



COMMUNITY COLLEGE  

---

OF RHODE ISLAND

FACULTY HANDBOOK

<https://www.ccri.edu/acadaffairs/faculty/handbook.html>

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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 and/or program director. 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](https://catalog.ccri.edu/) (<https://catalog.ccri.edu/>), the College website (<http://www.ccri.edu>), and the [Student Handbook](https://www.ccri.edu/advising/new_students/student_handbook/) ([https://www.ccri.edu/advising/new\\_students/student\\_handbook/](https://www.ccri.edu/advising/new_students/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:

- I. 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 Council on Postsecondary Education is an independent public corporation vested with the responsibility of providing oversight for the system of public higher education in Rhode Island. This system consists of two public institutions of higher learning, Rhode Island College (RIC) and the Community College of Rhode Island (CCRI), along with the Office of the Postsecondary Commissioner. The Office of the Postsecondary Commissioner, which operates under the direction of the Commissioner of Postsecondary Education, is the administrative and research arm of the Rhode Island Council on Postsecondary Education.

### 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

CCRI is accredited by NECHE, the New England Commission of Higher Education. The accreditation occurs every 10 years. Below are links to the accrediting body as well as accrediting bodies for specific programs at CCRI.

### QUICK LINKS

- [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 \(ACOPTe\)](#)
  - [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](#)
  - [National Association for the Education of Young Children \(NAEYC\)](#)

## III. FACULTY SENATE

On December 13, 2020, the college community authorized the formation of a Faculty Senate. The Senate shall be the conduit through which matters pertaining to instruction and academics are discussed and approved. This Senate structure allows for one focal point for faculty and the college community to view academic discourse and processes, in order to ensure transparency and openness.

The Faculty Senate is responsible for approving and coordinating matters that come before it and ensuring that all discussions, actions, and deliberations are continually reported to the faculty via one website: [www.ccri.edu/senate](http://www.ccri.edu/senate). The Faculty Senate is comprised of members of the Faculty from the college's various academic disciplines. Senators serve on standing Sub-Committees, along with Ex-officio members of the college community.

[Standing Committees of the Faculty Senate](#) include:

- Academic Standards and Policy
- Academic Technology
- Diversity, Equity, and Inclusion
- General Education
- Leadership
- Online Learning
- Student and College Success
- Teaching and Assessment
- Constitution, By-laws, Manual, and Elections

## IV. COLLEGE CATALOG

The college catalog contains course descriptions, prerequisites, and general information about the courses. [Click here to view CCRI's College Catalog](#)

## V. CCRI STRATEGIC PLAN 2018-2021

### A. CCRI 2018-2021 Strategic Plan

#### **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**

1. 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).
2. 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.
- 3. 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.

**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**

- 1. 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.
- 2. 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.
  - e. Expand community partnerships to meet students' non-academic needs.

**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**

1. 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.
2. 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.
3. 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**

### **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).

**GOAL TWO** – *Expand partnerships and programs*

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

**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.

## VI. ACADEMIC MASTER PLAN

Academic Affairs is currently working on an Academic Master Plan. This plan will correspond to the three goals of the CCRI Strategic Plan and focus on Academic Affairs’ role in meeting those three goals. The Academic Master Plan will be approved this Fall and inserted here.

## VII. ACADEMIC VISION

### A. Academic Freedom

The current CCRIFA Faculty Union Contract (2018 – 2021) 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 (<http://www.aaup.org/aaup>).

## **B. [Academic Honesty](#)**

### ***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](#).

### **Statement of Professional Ethics**

I. 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.

### **C. Academic Philosophy**

The phrase "Academic Philosophy" 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.

## **D. Caring Campus**

The Community College of Rhode Island (CCRI) has been selected as one of seven community colleges nationwide to participate in the “Caring Campus Initiative,” led by the Institute for Evidence-Based Change (IEBC) with funding through Ascendium Education Group (AEG).

Caring Campus is designed to use strategies backed by years of empirical research to make students feel welcome on campus. Students who feel they belong in college are more likely to complete their courses and succeed academically. CCRI faculty facilitators run a series of workshops to learn about and discuss four of the Caring Campus Commitments:

- Welcoming Students
- Learn and Use Student Names
- Design a Transparent and Inclusive Syllabus
- Get Started with Early & Often Assessment and Feedback

### **Participants will:**

- Attend four workshops. Each workshop is 2 hrs. in length and will include lunch.
- Add CCRI's Caring Campus commitments to your classes, beginning the following semester. These commitments do not involve you changing your course content or teaching; they focus on connecting with students in an intentional and meaningful way.
- Complete a pre and post workshop survey.
- Complete an implementation survey.

### **Completion and Recognition:**

Caring Campus can be used as part of the professional development requirement for faculty. At the end of the course, faculty who complete the course will receive a Caring Campus Digital Badge.

## **VIII. 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](#)

# **IX. 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.

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 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. Administrative Classroom Policy**

Faculty have administrative tasks to ensure the correct enrollment of their class and proper grade submission. In addition, faculty need to be current on any emergency information or college closings. The college broadcasts this emergency information through the RAVE alert. Each faculty member signs up for these alerts and receives them through their CCRI email and through text messages on their phones. Additional information is available at the link [Emergency Information](#).

Faculty may view their class roster, verify attendance, enter mid term grades, and enter final grades on MyCCRI under the For Faculty tab. The class roster is updated as students add and drop a class. Instructions may be found at the link [Viewing a Summary Class List in MyCCRI](#).

Faculty are required to verify attendance of students and report students who have not attended class during the second week of classes or after two class meetings. Verification of

attendance may be found on MyCCRI under the For Faculty tab. The verification of enrollment is important for financial aid and federal grants. Instructions may be found by visiting Entering Verification of Attendance (NO SHOW) Reporting.

Faculty are required to enter midterm grades and final grades through MyCCRI under the For Faculty tab. Faculty assign a letter grade to each student. Students who are assigned a grade of F must also have a last day of attendance entered into the grade submission. Instructions for entering midterm grades and final grades are found at the following links Entering Mid Term Grades in MyCCRI and Entering Final Grades in MyCCRI.

## **C. Technology Policy**

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. 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 by the college. Legitimate use of a computer, computer system or network, does not extend to all technically possible uses.

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.

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.

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.

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

Complete grading policies are found in the current college catalog ([here](#)). Below is some of the information that may be of greatest use to faculty.

### I. Grading System:

Grade	Description	Cumulative Grade Index Number of Points
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
D+		1.3
D	Below Average	1.0
F	Failure	0

*Note: F grade is also used by the Nursing, Allied Health, Rehabilitative Health and Dental Health departments when a student fails the clinical component of any course.*

*Some programs may have more stringent grading matrices.*

## **2. Designations are not Calculated in the Grade Point Average.**

### **S: Satisfactory**

This is used for noncredit courses except MATH 0099, 0100 and 0101 and field experience.

### **U: Unsatisfactory**

This is used for noncredit courses except MATH 0099, 0100 and 0101 and field experience.

### **I: Incomplete Work**

This temporary grade designation is awarded at the end of a course. It is awarded only when a student is **passing**, has attended or completed at least 75 percent of the course and is unable to complete the course due to extenuating circumstances (e.g. illness, death, unforeseeable accident, unavoidable circumstance.). With the instructor's consent, a Contract for Completion of Incomplete Coursework form must be completed by the instructor and student with the understanding that all remaining work must be completed by the end of the following semester. (Exception: If **I** is given in spring, work must be completed by end of fall semester.) Should the work not be completed by the established date of the contract, the **I** will change to an **WF**.

### **W: Official Withdrawal**

This is used when a student officially withdraws from a course during weeks three through 10 or two-thirds of the length of the course. It is included in attempted credits but not in the grade point index.

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

This is 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**

This is 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**

This is 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/Audits in this catalog.

### 3. 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, a course that does not meet the standard 15 weeks, 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.

Students are permitted to check their grades through MyCCRI (provided they are in good financial standing). Faculty should not release grades outside of the College's established mechanisms for viewing grades. Faculty should also be careful not to violate the FERPA guidelines (discussed below) 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 publicly post student's grades by name or in any manner in which a student's right to privacy might be compromised.

### 4. 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".

### 5. 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.*

### 6. 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.

## **F. Academic Standards**

The academic standards policy is created 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. The office of enrollment services has developed an early warning system that 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. The [student handbook](#) and [college catalogue](#) details the specifics of this policy and student's satisfactory progress towards a degree or certificate.

## **G. 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 a quantitative measure, number of credits earned divided by the number of credits attempted, a qualitative measure, grade point average in the [Academic Standards Policy](#), and a timeframe measure, program of study completed within 150% of the timeframe allowed.

[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. SAP will also be measured at the end of every term for students who are not maintaining SAP to determine if they are back in good standing.

#### **Requirements for Financial Aid:**

Students must maintain a cumulative financial aid grade point average of 2.0 and a completion rate (PACE) of 60% (67% for student's in certificate programs of 30 credits or less) to retain eligibility for financial assistance. The "financial aid GPA" includes all grades from developmental coursework; the CCRI institutional GPA excludes developmental coursework. The completion

rate (PACE) is calculated by the number of credits earned divided by the total number of credits attempted.

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 using Financial Aid**

A course is considered to be completed for the purposes of financial aid when a student receives a grade of "D" or better. If a student receives "W's" or "F's", the student is still eligible for financial aid as this is not considered a completed course by the financial aid office. 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.

Only the highest grade of a repeated course will be included in the overall Financial Aid GPA, and the credits attempted and earned will only be counted once, even if the course is successfully passed multiple times.

### **Students not in Compliance with Financial Aid SAP Policy**

Students who do not meet the Financial Aid SAP 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 next enrolled semester and placed on financial aid suspension. 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 60% 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.

## **H. Assessment**

All faculty members have a role to play in the assessment of student learning at CCRI. Academic assessment involves using student work as evidence of the learning process in order to improve the course or program in the future. The benefits of participating in your department's and the college's assessment practices include gaining a deeper understanding of how CCRI students can learn best, how the curriculum builds to the outcomes that graduates need for their career or future learning, uncovering where and why students might have trouble with the curriculum. In addition to the improvement of our courses and programs, CCRI faculty are responsible for ensuring that students attain a satisfactory level of learning on our "Educated Person" general education outcomes and program outcomes. According to NECHE, the accrediting body that assures CCRI's quality, the "assessment of student learning is based on verified statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program" ([NECHE](#), 2021).

### **I. Assessment at CCRI**

All faculty members are expected to be involved in assessment activities, including designing assessment plans, determining course and program learning outcomes, evaluating program curricula, collecting samples of student work, reviewing course and program outcomes, and serving on committees related to assessment. To this end, CCRI has several bodies that

participate in the assessment process so that student learning outcomes can be evaluated and improved on an ongoing basis:

- Academic Quality Assessment Committee (AQAC) – AQAC is the primary committee that reviews and recommends college policies and procedures regarding assessment. AQAC organizes the Academic Program Review (APR) process and provides peer feedback to the programs evaluated each year.
- Director of Assessment and Accreditation position – Within the Office of the Vice President for Academic Affairs, the Assessment Director is the primary administrative resource for departments completing Annual Assessment Reports and Academic Program Reviews. The Assessment Director offers professional development to faculty, monitors and helps with assessment reporting tools, and collaborates with other college departments on assessment-related initiatives.
- General Education Committee – The General Education Committee is the committee responsible for overseeing the process of defining General Education, college-wide learning outcomes, evaluating courses for approval as meeting General Education requirements, and assessing those outcomes.
- Departmental Committees – All departments are recommended to have departmental assessment committees for the purpose of undertaking course-level assessment, program assessment, program reviews and external programmatic accreditation, where applicable. Depending on external accreditation requirements, the size and volume of course/program offerings of the department, the organization of these activities may differ, ranging from “Lead Teachers” responsible for the accreditation of the course they oversee, full assessment committees, or individual faculty members tasked with organizing a program or concentration’s assessment plan and reporting outcomes.

## **2. Components of Academic Assessment at CCRI**

Academic Departments participate in several forms of academic assessment at CCRI:

- Academic Program Review – Degree-granting programs participate in the Academic Program Review (APR) process every five years. The APR is a comprehensive evaluation of a program’s mission and purpose, curriculum, student support services, teaching, learning, and scholarship of faculty, resources, and educational effectiveness. Departments assess enrollment trends, program demand, and student outcomes. Programs with specialized accreditation submit the self-study documents prepared for their accreditation body as demonstration of academic quality.
  - The APR is typically completed by a Department Chair, Program Director/Coordinator, or a faculty member with teaching responsibilities in that program
- General Education Assessment – Previously, CCRI participated in the Multi-States Collaborative to Advance Quality Student Learning to authentically assess student work related to General Education outcomes using the AAC&U VALUE rubrics. This

assessment process led to the refinement of the definition of the Educated Person and the competencies and key indicators for each General Education outcome in 2018 and 2019. In 2020-2021, the recertification of general education courses began. Currently, the Assessment Director works with a subcommittee of faculty from the General Education Committee annually to collect samples of student work and recruit and train faculty to serve as reviewers of student artifacts in order to assess each of the General Education competencies in a regular cycle.

- Faculty participate in the General Education assessment process by submitting assignments and student work in General Education courses or serving as reviewers.
- Program Assessment – Each department with a degree program submits an annual assessment plan and report for their program(s). These annual reports start with a program mission statement and Student Learning Outcomes (SLOs). The SLOs are mapped to the program’s curriculum to identify which courses introduce, develop, or provide opportunities for mastery of the competency, in order to identify opportunities for better scaffolding program curricula and identifying program locations for key assessments, such as formative assessments or summative capstone projects. Departments then report the SLO assessed each year, appraise the results, and set goals for program improvement. Assessment reports also have space for external accreditation actions if applicable and any other program data analyzed with related plans for improvement, such as graduation data, licensure exam pass rates, or other student success data.
  - Annual Program Assessment reports are typically completed by Department Chairs, Program Coordinator/Directors, or a faculty member with teaching responsibilities in the program. All departmental faculty, however, participate in the assessment process by assessing student work and making improvements related to the assessment finding.
- Course-Level Assessment – Course assessment is primarily organized within the academic departments. The college-wide method of course assessment has been focused on High Enrollment, Low Pass Rate (HELP) courses. Each academic department receives data on high enrollment courses which may pose a barrier to student success because of low pass rates. Departments selected one or more of the courses and developed improvement plans. Departments regularly use course-level assessment data to update and evaluate program curricula.
  - All faculty members teaching the courses identified for assessment in that academic year participate in the course assessment process by assessing student work and making improvements related to the assessment findings.

If you are looking for more information on how to assess courses and programs, what to assess, or how to act on results, or how you can get involved in the assessment process, please contact Director of Academic Program Review and Accreditation or visit the Assessment [webpage](https://www.ccri.edu/acadaffairs/assessment.html) (<https://www.ccri.edu/acadaffairs/assessment.html>).

## 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.

### Honors Project

Honors projects may be completed by (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.

All Honors projects must be overseen by a college instructor, usually the instructor of the course in which the student wishes to earn Honors credit. Typically, the student will approach a professor and ask to complete an honors project with them. The student and professor should agree on the project, fill out the [application form](#) (requires faculty and department chair signatures), and submit the form by the appropriate [due date](#) to one of the [Honors Program coordinators](#).

The Honors Project is developed by the student and faculty member. Students complete the Honors Project to learn additional material and skills in a discipline. The project type will be consistent with the project and discipline. For example, the student might create an artistic display, a written work, a laboratory report, a research project, or a Power Point presentation. Often the professor will help develop a project that considers the material presented in the class in which the student is enrolled, the career goals of the student, and the standards of the field. The Honors Project should take a minimum of 20 hours of work to complete. The Honors Project earns a student 0.5 credit hour. The faculty member will assign a letter grade to the student for the Honors Project at the end of the semester during final grades. A student who completes four or more Honors Projects will receive special recognition at the 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.

Students who complete an Honors Project may chose to participate in the Honors Formum. The [Honors Forum](#) takes place each year near the end of the Spring semester 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 as an opportunity to display their completed work and interact with other students in the program.

## I. 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. The college catalogue details students' rights to request examination of their records, correct those records, disclosure of information, and what is considered directory information. In general, faculty will need to consider the implications of FERPA when disclosing information about a student to a third party, especially a parent.

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
- Release video or audio of one class section to another class section

## X. TEACHING RESOURCES

### A. Syllabus Components and Design

The course syllabus is an important document for the instructor to communicate course policies and procedures to students. Each department at CCRI has individual policies for the syllabus. Some departments develop a single syllabus for a course that all instructors use while other departments have each instructor develop their own syllabus. CCRI has developed a suggested format for the syllabus but discussing the syllabus with the chair of your department is recommended. On the syllabus, the course title and description should be consistent with the college catalogue. The student learning outcomes must be those approved by the Curriculum Committee. The syllabus should be formatted to be accessible. The college's Learning Design Center has [resources to assist faculty](#) in creating accessible documents. The Center for Teaching Excellence (CTE) has [resources to help create a syllabus](#) as well as other helpful resources for improving your teaching.

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

By Arthur W. Chickering and Zelda Gamson

#### 1. **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. Students 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: First Impressions are Lasting Impressions**

By Annie Soisson, Associate Director of CELT ([Reference Click Here](#))

*“The beginning is the most important part of the work” – Plato*

The first day of class is always exciting, and often a little anxiety-provoking for faculty and students alike. Even seasoned faculty can become anxious and forget to focus on the group's relationship, and instead leap directly into the course content. It can be useful to think ahead about what you want students to leave with on the first day. Take the opportunity to create an atmosphere that engages students and encourages their participation, which, in turn, will generate excitement and add to the richness of the learning experience.

1. Get to know your students
2. Establish rapport
3. Focus on the most important things they need to know
4. Get started

I. Get to know your students

Stand at the door as students come in and have them introduce themselves to you. This gives you a chance to hear how they pronounce their names, and is their first impression of you.

In a small class, have students introduce themselves and share something about themselves, where they are originally from, or why they chose the course. In a large class, you can ask them to do this in small groups while you walk around. Introductions give you another chance to learn students' names and begin to foster a positive class atmosphere.

Create a "Getting to Know You" form, either on paper or online, to obtain relevant information that might be useful to you in communicating with your students and help you get to know them as learners. You can include a variety of questions such as: What is your preferred name? What is your preferred pronoun? What would you like me to know about you as a learner? What are your goals for this class? How do you learn best? Or more playful questions like: What is the most beautiful sight you have ever seen? If your song played when you enter the room, what would it be?

In a large class, decide whether you prefer that students keep the same seats throughout the semester or not. If you do, prepare a seating chart to make it easier for you to call on students by name. You can also use name tents, and challenge yourself to remember as many student names as possible.

## 2. Establish rapport

Introduce yourself and perhaps tell a little personal story or a little about your life.

Establish your credibility in relation to the course topic – describe your background and research, and what excites you about the field.

Tell a story that conveys the value and importance of the subject. For some, this is the easiest part. Share what drew you to the field, what is exciting about the topic and what is current about it. Explain why students spend a semester exploring this subject. Talk about what connects the course to their lives and the things they find interesting or important

What do you love about teaching? Let them know what they can expect of you as their Professor, and what you expect of them as learners. What will they know or be able to do as a result of having taken your class?

## 3. Focus on only the most important information they need to know

We often go through the syllabus carefully, rather than focus on the highlights that let them know how you will work together. They can read the syllabus. What do you want them to know about the most important choices you have made, and why you have made them?

Hand out an informative, possibly artistic, user-friendly syllabus that includes the objectives for the class, your expectations around attendance and work, dates of scheduled exams, due dates



of papers, and a reading list. Spend a few minutes describing what the books and readings are about and how they relate to the theme of the course.

Convey your expectations regarding appropriate amounts of study time and homework assignments. Explain the differences between academic dishonesty and legitimate collaboration.

Announce your office hours and location (then hold them without fail), the best way to contact you, and how quickly you will respond. Let them know how you prefer to contact them.

On the first day, end class ten minutes early in order to pass out an evaluation card to allow students to provide informal feedback regarding the class. (e.g. Is there anything unclear? What would they like to learn in the course?) Collect cards the cards and use the information to transition to the beginning of the next class or as a follow up email to the class. This communicates that you want and will respond to their feedback.

#### 4. Get started!

While you will have a little less time than usual on the first day, give them a sample of what class will be like. Try to actively engage them in thinking about the subject the first day rather than just conveying logistical information. Try to find connections with what they know, or present the big questions you will try to explore in the class. By using these active learning strategies, you will establish patterns right away that are helpful in creating a positive learning climate.

I like this quote from an edition of Faculty Focus: “It’s the day in the course when it’s easiest for the teacher to genuinely smile. You have only good news to share, so let them hear it.” ([Faculty Focus, 2015](#))

### **D. Instructor’s Protocol for Classroom Management**

Classroom management is critical for faculty to create a positive and productive learning environment for the students. The Dean of Students Office is a resource for working with students who may be having difficulty or may not be conducting themselves appropriately for the classroom. The Dean of Students Office manages the student conduct system, the student life program, and new student orientation events. Faculty members typically reach out to the Dean of Students Office at [deanofstudents@ccri.edu](mailto:deanofstudents@ccri.edu) to:

- Report academic integrity violations per the Academic Integrity Policy (also through Starfish).
- Seek input on managing difficult classroom situations.
- Report conduct code violations in the classroom.
- Share concerns about a student’s personal well-being (also through Starfish)
- Request financial/process assistance for classroom or campus presenters or field trips ([studentlife@ccri.edu](mailto:studentlife@ccri.edu)).
- Get involved in campus life or student groups ([studentlife@ccri.edu](mailto:studentlife@ccri.edu)).

- Participate in scheduled or suggested new student orientation events and activities.
- Request classroom presentations or trainings such as SafeZone, Trans 101, or Upstander Intervention ([genderequity@ccri.edu](mailto:genderequity@ccri.edu))
- Request professional development in QPR (suicide prevention), Mental Health First Aid, and using our new telecounseling service for referrals.
- Seek general information when unsure on where to go for information or assistance.

In addition, CCRI has developed a protocol to deal with disruptive students and deal with perceived threats ([Click here to view CCRI Instructor's Protocol for Classroom Management](#)). This document presents tools for evaluating a student and their behavior as well as suggested actions. It also gives resources for reporting "Threatening" behavior and phone numbers for the Campus Police.

## E. Library Instruction

Each campus has a library as well as an [online resources](#) such as databases, articles, and research guides. The library has books in circulation, has the ability to request books and periodical articles from member libraries, can place books on hold for a specific course, can acquire additional resources for a department or course and make them available in the library, and can help students with research projects. To access the library databases and materials from off campus, faculty will use their CCRI user name and password. Some materials that may be of specific interest are the following:

- [Chronicle of Higher Education](#)
- [AdjunctNation](#)
- [WorldCat A to Z \(to search a specific journal\)](#)

Material not available in the CCRI library may be requested through Interlibrary Loan. The [Interlibrary Loan Policy and links to Request Forms](#) for items not available from the [Library Catalog](#).

A faculty member may 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.

CCRI librarians teach classes in library skills and the use of research materials at the instructor's request. They have live in-person sessions which can include demonstrations of library resources,

hand-on practice with databases, citation help, and evaluating sources. They also provide video tutorials and lectures on common topics such as finding and accessing eBooks and articles through the library catalog and databases. Instructors may request a session for their classes through the library at [Flanagan Instruction](#), [Knight Instruction](#), [Liston Instruction](#), and [Newport Instruction](#)). The librarians conduct the librarian instruction sessions through their e-classroom. This space may be used by other faculty members who are not librarians for one time use. The policy of this e-classroom is found at [E-classroom Policy](#). These library skills classes are typically a single module within the instructor's course. The instructor may then chose to create a library assignment after this module (resource: [Creating Effective Library Assignments](#)). The library also has suggestions for incorporating the library into a distance learning course ([resource: Supporting Distance Learners](#)).

### **Library Courses**

The library offers credit [courses](#) in information literacy and research skills. An instructor may link their course with a library course in order to provide a framework for students to learn how to create a successful research paper without providing this content in the instructor's course. The library resource page may be accessed [here](#). [Laura Ryan](#) is the librarian who can provide additional information.

### **F. Center for Teaching Excellence (CTE)**

The Center for Teaching Excellence is a collaborative, faculty-led community that supports continuous development and champions high-impact, equitable teaching and learning practices for our diverse student body.

We Listen and Learn

We Respond and Lead

We Recognize and Reward

CTE holds workshops for faculty enrichment, forums for faculty to discuss articles and teaching methods, organizes resources for faculty's continued instructional improvement, and is a resource for faculty research. CTE is supported by a Board of faculty members who help make decisions and lead events for their colleagues at CCRI.

CTE runs New Faculty Onboarding and New Faculty Orientation, offers semester-long Faculty Learning Communities centered around a particular topic, awards two Grants to Support Teaching Excellence each calendar year, and serves as a hub for all faculty-focused professional development opportunities at CCRI. Check your email for the regular newsletter of events!

Working with the Institutional Effectiveness, CTE has established a confidential procedure for faculty to gain access to their course data disaggregated by race and ethnicity. This process allows faculty to examine whether any equity gaps exist in student performance in their courses in a safe space. Identifying if and where equity gaps exist allows faculty to create a targeted plan

for closing those gaps for future semesters. If you are interested in starting this process, please request a meeting with the CTE Director [here](#).

Learn more at [www.ccri.edu/cte](http://www.ccri.edu/cte).

## **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>

## **H. The Writing Center**

The CCRI Writing Centers help students with online resources, in-person tutoring, and online tutoring. The resources and tutoring include help with citation styles, organization, writer's block, and grammar problems. Faculty may contact the writing center on their campus when they are concerned about a particular student's writing, or to schedule a visit to introduce all students to the center. More information on twriting center services and email addresses for writing center staff are listed at [ccri.edu/writingcenter](http://ccri.edu/writingcenter). Faculty members can use Starfish to flag a student in need of help from the CCRI Writing Center. A staff member will reach out to the student to schedule an appointment.

## **I. Starfish and the Student Success Center**

[Starfish](#) is a platform that creates a network of communication between faculty, students, and student services staff to support student success. Starfish provides a central location to connect students to the people and services that can help them be successful. Starfish is an online communication system that allows you to communicate with your students about course attendance and course grades, with the ability to refer your students for extra support such as

tutoring, academic coaching, the Writing Center, Advising & Counseling, and Career Services. A Starfish faculty instructional guide is available on MyCCRI under the For Faculty tab. Look under the Student Information for Faculty/Advisor content area to find the following items.

1. Starfish Login—Will log you into Starfish.
2. Starfish Welcome Letter—An overview of starfish and the features it has.
3. Starfish Faculty Instruction Guide—A guide on how to use Starfish.
4. Starfish Recommended Syllabus Statement—A statement about Starfish that you can incorporate into your syllabus.
5. Starfish Activity Early Alert Flags and Kudos—Explains the alerts such as attendance concerns, missing assignments, behavior concerns, and other academic concerns. Explains kudos, giving students supportive messages about their performance in the class. This document also displays the pre-written email text versus the blank email text choices when giving the alerts and kudos. Click [here](#) to review the Starfish flag descriptions.

Starfish may also be accessed through Blackboard. Starfish often appears as a content area on the left-side of the Blackboard course shell as part of the standard course shell. However, it may be added by using a tool link.

The Student Success Center (SSC) is eager to assist faculty members in their efforts to help students meet classroom and program expectations. Visit our department's [webpage](#) ([www.ccri.edu/success](http://www.ccri.edu/success)) to review detailed information about our faculty services.

### **Virtual Classroom Visits & Mini Workshops for Faculty**

Do your students complain about not having enough time to do their homework? Are you concerned about the effort your students are displaying in your classes? The SSC provides academic coaches to visit classrooms in-person or virtually to provide mini-workshops on time, organizational, and study strategies. These sessions are customizable to your subject area.

### **Faculty Using Starfish Flags**

Faculty can refer students to tutoring and academic coaching through Starfish. After a referral is made, staff at the Student Success Center reach out to the student for the suggested service. This referral program can be helpful for students who would benefit from the Student Success Center's services but are unable to overcome the barrier to seeking the help.

### **Tutoring**

CCRI employs professional tutors and peer tutors to assist students with clarifying subject specific issues. *Students do not have to be in jeopardy of failing to get help from a tutor.* Students book appointments with a CCRI tutor through Starfish. In addition to CCRI tutors, students have access to private online tutors 24/7 through our partnership with TutorMe. Students book appointments with TutorMe tutors through Blackboard.

Faculty can recommend a student for employment as a CCRI Peer Tutor. A peer tutor must have earned a grade of at least a grade "B" in the subject they tutor and maintain a 3.0 GPA. Please complete the [online Faculty Referral form](#) to recommend a potential tutor.

### **Academic Coaching for Students**

Academic coaching is a personalized student-coach partnership with appointments tailored to a student's individual needs. Meetings may include discussing organization, time, and study skills strategies. Students schedule appointments with academic coaches through Starfish.

Please encourage your students to use our tutoring and academic coaching services. Students with questions about our services may send an email to [successcenter@ccri.edu](mailto:successcenter@ccri.edu). There is a Student Success Center located on the Flanagan, Newport, Liston, and Knight campuses.

## **J. Disability Student Services (DSS)**

### **Disability Services for Students**

The Disability Services for Students (DSS) office is part of the Opportunity and Outreach Programs unit within the Division of Student Affairs. DSS Coordinators and support staff are available on each of CCRI's four main campuses to meet with students and to help provide the necessary and reasonable accommodations that students need to be successful. In addition, the DSS office serves as an information resource to faculty, providing awareness and guidance for how to best ensure the inclusion of students with disabilities without compromising academic standards. The DSS office works to dispel negative and limiting stereotypes and promotes a campus culture that is mindful, accepting and responsive to the needs and contributions of all CCRI students.

### **Definition of a Disability**

According to the Americans with Disabilities Act, a "person with a disability; includes any person who (i) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (ii) has a record of such impairment, or (iii) is regarded as having an impairment."

### **Academic Accommodations**

Reasonable Academic Accommodations are mandated modifications, adjustments, auxiliary aids and other supports or services that allow a student with a disability an equal opportunity to benefit from education (US department of Education, 2007). Academic Accommodations will vary from student to student.

### **Procedure for Students to Obtain Accommodations**

The process of registering as a student with a disability includes three elements to be considered complete:

Step 1: Students are required to self-disclose their disability. To do so they need to meet with the Office of Disability Services.

Step 2: Documentation of the disability must be provided from a qualified, licensed and impartial professional and must contain a comprehensive assessment including clearly identified recommendations for accommodations. Appropriate accommodations for each student are based upon the specific recommendations and justifications for reasonable accommodations provided in the disability documentation.

Step 3: A Request for Accommodation (RFA) letter will be delivered electronically via email and the professor should reply to the DSS Coordinator as acknowledgment of receipt. Accommodations are required to be implemented regardless of reply email from faculty. The RFA confirms to CCRI Faculty and Staff that the student is registered with the Office of Disability Services and is eligible for the requested accommodations. To protect the rights and privacy of students with disabilities, the student's disability documentation will remain confidential and will not be released without the student's informed and written consent. Faculty are encouraged to use the RFA as an opportunity to discuss the shared responsibility of implementing the accommodations and develop a specific plan for their course.

### Shared Responsibilities

<b>Faculty members have the <i>right</i> to:</b>	<b>Faculty members have the <i>responsibility</i> to:</b>
Expect shared responsibility with students and DSS staff members to develop a specific plan to implement appropriate accommodations.	Respect Confidentiality
Determine course content and general methods of teaching.	Provide equal access to all course material to maximize the learning of all students by applying <a href="#">Universal Design</a> principles to all aspects of instruction.
Ensure the course standards are not lowered or compromised.	Understand policies and law regarding students with disabilities. (Visit <a href="http://www.ADA.gov">www.ADA.gov</a> for more information.)
Determine through consultation with knowledgeable professionals the most	Refer students to DSS when they request accommodations for a disability, but do not

appropriate ways to adapt their courses to meet the needs of their students.	provide the Request for Accommodations letter
Question DSS Coordinators regarding a specific accommodation request if it is inappropriate for a course or if the nature of the request would alter the essential requirements of the course.	Reply to electronically sent Request for Accommodation letters from DSS in a timely manner.
Ensure that a student has demonstrated mastery of the essential requirements of a course in order to obtain an appropriate grade. Assign appropriate grades to students if they do not demonstrate mastery of essential course requirements.	Understand that some students with disabilities may have academic or behavior challenges that are not related to their disability. Faculty members are not obligated to address such problems differently than they would for other students.
Be treated respectfully by all students in their class.	Enforce student handbook policies equally for all students.

### **Considerations of Accommodations in the Classroom**

Faculty often are concerned that providing an accommodation to a student will give that student an advantage over other students. However, providing accommodations simply levels the playing field so that the student with a disability has an opportunity that is equal to the other students to learn and demonstrate mastery of course material, and is required by law. At times, faculty feel that an accommodation is not appropriate for their course, or fundamentally changes the requirements of the course. If this is the case, the faculty member must discuss with Disability Services how the requested accommodation could be adjusted to the format/goals of the course before making any alterations to the RFA.

While accommodations should never change course standards or the essential function of the course, denying an accommodation is interpreted as excluding the student, and would violate Section 504 of the U.S. Rehabilitation Act of 1973. When a letter from the Disability Services office is presented to a professor, the accommodations that are being requested are based on a thorough review of the student's documentation of disability and are necessary for the student's equal participation in the course.

Faculty may have a student who requests an accommodation directly from the faculty member. When students request accommodations without a letter, they should be referred to the Disability Services office. The request for accommodations letter is the professor's assurance that there is a legitimate need for accommodation and that the student has followed the appropriate procedures.



One regular request is for a student to have extended time on exams. In this case, the student must contact the Office of Disability Services on their campus and request that arrangements be made in the DSS testing labs or with the coordinator for that campus. Faculty will then receive a form from DSS requesting information and a copy of the exam. Typically, one-week advance notice is considered adequate to make the necessary arrangements. All campuses have staff available during daytime and limited evening hours to proctor exams. For information regarding your campus, please refer to the [DSS homepage](#) for information and/or contact the DSS coordinator that signed the RFA form.

## **Service Animals**

According to the Americans with Disabilities Act (ADA) Service Animals include any dog that has been individually trained to do *work* or perform tasks for the benefit of an individual with a disability. In some cases, a miniature horse may be permitted as a Service Animal. Disabilities can be physical, sensory, psychiatric, and intellectual. Behaviors that constitute *work* will depend upon the disability and will vary. The *work* that a Service Animal performs must be directly related to the individual's disability. Service Dogs can be trained as guide dogs (visually impaired individuals), hearing dogs, mobility dogs, diabetic alert dogs, seizure alert dogs, allergy alert dogs, and psychiatric dogs.

Service Animals have full public access rights, which means they can go places where other animals are not allowed.

Staff are not allowed to request any documentation for the service animal, require that the dog demonstrate its task, or inquire about the nature of the person's disability. In situations where it is not obvious that the dog is a service animal, staff may ask only two specific questions:

Is the dog a service animal required because of a disability?

What work or task has the dog been trained to perform?

**Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.**

## **Public Etiquette Concerning Service Animals on Campus**

**A service animal is not a pet;** it is as necessary as a wheelchair to someone with a mobility impairment or a guide cane to someone with a visual impairment.

- Never distract the service animal. Always ask the handler before any interaction takes place.
- Do not touch or approach the service animal without permission. Remember service animals have a job to perform.
- Never offer food or treats to the service animal without permission.
- Do not ask personal questions about the handler's disability. Never ask for medical documentation.
- Do not ask for documentation that the animal has been certified, trained or licensed.

For additional information see:

[Frequently Asked Questions about Service Animals and the ADA.](#)

[ADA Revised: Service Animals](#)

[Rhode Island Governor's Counsel on Disabilities: Service Animals](#)

## XI. INSTRUCTIONAL TECHNOLOGY RESOURCES

### A. Center for Instruction & 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. The CIT has resources for faculty including digital learning technologies, instructional support including workshops and training, and Blackboard support. These services can be found on the CIT main page ([click here](#)).

### 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. Questions about the program may be directed to [Executive Director for Online Learning, Chris Szpryngel \(czpryngel@ccri.edu\)](mailto:czpryngel@ccri.edu). [CCRI's Online learning policy may be viewed here.](#)

## 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. The following links provide you with additional resources.

- [Classroom Technology \(request laptop carts and classroom equipment\)](#)
- [Event Support \(describes how to reserve event space\)](#)
- [Media Services](#) (describes classroom media available)
- [Tech Guides \(guides for some of the technology available at CCRI\)](#)
- [HyFlex Classroom \(guide for using video equipment installed in various CCRI classrooms\)](#)

## D. Electronic Classrooms

Electronic classrooms are classrooms that have a computer for each student to use. In an electronic classroom there is an instructor's work station with a desktop computer, Smart Symposium digital writing display or document camera, projection and individual computers for the students. [At this link](#) are the electronic classrooms available to faculty whose classroom instruction requires students to use computers during classroom time. In addition, faculty can request a laptop cart for a specific class period. CIT will bring a laptop cart to the classroom with a laptop available for each student to use during the class period.

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. Below are some useful links for correctly setting up your email.

- [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 Outlook](#)
- [Phishing](#)

## F. Faculty Web Pages

Some faculty chose to set up a webpage. CIT provides resources to help faculty set up these webpages. [Click here](#) to learn how to set up your own CCRI Faculty Web Page. Please contact CIT, [webservices](#) if you have any questions.

The faculty directory lists faculty by name, title, and department. It also includes the degrees received by each faculty member with the granting institution. [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. The help desk has Knowledge Base with various guides and videos for common questions, IT requests where you can submit a ticket for a specific problem or one-on-one training for a specific technology, and a help line. [The Help Desk may be accessed here](#). You can reach the Help Desk if problems arise during class by calling 825-1112.

## H. Interactive Video Conferencing

CCRI has three interactive video conferencing systems; Blackboard Collaborate Ultra, Zoom, and Cisco WebEx.

Blackboard Collaborate Ultra is a video conferencing system within the Blackboard Ultra Learning Management system (LMS). Blackboard Collaborate Ultra will be available within a class Blackboard page, but a link may be made available to those who are not enrolled in the class or do not have access to the Blackboard course site. It is often used for class sessions or meeting with students. To access Blackboard Collaborate Ultra, add a Tool link to your Blackboard Course Page. Choose Blackboard Collaborate Ultra. Once this tool is available, there is a general meeting room or you can set-up sessions for each class period. If you set-up a session for a class period, the meeting room will be available during the scheduled time and can record attendance for the instructor. Two helpful links for Blackboard Collaborate Ultra are from IT ([here](#)) and from the Learning Design Center ([here](#)).

Zoom is a video conferencing system that is available for CCRI faculty and staff. It can be downloaded from IT ([here](#)). Faculty can set-up meetings on Zoom through the application and give others the meeting ID and password or set-up a Zoom meeting for a single class through the class Blackboard page. The Zoom meeting is set-up through the Blackboard course page by adding a tool link. Zoom is used for class sessions, office hours, and meetings.

Cisco WebEx is another video conference system available to faculty and staff. It has a video conference WebEx Meetings and a WebEx Teams. The WebEx Meetings allows video

conferencing through an application on the computer. WebEx Teams is an interactive video conference application that allows for quick meetings, sharing of files and whiteboards, and has a space to save work from the meeting. Faculty will often use WebEx for meetings with colleagues. Further instructions for WebEx are [here](#).

WebEx Room Devices with interactive touch displays have been 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. To learn how to schedule a room through Outlook click the link [How to Schedule Conference Rooms in Outlook](#).

## **I. MyCCRI**

MyCCRI is an internal webpage used by CCRI to provide resources to students, faculty, and staff. MyCCRI is accessed by entering your CCRI login and password. The internal site has general information about upcoming events, support links for resources on how to complete various duties through MyCCRI, personal information, faculty functions such as entering grades, looking at schedules, finding a student schedule, etc., and information for employees. [Click here to view MyCCRI Documentation Information and Tutorials](#).

## **J. New Employee Orientation to Information Technology**

Below are a number of links for set-up of basic systems and technology at CCRI.

### **QUICK LINKS**

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

## K. Request for Services: Video Production

Marketing and Communications provides professional expertise and creative skills to support the development and production of video, digital images and graphics ([click here for webpage](#)). 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. Supported Computer Technology for Teaching

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 Center for Instruction and Technology (CIT) computer labs. 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 Ultra Learning Management System](#)
- [Medial](#): A program that allows faculty to record videos, orated power points, or other recorded media to share with a class through the Blackboard course page.
- [SafeAssign Anti-Plagiarism](#): A program that faculty can use in conjunction with an Assignment in the Blackboard course. When this option is selected for the assignment, each submission will be compared to other submissions in SafeAssign data base for similarities. The new submission will become part of the database. A “score” will be given so that instructors can find instances of plagiarism. An instructor can also submit work to be included in SafeAssign data base.
- [Respondus 4.0 Test Generator](#): A program that instructors can import word format quizzes, exams, and surveys or can write quizzes, exams, and surveys directly into the program. The program can then interface with Blackboard to upload the quiz, exam, or survey into one or more course with proper formatting.
- [Respondus Lockdown Browser](#): A browser which does not allow students to access the internet or other files on their computer (unless explicitly allowed by the instructor and programmed into the test settings). The Respondus Lockdown Browser may be used in conjunction with [Respondus Monitor](#) which requires video recording of students while an assessment is being completed. The Respondus Lockdown Browser is applied to a test in Blackboard under the Course Tools area in Course Management.
- [Making Documents Accessible](#): Making a document accessible means that they are formatted to assist those students using technology to read a document to them. This includes using headers and body format in documents, indicating how tables are read correctly, selecting font that is easier to read, and selecting font colors and styles that are easier to read. Microsoft Office has an Accessibility tool that can help improve documents accessibility. Blackboard has an Accessibility rating system to help instructors understand

if a document posted on Blackboard is accessible. CCRI strives to create documents that are accessible to all students.

- [Voice Thread](#): Voice Thread is a cloud application which allows instructors to upload, share, and discuss documents, presentations images, audio files, and videos between the instructor and students. Voice Thread is used through the Blackboard course page. A video on how to create a voice thread [here](#).
- [Blackboard Ally](#): Blackboard Ally is a tool that focuses on making digital course content more accessible. Using inclusivity, sustainability, and automation as its key pillars, Blackboard Ally helps you understand and tackle accessibility in a way that benefits all students.

Publisher Resources: [Textbook publisher resources may be integrated into the Blackboard course page](#). CIT can assist you with linking specific publisher's content.

## M. Technology Training

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

### IT 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 list 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.