate use of a computer, computer system or network, does not extend to whatever is technically possible.

Effective security is a community-wide effort involving the support and participation of all CCRI students, employees and affiliates who deal with information and/or information

systems. Members of the College community are expected to become familiar with this Responsible Use of Information Technology, to act with careful consideration of its requirements, and to seek assistance whenever necessary. This policy applies anywhere on any campus and to off campus personally owned digital devices that interact with the College information systems, network and other technology resources. College supplied accounts, including but not limited to a user's college logon ID, are the property of the College and may be revoked at any time in response to violation of the Responsible Use of Information Technology. Additionally, violation of this policy can result in further discipline under the appropriate College procedures and/or by civil or criminal prosecution. Questions regarding this policy or the application of this policy to a specific situation should be referred to the Director of Information Technology.

### **POLICY STATEMENT:**

The purpose of this policy is to outline the acceptable use of computer systems, voice, video and data networks, information and data, and other information technology resources at the Community College of Rhode Island. These rules are in place to protect students, faculty, staff and the College. Inappropriate use exposes the College to a number of risks, including but not limited to virus attacks, the compromise of network systems and services, theft of Personally Identifiable Information, and legal liability.

### **DEFINITIONS:**

Information technology includes but is not limited to desktop computers, workstations, network servers, mainframe computers, software, digital information and voice, video and data networks, including official College pages on social networking sites.

### **Guidelines for General Use**

1. Information technology resources are provided to support the academic and administrative goals of the Community College of Rhode Island. These resources are limited and should be used with consideration for the rights and needs of others.
2. Information distributed through the Community College of Rhode Island's information technology resources may be considered a form of publication. Users of these resources should employ appropriate language and communication methods.
3. Unless postings from a Community College of Rhode Island email address to public forums are clearly in the course of the College's academic or administrative duties, they should contain a disclaimer stating that the opinions expressed are strictly those of the poster and not necessarily those of the Community College of Rhode Island.
4. Automated forwarding of the Community College of Rhode Island email is not supported or allowed.

### **Unacceptable Use**

The activities listed below are prohibited. The list of prohibited activities is not all inclusive; rather, it includes examples of what the College considers to be clearly inappropriate behavior and unacceptable uses of its information technology resources.

1. Violation of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by the Community College of Rhode Island or the owner of the computer.
2. Unauthorized use of copyrighted material including, but not limited to, photographic images, videos, or music, and the installation of any copyrighted software for which the Community College of Rhode Island or the end user does not have an active license.
3. Introduction of malicious programs into the network or servers.
4. Unauthorized disclosure or use of an account password, or an attempt to access, or gain actual access to, an information technology resource by providing false or misleading information.
5. Use of an information technology resource to view, create, post, transmit or receive material deemed by the College obscene, unless such activity is appropriate for academic or work purposes.
6. Use of an information technology resource to threaten or vilify others.
7. Use of an information technology resource for commercial gain, product advertisement, or political activities unless expressly authorized by a senior member of the College's administration.
8. Use of an information technology resource to make fraudulent offers of products, items, or services.
9. Deliberate disruption of the College's computer systems, networks or other information technology resources.
10. Port scanning or security scanning without prior approval by the Information Technology Department.
11. Circumvention of user authentication or security of any host, network or account.
12. Use of an information technology resource to access or transmit the files or communications of other students, faculty or staff without authorization, or to provide information about, or lists of, students, faculty or staff to persons, groups, or organizations outside the College without authorization.
13. Use of an information technology resource to engage in any activity that is illegal under local, state, federal, or international law.
14. Use of an information technology resource to send unsolicited email messages such as "junk mail" or other advertising material to individuals who did not specifically request such material.
15. Use of an information technology resource such as email, telephone, paging, text messaging, instant messaging, or any other new electronic technologies that may emerge, to engage in any form of harassment in violation of College policy and/or applicable law.
16. Unauthorized use of email header information, or forgery of email header information.
17. Use of an information technology resource to create or forward "chain letters" or other "pyramid" schemes of any type.

18. No individual or group may download or distribute files to the extent that such actions are harmful/and or disruptive to IT systems and resources. CCRI reserves the right to automatically manage and restrict excessive use of College network bandwidth.
19. Use of CCRI resources and systems unrelated to the user's College position.
20. Any communication conducting, promoting or advertising a personal commercial enterprise is prohibited. Use of electronic resources is restricted to authorized purposes consistent with the College's mission.
21. Individual or department deployment of wireless networks is not allowed. Any unauthorized wireless access point found connected to the campus network will be considered a security risk and disabled.

### **Security and Safeguarding of Information Technology Resources**

1. Authorized users are responsible for the security of their passwords and accounts. The use of individual accounts should not be shared with another user. Passwords should be changed on a routine basis.
2. All computers that are connected to the Community College network must be running virus-scanning software with a current virus database.
3. All computers that are connected to the Community College network must be up to date with all operating system updates and patches.
4. Email attachments received from unknown senders may contain viruses, email bombs, or Trojan horse codes; therefore, they should not be opened and they should be deleted.

### **Confidentiality**

Records maintained by the College, including those in computerized form, are vital College assets. Information contained in those records, including but not limited to academic, financial, and personnel records, are considered confidential and private. Every reasonable effort will be made to limit access of such records to authorized individuals only. However, the College may be compelled to release confidential records to comply with legal obligations.

Users of the College's information technology resources who are authorized to access confidential records must respect the privacy rights of others and use such data only for legitimate academic or administrative purposes. Users with access to confidential data must protect the accuracy, integrity, and confidentiality of that data by taking all necessary precautions and following established safeguarding procedures.

### **Privacy Regarding the Use of Information Technology Resources**

The College employs various measures to protect the security of its information technology resources and its users' accounts. Users should be aware, however, that the College cannot guarantee such security and confidentiality. Users should therefore engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly.

Users should be aware that their use of the College's information technology resources is not completely private. While the College does not routinely monitor individual use of its information technology resources, the normal operation and maintenance of the College's information technology resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the provision of service.

The College also may specifically monitor the activity and accounts of individual users of the College's information technology resources, including but not limited to, individual login sessions and communications, without notice, when:

1. The user has voluntarily made them accessible to the public, by, for example, posting to a Web page;
2. It reasonably appears necessary to do so to protect the integrity, security, or operation of the College or other information technology resources, or to protect the College from liability or other potentially adverse consequences;
3. There is reasonable cause to believe that the user has violated, or is violating, the College Information Technology Responsible Use of Information Technology and/or policies prohibiting harassment and violent behaviors;
4. An account appears to be engaged in unusually excessive activity, as indicated by the monitoring of general activity and usage patterns;
5. It is otherwise required or permitted by law.

Any such monitoring of communications, other than what is made accessible by the user, required by law, or necessary to respond to perceived emergency situations, must be authorized in advance by the appropriate Vice President in consultation with the General Counsel, or their respective designees.

The College, at its discretion, may disclose the results of any such general or specific monitoring, including the contents and records of individual communications, to appropriate College personnel and law enforcement agencies, and may use those results in appropriate College disciplinary proceedings. Communications made by means of College information technology resources are also generally subject to court orders, valid subpoenas, or other legally enforceable discovery requests to the same extent as they would be if the same information was available as a hard copy.

#### **Procedure for Reporting an Alleged Misuse of the Computer Systems/Enforcement**

Members of the CCRI community who believe they have witnessed or been a victim of an incident which is in violation of this policy should notify or file a complaint with appropriate college offices as follows. Students should report suspected violations to the Dean of Students. Faculty members should report suspected violations to the Vice President of Academic Affairs. Staff members should report suspected violations to the Director of Information Technology. All listed above may report the problem to the Director of Human Resources. Reports of suspected

unauthorized use or misuse of CCRI information technology resources will be investigated pursuant to standard college procedures.

Information technology users who are found in violation of this policy will be subject to CCRI disciplinary processes and procedures including, but not limited to, those outlined in the Student Handbook, the CCRI Employee Handbook, and any applicable bargaining unit contracts. Privileges to use CCRI information technology resources may be revoked. Illegal acts may also subject users to prosecution by local, state, and/or federal authorities.

**POLICY APPLIES TO:**

This policy applies to students, faculty, staff and agents of the Community College of Rhode Island, including all personnel affiliated with third parties, and to all other users of information technology resources at the College.

**RESPONSIBLE DEPARTMENT:**

Information Technology

**ADDITIONAL AUTHORITY:**

The examples of unauthorized use of CCRI information technology resources identified above are not meant to be exhaustive. Questions regarding this policy or the application of this policy to a specific situation should be referred to the Director of Information Technology. Whenever you are in doubt regarding an issue of questionable use, it is in your best interest to resolve the issue before pursuing any questionable use of information technology resources.

**RELATED POLICIES:**

This policy is supplemented by all other college policies and by the policies of those networks to which CCRI is interconnected, including but not limited to OSHEAN. Applicable local, state, and federal laws also apply to information technology users at CCRI.

## **D. Copyrights and Intellectual Property**

The R.I. Board of Governors for Higher Education approved CCRI's Intellectual Property Policy on March 24, 2008. The purpose of this policy is to address questions of ownership of Intellectual Property (trademarks, trade secrets, patents, and copyrights) between the college and its faculty and staff.

[Click here to view CCRI's Intellectual Property Policy](#)

## E. Grading Policies

### 1. Grading System:

Grade	Designation	Notes
A	Superior	
A-		
B+		
B	Above Average	
B-		
C+		
C		
D+		
D	Below Average	
F	Failure	Also used by Nursing, Allied, Rehabilitative Health and Dental Health Departments when a student fails the clinical component of any course.
S	Satisfactory	Used for Math co-requisite support courses MATH 0200, 0239, and 0275.
U	Unsatisfactory	Used for Math co-requisite support courses MATH 0200, 0239, and 0275.

### 2. When to Assign an Incomplete Grade

When considering the awarding of an "Incomplete" grade, faculty should follow the broad guidelines defined in each grade category. For example, the "I" grade is not intended for use when a student has never attended class, even if that student had extenuating circumstances. The definition of the "I" grade implies that a student has completed a substantial amount of the work, but he or she still has more to complete. Some colleges assign percentage guidelines of completed work (80 percent for example) before using the "I" grade. Often students do not understand that

if they haven't made up the work by a certain date in the following semester, the "I" grade reverts to a "WF" (Unofficial Withdrawal, failing) grade.

### **I: Incomplete Work**

Temporary grade used only when a student has not completed all required work because of extenuating circumstances. An "I" grade must be made up with the instructor who issued the grade by the end of the following semester; i.e., Fall "I" grade made up by end of May and Spring and summer "I" grade made up by end of December. Otherwise no credit will be allowed for the course and the "I" will revert to a "WF." The "I" grade is not used if the student plans to retake the course at a later date. It is included in attempted credits but not in the grade point index.

### **I/C: Incomplete Continuing**

Allowed only for students in the math lab and other nontraditional, self-paced courses. Permits a student to continue in a course while satisfactorily progressing toward completion of course objectives.

### **3. Course Withdrawals: Difference between "W"/"WP"/ "WF"/ "NA" Grades**

If a student just stops attending my class, do I have any other grading option besides an "F?" Can I as a faculty member assign a "W" grade, or is that grade only for a student who officially withdraws from a course within the stated timelines? Note, in the "W/P" or in the "W/F" grade, the phrase "unofficially withdraws from a course" means that a student has stopped attending but has not completed the paperwork to make the withdrawal official.

### **WP: Unofficial Withdrawal, Passing**

Used when a student unofficially withdraws from a course at any point in the course and has a passing grade. It is included in attempted credits but not in the grade point index.

### **WF: Unofficial Withdrawal, Failing**

Used when a student unofficially withdraws from a course at any point in the course and has a failing grade. It is included in attempted credits but not in the grade point index.

### **NA: Unofficial Withdrawal, No Assessment**

Used when a student unofficially withdraws from a course before the instructor has made any academic assessment. It is included in attempted credits but not in the grade point index.

### **AU: Audit**

Refer to **Academic Information - Audit** in the current catalog.

#### 4. *Cumulative Grade Index*

Grade	Number of Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
D+	1.3
D	1.0
F	0

#### 5. *Grade Reports*

Grades are available online through MyCCRI and may be mailed to students at the end of each semester provided all financial obligations to CCRI are met. Students enrolled in modular courses may view their grades online through MyCCRI and may receive a grade report at the conclusion of the course(s). In addition, mid-term warning letters are sent to students (enrolled in 15-week courses) who may be in academic difficulty. Students are responsible for discussing with the instructor how the grade was determined.

Since students are permitted to check their grades through MyCCRI (provided they are in good financial standing), it is probably best that faculty not release grades outside of the College's established mechanisms for viewing grades. Faculty should also be careful not to violate the FERPA guidelines by sharing students' grades in any manner that might infringe on their privacy or confidentiality. For example, it would violate the FERPA guidelines if a faculty member were to post student's grades by name or in any manner in which a student's right to privacy might be compromised.

## **6. *Dean's List***

A Dean's List is published at the end of fall and spring semesters. A student is eligible for Dean's List honors when he or she:

- is enrolled in a degree program
- has earned 12 or more credits in one semester
- has achieved a current grade point average 3.25 or higher with no grade lower than "C"

## **7. *Graduation Awards***

Academic achievement will be recognized at graduation for students who have met the following criteria:

- Graduation Honors: 3.25 cumulative grade point index
- Graduation High Honors: 3.50 cumulative grade point index
- Graduation Highest Honors: 3.75 cumulative grade point index

*Note: In order to be eligible for honors, a student must earn at least one-half of the credits for his/her program at CCRI.*

## **8. *In-House Credits***

In-house credits are counted for purposes of determining "time" status (full-time or part-time), and for reasons associated with financial aid awards and academic progress. In-house credits typically do not count toward the completion of a degree or certificate, but they will show on the student's transcript. Typically, in-house credits refer to developmental or non-college level courses.

## **G. Academic Standards**

### **1. *The Goal of the Policy***

The main goal of any academic standards policy is to provide assistance to those students who are experiencing academic difficulty. An early warning to students experiencing academic problems often results in their seeking academic support through a variety of options that help students achieve academic success. An early warning may limit the number of credits a student may take in a semester. They may also be required to select special courses or other student support options, which provide special academic assistance. The goal for the College and its students is to improve academic performance so that students may attain their academic and career goals.

## 2. Academic Standards

The following chart details the measures that will be used to determine the student's academic standing. The standards have a quality component (GPA) measured against a quantitative component (number of credits attempted).

ATTEMPTED CREDITS	CUM GPA REQUIRED	WARNING	PROBATION	PROGRAM DISMISSAL*
0-15	1.25	Below 1.25	-	-
16-30	1.50	Below 1.50†	Previous Warning, GPA below 1.50†	-
31-45	1.75	Below 1.75†	Previous Warning, GPA below 1.75†	Previous Probation, GPA below 1.75†
46-90	2.00	Below 2.00†	Previous Warning, GPA below 2.00†	Previous Probation, GPA below 2.00†

\*Students who are dismissed from a degree program are not permitted to enroll for courses as a non-degree student until they have consulted with an advisor to develop an academic plan of study.

†Students receiving financial aid must remain in good academic standing and are required to successfully complete a minimum of 67% of all courses attempted.

## 3. Categories of Academic Standings

If a student fails to successfully complete enough courses in a semester and/or does not meet a required grade point average, the student may be placed under one of the following academic restrictions:

### Academic Warning:

Students are restricted to 13 semester credits *and may be required to take 3 credits of developmental courses*. Students must see an academic advisor.

### Academic Probation:

Students are restricted to 10 semester credits. *Students are required to see an academic advisor who may require at least 6 of the 10 credits to be developmental courses.*

### **Program Dismissal:**

Students will be dismissed from their program of study. These non-matriculating students must see an academic advisor to review various academic and developmental options to regain good academic standing. When the student is readmitted to a program of study, that student will remain on probation for one academic semester. The academic advisor will determine the number of credits allowed for study. *The developmental interventions and academic options may include: a variety of skill development course work, career skills/goals assessment, and program change or course load reduction.*

### **4. Appeal Process**

Students may appeal Program Dismissal status to the Committee on Academic Standards. The committee is composed of the Dean of Student Development or designee, Associate Dean of Enrollment Services, Admissions and Financial Aid, the Assistant Dean of Enrollment Services, three faculty members, and an Academic Dean who shall chair the committee.

If a student feels that there are serious extenuating circumstances that contributed to poor academic performance, the student has an opportunity to appeal the academic sanction of "Program Dismissal." Students who wish to appeal the sanction of dismissal must meet with a counselor in the Advising and Counseling Department to discuss the merits and procedures of the appeal. If it is decided that the student has grounds for an appeal, the following procedures will apply:

1. Students must present their appeal of Academic Dismissal in writing and state the specific circumstances which merit consideration of an appeal.
2. The letter of appeal will be addressed to the Academic Appeals Committee and mailed to the Office of the Dean of Arts, Humanities, and Social Sciences, 400 East Avenue, Warwick, RI 02886.
3. The Academic Appeals Committee will review the request for appeal and will render the decision of the Committee. The student will be notified in writing of the Committee's decision.

### **5. Academic Renewal/Forgiveness Policy**

CCRI students may request Academic Renewal (Forgiveness) to allow removal of poor grades from the calculation of their overall GPA based upon past academic performance and/or based upon a change of curriculum.

The Academic Renewal (Forgiveness) Policy contains two options:

Option 1: Academic Renewal based upon past academic performance

Option 2: Academic Renewal based upon change of curriculum

General Provisions that apply to both Option 1 and Option 2:

1. A student may request Academic Renewal once under the academic performance option and once under the change of curriculum option.
2. If a student requests forgiveness for a course or courses in which he or she has earned a grade of “D” or “F”, the credits earned in any such course or courses will be removed from the total credits earned, and the student will receive no credit for the course. However, courses including grades will remain on the student’s official transcript designated with a special code for Academic Renewal.
3. All requests are to be submitted using the Academic Appeal Form and forwarded to the Academic Appeals Committee. Waiver Forms are available from any advisor/counselor in the Advising and Counseling office on any campus.

Specific Provisions for Option 1\* – Academic Renewal based upon past academic performance

1. After three consecutive years of non-attendance at CCRI, a student may request Academic Renewal based upon past academic performance.
2. After the student completes 12 credits with a GPA of 2.5, the request will be reviewed by the Academic Appeals Committee.
3. When the student’s request is approved by the Academic Appeals Committee, grades of “D” or “F” for the courses from the prior attendance period will be excluded from the calculation of the student’s Grade Point Average. However, the courses and grades will remain on the student’s official transcript designated with a special code for Academic Renewal.

Specific Provisions for Option 2\* – Academic Renewal based upon change of curriculum

1. A student may request Academic Renewal based upon a change of Program of Study/Major any time after matriculation and after completion of 12 or more credits with a GPA of 2.5 in his or her new program of study.
2. If a student’s request is approved by the Academic Appeals Committee, grades of “D” or “F” in courses that were required by the previous program but are not required by the new program will be excluded from the calculation of the student’s Grade Point Average. However, courses including grades will remain on the student’s official transcript designated with a special code for Academic Renewal.

POLICY APPLIES TO: CCRI matriculated students having completed 12 credits with a GPA of 2.5 or better.

EXCEPTIONS: \*For financial aid purposes, all attempted credits and grades from all courses (GPA) including those that were forgiven must be included when determining financial aid eligibility. For details on the Standards required for financial aid go to our website at: [www/oes/fa/academic\\_progress.html](http://www/oes/fa/academic_progress.html)

NOTE: All past academic work will remain part of the official transcript but will not be averaged into the [Cumulative Grade Point Average](#).

**Note to Health Students: Students enrolled in any of the Health & Rehabilitative Sciences programs must be aware of the following:**

Academic standards specified by the Health & Rehabilitative Sciences programs supersede the college-wide academic standards. Students in these programs must follow the established academic standards policies for the specific department/program. Please refer to the [college catalog](#) or the respective department for specific policies and standards.

## H. Academic Progress

### *FINANCIAL AID OFFICE*

#### *Satisfactory Academic Progress Policy (SAP)*

Federal regulations require students to demonstrate [Satisfactory Academic Progress](#) toward an eligible degree or certificate program in order to qualify to receive financial assistance. [Satisfactory Academic Progress](#) includes both quantitative (i.e., number of credits earned divided by the number of credits attempted) and qualitative (i.e., grade point average in the [Academic Standards Policy](#)) measures.

*Policy Change: Effective October 31, 2016*

[Satisfactory Academic Progress](#) (SAP) for financial aid applicants is reviewed at the end of each spring semester regardless of whether the student received financial aid for the semesters being reviewed. SAP will be measured at the end of each semester (fall, spring and summer) for students enrolled in a certificate program and/or who have an appeal approved to ensure compliance with conditions of their education plan.

All students not enrolled in the fall 2018 semester will have their SAP evaluated based on this revised policy. This may affect prior SAP status.

All students currently enrolled in fall 2018 will be evaluated based on the revised policy at the end of spring 2019 semester.

#### **Requirements:**

Students must maintain a cumulative financial aid grade point average of 2.0 to retain eligibility for financial assistance. The “financial aid GPA” includes all grades from developmental coursework; the CCRI institutional GPA excludes developmental coursework.

Students must earn at least a cumulative average of 67% of the credits for all courses attempted. For example, students who have attempted 9 credits must earn 6 credits to maintain a 67% completion rate. Students who have attempted 24 credits cumulatively must earn 16 credits cumulatively. Transfer credits accepted by CCRI are counted as both attempted and completed when calculating completion rate.

Students must be able to complete their program of study within 150% of the timeframe allowed. For example, students enrolled in a 60-credit degree program must complete their program before exceeding 90 attempted credits. Transfer credits accepted by CCRI are included when calculating maximum timeframe. Up to 30 credits of developmental courses and remedial English as a Second Language (ESL) coursework are excluded from the calculation.

All courses withdrawn from are considered credits attempted but not earned.

Attempted credits are all credits registered for at the end of the add/drop period. To earn credits, a student must receive a final grade of A, A-, B+, B, B-, C+, C, D+, D, P, S or T (transfer credit.) Students who receive a final grade of F, I, IC, NA, NR, W, WP, or WF will not earn credits for these courses.

The College's [Academic Renewal/Forgiveness Policy](#) does not apply to the Satisfactory Academic Progress requirements for Federal Financial Aid eligibility.

The Financial Aid Office is *not* notified when grades are changed after the final grading period. Once the student's aid has been recalculated, any grade changes to reverse a calculation must be submitted to financial aid no later than August 31st of the current award year. It is the responsibility of the student to request a re-evaluation of their eligibility.

### **Repeating Coursework**

Once a student receives a "D" or better grade, they can repeat the course a second time. If a student receives a grade the second time, the following applies:

1. Letter grade of A, B, C, D or F: Financial Aid will not pay for a third attempt.
2. "W", "WF", "WP", "NA": course is considered attempted and not completed. Financial Aid will pay for additional attempts until a student receives a grade of A, B, C, D or F.

Students have not completed a course until they have a grade of "D" or better. Therefore, students initially receiving "W's" and "F's" are eligible for Financial Aid until they receive a "D" or better.

Once a student receives a grade of "D" or better, option 1 or 2 may apply.

### **Consequences for not meeting the requirements:**

Students who do not meet the requirements will be notified via email following the spring semester that their progress falls below the standards. Students may also view their current SAP status on the Financial Aid page of MyCCRI.ccri.edu.

If a student fails to meet the SAP policy described above, the student will become academically ineligible for financial aid for the semester.

A student will become academically ineligible and placed on financial aid suspension if not making SAP. This will result in the ineligibility for all federal, state and institutional financial aid. Once placed on financial aid suspension, a student may regain financial aid eligibility by completing 67% of all attempted credits with at least a 2.0 cumulative financial aid grade point average at CCRI.

When a student becomes academically ineligible, they have the right to appeal the suspension of their financial aid based on mitigating circumstances. (Please see [Financial Aid Appeal Instructions](#).) All appeals must be submitted in writing and documentation must be provided when applicable. Situations such as serious illness and family emergencies may be considered as mitigating circumstances.

Students who are placed on probation after exceeding the 150% timeframe will be given a plan of study by an Academic Advisor. During the probationary period, the student must earn all credits attempted with at least a 2.0 financial aid GPA, earn no grade below a "D," and continue to enroll in *only* those courses outlined in the plan of study and/or courses specifically required for graduation from their current program of study. A review of the student's academic progress is completed at the end of each semester to ensure the student is in compliance with the requirements of their plan of study.

## **I. Honors Program**

The Honors Program is a Community College of Rhode Island program in which students can enhance their educational experience while at CCRI by studying topics of their choosing in more depth. Most students participate by completing an extra honors project within a course they are currently taking, giving them honors credit for that course.

### **Eligibility**

To be eligible for the Honors Program, students must have completed at least 12 semester hours and earned at least a 3.25 Grade Point Average. Students who are eligible receive a letter from the college near the beginning of each semester they are eligible. Students may also participate with a recommendation by a faculty member.

### **Three Ways to Do an Honors Project**

You earn honors credits through (1) a supplementary Honors project within existing course selections, (2) a supplementary Honors project done with an independent study course, and (3) specially designated "Honors" courses. Most students do a supplementary Honors project within one (or two) of the courses they are already taking, relating the project to the curricula covered in the course. Students can also separately create an independent study project (see the [Independent Study webpage](#)) and add an Honors project to it. Finally, there are a few courses at CCRI that already contain Honors in their title, and when signing up for these courses, the student automatically signs up for an Honors project.

## How to Get Started

All Honors projects must be overseen by a college instructor, usually the instructor of the course in which you wish to earn Honors credit. Begin by approaching that instructor, asking about doing an Honors project, and talking about potential projects. You might have an idea for one, the instructor might have an idea, or together you may brainstorm an idea. See below for ideas on choosing a project. Once you have a project in mind, fill out the [application form](#) (getting all required signatures), and submit the form by the appropriate [due date](#) to one of the [Honors Program coordinators](#). We recommend you start as early as you can during the semester. No honors applications will be accepted after the due date.

## How to Choose a Project

The specific requirements for the completed Honors project (besides the time commitment, see below) are open, so the projects can be creative displays of academic rigor, because students and courses are different. In general the choice of what to do is a collaborative effort between the student and instructor. Examples of project formats include but are not restricted to research papers, PowerPoint presentations, poster presentations, displays of artwork, teaching lesson plans, computer programs, lab experiments and write-ups, evaluation of survey results, etc. You may want to consider trying to tie your Honors project into your career goals, so it will not only be more interesting to you now, but it will be helpful for you in the future. To help with ideas, you can look at some [example projects](#).

## Time Involved

An Honors Project is a substantial academic undertaking on the part of both the student and participating faculty member. The extra 0.5 credit earned in a 3-credit course represents an additional 17% total course credit and academic commitment. This translates to over 20 hours devoted to just the project. Most students end up spending more time than this on their project.

## Why Do It?

By participating in the Honors Program, students can take advantage of the opportunity to acquire new knowledge and skills. Students and faculty will be working together as "colleagues in learning" - a cooperative spirit that reawakens the fundamental purpose of the academy. Students become an integral part of a stimulating academic interchange. These Honors designations on transcripts not only promote transferability to four-year institutions but can also lend an advantage with regard to competitive status in the workplace. An extra 0.5 credits is awarded for each Honors project completed. Students who complete four Honors projects or more at CCRI are Honors Program Graduates and will receive special recognition at the graduation ceremony (see below).

## Honors Forum

Each year, near the end of the Spring semester, the [Honors Forum](#) is held. The Honors Forum begins with a speaker of general interest, followed by refreshments and a display of student Honors projects in the form of posters. All Honors students are strongly encouraged to participate in the Honors Forum. It provides a great opportunity to show off your hard work and to learn what other students did.

## Honors Program Graduates

Students who complete four or more Honors Projects at CCRI become Honors Program Graduates. The graduates receive special recognition at the College's award ceremony and graduation ceremony. This special recognition includes (1) a separate statement on the college transcript, which explains that the student has successfully completed all requirements of the Honors Program, (2) an Honors medallion to wear during graduation; (3) an invitation to CCRI's awards ceremony; and (4) a special designation in the commencement program

## J. FERPA Policy

### *Family Educational Rights and Privacy Act*

The Family Educational Rights and Privacy Act of 1974, as Amended (FERPA), also known as the Buckley Amendment, was designed to protect the privacy of educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

CCRI will not release information to another party, exclusive of “directory information,” without a signed release from the student indicating the specific recipient of such information and the specific information the college is authorized to release. Directory information may be released by the college. Questions concerning FERPA should be referred to the Registrar’s Office.

Faculty cannot release any information regarding a student’s progress, attendance, etc., to a parent without a signed release from the student. If you are unsure of what to discuss with a parent, please contact the registrar. To avoid FERPA violations, **do not:**

- Use the SSN/Student ID or names to post grades
- Leave graded tests in a stack for students to sort through
- Circulate a printed class list with the student name, SSN/Student ID
- Provide anyone with student schedules
- Provide anyone with lists of students enrolled in your classes

## VIII. TEACHING RESOURCES

### A. Syllabus Components and Design

[Click here to view CCRI's Syllabus Components](#)

### B. Seven Principles for Good Practice in Undergraduate Education

By Arthur W. Chickering and Zelda Gamson

- I. Good Practice Encourages Student-Faculty Contact.

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

**2. Good Practice Encourages Cooperation Among Students.**

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

**3. Good Practice Encourages Active Learning.**

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

**4. Good Practice Gives Prompt Feedback.**

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

**5. Good Practice Emphasizes Time on Task.**

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators and other professional staff can establish the basis for high performance for all.

**6. Good Practice Communicates High Expectations.**

Expect more and you will get it. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

**7. Good Practice Respects Diverse Talents and Ways of Learning.**

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Student's rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that

work for them. Then they can be pushed to learning in new ways that do not come so easily.

## C. The First Day of Class: Advice and Ideas

Most faculty members realize the importance of the first day of class. Students (and teachers) form impressions quickly, and those initial observations color interactions for the rest of the semester.

But despite their importance, first class meetings across our campuses are predictably the same- and too noticeably "ho-hum." In previous issues of *The Teaching Professor*, we've mentioned a variety of ideas relevant to the first day of class, but we've never actually set down a list of advice and ideas that might help you prepare for this all-important day.

### 1. Prepare for the day

1. All too often we take the first day for granted. "I'll just do the usual: pass out the syllabus, go through it, make the first assignment, maybe introduce the first topic, answer any questions and probably let them out early." There's nothing wrong with this approach but don't let the routine of organizational activities lull you into thinking there's no need to prepare.
2. Think about the course, why it's important, what you'll say about the syllabus, how you'll describe the course content, and your role in presenting it to students. This is a beginning, the start of something new. You want your students to be excited, filled with anticipation. The stakes are too high to risk a boring, lackluster introduction.

### 2. Try a little selling

1. Too often on the first day we focus on the course "do's and don'ts." We describe, often in much detail, our policies and procedures. We outline what we expect from the students. We spend a lot of time going over the grading policy. Students are very interested in what we have to say on this topic, and most of us have learned the hard way that every jot and tittle needs to be clarified in the beginning. We should not avoid discussions of procedures, policies, expectations and grading. Students need directions and priorities from the beginning.
2. But the question is one of focus, of balance. Avoid emphasizing the procedural matters. Unless you're giving away grades, these matters are not what will motivate and captivate students. Your content does that.
3. Deal with the fundamental questions: Why is this course interesting? Why are you pleased to be teaching it? What will students know and be able to do at the end of the course?
4. Make this as concrete as possible. Put a difficult equation on the board or ask some tough questions or provide a brief analysis of some problem, as a way of demonstrating what skills and information students will acquire. Put simply; give them the necessary guidelines, set pragmatic goals, and be openly enthusiastic and optimistic about the course.

3. Don't be afraid of a little showmanship
  1. A song-and-dance routine is not required; in most cases its not even, desirable. But something a bit out of the ordinary, unusual or special seems in order, since this first meeting sets the stage for the rest of the term.
  2. Maybe short but powerful slide sequence that introduces the content. Maybe panels of students from a previous class describing the value of the content in terms of its relevance to later courses. Maybe some sort of a experimental show-and-tell. Do whatever it takes to make students realize the potential value and intrinsic interest of the course material. Remember: the effort spent preparing something-special lets the students' know-subtly, but effectively-you care about them and the course.
4. Share something about yourself
  1. Students are interested in their teachers. In fact, we're far more important figures in their lives than we often realize. Who are you? Why are you teaching this course? What knowledge and experience do you have with the content? Why do you teach college students? The personal information need not be highly revealing. Tell students whatever you feel comfortable having them know.
  2. Some faculty approach this task with a good deal of creativity. The January 1989 issue of The Teaching Professor presents an interesting activity. Or consider the approach of one faculty member we know: he feels uncomfortable talking about himself, so he distributes a handout (complete with photo) profiling himself using the same format as the famous Dewar's Scotch ads.
5. Find out something about your students
  1. You need to know who's taking the course and what they might bring to it. There are several methods of doing this.
  2. You can give them five minutes to write a short paragraph summarizing what they'd like you to know about them, maybe including some of their fears and expectations about the course. If the class is large you can ask for a show of hands in response to a series of questions: How many of you had a design course in high school? Who went to high schools with more than 2,000 students? How many of you are living on campus? How many have read such-and-such a book?
  3. Another instructor we know combines finding out about students and sharing information about himself. "How many of you are from West Chester, PA?" he'll ask. "Really? That's where I grew up." "How many of you fish?" "That is my favorite hobby, and I know some great spots around here." "How many of you like cherry pie?" "So do I. In fact it's my favorite dessert."
  4. Exchanging personal information "humanizes" the classroom environment. We're not just a teacher and students who share the quest for knowledge; we're human beings, individuals who deserve recognition and respect from each other.
6. Encourage your students to meet
  1. This is also an effective way to impact positively on the learning environment. If students know each other, they tend to listen to each more closely. They are also

less likely to disrupt the environment, because they must face the displeasure not only of the professor but of their peers as well.

2. There are various ways to encourage students to get acquainted, like the one for helping students and professors learn each other's names, described in the February 1988 issue of *The Teaching Professor*. Moreover, this need not be a time-consuming effort.
  3. Some faculty distribute two 3x5 cards to their students and have them write their names, addresses and phone numbers for faculty to keep on file.
7. Think: actions speak louder than words
1. The first day may be the most important of the semester-but that doesn't mean students will read the syllabus or listen closely when you go through it. The syllabus describes in words what will happen in class. Students are waiting for the action.
  2. Will late papers actually be marked down? Will the reading really have to be done before class? Will, in fact, the content be covered as it is scheduled on the calendar? As you go through your introduction, remember that, right from the start, your actions are already speaking just as loudly as-if not louder than-your words. So, say what you mean, and mean what you say!
  3. Remember also that your students usually have other classes the first day, with other teachers and policies and procedures. They're generally overwhelmed with input, and often figure everything will settle out in time. They may not recall all the details and they may lose the course outline, but that's all words. What matter is what actually happens.
8. Design a first class that pleases you and fairly sets the course
1. The bottom line: there is no required set of activities or duties to perform, no matter what you may assume after observing a hundred first classes. Teachers can and should approach planning for this period creatively. Whatever happens, it ought to satisfy your sense of what needs to occur, how a class ought to get started, and create appropriate expectations for students. If the day is all show and little substance or all substance with no show, students may be confused when the "normal" classroom activities begin.

## D. Instructor's Protocol for Classroom Management

[Click here to view CCRI Instructor's Protocol for Classroom Management](#)

## E. Library Instruction

CCRI librarians teach classes in library skills and the use of research materials at the instructor's request. Request a session for your class at:

- [Flanagan Instruction](#)
- [Knight Instruction](#)

- [Liston Instruction](#)
- [Newport Instruction](#)

Individual instruction and assistance are also available.

[E-classroom Policy](#)

#### How To's:

- [Creating Effective Library Assignments](#)
- [Supporting Distance Learners](#)

#### Library Courses

The library offers credit [courses](#) in information literacy and research skills. Consider linking your course with a library course. Contact [Jim Salisbury](#) for details.

#### E-Journals

E-Journals of Special Interest:

Off campus? Enter your CCRI user name and password to access:

- [Chronicle of Higher Education](#)
- [AdjunctNation](#)

If you are searching for articles in a **specific** journal, use:

- [WorldCat A to Z](#)

#### Interlibrary Loans

View our [Interlibrary Loan Policy and links to Request Forms](#) for items not available from the [Library Catalog](#).

#### Material Recommendation

The CCRI Library encourages faculty to recommend material for the library.

Requests will be forwarded to the Collection Development Coordinator at the appropriate campus:

- [Flanagan Material Recommendation](#)
- [Knight Material Recommendation](#)
- [Liston Material Recommendation](#)
- [Newport Material Recommendation](#)

Recommendations are subject to adequate funding.

## F. CITLA (Center for Innovative Teaching and Learning)

The mission of the Center for Teaching Learning and Assessment is to support effective teaching and learning at all levels and in all contexts in which instruction occurs in the college. In pursuing

this goal, the Center strives to create a learning environment that connects faculty and staff with research and best practices related to improving teaching and learning. In particular, the Center's guiding philosophy acknowledges the critical role of ongoing assessment and reflection in fostering successful teaching and learning.

## G. Conferences

### *Conference Participation / Reimbursement*

*Faculty seeking to attend a conference should follow the procedures outlined in the following Web links:*

CCRI recognizes the importance of providing opportunities for ongoing professional development. For an up-to-date listing of local and regional development opportunities, visit the following website:

<http://www.ccri.edu/hr/training/training-development.html>

As money is available in the budget, there are some opportunities to attend conferences that require travel and lodging expenses. Please note that you cannot submit a request for reimbursement if your travel hasn't been approved in advance.

*To learn more about these opportunities, visit the following website for directions on how to submit your request to attend a conference/workshop or submitting records for reimbursement:*

<http://www.ccri.edu/controller/travel/out-of-state/outstateinstr.html>

## IX. INSTRUCTIONAL TECHNOLOGY RESOURCES

### A. Center for Instructional Technology

CCRI's Center for Instruction & Technology (CIT) and the Instructional Support group support the college's academic mission by bringing together technology and instructional design principles to help faculty achieve their teaching and learning goals.

- [CIT Resources](#)
- [Instructional Support](#)
- [Blackboard Support](#)

### B. Online Learning

Online Learning efforts at CCRI extend and maximize the College's mission of providing affordable open access to higher education by providing the College's diverse student population with flexible learning options.

Online Learning provides:

- flexibility for students in planning a course schedule, permitting the option of pursuing an education regardless of time or location.
- educational opportunities for persons with job responsibilities, child-care issues, or transportation issues that interfere with their ability to pursue their education through traditional on-campus classes.

CCRI is committed to supporting faculty teaching online. For more information, see [Online Learning Support for Faculty](#) or contact the Director of Instructional Technology and Online Learning at [teachingonline@ccri.edu](mailto:teachingonline@ccri.edu)

[Click here to view CCRI's Distance Learning Policy.](#)

### **Distance Learning Advisory Committee**

The Distance Learning Advisory Committee reports to the Vice President of Academic Affairs. This Committee was created in June 2004 and was charged by the Vice President of Academic Affairs to examine and recommend institutional policies and practices for developing, planning, evaluating and implementing distance/distributed offerings with a focus on quality and connection to the mission of the institution.

### **C. Classroom and Event Technology**

The Classroom Technology & Media Services team provides media services and technical support to over 270 educational and event spaces across four campuses for technologies that enhance teaching and learning.

- [Classroom Technology](#)
- [Event Support](#)
- [Media Services](#)
- [Tech Guides](#)

### **D. Electronic Classrooms**

Electronic classrooms include an instructor's work station with a desktop computer, Smart Symposium digital writing display or document camera, projection and individual computers for the students. Listed below are the electronic classrooms available to faculty whose classroom instruction requires students to use computers during classroom time.

For scheduling in one of the many electronic classrooms, please contact Cathy Picard Tessier at [ctessier@ccri.edu](mailto:ctessier@ccri.edu).

## E. E-Mail

CCRI provides email accounts for communication to students, faculty and staff. Students have access to Office 365 for email, while faculty and staff have Exchange for email.

### For Faculty and Staff

- [How to download Microsoft Office to your personal device](#)
- [How to configure your personal device to your faculty or staff email](#)
- [Frequently asked questions about faculty and staff email](#)
- [Frequently asked questions about faculty and staff webmail](#)
- [Frequently asked questions about faculty and staff Outlook](#)

### For All

- [Phishing](#)

## F. Faculty Web Pages

[Click here to learn how to set up your own CCRI Faculty Web Page](#)

[Click here to view CCRI's A-Z Faculty Website Listing](#)

## G. Help Desk

The IT Help Desk provides students, faculty, and staff at The Community College of Rhode Island with a centralized point of contact for computer help, questions concerning IT services and navigating IT @ CCRI.

- [Hours and Locations](#)
- [Features](#)
- [Services](#)
- [Hardware Supported](#)
- [Hardware & Software Standards](#)
- [Technology Inventory](#)
- [Customer Responsibilities](#)

## H. Interactive Video Conferencing

### Cisco WebEx

The Cisco WebEx product line has/is being integrated and implemented to replace Skype and the inter-campus video conference systems within our (Distance Learning) Video Conference

Rooms. Cisco WebEx will give the end-user greater flexibility to meet a variety of collaboration needs, as well as self-sufficiency through product standardization.

### **WebEx Teams (App)**

*Formally Cisco Spark* - WebEx Teams is an app for continuous teamwork with video meetings, group messaging, file sharing and whiteboarding. Anyone using WebEx Teams can send an instant message, share a file, or start a video meeting with an individual or with their team with a click of a button. Keeping track of conversations is easy – all of your messages are saved in the same space where you “meet” – from the convenience of your desktop, laptop, or mobile device. The WebEx Teams app can also be used to connect your laptop/mobile wirelessly to a WebEx Room Device.

### **WebEx Meetings (Outlook Plug-in & App)**

With WebEx Meetings, video/web conferencing is as simple and seamless as meeting in person, and screen sharing is easier than ever. You can share your screen so that everyone can view your document, spreadsheet, or application. Meetings can be scheduled with ease through the WebEx Productivity Tools and everyone you invite can join your online meeting - no matter how they're connecting - even if they are guests. The meeting's attendees can join from their desktop, mobile device, or from any on campus WebEx device equipped conference room. The WebEx Meetings app can also be used to wirelessly connect your laptop/mobile to a WebEx Room Device.

### **WebEx Room Devices (Conference Rooms)**

WebEx Devices work together with WebEx Meetings and WebEx Teams to give you the best possible meeting and teamwork experiences. WebEx Room Devices are ready when you are – video systems wake up automatically when you enter the room. The all-in-one device shares presentations and video calls in stunning 4K HD, bring everyone in the meeting together. Remote participants can share their ideas as easily and effectively as those at the office. Using the whiteboard feature, ideas can be sketched and shared from the touchscreen, and team members can mark up the drawing from their device or app. Video/Web Conferences can be started from either the Room Device's touch panel or from the app(s) on your laptop/mobile device.

WebEx Room Devices with interactive touch displays have/are being installed in various Conference Rooms and other areas throughout the college, giving the end-user greater access to the video/web conferencing. Conference rooms can be scheduled through Outlook calendar. [How to Schedule Conference Rooms in Outlook](#)

## **I. MyCCRI Login and Documentation**

[Click here to view MyCCRI Documentation Information and Tutorials](#)

## J. New Employee Orientation to Information Technology

### QUICK LINKS

- [Department of Information Technology](#)
- [MyCCRI](#)
- [E-Mail](#)
- [Help Desk](#)
- [College Website](#)
- [Domain Accounts](#)
- [Centers for Instructional Technology](#)
- [Computers Available to Adjunct Faculty](#)
- [Computing Labs](#)
- [Online Documentation](#)
- [Microsoft Home Use Program](#)
- [Supported Campus Software](#)
- [Supported Campus Hardware](#)
- [Professional Development & Technology Training](#)
- [Access to Information Systems \(Banner Finance, Student, Financial Aid or HR\)](#)

## K. Request for Services: Video Production

To Request Video Production visit: <http://ccri.edu/marketing/submit/video.html>

Marketing and Communications provides professional expertise and creative skills to support the development and production of video, digital images and graphics. Videos can be produced on location in various formats depending on the needs of the project. For more information, please email [marketing@ccri.edu](mailto:marketing@ccri.edu).

## L. Teaching Tools

CCRI provides a range of technologies for teaching and learning that are administered and supported by the Instructional Support group. Some technologies are available online to all faculty, while other, specialized applications are only available for use in the CIT. Instructional Support staff research and share current information on learning technologies and promote their effective use in face-to-face, blended, and fully online courses.

### Technologies for instruction available online:

- [Blackboard Learning Management System](#)
- [Medial](#)
- [SafeAssign Anti-Plagiarism](#)
- [Respondus 4.0 Test Generator](#)
- [Respondus Lockdown Browser](#)

- [TechSmith Relay Lecture Capture](#)
- [Making Documents Accessible](#)

#### **Technologies for content development available in the CIT:**

- Camtasia Studio
- Captivate
- iSpring
- SnagIt
- Adobe Creative Suite
  - Photoshop
  - Illustrator
  - InDesign
  - Dreamweaver
  - Flash
  - Fireworks
  - Adobe Premiere
  - After Effects

### **M. Technology Training**

Faculty interested in Training with Blackboard, Medial, and other Instructional tools can contact the [Center for Instruction & Technology](#).

#### **TRAINING RESOURCES**

- [Frequently Asked Questions \(FAQs\)](#)
- [Documentation](#)

### **N. Technology in the Classroom**

The Classroom Technology & Media Services team at CCRI provides media services and technical support to over 270 educational and event spaces across four campuses.

All teaching and learning spaces are outfitted with standard computer and presentation technologies along with supported instructional applications, while specialized rooms include interactive displays, annotation and capture tools, media share and student response systems to promote active learning.

Digital media originating from faculty desktops or mobile applications, including graphics, documents, 3D objects, slides, video and web content can all be annotated and presented onto screens, whiteboards, or in specific cases distributed to student workstations. Room furnishings and arrangements may consist of standard arm-chair desks, movable tables and chairs, group tables and chairs, collaborative learning modules and lecture-hall seating.

The campus links below lists the available technology within the educational spaces at each location:

[Knight - Warwick](#)   [Flanagan - Lincoln](#)   [Liston - Providence](#)   [Newport County](#)

[Mobile Laptop Carts](#) can be reserved as an alternative to scheduling an [Electronic Classroom](#) for faculty whose class requires computers. To reserve a Mobile Laptop Cart, please complete the online [Equipment Request Form](#).

**One-on-one and small group [workshops](#)** are available for faculty who are interested in exploring how technology can enhance teaching and learning, along with suggestions on how the technology may be incorporated into instruction. Guided [video tutorials](#), documentation and supplemental material are also available.

**Classroom equipment can be reserved** by completing the online [Equipment Request Form](#) at least two business days in advance.

[Submit » Equipment Request Form](#)

For more information regarding equipment reservations and loans, please visit the [Equipment Loan Policies](#) page. For a list of technology available for classroom use or college related business, on or off campus, please visit the [Technology Available for Instructional Use](#) page.