

NCC FACULTY HANDBOOK

2020-2021

TABLE OF CONTENTS

SECTION 1: INTRODUCTION

College Offices.....	1
NCC Administration	2
Department Chairs & Program Coordinators.....	2
Mission	4
Vision	4
Educated Person.....	4
Core Values.....	4
Regional Accreditation	4
Specialized Accreditations.....	5
Non-Discrimination Policy.....	6

SECTION 2: FACULTY RESOURCES

Faculty Mailroom	8
Supplies.....	8
Audio Visual Services.....	8
Center for Teaching and Learning Excellence (CTLE)	8
IT Department	9
MyNCC Ap.....	9
Office of Academic Affairs.....	9
Online Learning	10
Walter R. Peterson Library Learning Commons.....	10
The Tutoring & Writing Center.....	10
Testing Services	11
Services for Students with Disabilities	12

SECTION 3: NCC ACADEMIC POLICIES AND PROCEDURES

Academic Freedom.....	13
Assignment Makeup Policy	13
Instructor Absence	13
Canvas	14
Official Rosters – Identifying No-Shows.....	14
Code of Ethics (National Education Association NEA)	14
EAB Alerts	16
Student Information System (SIS)	16
Family Educational Rights and Privacy Act (FERPA).....	17
Plagiarism	17
Grading Scale.....	18
Midterm Warnings	18

Final Grades.....	18
Grading Categories.....	19
Final Exams.....	20
Credit by Examination (CBE)	20
CLEP Exams.....	21
Classroom Food Policy.....	21
Classroom Recordings	21
Student Evaluations.....	21
Class Meeting Times.....	21
Classroom Usage	22
Copyright and Fair Use	22
NOLO and Open Educational Recourses (OERs)	22
Student Family Members in Class	22
Minors in the Workplace.....	22
No-Show Lists/EAB Early Alerts.....	22
Running Start.....	23

SECTION 4: INFORMATION FOR FULL-TIME FACULTY

Faculty Workload	24
Workload Letters.....	24
Course Release	24
Assigned Overload.....	24
Faculty Elected Overload.....	24
Summer Workload	24
Class Cancelation.....	24
Performance Evaluation	25

SECTION 5: INFORMATION FOR PROGRAM COORDINATORS

Program Planning.....	26
Hiring Program Faculty.....	26
Oversite of Program Instructors.....	26
Scheduling	26
Working with Administration and Other Departments	27
Advising Students.....	27
Working with the Department Chair in the Preparation of Budgets and Spending	27
Representing the Program in Recruitment Efforts & Other External Activities.....	27
Recruitment Code of Ethics.....	27
Dealing with Complaints from Students	28
Assessment of Student Learning.....	28
Program Review	28
Coordinating and Overseeing Program Accreditation Activities	29
Coordination & Supervising Clinic/Internship/Co-Op/Practicum Sites.....	29

SECTION 6: INFORMATION FOR ADJUNCT FACULTY

Workload30
Compensation 30
Adjunct Faculty Center.....31
Performance Evaluations for Adjunct Faculty 31
Academic Focus Area Peer Mentor Program..... 31

SECTION 7: COLLEGE OFFICES

The Academic Advising Center 32
Campus Bookstore 32
Campus Safety 32
Department of Multicultural Engagement 34
Student Life 34
Wellness Center 34

SECTION 8: CCSNH POLICIES AND PROCEDURES

Drug Free Workplace Policy 35
Title IX Policy & Sexual Harassment Formal Grievance Procedures 35
Professional Development Assistance Policy 35
Tuition Benefit Policy & Tuition Reimbursement Policy 35
Workplace Conduct 35
NCC Equity & Grievance Policy 36

SECTION 9: GENERAL INFORMATION

Address Change39
College Closings 39
Computer Conduct Code 39
College Email..... 40
NCC Alerts 40
Professional Attire 40
Reporting a Crime 40
Service Animal Policy 41
Smoking Policy 42

SECTION 10: INSTRUCTIONAL BEST-PRACTICES

Preparing for the Beginning of the Semester 43
The First Class Meeting 44
Classroom Management..... 45
Recognizing Threatening Behavior 48
Suggestions for Effective Online Instruction via Zoom 49

SECTION 11: APPENDICES

AF Procedure Policy51

1. SECTION ONE: INTRODUCTION

This handbook was created to serve as a guide for NCC faculty. It should be used as a resource to assist professors in their work with students and help instructors become more familiar with resources on campus. The document includes an overview of the entire college as well as information on college policies and institutional practices. The handbook is not a complete directory of every NCC policy. Certain policies are specific to certain departments, and faculty members should contact their Department Chairperson or Program Coordinator with questions pertaining to these procedures. In addition, circumstances may arise in which the NCC administration may alter college policies and procedures in order to better serve students or align with the needs of the institution.

College Offices

Academic Affairs	603-578-8947
Admissions	603-578-8908
Advising Center	603-578-8906
Business Office	603-578-8902
Campus Safety	603-578-8942
Financial Aid	603-578-8903
Human Resources	603-578-8945
Library	603-578-8905
President's Office	603-578-8991
Registrar's Office	603-578-8904
Veteran's Affairs Office	603-578-8994
Wellness Center	603-578-8912

NCC Administration

President	Lucille A. Jordan
Vice President of Academic Affairs	Robyn Griswold
Vice President of Student & Community Affairs	Lizbeth Gonzalez
Associate Vice President of Academic Affairs	Barry Garside

Department Chairs

Arts, Humanities, Communication and Design	Sally Bashalany
Business	John Carlisle
Culinary Arts	John Knorr
Engineering and Computing Science	Vance Poteat
Industry and Transportation	Karl Wunderlich
Mathematics and Science	Christine Morris
Multicultural Engagement	Elizabeth Berry
Nursing	Lisa Gray
Social, Educational and Behavioral Sciences	Jayne Barnes

Program Coordinators

Accounting	Garry Kirk
Automotive Technology	Jason Felton
Aviation Technology	Jeffery Sullivan
Biological Sciences	James O’Neill
Collision Repair Technology	Karl Wunderlich
Communications	Sally Bashalany
Computer Science & Web Application Development	Betsy Gamrat
Computer Engineering Technology	Don Marcotte
Computer Networking and Cybersecurity	Diane Fallier
Criminal Justice	David Dinwoodie
Culinary Arts	John Knorr
Data Analytics	Kim Seefeld
Early Childhood Education	Jayne Barnes
Electronic Engineering Technology	Donald Marcotte
English	Jennifer Tripp
General Studies	Pat Klein
General Studies Health	Pat Klein
History & Political Science	Stephanie Roper
Honda-PACT/Automotive Technology	Jason Felton
Humanities	Sally Bashalany
Human Service	Jayne Barnes
Liberal Arts/ Exploratory	Virginia Egan
Management, Marketing & Small Business Entrepreneurship	Patricia DiLorenzo
Mathematics	Christine Morris
Mechanical Design Technology	Douglas Howe
Nursing	Lisa Gray
Paralegal Studies	Suellen Seabury
Precision Manufacturing	Mark Dodge
Psychology	David Rondeau

Mission

Nashua Community College provides quality, academically rigorous, higher-education programs focused on the diverse needs of students and the community.

Vision

Nashua Community College (NCC) will continue to be the preferred provider of two-year, post-secondary education in the Nashua Region and evolve with the educational needs for lifelong learning.

Educated Person

Nashua Community College helps students improve their lives and become more responsible as informed citizens and educated persons. The college community has defined a set of essential skills to maximize one's role as a contributing member of society. Among those skills are communications, information literacy, scientific reasoning, quantitative analysis, ethical responsibility, critical thinking, global connectedness, and tolerance for ambiguity.

Core Values

The college community endeavors to guide and inspire a mindset of success in our students. Our core values help students to:

- Commit to the successful completion of a program at NCC;
- Communicate effectively in writing and speaking;
- Collaborate with others in group projects;
- Create new ideas and works;
- Challenge themselves to ask questions and to think critically

The Educated Person

Nashua Community College helps students improve their lives and become more responsible as informed citizens and educated persons. The college community has defined a set of essential skills to maximize one's role as a contributing member of society. Among those skills are communications, information literacy, scientific reasoning, quantitative analysis, ethical responsibility, critical thinking, global connectedness, and tolerance for ambiguity.

Regional Accreditation

Nashua Community College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary

resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact: New England Commission of Higher Education | 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514 | 781-425-7785 | info@neche.org

Specialized Accreditations

Automotive Technology and Honda Automotive Technology – The programs are certified by the ASE Education Foundation and the instructors are certified by the National Institute for Automotive Service Excellence (ASE) Certifications, 101 Blue Seal Drive, Suite 100, Leesburg, VA 20175.



Aviation Technology Program – FAA Approved (FAA Certificate Number NSUT025K)

Business Administration Programs including Accounting, Management, Marketing, and Small Business Entrepreneurship are accredited by the Accreditation Council for Business Schools & Programs (ACBSP), 11520 West 119th Street, Overland Park, KS 66213



Electronic Engineering Technology – Accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>.

Nursing – The Associate Degree Nursing Program at Nashua Community College meets the state education requirements for a Registered Nurse license in the states of New Hampshire and Massachusetts. Nashua Community College has not determined if the associate degree nursing program at Nashua Community College meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Please contact the state regulatory agency for nursing in any other state for which this information is needed.

The Associate Degree Nursing Program is approved by the New Hampshire Board of Nursing (NHBON). Upon satisfactory completion of the program, the graduate is eligible to apply to the New Hampshire Board of Nursing (NHBON) and Pearson VUE NCLEX Candidate Services for the National Council Licensing Examination for Registered Nurses (NCLEX-RN). The New Hampshire Board of Nursing's licensing regulations may restrict candidates who have been involved in civil or criminal legal proceedings. Questions about licensing restrictions should be addressed to the:

New Hampshire Board of Nursing
 121 South Fruit Street, Concord, NH 03301

The associate degree nursing program at Nashua Community College located in Nashua, NH is accredited by the Accreditation Commission for Education in Nursing (ACEN); 3343 Peachtree Road NE Suite 850 Atlanta, Georgia 30326 P. 404.975.5000 F. 404.975.5020 Website: www.acenursing.org The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at: <http://www.acenursing.org>



Non-Discrimination Policy

Nashua Community College does not discriminate in the administration of its admissions and educational programs, activities, or employment practices on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or veteran status. This statement is a reflection of the mission of the Community College System of NH and Nashua Community College and refers to, but is not limited to, the provisions of the following laws: Title VI and VII of the Civil Rights Act of 1964, The Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1975, Section 402 of the Vietnam Era Veteran’s Readjustment Assistance Act of 1974, and the NH Law Against Discrimination (RSA 354-A).

354-A). The NCC Equity Committee is designated to coordinate compliance with the Non-Discrimination Policy and handles all concerns of discrimination not covered under Title IX.

The following persons have been designed to handle inquiries regarding the Non-Discrimination Policy:

<p>Kyle Metcalf, Chairperson NCC Equity Committee Nashua Community College 505 Amherst St. Nashua, NH 03063 NCCHREC@ccsnh.edu (603) 897-9988 Equity Grievance Policy</p>	<p>Lizbeth Gonzalez Title IX Coordinator Nashua Community College 505 Amherst St. Nashua, NH 03063 lgonzalez@ccsnh.edu (603) 578-8928 Title IX Grievance Policy</p>
<p>Catherine Barry NCC Human Resources Director Nashua Community College</p>	<p>Jodi Quin Section 504 Coordinator Nashua Community College</p>

505 Amherst St. Nashua, NH 03063 cbarry@ccsnh.edu (603) 578-8900 ext. 1766	505 Amherst St. Nashua, NH 030631 iquinn@ccsnh.edu (603) 578-8996
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Inquiries may also be directed to:

Sara A. Sawyer CCSNH Director of Human Resources Community College System of NH 26 College Drive Concord, NH 03301 ssawyer@ccsnh.edu (603) 230-3503	NH Commission for Human Rights 2 Industrial Park Drive Concord, NH 03301 humanrights@nh.gov (603) 271-2767 TDD 1-800-735-2964
Equal Employment Opportunity Commission Boston Area Office JFK Federal Building 15 New Sudbury Street, Room 475 Boston, MA 02203-0506 info@eeoc.gov 1-800-669-4000 TTY 1-800-669-6820 ASL Video (844) 234-5122 FAX (617) 565-3196	Office for Civil Rights, Boston Office US Department of Education 8 th Floor 5 Post Office Square Boston, MA 02109-3921 OCR.Boston@ed.gov (617) 289-0111 TTY 1-800-877-8339 FAX (617) 289-0150

SECTION TWO: FACULTY RESOURCES

Faculty Mailroom

All faculty are provided with a mail box or mail folder located in Room 100. Incoming mail is delivered daily. Larger packages, such as books, are placed near the mailboxes in alphabetical order by instructor's last name. Faculty will be notified by email if they have a book or package to pick up.

Supplies

Faculty and staff will find office supplies in the supply cabinet located in the faculty mail room (room 100). There is not enough room to store all available supplies in the cabinet. If faculty need additional supplies, they should consult their program coordinator or department chair. Supplies are for faculty use only.

Copiers

Copiers are located throughout the campus. Many faculty use the machines in the Faculty Mail Room (room 100), room H278 of Judd Gregg, and room 211 in Streeter Hall. Please do not attempt to repair the machines and contact IT at ncchelp@ccsnh.edu. Use of these machines is monitored by the college and any abuse is subject to loss of access.

Audio Visual Services

The Walter R. Peterson Library and Learning Commons provides the campus with its audiovisual equipment needs. Available for loan to faculty are laptops, iPads, audio equipment, Owls, document cameras, digital still, and video cameras for NCC classrooms. Faculty can reserve equipment by emailing NCCLibrary@ccsnh.edu or by calling 603-578-8905 during the library's open hours. It is the faculty member's responsibility to sign out the equipment and return it promptly to the library. If the library has closed, faculty should promptly return the equipment to an NCC Security Officer. No loaned equipment shall be left in classrooms or removed from campus.

All classrooms have wireless internet connection capability. Classrooms are equipped with computers, LCD projectors, and Eno electronic whiteboard technology. If instructors need training on the proper usage of these tools, they should contact Doug Pelczar, Academic Technology Specialist at dpelczar@ccsnh.edu or 578-8962.

Center for Teaching and Learning Excellence (CTLE)

The CTLE (Center for Teaching & Learning Excellence) encompasses many aspects of adjunct support initiatives, including Adjunct Welcome/Orientation, AFA Peer Mentor program, FIT (Faculty Instructional Training), JumpStart Your Semester, and Adjunct Faculty centers. In addition, the CTLE organizes the NCC Lecture Series, Brown Bag Lunch & Learn discussion

series, and provides additional professional development training opportunities, including Canvas and Zoom training sessions.

IT Department

The College IT Department is responsible for infrastructure, local connectivity, and domain account creation for staff and faculty. In addition, the department is responsible for the installation, maintenance, and replacement of IT equipment and telephone service on campus. IT personnel also maintain the message display system and printing services on campus.

MyNCC App

The *MyNCC* app is freely available for iPhones and Androids. The app serves as a useful communication tool and provides an information stream for students, faculty, and staff. Sections of the app include information regarding Student Life, Clubs, Events, and Campus Services. In addition, in the event of inclement weather, the app is used to notify faculty of college closure.

Office of Academic Affairs

The office of Academic Affairs is committed to providing a rigorous, inclusive, and stimulating learning environment. The office promotes innovation and supports faculty in delivering quality academic experiences for students.

The responsibilities of the VPAA and AVPAA are delineated as follows:

VPAA

- Oversight of all academic programming
- Development and implementation of academic policies
- Faculty and student issues
- Course scheduling
- Communication with CCSNH System for academic policy and initiatives
- Guided Pathways Initiatives & supporting departments/programs: Running Start, Early College, Advising, Adult Learners, Registrar.

AVPAA

- Assessment and Planning: Strategic Plan, Program Plans, Program Review
- Accreditation
- Student and faculty support areas: Institutional Research, Academic Technology, Disability Services, ESOL Program, Walter Peterson Library Learning Commons, Online Learning.

Online Learning

NCC utilizes the online platform *Canvas* as the institutional learning management system. Instructors seeking training with the functionality of the tool should contact the Online Learning Coordinator Alan Foucault.

Walter R. Peterson Library Learning Commons

The Walter R. Peterson Library Learning Commons supports the academic programs of Nashua Community College by providing for the information needs of students, faculty, and staff. The library is a welcoming space where the NCC community can find study spaces, computers, books, academic resources, and research and technical assistance. The Academic Success Center is also located in the library.

The library maintains and provides 24/7 access to an extensive array of online academic resources, including search and citation tools, databases and ebooks, research guides and streaming videos on its website <https://library.nashuacc.edu>. All of the library's online resources from streaming videos to eBooks, journal articles to popular publications are licensed to NCC and can be used as content in your Canvas courses. Faculty should contact Library Director Fran Keenan at fkeen@ccsnh.edu or see the *For Faculty* page on the library website for more information.

Instructors interested in having a librarian visit a class (either face-to-face or remotely) to discuss research and library resources should contact Fran Keenan, Director of Library Resources, at fkeen@ccsnh.edu, or call 603-578-8992. General questions may be directed to the library's main desk at 603-578- 8905. Suggestions for acquisitions may be made by emailing Fran Keenan at fkeen@ccsnh.edu. For library hours, faculty should check the [library's webpage](#).

The Tutoring & Writing Center

Drop-in tutoring is available to students in the Walter Peterson Library. The services are offered at no cost to students, and the tutoring schedule is based on student's need and the availability of tutors. The Tutoring & Writing Center promotes student responsibility and accountability for their education, and faculty are encouraged to refer their students to tutoring.

Tutors:

- Adjunct faculty members are encouraged to become tutors in mathematics or English.
- Instructors of other subjects are welcome to discuss their ideas for tutoring with the Coordinator of Tutoring Services.

- Student tutors must be recommended by their instructors and meet a CGPA requirement of 3.0 or better.
- Tutoring is scheduled according to the Center's budget and staff availability. Tutors are compensated for their time at an hourly rate.

Writing Center:

The Writing Center and the eWriting Center (online Writing Center) is available to students to help develop their writing skills and to deepen student thinking and engagement. The Center is not a proof-reading drop-off service, but rather, a service in which consultants review students' papers and offer constructive feedback. Suggestions are formulated to strengthen thesis statements, reinforce paper objectives, and organize ideas, and improve sentence structure and clarity.

The eWriting Center (eWC)

The eWriting Center (eWC) is a remote option in which students access online writing assistance via the eWriting Center link on the Canvas main page. Service is available 24 hours a day – 7 days a week. The center operates in an asynchronous format. Writing Consultations may review submissions at times other than the submission time/date and are not available to communicate online via email or chat room.

The Writing Center Disclaimer:

Writing Consultants encourage students to participate in the review and revision process. However, writing conferences and feedback are:

- Not a drop-off or proofreading service
- Not responsible for grades or instructor comments
- Not a place where papers are written for the student

It is the responsibility of the student to ensure their writing and papers have not violated any plagiarism guidelines. The Writing Center does not offer help with writing that has any legal implications or related to an appeal of an NCC decision.

Testing Services

The Testing Services, located in a small room in the Walter Peterson Library learning Commons, affords the students an opportunity to take tests in a quiet, proctored environment. All testing arrangements must be arranged by agreement between the instructor and the student. The Testing Center requires 48 hours' notice to reserve a spot for the student. Days and hours are subject to change. Instructors who would like to reserve testing services for students should call Professor Quinn at 578-893, or visit the [testing services webpage](#).

Services for Students with Disabilities

It is the mission of the Community College System of New Hampshire's Disability Services to provide equal education access opportunities and experiences to all qualified students with documented disabilities who register with the College's Disabilities Support office.

Post-secondary schools are required by law to provide appropriate academic adjustments (referred to as reasonable accommodations) as necessary to ensure that it does not discriminate on the basis of disability. Assistance is provided in a collaborative way to help students develop strong and effective independent learning and self-advocacy skills, as they assume responsibility for reaching their academic goals.

If a student wishes to have an accommodation plan, they must register and go through an application process with the Disability Support Coordinator. Eligibility will be determined by the coordinator based on documentation and information provided.

Students requesting accommodations from instructors will need to provide a copy of their NCC Reasonable Accommodation Plan (RAP) for that specific semester. The instructor must retain a copy of each RAP given to him/her for the term and then return the copy to the Disabilities Support Coordinator at the end of the term or semester. Please do not accept out of date plans. Instructors are not required to accommodate students who have not provided an up-to-date copy of their NCC RAP.

Accommodations must be followed. If an instructor disagrees with an accommodation or feels it is not reasonable for that class, then he/she should contact the Disabilities Support Coordinator to see if an alternative can be agreed upon.

Please refer to students who have requested accommodations in your class but have not provided a RAP to the Disabilities support Coordinator located in the Academic Success Center within the Library. Phone: 603-578-8900 extension 1451.

SECTION THREE: NCC ACADEMIC POLICIES AND PROCEDURES

Academic Freedom

The statement of academic freedom is set forth by the American Association of University Professors, the Association of American Colleges, and the Association for Higher Education, National Education Association, is endorsed by the Board of Governors as follows:

1. "The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution."
2. "The teacher is entitled to freedom in the classroom in discussing his/her subject but should be careful not to introduce into his/her teaching controversial matter which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment."
3. "The College or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When the teacher speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the teacher's special position in the community imposes special obligations. As a person of learning and an educational officer, the teacher should remember that the public may judge the teaching profession and the institution by his/her utterances. Hence, the teacher should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he/she is not an institutional spokesman."

Assignment Makeup Policy

It is the individual professor's responsibility to establish his or her own makeup policy or follow the department's policy. It is vital that the makeup policy for all work (exams, projects, papers, portfolios, etc.) be published in each course syllabus.

Instructor Absence

Instructors should also have a clear policy for student work expectations in the event of instructor absence; this policy should be clearly expressed in the course syllabus. The College recommends using Canvas to communicate and assign work in such instances.

If the instructor must cancel class due to personal emergency or illness, an alternate assignment must be posted on the course Canvas site, and the instructor must notify the students by email (email the class via Canvas). For day classes, contact Christine Gannon before 3:30 pm at 578-8947 or cgannon@ccsnh.edu; for evening classes, contact Campus Security at

603-921-1089 or NCCsafety@ccsnh.edu. The instructor's department chair and/or program coordinator should be copied on the email or phone message.

Canvas

NCC utilizes the online platform *Canvas* as the institutional learning management system. All instructors are required to utilize Canvas for:

- Posting Course Syllabi
- Keeping class attendance using the attendance function in Canvas - For financial aid purposes, it is imperative that the college keep accurate records of student attendance. Instructors should take attendance at each class meeting and record the attendance in Canvas.
- Keeping up-to-date student grades in the Canvas grade center - Faculty are required to keep a written record of all items used to assess student performance that make up a student's final course grade. These documents are vital to the grade appeal process. Instructors are required to use the Canvas Grade Book to keep grades updated at all times during the semester.

In addition, many of the faculty enhance student interaction and engagement in their courses using Canvas in the following ways:

- Listing assignments and links to web resources for 24/7 access by the student
- Using the discussion board to improve collaboration and increase student participation beyond the classroom walls
- Utilizing the Zoom feature of Canvas to remotely deliver class lectures
- Posting announcements for students
- Administering and grading quizzes

Training is available through the Center for Teaching and Learning Excellence or by contacting the coordinator of online learning

Official Rosters – Identifying No-Shows

Early in the semester, all faculty will receive an official roster from the registrar's office with instructions to review. Faculty are required to indicate on the roster if a student on the roster has "Never Attended" or is attending but does not appear on the roster. All rosters must be returned to the Registrar's Office by the designated deadline.

Code of Ethics (National Education Association NEA)

NCC recognizes the critical importance of ensuring faculty behave in an ethical, honest, and unbiased manner. As such, the college requires that all faculty strictly adhere to the NEA Code of Ethics. A copy of the code is provided to each faculty member upon initial employment with the college.

Code of Ethics of the Education Profession

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provide standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specially designated by the NEA or its affiliate.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not reasonably restrain the student from independent action in the pursuit of learning.
2. Shall not reasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - a. Exclude any student from participation in any program.
 - b. Deny any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about colleagues.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

EAB Alerts

Faculty can issue “Alerts” for students at any time. The administration at NCC encourages professors to issue alerts for any student who may be having difficulty in the course. When a faculty member raises an alert, both the student and student’s advisor receive an automated email based on the alert raised. Faculty can issue an alert through EAB Navigate on the college website or directly using the following link: <https://nashuacc.campus.eab.com>

Student Information System (SIS)

NCC utilizes the online database *Banner*™ to document student and faculty records. The Student Information System (SIS) enables faculty to view their schedules and class rosters and allows students to view their schedules, grades, and financial account information. SIS can be accessed through the NCC website, and faculty are required to enter students’ grades into SIS at the conclusion of each course (see *Final Grades* section for more information).

To learn more about how to access SIS, faculty can contact Louise Haigler at 578-8978 (lhaigler@ccsnh.edu) or the Registrar’s Office at 578-8904 (kheath@ccsnh.edu).

Family Educational Rights and Privacy Act (FERPA)

FERPA is a Federal law administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Once a student reaches 18 years of age or attends a postsecondary institution, they become an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records. – Retrieved from the U.S. Department of Education Website.

FERPA Guidelines for Faculty

- Do not share student academic information with anyone other than the actual student (including the student's parents).
- Do not share student academic information with other faculty or staff unless there is a legitimate educational interest to do so.
- Do not publicly display student grades with names or other personal identifiers.
- Do not leave students graded papers or exams in publicly accessible places.
- Do not provide anyone with student schedules or assist anyone other than NCC employees in locating a student on campus.
- Do not share student email addresses. When sending one message to a group, use the BCC (blind carbon copy) option so all addresses will not be visible.
- Do not share student email addresses. When sending one message to a group, use the BCC (blind carbon copy) option so all addresses will not be visible.

Plagiarism

The college does not tolerate plagiarism. If a faculty member suspects a student of plagiarizing a paper, the instructor may want to enter a portion of the student's work into the Google search engine. This is a quick way to check if the student had violated the college's plagiarism rules. In addition, the faculty may utilize various online services to perform plagiarism checks on students' work.

NCC Plagiarism Policy:

- A student submitting as his or her own work an entire essay or other assignment written by another person.
- A student taking a section or sections of another person's work without proper acknowledgment of the source and that the material is quoted.

- A student using statistics or other such facts or insights as if these were the result of the student's efforts and thus lacking proper acknowledgment of the original source.
- The paraphrasing of another person's unique work with no acknowledgment of the original source.
- Copying another student's work on a quiz or test.

Grading Scale

Each department determines the appropriate grading scale. Please see the Department Chairperson for current grading system.

Midterm Warnings

All faculty are required to post mid-term warnings using the EAB Alert system. Only grades of C- or below need to be posted.

Final Grades

At the end of each semester, faculty are required to enter students' grades into the SIS system (instructions can be found below). Any change of grade after the deadline must be processed by the instructor through the Registrar's Office using the appropriate form. In most instances, only the instructor may only change a course grade. However, in a case of obvious computational error or blatant abuse of the grading prerogative, the Vice President of Academic Affairs is authorized to change a grade.

Every student on the roster must receive a grade. Any administrative withdrawals, withdrawals from College, etc., will have a grade already posted, ex. If the student withdrew, a "W" should already appear in the Final Grade column. Do NOT change a grade if one is already there. "Incompletes" must have the appropriate paperwork submitted to the Registrar's Office.

How to Post Final Grades on the Student Information System (SIS)

In order to post final student grades, instructors should follow the following steps:

1. Go to www.nashuacc.edu > Quick Links > MyNCC > SIS button.
2. Login (use same username and password as to NCC email account.)
3. On the Main Menu page click "Faculty & Advisors".
4. On Faculty & Advisors Menu Page click "Final Grades".
5. On Select Term page, choose the correct term and click "Submit".
6. On the Select CRN page, choose the correct course and click "submit"
7. Select a grade from the list for each student.
8. After clicking "Submit", the Final Grade Worksheet will display a message stating the grade change has been saved successfully.

9. To enter grades for additional classes, scroll to the top right of the page and click “Return to Menu”. Repeat the process beginning with step 5 above.

Grading Categories

Withdrawal (W): Student-initiated withdrawal from a course at any time prior to completion of the drop deadline (60% of the course). This can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g. catastrophic illness or injury, job transfer to another state).

Withdrawal Pass (P): Student-initiated withdrawal from a course after the drop deadline (60% of the course) if the student has a passing grade at the time of the drop as determined by the instructor. WP does not affect GPA, and can be initiated by the instructor if the student, because of extenuating circumstances, is unable to initiate the process (e.g., catastrophic illness or injury, job transfer to another state).

Audit (AU): A course taken as an audit does not earn credit and cannot be used to meet graduation requirements. Admission must be approved by the Vice president of Academic Affairs. Not all courses can be taken for audit.

Academic Failure (AF): An AF grade is an instructor-initiated withdrawal for reasons other than poor grade performance – e.g., failure to meet attendance requirements, violating of the Student Code of Conduct, etc. The grade may also be issued if a student registered in a clinic, practicum, internship, or lab is deemed unsafe or performing in an unsatisfactory manner as determined by an evaluation by a faculty member/agency supervisor in accordance with department criteria and procedure. AF grades can be issued up to the final exam week by completing the AF grade form located in the Registrar’s Office. An AF is calculated into the GPA as an F. If the student has remained in the course but simply failed it, it is considered an ‘earned’ F, and a final grade of “F” should be submitted.

*See Figure 1 on page 50 for the complete AF process

Continuing Study (CS): Students in developmental courses must earn a “C” or better in order to move on to the next course level. CS (Continuing Study) allows student to re-register for a developmental course if competencies have not been met by the end of the course. It is intended for students who have demonstrated progress and a commitment to succeeding in the course but who need time to achieve competencies. CS grades do not affect GPA.

Incomplete (I): An Incomplete Grade (I) indicates a student has not completed a major course assignment (usually a final exam or culminating final exam) due to extraordinary circumstances, such as serious illness, death in the family, etc. The grade is only applied in those instances where the student has a reasonable chance of passing. Students who have been delinquent in meeting course responsibilities are not eligible to receive incomplete grades. Incomplete forms

must be signed by the instructor and the student and approved by the department chair. At that point, the form is submitted to the Office of the Registrar. This work must be completed prior to the grade submission deadline. Through this formal arrangement, students must complete the work later than:

- The end of the third week in the Spring semester for a grade issued in the fall semester;
- The end of the third week in the Fall semester for a grade issued in the summer semester
- Three weeks from the earliest start date of the Summer semester for a grade issued in the Spring semester.

Should the student fail to complete the work within the designated period, a grade of “F” will be submitted to the registrar’s office. In extreme circumstances, the Vice President of Academic Affairs may make exceptions to the above deadlines. “I” grades will not be included in the computation of Grade Point Average. An “I” grade may affect a student’s financial aid. Students should be advised to contact the Financial Aid office on their campus for further information.

Final Exams

In face-to-face courses, the professor is required to give the final exam/ final assessment during the scheduled final exam period on the date assigned. Many programs require all course instructors to administer a common final exam. Professors should check with the Program Coordinator or Department Chair for specific final exam policies.

Credit by Examination (CBE)

Credit by Examination may be earned by matriculated students who, by study, training, or experience outside the College, have acquired skill or knowledge equivalent to that acquired by students enrolled in a course at the College. Such skill, knowledge, or experience shall be in the area of the course concerned and determined to be relevant by the Vice President of Academic Affairs or other authorized personnel. Students may challenge a course by requesting and completing an examination or evaluation that covers the instructional material of the course. If successful, the appropriate credits earned are applied to the students’ programs. Credit will not be given for grades below C. Students receiving a grade below C are ineligible for another CBE in that course. Students may not CBE a course in which they are enrolled if they have earned a grade within the CCSNH, or if they have been administratively withdrawn, or if they dropped the course after the two-week drop/add period. Candidates wishing to review the material for which they shall be held responsible in a CBE may apply to the chairperson of the department concerned for a list of areas of the subject matter covered upon which the exam will be based. The CBE will cover the content of the course being challenged. Students must apply for and take the CBE by the end of the Add/Drop period.

CLEP Exams

Students may choose to earn credits by taking a nationally standardized exam known as CLEP (College Level Examination Program). Nashua Community College is an approved testing site for CLEP. The college awards credits for courses in the areas of Composition

and Literature, Foreign Languages, Social Sciences, Science and Mathematics. A complete list of the CLEP exams accepted for credit by NCC is available on our website as well as in the Admissions Office and the Academic Advising Center. The cost of each exam is published on the College Board website www.collegeboard.com/clep. NCC charges an administrative fee of \$25 per exam. For further information and to schedule an appointment, contact the Academic Advising Center at 603.578.6817. Passing scores for CLEP are 50 and above unless specified otherwise. Successful completion of a CLEP exam is treated as a transfer credit. Matriculated students will need to request that a copy of their scores be sent to NCC for review.

Classroom Food Policy

Students may bring light snacks and covered drinks into classrooms. No food or beverages are allowed in computer labs, classrooms with computers, biological science classroom/lab, nursing labs, automotive labs, aviation labs, precision manufacturing lab, or the auditorium.

Classroom Recordings

Students wishing to audio record class lectures must receive approval from the instructor or the Disabilities Coordinator. Audio recordings are considered the intellectual property of the instructor and the Community College System of NH (CCSNH). Students are prohibited from selling, transcribing, or distributing class lectures.

Student Evaluations

Near the end of each semester, an online evaluation is made available to students via the course Canvas site. NCC uses the product *IOTA* to conduct course evaluations. Faculty teaching face-to-face classes are asked to designate part of a class meeting period so students can complete the evaluation. The instructor should leave the room while the students are completing the evaluation. Evaluation results are made available to faculty, PCs, and DCs after grades have been submitted.

Class Meeting Times

Faculty are expected to conduct each class in the assigned room for the entire length of the scheduled class meeting. The College feels it is important classes be held for the full length of the period to provide students with the optimum academic experience. A professor may release a class early on a rare occasion when the instructional lesson makes it appropriate.

Classroom Usage

The Office of the Registrar assigns the classrooms at the start of each semester. Should class enrollment exceed the number of available desks/chairs/computer terminals, faculty should consult their Department Chairperson. Faculty are not permitted to change classrooms without written permission from the appropriate academic division.

Copyright and Fair Use

Faculty are responsible for ensuring that their course materials comply with copyright law. Nashua Community College adheres to and enforces CCSNH copyright policies in compliance with federal, state, and local regulations regarding the access and use of information resources, including but not limited to [The Copyright Act of 1976](#) and all amendments and additions to date, [The Digital Millennium Copyright Act of 1998](#), and the [T.E.A.C.H Act \(Technology, Education, and Copyright Harmonization Act\) of 2002](#). For details, faculty should consult the CCSNH Board Policies. Please send copyright and fair use questions to Library Director [Fran Keenan](#), the college's designated copyright liaison.

NOLO and Open Educational Resources (OERs)

CCSNH and the CCSNH Board of Trustees have identified the adoption of no-cost and low-cost educational resources (NoLo), including Open Educational Resources (OER), as a system-wide priority. The advantages of increased use of NoLo resources include lower course material costs for students, enhanced attainment of learning outcomes, improved student access to learning materials, and greater flexibility for instructors to customize learning materials. For more information about OER at NCC, please contact Library Director [Fran Keenan](#).

Student Family Members in Class

Though the college understands the child-care responsibilities of many NCC students, the institution does not allow family members to attend classes with NCC students.

Minors in the Workplace

It is the policy of the CCSNH Board of Trustees to provide a friendly, safe, and disruption-free workplace for employees. Therefore, employees are prohibited from bringing minors into the workplace, except as part of a formal educational program (job shadowing, e.g.). No minor under the age of 16 will be allowed to occupy workspace on campus during the normal workday. In addition, no employees should leave minors who are family members unattended in any area of the campus.

No-Show Lists / EAB Early Alerts

After the first week of the semester, all faculty will receive an email from the advising team with a link to EAB Navigate and the early alerts system. Faculty should click on the link to note

any students who have not attended class during week one or contacted the instructor about the reasons for their absence.

Also, during this time, each faculty will receive a “No-Show” list from the college registrar. Each faculty member is required to identify any student who has not attended class. In addition, each faculty member will be required to identify any student who has been attending class but is not listed on the official class roster.

Running Start

The Running Start program enables high school students to take community college courses for dual high school AND college credit. Courses offered through the Running Start program are college courses taught at high schools by teachers who have college-level teaching credentials and use a college syllabus and course materials. These courses are taken as part of the students’ daily class schedule.

Each Running Start course is assigned an “NCC Faculty Partner.” This person is responsible for providing oversight to the course, and ensuring that course content is delivered with the appropriate level of academic rigor.

SECTION FOUR: INFORMATION FOR FULL-TIME FACULTY

Faculty Workload

Faculty workload is a balance of instructional and non-instructional responsibilities. A full description of the responsibilities of faculty can be found in the [Faculty CBA](#).

Workload Letters

Prior to the beginning of each academic year, each full-time faculty member will receive an official “Workload” letter. This letter informs the faculty member of their assigned courses as well as any other additional responsibilities expected of the professor.

Course Release

Occasionally, faculty members take on additional responsibilities that extend beyond what would normally be required of a full-time faculty member. In these cases, the Vice president of Academic Affairs may approve these individuals for a course release. Faculty requesting course release but obtain permission from the VPAA prior to the beginning of the academic year.

Assigned Overload

An assigned overload consists of contact hours assigned by management to a full-time faculty appointment in excess of the maximum contact hour range for the academic year. Upon verification of an overload status for the academic year, payment shall be rendered in accordance with the overload faculty pay schedule and will be paid during the spring semester of the designated academic year.

Faculty Elected Overload

Faculty elected overload consists of contact hours that a full-time faculty member voluntarily elects to teach in excess of the assigned instructional load for the designated semester. Faculty elected overload may not exceed the contact hour limits set forth in the faculty Collective Bargaining Agreement.

Summer Workload

The Faculty CBA states that full-time 10-month faculty who teach during the summer will be compensated at the Faculty Elected Overload rate. There is no requirement that full-time teach during the summer, so there is not an assigned workload (unless the summer semester is being substituted for a fall or spring semester).

Class Cancellation

In the event a faculty member needs to cancel class, the professor should follow the “Instructor Absence” section of this document. In addition to these procedures, full-time faculty are required to complete a leave slip to properly document the absence.

Performance Evaluation

Full-time faculty will be evaluated in accordance with the terms outlines in the Faculty Collective Bargaining Agreement ([Faculty CBA](#)).

SECTION FIVE: INFORMATION FOR PROGRAM COORDINATORS

The program coordinators at NCC play critical roles in ensuring that the academic programs at NCC are viable, current, and successful. Program Coordinators are expected to provide leadership and direction to the programs they oversee. Program Coordinators are responsible for:

Program Planning

It is vitally important that Program Coordinators work to continually improve their program and attempt to strengthen the quality of services and instruction provided to students. As such, each Program Coordinator at NCC is responsible for creating and maintaining a “Program Plan.” This plan should contain a detailed explanation of all the upcoming goals and objectives of the program and should be recorded in the college assessment tool *Improve*. In addition, the plan should be reviewed at least twice per academic year, and the appropriate updates should be documented and stored.

Hiring Program Faculty

Maintaining qualified and talented faculty is absolutely vital for the success of academic programs at NCC. Program Coordinators are expected to thoughtfully recruit, interview, and assign new faculty. In addition, the PC should assist the DC to orient new faculty to the campus surroundings and be certain the newly hired instructors are aware of NCC policies, procedures, and practices.

Oversight of Program Instructors

Program Coordinators should maintain proper oversight of program instructors. Proper oversight includes, but is not limited to:

- Assist DC in performing faculty evaluations
- Providing faculty with guidance with appropriate instructional approaches and best-practices
- Reviewing faculty members’ syllabi to ensure that departmental policies are followed
- Reviewing faculty members’ Canvas shells to ensure that faculty are using appropriate communications and online tools.

Scheduling

Each academic year, Program Coordinators should work with their DC and the VPAA to construct a schedule of program courses that correspond with the needs and availability of NCC students. In addition, the PCs are responsible for assigning faculty members to teach these classes; it is expected that the PCs will carefully align the strengths of instructors with the needs of the students in the course assigned. In addition, PCs must be certain to assign both full-time

and adjunct professors in accordance with the language in the respective collective bargaining agreements.

Working with administration and other departments

It is expected that the Program Coordinator will work collaboratively with the college administration, staff, and fellow faculty to solve problems that arise and implement college strategic initiatives.

Advising students

Program Coordinators serve as the primary advisor to all seniors (30 or more credits) in their program. It is expected that PCs meet with these students at least once per semester either face-to-face, on the phone, or via web conferencing tool. In cases where a program has a particularly large number of students, the college may provide additional advising support to the PC.

Students who have completed less than 30 credits are advised by the NCC Advising Center. While the Advising Center serves as the “primary advisor”, for these students, the PC serves as the “secondary advisor.” The college strongly encourages PCs to play an active role in advising these students.

Work with the Department Chair in the preparation of budgets and spending

Each Program Coordinator should carefully track program expenses and identify areas that require additional funding. When necessary, the PC should work with the Chief Accounting Officer (CAO) and DC to purchase appropriate program materials or professional development opportunities. In addition, the PC should maintain regular contact with the Department Chair and Chief Accounting Officer to ensure that appropriate budgetary practices are in place and that the proper NCC policies are followed.

Representing the program in recruitment efforts and other external activities

The success of NCC programs greatly depends on the successful recruitment efforts of college personnel. It is expected that PC’s actively seek out recruitment opportunities and enthusiastically engage in recruitment efforts. In addition, maintaining a positive relationship with the Nashua community is a critical component of the mission of the institution. As such, it is critical that each NCC program maintain close partnerships with appropriate community organizations and businesses. It is expected that PCs regularly engage with these area partners to advance the standing of the program in the community.

Recruitment Code of Ethics

Nashua Community College follows a strict a code of ethics in the recruitment of students. As part of efforts to eliminate unfair, deceptive, and abusive marketing aimed at prospective students, Nashua Community College:

- Bans inducements, including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or other item having a monetary value of more than a de minimis amount, to any individual or entity, or its agents including third party lead generators or marketing firms other than salaries paid to employees or fees paid to contractors in conformity with all applicable laws for the purpose of securing enrollments of students or obtaining access to funds.
- Refrains from providing any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or federal financial aid to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance;
- Refrains from high-pressure recruitment tactics such as making multiple unsolicited contacts, including contacts by phone, email, or in-person

Dealing with Complaints from Students

Occasionally, students may be dissatisfied with the level of instruction that they are receiving or the other matters pertaining to program content or delivery. When a student is dissatisfied with a specific instructor, it is recommended that the student first be directed to the classroom instructor to resolve the situation. If this is unsuccessful, it becomes the responsibility of the PC to meet with the student and determine the best course of action. If the student continues to object to the PC's decision, the matter should be forwarded to the Department Chair.

Assessment of Student Learning

Program Coordinators are expected to conduct the appropriate assessment of student learning. Each semester, the PC should collect data pertaining to student achievement of course competencies and program outcomes. This data should be stored in the college assessment platform *Improve*, and used as a basis for program and course improvement.

Program Review

Per CCSNH Board policy, all associate degree and certificate programs undergo a program review every five years. Under some circumstances, programs may be reviewed more frequently. The program review process provides the information necessary to document programmatic strengths and identify areas of potential improvement. Some academic programs undergo a review by an external accrediting body. In these cases, the independent accreditation review fulfills the aforementioned requirement of the academic program review process.

During the program review process, Program Coordinators work closely with the AVPAA to construct a detailed report describing all aspects of the program. This report includes information on program size, student body demographics, faculty credentials, student success

data, student learning outcome metrics, program purpose and goals, the continued need for the program, enrollment trends, potential program growth opportunities, adequacy of resources, and employment opportunities for students. Once completed, the report is submitted to the Program Review Committee for review. At that point, the committee reviews the report, meets with the PC, and constructs a report detailing the strengths of the program as well as the areas of potential improvement.

The primary goals of the program review are to:

- Identify program goals and relate them to the College's mission and the needs of the community
- Ensure that the program still offers the skills needed to compete in its field of specialization and is relevant to current and future job markets and/or four-year college aspirations.
- Evaluate the performance of the program with regard to student success, i.e., persistence, completion, transfer, learning outcome achievement, gainful employment, and licensure passage rates. Document the quality and adequacy of program staffing, including the Program Advisory Committee.
- Analyze the availability and utilization of educational resources, including technology, software, and support services.
- Evaluate the overall strengths, weaknesses, and needs of the program.

Coordinating and Overseeing Program Accreditation Activities

Certain programs at NCC receive program-specific accreditation. In these cases, the program coordinator is expected to work with the department chair during the accreditation process. The PC is expected to work with the DC to preparing accreditation materials, collect and organize workroom documents, and coordinate accreditation meetings and events.

Coordinating and Supervising clinic/internship /co-op/practicum sites

Certain programs at NCC have students performing academic work at off-campus sites. In these instances, it is the responsibility of the Program Coordinator to work closely with the NCC partnering group and make certain that the learning activities in the experience are appropriate for the student. In addition, the PC should ensure that all of the learning objectives of the course are appropriately met, and verify that all course content is delivered.

SECTION SIX: INFORMATION FOR ADJUNCT FACULTY

As practitioners in their respective fields, adjunct faculty members complement the expertise of full-time faculty, provide a variety of views within fields of study, and offer "real-life" lessons to students. The College has the same primary expectation for full-time and adjunct faculty: to provide students with quality teaching regardless of employment status.

Workload

Adjunct instructors cannot exceed 12 credits per semester (fall, spring, or summer). The 12-credit limit translates to 27 hours of work per week (2.25 hours per credit hour). This 12-credit limit includes courses taught at any CCSNH college (not only NCC). If an adjunct instructor also has a part-time staff assignment, this individual is still required to stay at or below 27 hours per week when the staff and teaching hours are combined. Hired on a semester basis, adjunct instructors receive a written contractual agreement that details salary, conditions of employment, and teaching responsibilities prior to the start of each semester in accordance with the [Adjunct Faculty Collective Bargaining Agreement](#).

Compensation

Adjunct faculty may elect to receive their compensation during the fall and spring semesters based on the following payment schedule:

- One Payment – a lump sum payment to be processed at the end of the semester upon the completion of the course and all administrative responsibilities.
- Two Payments – equal payments to be processed at mid-semester and at the end of the semester upon the completion of the course and all administrative responsibilities.
- Four Payments – equal payments to be processed on a monthly basis during the academic semester with the fourth & final payment being processed at the end of the semester upon the completion of the course and all administrative responsibilities.
- Eight Payments – equal payments to be processed bi-weekly with the eighth and final payment being processed at the end of the semester upon the completion of the course and all administrative responsibilities.

The NCC Human Resources/Payroll Office will publish and distribute the payment schedule for adjunct faculty in accordance with the CSSNH and departmental procedures. Direct deposit is available and encouraged for adjunct faculty members. Information regarding how to sign up for direct deposit is available on the [NCC Human Resources website](#). For any questions

regarding payroll, please contact Cathy Barry in Human Resources at cbarry@ccsnh.edu or at extension 1766.

Adjunct Faculty Center

The Adjunct Faculty Center (AFC), located in Streeter 100, is the “home base” to the Center for Teaching and Learning Excellence (CTLE). The AFC is a place for adjunct faculty to prep for courses, grade papers or tests, meet with students, and network with colleagues. In addition, the AFC has a lending library full of teaching and learning resources. The Center has five computers and a printer/scanner. A second, smaller adjunct workspace is located in Gregg Hall H278; this area has one computer and a printer/scanner for adjunct use and limited space for meeting with students.

Performance Evaluations for Adjunct Faculty

Adjunct faculty should expect an observation visit to their classroom from their Department Chairperson or Program Coordinator, particularly during their first semester at the College. The evaluation reports and observations are used to help ensure and strengthen the classroom experience at NCC for both students and faculty. For further information, faculty should refer to the current [Collective Bargaining Agreement for Adjunct Faculty](#).

Academic Focus Area Peer Mentor Program

The AFA Peer Mentor Program at Nashua Community College offers a mentor resource to all adjunct faculty to provide professional support throughout the academic year. The Mentor serves as an early point of connection for new adjuncts, provides direction to instructional resources, and offers suggestions for teaching strategies and classroom management techniques. One Mentor represents the Humanities (including social and behavioral sciences and business studies), and one Mentor represents the STEM Academic Focus Areas (AFA). The Mentors assist department chairs and program coordinators in providing a comprehensive support program to NCC adjuncts.

SECTION SEVEN: COLLEGE OFFICES

The Academic Advising Center

The Academic Advising Center assists students with the course selection process, academic concerns, program and degree requirements, transfer options, and other related college practices. Hours of operation and other information can be found on the [Advising Center website](#). Students can find the name of their assigned advisor on Navigate or Student Information System (SIS). The advising center is located in room 99.

Campus Bookstore

The Campus Bookstore is located in the Main Building next to Admissions and offers textbooks, books, and course materials and supplies, as well as clothing and apparel items for purchase. The Campus Bookstore also has rental options and online ordering available for students.

Campus Safety

The Campus Safety Office is located in the main building in Room 124. Business hours for the office are Monday through Friday, 8:00 am-11:00 pm. Campus Safety Officers regularly patrol the campus grounds to detect and deter criminal activity and to provide for the safety of students, faculty, staff, and visitors.

- Campus Safety Cell Phone: (603) 921-1089
- Campus Safety Phone: Extension 1767

The Campus Safety Department employs four (4) security officers and a Chief Security Officer. Officers conduct vehicle and foot patrols on campus, enforcing Nashua Community College policies and regulations, as well as notifying Law Enforcement Authorities of any on-going or reported crimes on campus or on property controlled by the campus. Although campus safety officers do not have arrest powers, the Campus Safety Department maintains a strong working relationship with the Nashua Police Department and maintains a formal written memorandum of understanding (MOU) with the Nashua Police Department. The campus is monitored by a state-of-the-art video surveillance system, which records video activity in and around the campus 24 hours a day.

Campus Security maintains a daily log of events, which is available for public view in the Campus Safety Office. The Nashua Community College Security Report is published annually and available online <https://www.nashuacc.edu/images/2017-images/security/Clery-Act-2019.pdf>

In addition to providing safety services for students and college personnel, the Campus Safety Office provides identification cards and parking permits for students, faculty, and staff.

Emergency Phones:

In the event of an emergency, faculty should be aware of the emergency phones on campus.

- Emergency Blue Phones: Available outside throughout the campus. These phones will dial 911 only. Note that calls made from these boxes are NOT directed to Campus Safety; therefore, individuals using these phones should also notify Campus Safety.
- Yellow Emergency Boxes & Red Phones: Located throughout the college are bright yellow 911 emergency notification boxes and Red Phones. These devices are connected directly to the statewide 911 system and are to be used whenever normal emergency reporting opportunities are not available; for example, after hours at the college when there is no access to a regular telephone. Phones located in classrooms and labs can be used by dialing 9- 911 in an emergency. Individuals who make a 911 call should also notify Campus Safety.

Campus Security Authorities (CSA):

In compliance with the Clery Act of 1998, the college has identified several members of the staff and faculty as Campus Security Authorities or CSA's. An updated list of CSA's is posted on bulletin boards throughout the campus and is available online on the [security page](#) of the college website. The role of the CSA is to provide a conduit for staff, faculty, and students to report any crime committed on campus grounds or on grounds controlled by the college. CSA's report these crimes to law enforcement through the NCC Security Office. CSA's may also assist an individual in making an anonymous crime report when requested to do so.

Emergency Operations Plan (EOP)

NCC has established an Emergency Operations Plan (EOP) to address extraordinary circumstances wherein the lives and property of individuals could be placed in imminent danger. Public portions of the EOP 'Basic Plan' are published on the NCC website as referenced above. For purposes of the Emergency Operations Plan, evacuation operations are either classified as "Standard" or "Extraordinary."

- "Standard" refers to a total or partial evacuation of one or several facilities to an assembly area within walking distance. A Standard evacuation can be either Precautionary (preplanned) or Emergency.
- "Extraordinary" refers to a total evacuation of the Nashua Community College complex by all employees and visitors to a location a minimum of 5 miles from the campus facility.

In some situations, evacuation may not be the safest alternative to the emergency. In these cases, a "Lockdown" or "Shelter in Place" action may be ordered. During a Shelter in Place emergency, faculty, staff, and students should close and secure the doors and place objects in front of the doors to create a barricade and remain in place until the threat has subsided or until notified by competent authority to move to a safer location. A Shelter in Place notification is broadcast through the campus-wide public address system. A message is also sent via phones (text and voice messages), landlines, and e-mail systems to all employees and student subscribers of the NCC alert system.

Department of Multicultural Engagement

Nashua Community College offers ESOL courses to meet the needs of the diverse student and community population. ESOL courses help students to better prepare for the academic expectations of higher education. Courses are listed by ESLN code in the catalog, and they are housed in the Department of ESOL/World Languages. While credits for ESOL courses do not count toward graduation, they do count for the purposes of receiving financial aid. In addition, the ESOL Director (Elizabeth Berry, ext. 1678) offers personalized appointments, drop-in office hours, and other support geared specifically to the cultural, emotional, and academic needs of ESOL students (or any students enrolled at NCC for whom English is a second language).

The Department of Multicultural Engagement offers a “Multicultural Awareness Workshop,” which can be tailored to meet the needs of faculty, staff, and students. The department sponsors a variety of multicultural events throughout the year, including Conversation Partners and International Café. ESOL students offer a wealth of cultural knowledge and world experience that benefit everyone at NCC! For more information about program offerings or to ask questions, faculty should contact Professor Elizabeth Berry at eberry@ccsnh.edu, or call 578-6912.

Student Life

Student Life at Nashua Community College aims to enhance the academic experience of students by providing co-curricular activities that will foster a sense of meaningful involvement, community engagement, and student leadership. The Office of Student Life organizes campus events and provides leadership for student clubs and organizations. In addition, the office, which is located in Room 204 of the Wellness Center, coordinates student orientations and community service. The college recognizes the importance of co-curricular learning experiences and encourages students to take part in college events and clubs. For more information, please contact Amy Vazifdar at avazifdar@ccsnh.edu.

Wellness Center

The NCC Wellness Center houses a full-size gymnasium, elevated walking/running track, multi-purpose exercise room, and male and female locker rooms. The Fitness center is located on the second floor of the Wellness Center and is open to all students, staff, and faculty during the regular school semesters. Wellness Center staff are trained to conduct orientations on strength and cardio equipment. Faculty wishing to use the fitness center must have an active NCC ID card. For more information contact Wellness Center Director/Alex Wunderlich, 603-578-8900 ext. 1599

SECTION EIGHT: CCSNH POLICIES AND RESPOSIBILITIES

Drug Free Workplace Policy

CCSNH is committed to ensuring a drug-free workplace as detailed in [CCSNH Policy #CCS 350.1](#).

Title IX Policy and Sexual Harassment Formal Grievance Procedures

CCSNH and its Colleges, including Nashua Community College, are committed to creating and maintaining a positive and productive learning environment. In furtherance of this objective, CCSNH prohibits discrimination in the administration of its education programs and activities based on sex including conduct that constitutes sexual harassment. CCSNH also prohibits retaliation against anyone who is involved in the making or reporting of a complaint or investigation or hearing of a formal complaint of sexual harassment. For more information, faculty should refer to [Title IX Policy and Sexual Harassment Formal Grievance Procedures](#).

Professional Development Assistance Policy

CCSNH recognizes and supports both career and job-related professional development activities. For more information, faculty should refer to [CCSNH Policy CCS 372.1.02](#).

Tuition Benefit Policy and Tuition Reimbursement Policy

The Community College System of New Hampshire (CCSNH) recognizes and supports the need for the continued professional growth of its faculty. For more information, faculty should refer to [CCSNH Policy CCS 373.1.01](#). and [CCSNH Policy CCS 372.1.01](#).

Workplace Conduct

The Community College System of New Hampshire (CCSNH) is committed to creating and maintaining a positive and productive learning environment for students, a professional setting for its employees, and a community atmosphere grounded in mutual respect, dignity, and integrity. In light of these objectives, CCSNH prohibits: 1) all manner of discrimination in the administration of its education and employment programs and practices on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, and veteran status, as defined under applicable law; and 2) will not in any instance tolerate harassment, intimidation or bullying behavior of any kind. The complete policy on workplace conduct can be found on the [CCSNH Workplace Policy](#) page.

NCC Equity & Grievance Policy

Human Rights/Equity Committee Reporting Procedures

The Nashua Community College Human Rights/Equity Committee (HREC) is sensitive to the threat and/or embarrassment an individual may experience in coming forward with a complaint regarding discriminatory behavior. The reporting procedures outlined below are designed to provide a safe, confidential, and supportive environment in which an individual may discuss his/her concerns. This committee has been put in place for use by students, faculty, staff and administration.

Complaints of discrimination, or of retaliation for making such complaints, may be reported directly to NCC's Human Rights/Equity Committee Chairperson at NCCHREC@ccsnh.edu . Complaints may also be reported to any member of the HREC or NCC's faculty, staff, or administration, who will then refer the complaint(s) to the Committee Chairperson. Each reported complaint will be followed up by the Committee Chairperson or designee in a timely manner.

Any NCC student or employee who has observed or is aware of discriminatory behavior and/or retaliation for reporting said discriminatory behavior should report this to the Human Rights/Equity Committee Chairperson or other HREC representative.

No one shall be required to file a complaint with an individual who is hostile to him/her and/or who engages in, or has been alleged to have engaged, in conduct which could be considered discriminatory.

Initial Reporting

The individual with the complaint is encouraged to contact NCC's Human Rights/Equity Chairperson at NCCHREC@ccsnh.edu to arrange for a meeting. This communication and meeting will be confidential and considered an informal review or discussion of the incident. An attempt to resolve the alleged complaint within ten (10) working days will be initiated by the Committee Chairperson. If a resolution cannot be reached through these informal means, a formal investigation will be launched, with the permission and written request of the complainant. Every attempt will be made to maintain the anonymity of the individuals involved, and each complaint will be handled as confidentially and expeditiously as possible.

Formal Investigations

Formal reporting procedures must be initiated within one year of the alleged violation. Investigations shall be conducted with particular care to preserve the confidentiality of all persons involved. Only those who have an immediate need to know (including, but not necessarily limited to, the investigator(s), the grievant (s), the respondent(s), and College

President) shall be provided with the identity of the grievant, the respondent, and the allegations.

All involved persons shall be afforded the opportunity to submit information relevant to a complaint. All parties contacted in the course of an investigation shall be formally advised of the necessity of confidentiality and that any breach of confidentiality shall be treated as misconduct subject to disciplinary action. The investigation will be conducted within thirty (30) calendar days of receipt of a written complaint. If additional time is required to ensure a thorough investigation, this time may be extended. Upon completion of the investigation, a written report will be submitted to the College President, and will be disclosed to the grievant and respondent. If the investigators have determined that the complaint was proven valid by a preponderance of the evidence, the investigators' report to the College President shall be accompanied by a recommendation for corrective and/or disciplinary action determined according to the totality of the circumstances uncovered during the investigation. In making a recommendation for corrective and/or disciplinary action, the investigators may consider (but not limit themselves to) the following factors:

- the severity of the offense
- the frequency and duration of the prohibited conduct
- the extent to which the misconduct, however minor, serves to create an intimidating campus environment for the grievant, or otherwise increases the difficulties of education or job performance for the grievant.

The College President will take the report and its recommendations under advisement, and make a decision regarding any corrective and/or disciplinary action that may be taken. The time between submission of the report to the College President and the commencement of corrective and/or disciplinary action shall be no longer than 21 calendar days. The College President will provide the Human Rights/Equity Chairperson with written documentation of the decision regarding corrective and/or disciplinary action at the time of or prior to the commencement of disciplinary action. Both the grievant and the respondent will be informed of the College President's decision.

Appeals

Appeals of the President's decision may be made by students according to the procedures outlined in the Community College System of NH policy manual and/or the NCC Student Handbook, which is available in the Vice President of Student and Community Affairs office, the Library, the NCC website and in various offices on campus. Faculty, staff, and administrators may appeal according to the procedures outlined in their current Collective Bargaining Agreement or the Handbook for Administrative, Managerial, Professional and Operating Support Staff Exempt from the Collective Bargaining Process (Confidential Employees).

Retaliation Prohibited

Retaliation of any kind against anyone making an allegation of discrimination, against anyone involved in the investigation, or against anyone involved in the decision regarding corrective and/or disciplinary action is strictly prohibited, and will be subject to disciplinary action against the retaliator.

Any questions regarding these procedures or the State and Federal antidiscrimination legislation listed above should be addressed to any of the following:

NCC Human Rights/Equity Committee Chairperson

Kyle Metcalf
Security Office
Nashua Community College
505 Amherst St Nashua, NH 03063
NCCHREC@ccsnh.edu (Confidential Email)
Phone: (603) 897-9988

Community College System of New Hampshire

Sara A. Sawyer
CCSNH Director of Human Resources
26 College Drive Concord, NH 03301
ssawyer@ccsnh.edu
Phone: (603) 230-3503

NH Commission on Human Rights

2 Industrial Park Drive Bldg. One
Concord, NH 03301
humanrights@nhsa.state.nh.us
Phone: (603) 271-2767
TDD 1-800-735-2964

Office of Civil Rights - Boston Office

U.S. Department of Education
8th Floor
5 Post Office Square Boston, MA 02109-3921
OCR.Boston@ed.gov (617) 289-0111
TTY (800) 877-8339
FAX (617) 289-0150

SECTION NINE: GENERAL INFORMATION

Address Change

Faculty members who change their address and/or telephone number should notify Christine Gannon, Administrative Assistant to the Vice President of Academic Affairs and the Human Resource Office. Faculty members can also change their addresses directly through the online ADP Self- Service system.

College Closings

In the event of inclement weather, the decision to cancel day classes will be made before 8 AM. The cancellation decision for evening classes is made separately and will be announced by 3 PM of the given day. Faculty will be notified of the school's closing via the MyNCC App. The College requests that instructors post alternate assignments on their Canvas course sites if classes are canceled.

Computer Conduct Code

Faculty and students are required to follow the "Computer Conduct Code." This code is also published in the NCC Student Handbook. As indicated in the code, faculty should refer students deemed to be misusing computer equipment or labs to the Student Judicial System and/or Vice President of Academic Affairs for disciplinary action.

- No faculty or student will reprogram, reconfigure, install or change any software or configuration that is installed on any of the College computers or computer system without written approval from the IT Department. Only the IT Department and approved faculty are authorized to make these changes.
- No faculty or student will connect, disconnect or alter in any form how a computer or related equipment is cabled or connected to the College network system without written approval from the IT Department. Only the IT Department and approved faculty are authorized to make these changes.
- No faculty or student will copy or download any computer program or software that is licensed to the College or use College computer equipment or network to copy or download any program or software or materials that they do not have the legal right to copy.
- No faculty or student will use any College computer or network to engage in any illegal activity to include but not limited to: engage in an illegal act, make threats, harass individuals, or misrepresent themselves to others.
- No faculty or student will access or display any pornographic materials on any College computer or network equipment.
- No faculty or student will bring any food or drink into a College computer lab, including classrooms or libraries where computers are located.

College Email

The college IT department provides all faculty members with an NCC email account. The college email should be used for all emailed communication with students, staff, and fellow faculty. The instructor's college email address (not a private email address) should appear on all course syllabi. If you have questions or need assistance with your NCC.edu email account, you may contact IT at (603) 578-8900 or via email at NCChelp@ccsnh.edu.

NCC Alerts

"NCC alerts" is Nashua Community College's emergency notification system that helps ensure rapid and reliable mass communication to students, faculty, and staff. The NCC ALERT system is designed to communicate with cell phones (text and voice messages), landlines, and e-mail systems, should there be a crisis or emergency situation on the NCC campus.

Registering for NCC Alerts

Faculty should register for NCC alerts to receive the latest information on campus emergencies delivered to their cell phone (voice or text message) and email account. Instructors can register for NCC Alerts (Rave Wireless) by visiting <https://www.getrave.com/login/nashuacc> and clicking the register button. Faculty must have a CCSNH email address to register. The Alerts password is not the same as the NCC email password unless faculty have made it so.

Professional Attire

All employees at the NCC campus are expected to maintain a professional and neat appearance that is appropriate for the position held and the nature of work being performed. Employees having personal contact with customers, vendors, and/or the public must be particularly conscious of maintaining an appearance that presents the business image desired by the College. If an employee is participating in meetings, appointments, and/or other public or external events, they should dress in professional attire for their scheduled activity. In accordance with this policy, sleeveless dresses or shirts and knee-length dress shorts may be worn as professional attire. Stained, torn, or faded clothing or footwear, or casual attire (graphic t-shirts, sneakers, halter tops, or short shorts, etc.) shall not be permitted. Jeans will be permitted on designated "dress down" days and must be appropriate for the nature of work being performed. Faculty with questions regarding professional attire should contact their supervisor or the HR office.

Reporting Crime

All crimes should be reported to the Campus Safety Department. Past incidents should be reported by calling the Police Department's business line at (603)594-3500. If faculty witness a crime or believe a crime is in progress, they should call Campus Safety/Security at (603)578-8942 and Nashua Police 911 immediately. As much information as possible should be reported.

Service Animal Policy

Service animal means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Federal Regulation Title 28 – Chapter I – Part 36 – [Subpart A](#)

Some Examples of Types of Service Animals:

- Guide Dog: A dog that is trained to serve as a travel tool for individuals who are blind or have low vision.
- Hearing Dog: A dog trained to alert deaf persons or those with significant hearing loss to sounds such as knocks on doors, fire alarms, phone ringing, etc.
- Service Dog (assistance dog): A dog trained to assist a person with a mobility or health impairment. Types of duties the dog may perform include carrying, fetching, 18 opening doors, ringing doorbells, activating elevator buttons, steadying a person while walking, assisting a person in getting up after a fall, etc. Sig (signal) dog:
- Sig (signal) Dog: A dog trained to assist a person with autism. The dog makes a person aware of movements, which may appear distracting to others and are common to those with autism. A person with autism may also have deficits in sensory input and may need service animals to provide similar assistance as is provided to a person who is blind or deaf.
- Seizure Response Dog: A dog trained to assist persons with seizure disorders. The method by which the dog serves varies depending on the individual's needs. Some dogs are able to predict seizures and provide advanced warning.

Requirements of Service Animals and Their Handlers

The following generally apply to all approved service animals:

- The service animal must be registered through the Disability Services Office and the Security Office.

- The service animal must have all veterinarian recommended vaccinations to maintain the animal's health and prevent contagious diseases. Documentation of vaccinations must be provided in advance.
- The service animal must be licensed and have tags in accordance with applicable state and local laws. Documentation of animal licensing must be provided in advance to NCC. NCC also reserves the right to request proof of licensing anytime during the animal's residency.
- The service animal must be on a leash, harness or tether at all times. Exceptions may occur when the animal is performing a specific duty that requires it to be unleashed or where the Nature of the documented disability of the handler precludes adherence to this requirement.
- The handler must be in full control of the animal at all times.
- The care and supervision of a service animal is solely the responsibility of its handler.
- The handler must (1) always carry equipment sufficient to clean up the service animal's feces whenever the animal and handler are on NCC campus; and (2) be responsible for the proper disposal of the animal's feces and for any damage caused by the waste or its removal. •
- The service animal must be well-behaved.
- The handler must ensure that the animal refrains from behavior that threatens the health and safety of others.
- The service animal whose behavior poses a direct threat to the health or safety of others or is disruptive to the NCC community may be excluded, regardless of training or certification. Service Animals in Training: All the above statements apply to service animals in-training.

Smoking Policy

The NCC campus is designated as a smoke-free facility and smoking is not allowed on the college premises. In accordance with this policy, the term NCC college premises includes all land, buildings, facilities, and other property in possession of, or owned, used, or controlled by the CCSNH colleges (including adjacent streets and sidewalks). This policy has been enacted to promote the health and well-being of the students, faculty, staff, and general public, and as such, it is expected that all employees will comply with this order. However, the smoking policy is equipped with one area of exception, as smoking is only allowed inside personal vehicles parked in designated parking areas on campus grounds. Disposing of tobacco products on campus grounds is considered a violation of this smoking policy.

SECTION TEN: INSTRUCTIONAL BEST-PRACTICES

Preparing for the Beginning of the Semester

At the beginning of each semester, course enrollments are reviewed by the Vice President of Academic Affairs (VPAA). In some cases, courses may be canceled due to insufficient enrollment. Instructors are encouraged to closely monitor enrollment as indicated in the course rosters found on the Student Information System (SIS). The VPAA makes every attempt to notify department chairs of canceled courses five days prior to the start of the semester.

In order to be well-prepared for the beginning of the semester, it is expected that professors will complete the following:

- Review the Course Outline - At NCC, every course has a corresponding “Course Outline.” This outline details all the specific elements of the course, including course number, course name, catalog description, number of credits, course competencies, and so forth. Faculty should contact their PC or DC for a copy of the course outline. These outlines are also available in the Office of Academic Affairs.
- Create the Course Syllabus - The college utilizes a common syllabus template for face-to-face courses, hybrid courses, and online courses. In addition, there is additional program-specific information that should be included in course syllabi. Faculty members should be certain to check with their Program Coordinator or Department Chair for specific details.
- Prepare the Course Site on Canvas - Upload appropriate materials onto Canvas and design the Canvas site to be well-organized and user-friendly for students. It is expected that all instructors will post their course syllabus in Canvas, keep attendance on Canvas, and actively utilize the Canvas Grade Center. Any instructor unfamiliar with the capabilities or operations of Canvas should contact the Director of Online Learning Coordinator for assistance at 603.578.8900 Ext. 1559 afoucault@ccsnh.edu.
- Upload the course syllabus onto the Academic Affairs Canvas site. - For proper record keeping, the Office of Academic Affairs must retain a copy of every syllabus used throughout the college. Syllabi should be posted to the Academic Affairs Canvas site prior to the first day of class. Faculty should look for an email indicating an assignment from the Academic Affairs Canvas Shell.

- Make the course available to students on Canvas - It is expected that professors will make courses available to students no later than 24-hours prior to the beginning of the courses.
- Review or print the class roster – Class rosters are available through the Student Information System. These rosters are updated in real time so it is important that faculty review the “first day” roster just prior to the initial class meeting. Also, students frequently add or drop classes early in the semester. So, during the first few weeks of classes, faculty should check class rosters prior to each class meeting.

The First Class Meeting

The first meeting of the class often sets a tone for the remainder of the semester. Instructors should be prepared to explain course objectives and expectations. In addition, faculty should take the following steps:

- Take attendance - For the purposes of financial aid, it is very important that the college keeps accurate records of student attendance. Instructors should take attendance at each class meeting and record the attendance in Canvas. Any students in class who are not on the course roster should be sent to the registrar’s office.
- Review the course syllabus with students – It is imperative that students have a good understanding of course policies and procedures. Instructors should be certain that students are fully aware of policies regarding grading, late submissions, make-up exams, and any other policy that may affect student success.
- Encourage students to purchase textbooks or other learning materials as soon as possible – Instructors should stress the importance of “keeping up” with the class and encourage students to quickly obtain the proper learning materials. In addition, Professors should make certain that students access the correct title/edition of required textbooks.
- Let students know how to contact the instructor – Proper communication is critical to student success. Faculty should stress that communication is important and make certain that students are aware of instructor contact information.
- Let the students know that the instructor is there to help them – This is remarkably important. Studies have shown that students who feel that their instructors are “on their side” are far more likely to succeed than those with the opposite impression.

Other suggestions for the first class include:

- Have a lesson prepared for the first day - Even if only a small portion of the content is covered, having a “taste” of the curriculum will help students settle into the course more quickly.
- Assign homework – this could be a textbook reading, a syllabus “quiz,” or a writing assignment. Assigning work will help students understand the expectations of the class.
- Have fun - If students see that the instructor is engaged and excited about the course, they will quickly catch that enthusiasm.
- Get to know students through informational activities and icebreakers.

Classroom Management

It is the faculty member’s responsibility to manage student behavior in the classroom and ensure that a positive learning environment exists. Occasionally, a faculty member may experience a situation in which a student is displaying unusual behavior. In these instances, the faculty member should first determine whether the particular case is an instance of “disruptive behavior” or if it rises to “threatening behavior.”

What is disruptive behavior?

Disruptive behavior is student behavior that interferes with the educational process of other students or the normal business functions of the college. Some specific examples of disruptive behavior in the classroom may include:

- Monopolizing discussion or taking over the lecture
- Side conversations
- Making hostile remarks to the instructor or fellow student
- Arriving late/leaving early
- Distracting behavior such as sleeping, cell phone use; eating in class
- Any activity that interrupts the educational or work process
- Violating any specific classroom rules or expectations.

Strategies to Discourage Disruptive Behavior in the Classroom

Faculty can prevent most of the negative behavior issues from occurring by creating a positive classroom environment at the onset. Faculty are strongly encouraged to do the following:

- Be engaged with students as individuals. Learn students’ names and refer directly to comments they have made (“As Mary pointed out earlier...”)
- Clearly demonstrate a willingness to respectfully listen to students’ views
- Model the behavior required of students (be on time, treat students with respect, etc.)
- Use structures that encourage students to get to know each other. It’s worth giving up some content time because this creates community.

- Let students know that the instructor cares about their success and is willing to help them succeed. Commonly use phrases such as “I want to help you” or “I’m on your side.”
- Provide a syllabus that accurately and fully communicates class requirements and course schedule. Clearly communicate deviations from the syllabus. Many student complaints arise from syllabi that create misunderstandings about course expectations.
- Clearly communicate policies regarding lateness, student attentiveness, cell phone usage, eating in class, unrelated talking in class, etc. Make sure that guidelines are clear and are enforced in a consistent and equitable way.
- Set the tone and classroom expectations early in the class. It is difficult to impose new rules after the class is underway.
- Use active learning techniques to fend off inattentiveness.
- Seek feedback from students to see how things are going. This can be an informal evaluation or something more formal.
- Be passionate about your subject. Students will sense your passion and develop a deeper engagement. Be excited and help them see the value of the knowledge and skills they are developing.
- Avoid grade surprises. Make certain students understand the grading system and that they have sufficient feedback so that the final grade is not a shock. If part of a student’s grade is based on participation, make certain that this grade is communicated throughout the semester.
- Be careful about creating too much informality within the classroom environment.

Suggestions for Reducing Disruptive Behavior

Occasionally, faculty will work to create a positive learning environment, but never-the-less, disruptive behavior issue arises. Though every situation is unique, the following suggestions may be helpful:

- Deal with disruptive behavior early, before feelings of anger develop.
- Avoid taking students’ behavior personally. Often students come to class with personal matters that impact their learning.
- Decide if the issue needs to be dealt with immediately or if it can wait until after class. If it requires an immediate response, verbally request that the student stop the disruptive behavior. If the student persists, ask the student to leave. If they refuse to leave and you feel the situation is escalating, notify Campus Safety (603.921.1089)
- If a student is monopolizing a discussion or going off on a tangent, skillful teachers can often rectify the problem by using positive instructional techniques. Strategies for dealing with such a student might include saying things such as: “We’ve heard John’s

opinion. What do others think?”, “It seems like we have two conversations going. Let’s come back to the topic at hand.”

Important:

If a student is being disruptive, faculty should always inform the department chair.

Guidance for Faculty Dealing with Disruptive Students in Classroom

Disruptive student behavior in a classroom or other learning environment (to include both on and off-campus locations) includes behavior that disrupts the educational process as defined by the instructor. Disruptive student behavior also includes engaging in threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class.

1. In the first instance of behavior that an instructor considers sufficiently disruptive to be a violation of the Code of Conduct, the instructor will inform the student that continuation of the offensive behavior will result in a written complaint to the Academic Affairs Office. Depending on the gravity of the behavior, the instructor may ask the student to leave class for the remainder of that day.
2. Where the behavior is sufficiently disruptive to warrant more formal action in the first instance, the President or Vice Presidents of the college, or a designee, may seek removal of the student from class as an interim sanction prior to resolution of a written complaint before a judicial body. Under the Student Judicial Code, interim sanctions may be imposed by the official designated by the college a) to ensure the safety and well-being of members of the college community or preservation of college property; b) to ensure the student’s own physical or emotional safety and well-being; or c) to ensure the normal operations of the college. Notification of the imposition of Interim Sanctions must be communicated to the Judicial Advisor as soon as is practical, as well as to the appropriate Vice President (if the Vice President did not originate the imposition of sanctions) and campus security as appropriate.
3. If an oral warning is given in the first instance and the disruptive behavior persists, the instructor will complete a written complaint on a form generated by the college which provides the student written notification that the complaint has been filed and that a college representative will be contacting the student.
4. Upon receipt of the complaint from the faculty member, the college representative will investigate, speaking with both the instructor and the student. Ideally, this would occur prior to the next class meeting.

5. The college representative can negotiate a resolution directly with the student or upon completion of his/her investigation issue a decision based upon the evidence gathered including the evidence provided by the student.
6. If suspension from the college or class is deemed the appropriate sanction, the faculty member would be notified and the registrar would be informed of the outcome and instructed to enter an AF grade with the date of that the student last attended class to be entered as the withdrawal date, and the student would be informed by the Academic Affairs Office.
7. Appeals of the decision could then go to the Judicial Committee.

Recognizing Threatening Behavior

What is Threatening Behavior?

Some examples of threatening behavior may include:

- A student violates your personal space
- A student raises his/her voice and seems irrational
- A student implies or makes a direct threat to harm themselves or others
- A student displays a firearm or weapon
- A student physically confronts/attacks another student
- A student stalks or harasses a faculty or staff member
- A student sends threatening emails and letters to a faculty or staff member
- An ex-boyfriend or girlfriend stalks a colleague

Predicting Violent Behavior

Below are some warning signs that MAY precede or be indicative of violent behavior.

- Threatening statements about killing/harming self or others, direct or veiled.
- References to or preoccupation with other incidents of workplace violence.
- Intimidating, belligerent, insubordinate, defiant or challenging behavior.
- Confrontational, angry, easily provoked unpredictable, restless or agitated behavior.
- History of violent, reckless or antisocial behavior.
- Alleged fondness or fascination with firearms.
- Feelings of persecution.
- Blaming others for anything that goes wrong, while disavowing any responsibility.
- Intolerance of differences.
- Marked decline in school or job performance.
- Changes in personality, mood or behavior.
- Excessive crying.
- Decline in personal grooming.

- Crossing interpersonal boundaries, such as, excessive phone calls, personal emails and/or visits.
- Substance abuse.
- Significant personal stress, academic, financial, family or relationship problems.

When behaviors become intimidating or threatening, you may feel anxious, afraid, or concerned for your personal safety. It is important not to manage such a situation alone. Immediately advise your department chair of your concerns, and if necessary, contact Campus Safety (603.921.1089).

Suggestions for Effective Online Instruction via Zoom

In some cases, classes are held remotely using Zoom. In these instances, it is important that an effective learning environment be preserved. In order to do so, instructors are encouraged to consider the following:

- Encourage students to keep their cameras on – the ability to see students’ faces increases student engagement and develops a better sense of community in an online setting.
- Use the “Chat” feature to encourage student interaction and discussion
- Use breakout rooms to enable students to meet smaller groups
- Be prepared for technical problems – Some students may have connection issues or difficulty hearing or seeing the electronic content properly.
- Explain to students that although the lesson is remote, proper classroom behavior is still required.
- Utilize the “Pooling” feature on Zoom. This function enables the instructor to collect students’ opinions and share results.

SECTION ELEVEN: APPENDICES

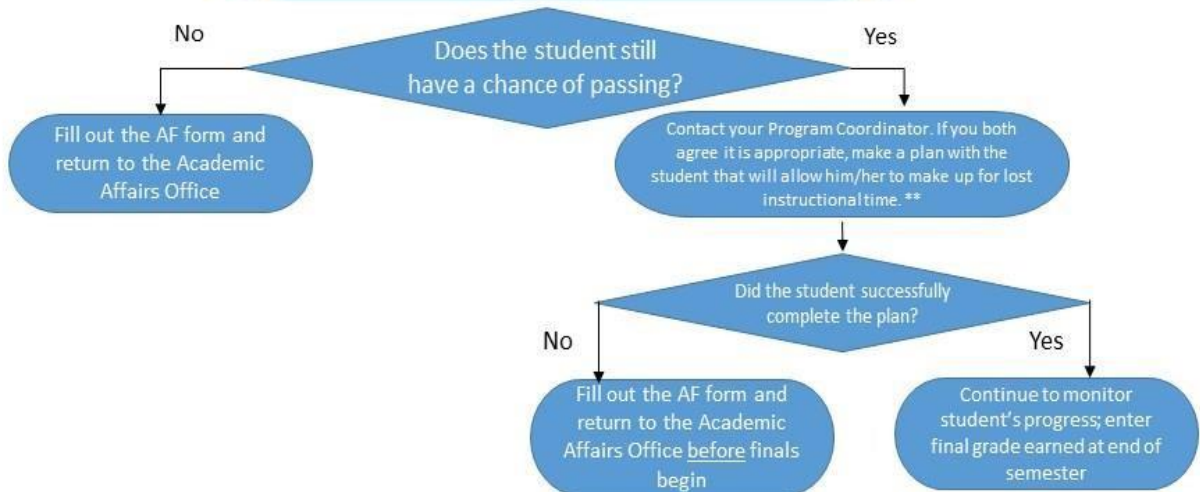
AF Procedure Policy

AF Policy Guidelines for Student Attendance

Once a student has missed four hours of class/lab time, 1) Email the student. Remind him/her about the AF policy posted in your syllabus AND offer to meet with the student provide your assistance. 2) Post an attendance alert on Navigate.

Monitor the response to your alert and follow up as requested

If student has additional absences and misses more than the maximum number of hours of class/lab time allowed by the AF Policy *



DISCLAIMER: The information contained in this handbook is to be used as a guide for Nashua Community College faculty. All information, including, but not limited to, rules or regulations, is subject to change at any time. The College reserves the right to modify aspects of operations as well as to change fees and other charges without notice.

505 Amherst Street, Nashua, New Hampshire 03063, Phone: 603.578.8900 Fax: 603.882.8690
nashua@ccsnh.edu | www.nashuacc.edu