

Faculty Resource Guide

2016-2017

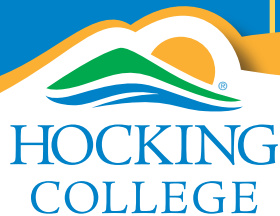


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Hocking College Mission

Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.

Academic Advisor Help Guide

Weeks 1 & 2

- Introduce yourself and let them know your office hours and encourage them to come see you.
- Encourage students to come see you for a registration review if they have not done so already.
- Remind advisees that the last day to withdraw or drop a class for 80% refund is _____.
- Remind eligible student of the graduation application deadline which is _____.

Weeks 3 & 4

- Remind students of the upcoming All Hocking Learning Day
- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.

Weeks 5 & 6

- Explain the college requirements and requirements for the specific major they have chosen ensuring a good fit.
- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.

Weeks 7 & 8

- Help advisees draw up an outline of approve courses extending beyond the current year. (SEP)
- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.

Weeks 9 & 10

- Go over midterm grades with students. Explore their strengths and weaknesses, particularly as they relate to their intended major.
- Remind students that the last day to drop or withdraw from a class is _____.

Weeks 11 & 12

- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.

Weeks 13 & 14

- Help your student select classes and register or apply for graduation.
- For graduating advisees, discuss career options and goals. Collect contact information from graduates and encourage them to keep you posted on their progress into a career.

Weeks 15 & 16

- Make sure advisees are registered for their Spring classes or have applied for graduation.
- Complete "Stay" Interview

Keys to success:

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

Academic Affairs Committee

Purpose

The Academic Affairs Committee provides guidance and recommendations on activities that support the academic mission of Hocking College. The Academic Affairs Committee will convene as needed and function as a consensus building advisory group whose work includes, but is not limited to, the articulation of the academic mission, enhancing the quality of academic programs, considering new academic programs and significant modifications in existing academic programs, program review evaluation, policy and procedures development/revisions, fostering faculty development and other faculty priorities.

Campus-wide input and involvement is encouraged. Faculty are welcome to request agenda items to be placed on the committee schedule. Forward all requests to Kim Coy, Project Manager, Academic and Student Affairs at coyk@hocking.edu or 740-753-7018.

Membership

The Academic Affairs Committee will consist of seven standing members and six rotating members serving two-year appointments:

Standing Members

Vice President of Academic and Student Affairs
Dean, School of Natural Resources
Dean, Art, Business, and Sciences
Dean, Health and & Nursing
Commander, Public Safety Services
Registrar
Department Chair (1) – School of Natural Resources
Department Chair (1) – School of Arts, Business and Science
Program Director/Commander (1) – School of Health and Safety

Rotating Members

Faculty, School of Natural Resources
Faculty, Arts, Business, and Sciences
Faculty, Health and Safety

Academic Grade Appeal Process

Academic grade appeals consist of complaints from students concerning final grades given. The Appeals Process is available only for final grades not for an individually graded assignment. When a student believes that his or her academic performance has been unfairly or improperly graded, the first recourse will be communication with the faculty member in an attempt to resolve the complaint. A student appeal of a final grade must be formally initiated within two weeks of the grade being posted. Students should understand that the burden of proof is theirs to demonstrate.

Please visit the College web site for more appeal information:

www.hocking.edu/studentaffairs/academicappeal.

Academic Probation

Academic Probation and Academic Suspension Policy

Academic Probation:

Satisfactory academic progress is maintained by meeting or exceeding the levels indicated in the table below. Academic Probation is determined by comparing the student's cumulative grade point average with the total registered credit hours.

Cumulative Credit Hours	1-16	17-31	32-52	53+
Minimum Cumulative GPA	1.5	1.8	1.9	2.0

- Students who fail to meet the standards will be placed on Academic Probation.
- Students will continue on Academic Probation until the cumulative grade point average reaches the appropriate level for the cumulative credit hours as shown in the table above.
- Students will continue on Academic Probation by maintaining a grade point average of at least a 2.25 during the term of Academic Probation.
- Students may be removed from Academic Probation only by meeting or exceeding the appropriate cumulative grade point average indicated in the standards above.

Academic Suspension

- Students on Academic Probation who do not show academic progress (2.25 G.P.A. for term) will be placed on Academic Suspension
- Students on Academic Suspension are suspended for at least 2 semesters

Reapplying to Hocking College after Academic Suspension

Students seeking re-admission to Hocking College after being academically suspended must:

- Submit a new admissions application
- Participate in a hearing to determine academic readiness to return.

If re-admission is granted, students are re-admitted on Academic Probation and must meet the academic goals presented in re-admission process.

All actions related to Academic Probation and Academic Suspension will be recorded on the student's permanent academic record (Hocking College transcript).

Important Note:

- The Academic Probation/ Suspension Policy is independent of the Hocking College Satisfactory Academic Progress (SAP) Policy as it pertains to financial aid. At the end of each semester, your SAP status is reviewed the Financial Aid Department to determine your financial aid eligibility.
- The academic year consists of 3 semesters - Summer, Autumn and Spring.

Right of Appeal for Academic Suspension:

Students placed on Academic Suspension for the first time have the right to appeal for extenuating circumstances such as:

- Medical Issues
- Disability issues

Academic Success Center

The Academic Success Center is located in the first floor of Davidson Hall. The Academic Success Center houses the Testing Center, Library services, The Access Center, tutoring services, and guided study programs. It provides a space to form learning communities and also provides services to help students succeed.

Advisor Guidelines

- Faculty's week's work will include advising hours. Office hours are meant to offer assistance to students in your classes – time when you should be easy to locate. Office hours must be posted on Google Calendar. Advising appointments must also be posted on Google Calendar.
- Meet **in person** with advisee at least twice each semester. Use your Google Calendar to set up advising appointments. This allows time to advise each student (and keeps lines from forming). Advising slots can set up on your calendar so that advisees can sign up to see you.
- Communicate regularly with advisees via email/phone.
- Respond to advisee inquiries in a timely fashion.
- Keep a file (electronic or paper) for each advisee so you can document meetings and outcomes. Keep copies of work completed (including the Curriculum Checklist that we developed) and agreements during meetings or emails.

Must:

- Make sure advisee knows how to plan and schedule classes. Do not just do this work for them. Ensure that each advisee understands how to check graduation progress via web advisor.
- Follow chain of command – make it clear that students must go to their advisors FIRST – if problem cannot be resolved, students and advisor schedule a time to meet with the Department Chair and then Dean (as needed).
- Encourage early registration (to get the classes needed).
- For 2nd year students, require student to bring transcript and graduation evaluation so you can check and document progress using the Curriculum Checklist. Keep a copy of this in the advisee file.
- Must complete a course substitution or waiver at the time it is agreed upon (must be submitted to the dean after the student has completed the substituted class with a “C” or above). Do NOT wait until the final graduation analysis.
- Assist student with any Applications for Special credit and submit to the appropriate department for approval.
- Each advisor must have all paperwork in order and submitted (graduation evaluation, course substitutions, course waivers, all special credit or transfer credit) prior to the final graduation approval.

All Hocking Learning Day

More Alike than Different: A Day of Unification & Respect

October 19 will be designated as All Hocking Learning Day. Attendance and participation is mandatory for all students. Evening classes (5 p.m. or later) will still meet on that day. An agenda of events will be communicated electronically.

Attendance Policy

Students are expected to attend all classes to ensure academic success. Instructors will report attendance in each class using the following categories: Present, Absent, Absent Excused and Late. Attendance will be reported and/or updated each week by Sunday at midnight.

Failure to attend will result in the following:

- Following the 15th calendar day of the semester, a student who has never attended a course(s) will be Administratively Dropped from the course(s).
- 16 - week courses
 - Upon the 4th absence, a student will be Administratively Dropped from the course(s).
- 8 - week and online courses
 - Upon the 2nd absence, a student will be Administratively Dropped from the course(s).

Course Length	Administratively Dropped Upon
16-week courses.....	4th absence
8-week and online courses	2nd absence

Any student dropped from all courses due to non-attendance will be Administratively Withdrawn from the institution. The College is not responsible for the student's failure to follow the official withdraw policy. If the student's intention is to not attend Hocking College, it is his/her responsibility to notify the Registrar's Office to officially withdraw from the institution.

Students will be responsible for tuition and fees according to the refund policy.

Important notes:

- Any adjustments in your course registration may impact financial aid and your time to graduation. It is recommended that students speak with the Financial Aid Office and Academic Advisor.
- Specialized courses offered as a module course(s) - less than 8-weeks - will not be administratively dropped or withdrawn according to this policy. The student is responsible to drop any module course(s) through the Registrar's Office.

Book Orders

All books listed on syllabi are only subject to change through approval by the Dean of the appropriate department.

- Any proposals for new textbook adoption or textbook changes should be submitted to Department Chairs to be approved by the dean.

Catalog in Force Policy

Requirements for a student to complete a degree are based initially on the Hocking College catalog/curriculum which is in force at the time of the student's first term of credit enrollment. When a student stops attending, he/she is no longer considered an active student. Once a student is inactive for one academic calendar year or two consecutive semesters, upon re-admission to the College, the student will begin the program under the most current Hocking College catalog/curriculum.

For the purposes of this policy, an academic calendar year is considered two semesters Autumn & Spring.

The student must demonstrate extenuating circumstances while also explaining what has changed as a result of those circumstances that can now contribute to continued success. Failure to provide appropriate documentation will result in a denial of the appeal.

To appeal students must:

- Complete the Student Appeal for Academic Suspension form.
- Appeals must be submitted to the Director of Academic Services – Davidson Hall, Room 113 by 10 a.m. Wednesday before the term begins.

Students will be scheduled for a meeting with the Student Success Committee as quickly as possible to review your appeal.

A student who has successfully appealed an academic suspension will be continued on Academic Probation. If the student does not meet the minimum semester GPA of 2.25 during the next term of enrollment, he or she will automatically be suspended.

College Completion Plan 2016-18

Purpose of the Completion Plan

We view this completion plan (**Appendix A**) as roadmap for implementing the mission of this institution. We believe passionately in this promise to our students and our community. These initiatives focus on the drive to assure that every student has every chance of success through social and economic advancement. For those students who have stood before closed a door time and time again, we believe that education is the key to open those doors, and we want to make good on our promise to provide those keys to our students and to our community.

Hocking College's SSLI Team

Hocking began forming the Student Success Leadership Institute's team in November of 2015. Our goal was to include a cross-section of the institution to give voice to the many stakeholders for whom student completion is central. The following people contributed to the completion of this project either as a member of the core SSLI team, a member of the SSLI Data team and/or a contributor and editor of this document:

Christine Allwine..... Faculty, Mathematics
Jeffrey Daubenmire Chief of Staff
Dr. Myriah Davis Vice President, Academic and Student Affairs
Pamela Dye..... Department Chair, Allied Health and Nursing
Danita Glenn..... Director, Academic Services
Mary Leffler..... Faculty, Accounting
John Less..... Office Coordinator, Public Safety Services
Kensey Love..... Director, Retention, Completion and Institutional Research
Victor Maxson Director, Assessment
Sarah Parker-Clever..... Dean, Arts, Business and Sciences
Joseph Wakeman Associate Vice President, Student Affairs

Diane Wolf Assistant Director, Institutional Research
Christine Woodgeard Director, Enrollment Management and Student Admissions
Ryan Rieder Department Chair, Arts, Business and Sciences
Dawn Shingler..... Faculty, Medical Assistant
Daniel Yeatts Admissions Counselor
Dr. Betty Young..... President

Gathering Information

The team gathered information through many avenues. Through attending the SSLI meetings, the team gleaned a tremendous amount of information from other two-year institutions. Our SSLI coaches from Sinclair Community College and Data Team coach from Zane State kept us focused and shared strategies that were successful at their institution. We also gathered best practices from the campus community through a survey focused on advising and engaging students. This questionnaire was used to strategize ways to integrate students into the campus life of Hocking College and to help them progress through coursework and complete their educational goals.

Also contributing to this plan is our ongoing work with Ruffalo Noel Levitz to create a strategic enrollment plan that touches on improving student services and academics. Strategic enrollment planning (SEP) is defined as an information-based and ongoing process that identifies, evaluates, and modifies strategies and enrollment goals to effectively connect mission, current state, and changing environment to long-term enrollment and fiscal health. Strategic planning aligns the organization with its environment in order to help ensure stability, survival and excellence. The strategic enrollment planning process uses four phases: data analysis, strategy development, goal setting, and implementation. This project began in December 2014 with large scale committee work which included faculty, staff, directors and administrators. These large committees identified points of failure and potential areas of improvement. A smaller team has been meeting regularly to pinpoint specific strategies to connect, engage and complete students.

Course Syllabus Submission Procedure

Please use the Course Syllabus Template (**Appendix C**) to develop, revise or edit your current Course Outline/Evaluation of the Learner document. In some cases with courses taught by multiple instructors, the syllabus will need to be developed with input from all instructors.

Due Date: Friday before the start of the term.

How to Submit:

1. Save in .doc format.
2. Upload to the appropriate drop box on the Department Moodle page.

CourseSmart Directions

- To receive desk copies for any book, you can use CourseSmart as a digital, online library.
- If you would like a physical copy, please contact the book representative to request an instructor's copy.
- All copies of textbooks given to instructors from the Hocking College bookstore are charged to the department. The dean's approval is needed before requesting a book from the bookstore.

CourseSmart Access as an Instructor/Admin

Step 1: First and foremost, it's important to set yourself up as an instructor and not a student. Here's the link to do that:

www.coursesmart.com/go/instructors

Step 2: In the upper right, click "Create Account"

Step 3: Follow on-screen instructions to set up your account.

Step 4: Once your account is established, enter the ISBN you'd like to review in the following field:

After entering the ISBN (I've provided a few ISBN's you can use below) you'll be prompted to login:

Once logged in, you should be able to then generate free trials of the texts to better get a feel for usability, functionality, advanced features, etc.

Here is a CourseSmart ISBN for you to explore:

9780205905218 – eBook: A World of Art

CourseSmart Links to Information

- Differences between Offline & Online Readers:
www.coursesmart.com/ourproducts
- Features & Functionality of the CourseSmart Bookshelf:
www.coursesmart.com/go/reader
- Mobile Access:
www.coursesmart.com/go/mobile
- Accessing CourseSmart eTextbooks Offline:
www.coursesmart.com/go/offlinevideo

Critical Care

The Critical Care initiative is an attempt by Hocking College to intervene at any point during an academic semester when a student's instructor has concerns about their ability to succeed in the course. When the concern arises, the student is listed in our critical care list and the student's academic advisor is notified. Weekly Critical Care meetings are held between advisors and administration in an attempt to successfully intervene with at risk students. Below is a look at how the critical care list is managed:

Step 1: Click on Faculty & Staff from the main page of the college's website

Step 2: Click on the 'Intranet' button on the left side of the page

Step 3: Click on 'Forms'

Step 4: Click on the 'Critical List Spreadsheet'

Step 5: Find the correct tab for the class that you wish to enter. For example, Math 1103 could be found in the 'ABS' tab.

Step 6: Insert your information in the reporting instructor tab.

Step 7: Enter date and student information

Step 8: Select Intervention

Intervention Options:

Disabilities Notice

In conformance with the Americans with Disabilities Act of 1990, Hocking College will make reasonable accommodations to its practices to assure nondiscrimination on the basis of disability. The Access Center/Office of Disabilities Services in **DVD 114** is dedicated to serving the various needs of individuals with documented disabilities and to promoting their full participation in college life.

Discover Hocking/Showcase/Quick Start

Discover Hocking

Discover Hocking is an opportunity for prospective students to experience campus and learn what the college has to offer. The event includes admissions information, housing and financial aid advice, a campus tour and time to interact with faculty a campus tour and time to interact with faculty. Individual time with financial aid and admissions representatives is available at the end of the day. They are high in demand and reservations are required.

The Hocking Showcase

The Showcases, the most popular visitation event, allows students to immerse themselves in our programs. It is an opportunity for the department to promote our technologies, assist in recruiting efforts and highlight the unique educational opportunities we provide to our students. Faculty representatives are required to create a hands-on experience that allows guests to engage while learning about your program.

Quick Start

Quick Start is Hocking College's registration event. These events are hosted prior to the start of each semester. The program is approximately 3-5 hours in length. Students must bring a photo ID to register. Students under the age of 18 must have a parent or legal guardian present. Payment source (FAFSA, scholarships, payment plan or personal payment) need to be in place. During these events students can:

- Apply for Admission
- Complete the application for financial aid (FAFSA)
- Assessment testing
- Evaluate transfer credits
- Register for classes (faculty advisors from every program must be represented)

Finding a Substitute for your Class

Please adhere to the following steps to help ensure that your class is covered appropriately and the substitute is paid:

1. Discuss your absence with the Dean of your area to determine if a substitute is necessary.
2. The Dean or Department Chair may assist in arranging the appropriate substitute for your class.
3. Fill out the appropriate leave time with the correct number of hours.

Grade Change Procedure

- Obtain a copy of the form from department office or the Department Moodle page (**Appendix H**).
- Fill the form out completely. (It slows the process down if all of the information is not there.)
- Send the completed form to the Dean to be signed.

Grade Submission

- Due dates for reporting grades will be communicated via email and/or Hocking Google Calendar.
- When due, log on to Web Advisor. Click on “Faculty.” There you will find “Grading.”
- For Midterm grades, please enter a letter grade unless the course is an ‘S/U’ course.
- For Final grades, please enter a grade for every student, even if they have not been attending.
- When entering an “Incomplete” (“I”), please also enter an end date (commonly 8 weeks of the following term).

Graduation Applications

- Complete any Course Substitution or Waiver forms (found in the departmental office or on the Department Moodle page), and submit these along with the reviewed Grad Analyses to the dean.

Human Resources Additional Information

For Human Resources information regarding any of the following, please visit **www.hocking.edu/humanresources**:

- Hocking College Employee Handbook
- Professional Bargaining Union Contract
- Employee Benefits
- Accident-Health Report
- Online Leave Request directions
- Staff Scholarship forms

For information about setting up email, Moodle, or WebAdvisor, please visit: **www.hocking.edu/technology/helpdesk**

Incident Report

If a staff member encounters an imminent threat where bodily injury could occur to the student or any other person, Campus Police (ext. 6598) should be notified immediately. Any information received via emails, listservs, course content, Moodle postings or any other online networking sources (Facebook, Twitter, etc.) all constitute reliable sources of information that must be reported. Reporting should be made directly to the Behavioral Intervention Team by completing the report forms available on the College website:

publicdocs.maxient.com/incidentreport.php?HockingCollege

Other events or situations that constitute a need for an incident report include cheating/plagiarism, classroom disruption that results in dismissal from the classroom for the day, etc.

If you are unsure if the situation warrants an incident report, speak to your department chair or dean.

Keys, Mailboxes, and Office Space

- For a key to a classroom or office, please fill out a Key Request Form (**Appendix D**), which can be found in Forms on the Intranet, and submit to Chair or Dean.
- Mailboxes will be provided. Please be sure to check them regularly for departmental information, mail, or student communication.
- Office space will be provided along with a computer and telephone. All office moves must be approved by the dean. No specific computer or telephone will be moved unless the new office does not have one. The department secretary will coordinate with facilities and I.T. to “move over” the phone number and any software needs.

LiveText

LiveText is a data collection, analytic, and portfolio tool. It is being used by Hocking College faculty, staff, and students to gather and track data for the improvement of our courses, programs, and departments. This process is referred to internally as assessment. Regular assessment procedures are in place to assure that our institution maintains high academic and institutional quality thus retaining our accreditation.

Register your LiveText Membership

If you have not registered your LiveText account, please follow these directions.

1. From **www.livetext.com**, click on the Register link in the upper right corner
2. Under Register Membership, click the Register button
3. Choose your Role in STEP 1 by selecting Student/Faculty.
4. Enter Key Code in STEP 2. You will need to enter your unique key code. (This should transfer into the correct area if you link from your invitation email. Contact the office of assessment if need a new invitation or your key code.)
5. Enter Your Personal Information in STEP 3 and Create your LiveText Account in STEP 4. Complete the registration process by completing and verifying the required information and acceptance of the Terms of Service.
6. Click the Register My Membership Account button.
7. After successfully completing the registration process, LiveText will display the Congratulations page. This page will display your username and the option to click to reveal your password.

Note: When entering your name, use your official name on record at your institution.

Logging into LiveText

LiveText can be accessed from a computer installed with a recommended web browser that has access to the internet.

1. Enter **www.livetext.com** in the web browser's address bar.
2. Click on the Login link in the upper right corner, and enter the username and password.
3. Click the Login button.

LiveText Technical Support

support@livetext.com or **866-LiveText (866-548-3839)**

Help for LiveText

In addition to the live support email / number given above, LiveText offers many explanations and tutorials for faculty/staff, students, and administrators. To access the help area first login to LiveText and click the word "Help" in the upper right-hand corner of the screen. Select your role then, browse the Support Topics, FAQ section, or Training Resources to identify the area in which you need assistance. These sections include the basics through advanced features. There is also a calendar of complete calendar of complementary online trainings.

Mileage Reimbursement

- Please submit your Mileage (**Appendix E**) form at Midterm and at the end of the term.
- The form must be submitted in 60 days of last day of travel.

VI.O.3. A Bargaining Unit Employee shall be reimbursed for mileage in excess of that incurred traveling to and from their residence to their home campus [*The work location at which the greatest percentage of an employee's duties are assigned.*] in the performance of instructional and/or professional duties. For example: If your home campus is Nelsonville (20 miles from your home) and you are traveling to the Perry campus for class (35 miles from your home), you will deduct the 20 miles which is your normal commuting mileage. In this situation, you will be reimbursed for 15 miles of travel.

Moodle Statement

All Hocking College courses are delivered in conjunction with our Learning Management System (LMS) Moodle. Students are expected to actively log into their Moodle account and subsequent classes on a regular basis. This is done with the same username and password information used for Webadvisor.

Netiquette

Hocking College delivers many courses online, whether wholly or in a blended format. Online communication is expected to be professional and respectful, just as it is in a traditional classroom. However, it is often difficult to judge emotion and intent through text based communication. Please refer to a thorough description of this subject on the Office of Online Learning page located within the Hocking College web site.

Online Course Content (Should be included in all online courses)

Directions: Please use the moodle homepage for your course to upload .pdf files. Do not send them through the moodle news forum. Use the moodle news forum to post messages and updates about attendance, deadlines, and for general communication with students.

- Course Number and Section
- Course Title
- Number of Credits
- Course Prerequisites
- HC Course Outline (Upload in pdf format; please use the latest version, signed by Dean)
- HC Evaluation of the Learner (Upload in pdf format; please have this file signed annually by Dean)
- Instructor Name (and Brief Bio)
- Instructor Office Location
- Instructor Office Hours
- Instructor Virtual Office Hours
- Instructor Office Phone
- Instructor Email
- Textbooks – Including Ed-map contact info if needed
 - The following textbooks are required:
 - The following supplemental materials are recommended:
- Additional Course Supplies
- Welcome letter

Additional Online Course Content (Quality Matters)

- Course Technology needs
- Skill Expectations
- Skills from Prerequisite Courses
- Online Course components, with information about how the course proceeds, and the types of evaluations
- Course Policies and Guidelines (i.e., *Netiquette Guidelines* - a set of practices that help make the Internet experience pleasant for everyone).
- Student Participation Expectations
- Moodle Features/ Explanation
 - **Content:** State how students access assignments and content
 - **Discussions:** State your policy here
 - **Quizzes:** State your policy here
 - **Dropbox:** Most of your assignments will be submitted through the Dropbox.
 - **Grades:** Your grades can be found in the Settings section on the left-hand sidebar, etc.
 - **Email:** State your policy here
 - **Calendar:** In the top left corner of your screen you'll notice a Calendar link. All course lessons and their due dates may be posted in your calendar.
- Support Services
- Other Academic Support Services

The following support services are provided for students:

- Math Lab JL 363
- Peer Tutoring
- Hocking College Library is located in Davidson Hall, first floor.
Visit: library.hocking.edu for more information about hours of operation, database access, circulation policies, and more.
- Technical Support Services
For a technical problem with your computer or a technology-related question, contact the **Helpdesk JL 181** or **740-753-6113** for assistance.
Email: helpdesk@hocking.edu
Web: www.hocking.edu/technology/helpdesk

Online Instructor Responsibilities

- Respond immediately to student questions during virtual office hours. Otherwise, respond to email or forum messages with 24 hours.
- Send weekly communication to students through the Moodle forum.
- Check to make sure all links, quizzes, assignments, etc. are working properly.
- Keep track of “attendance” by checking student activity log in reports.

Policy Regarding Honesty

Honesty and integrity are major elements in professional behavior and are expected of each student. This is part of the Success Skill “Maintains a Code of Ethics.” All work is assumed to be your own unless special permission is granted from the instructor or sources are appropriately cited. It is expected that you will be honest in all endeavors related to the completion of this course, just as you must be in all activities at work. The definition of academic misconduct that is provided in the Hocking College Student Guide applies to this course and all other courses that you are taking at the College. It is a Code I Offense:

Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else’s as one’s own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification. Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Improperly acquiring knowledge of the contents of an exam,
4. Using unauthorized material during an exam, to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited,
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology.

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will receive will be held accountable as described by the academic school policy in addition to the Hocking College student code of conduct. A written report of the incident, signed by the instructor and the student, will be submitted to the Campus Judiciaries Office. The Office of Student Rights and Responsibilities and Judicial Affairs will conduct a judicial proceeding with the accused student, resulting in a finding of “In Violation” or “Not In Violation” of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to determine future Judicial consequences, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Student Rights and Responsibilities and Judicial Affairs, JL 269, or by referring to the Student Code of Conduct found on the Hocking College website, www.hocking.edu.

Professional Leave Request/Travel Expense Report

- All in-state and out-of-state travel requests must be approved by the unit budget manager (i.e. dean) and president (for non-academic) or provost (for academic).
 - Grant funded travel does not need president/provost signature.
- Complete the Professional Leave Request (top half) 3-4 weeks prior to travel.
 - Reservations should not be made until prior approval is granted.
- P-cards are available for travel expenses. Applications are located on the Fiscal - Procurement/Travel web page.
 - Please allow 7-10 for the processing of a new card.
 - Travel p-cards will be held in the Fiscal Office and issued upon receipt of an approved travel form.
 - Current owners of a p-card can use their card as a travel card.
 - All receipts for P-Card transactions should be attached to the monthly statement with a copy of the approved travel request.
- Registration fees - 3 weeks prior to registration deadline submit the

- completed registration form with a payment authorization to Lisa Stevens JL 159, payment may also be made via department P-Card.
- College-owned vehicles must be traveler's first choice where reasonable.
 - Vehicle request form is located on the College's Intranet, click "Fleet Operations".
 - Employee will be reimbursed for gasoline purchased while on travel status using a college-owned car.
 - Detailed receipt is needed for reimbursement.
 - If a college car is **NOT** available, mileage will be reimbursed for personal vehicle use @ \$.45/mile. Fuel or operation expenses will not be reimbursed.
 - If a college car is available and you choose to take your personal vehicle, mileage will be reimbursed @ \$.225/mile. Fuel or operation expenses will not be reimbursed.
 - Tolls and parking will be reimbursed with appropriate receipts after travel has commenced.
 - All airfare reservations must be arranged through Kimberly Taylor ext. 7221.
 - Send Kimberly a copy of the approved travel form.
 - Requests for reimbursements must be completed within 60 days after travel.
 - Meals are reimbursed at a per diem rate. Conditions apply, see below.
 - Breakfast \$6
 - Lunch \$8
 - Dinner \$ 16
 - Daily Total \$30
 - DO NOT include any meals provided by the conference
 - ONE day trip:
 - Leave before 8 am, return before 8 pm - breakfast only
 - Leave before 8 am, return after 8 pm - breakfast, lunch, dinner
 - Leave before 12 pm, return after 8 pm - lunch, dinner
 - MULTI day trip: Departure day
 - Leave before 8 am, breakfast, lunch, dinner
 - Leave before 12 pm, lunch, dinner
 - INTERVENING day:
 - breakfast, lunch, dinner - times n/a
 - RETURN day:
 - Return before 6 pm - breakfast
 - Return after 6 pm - breakfast, lunch, dinner

Purchasing Materials

- Before requesting a purchase, discuss with the appropriate Department Chair the need for the item(s).
- Fill out the Purchase Request form completely.
- Attach any quotes appropriate for the purchase.
- Once approved by dean, work with the Department Secretary or Office Coordinator to complete the order.

Schedule Submission Procedure

- Enter weekly schedule into Google Calendar by Friday prior to 1st day of each semester.
- Please clearly label each block of work time appropriately.
- Any personal appointments may be marked as “private.”

Information Needed on Calendar:

- Course names
- Course numbers, including section numbers (ENGL 1510-011)
- Room numbers (JL 252)
- Office hours (6 for full-time faculty)
- Virtual office hours for online courses. (One virtual hour for each three-hour class, per week)

Sick Leave Procedure

1. Contact your Dean or Department Chair.
2. Email all students with a plan for the day and copy to the Dean and appropriate Department Chair on the email. (A post to the News Forum in Moodle will automatically be sent to students' email.)
3. Fill out the appropriate forms. (Sick Leave is reported through Web Advisor.) *You MUST claim the full 8 hours of sick time, unless you are returning to or leaving from work on the same day.*

Student Evaluations

- Have a class complete the Student Evaluation before the end of the term.
- Designate a student to collect Evaluations in a labeled manila envelope and submit to department secretary or office coordinator.
- Instructor should not be present while students are completing the Evaluation.

Student Grievance Due Process Procedures

Due process procedures for the College are located in the current Student Code of Conduct listed as Hocking College Student Grievance Procedures available online under the current student link on the Hocking College website.

Technology and Facility Concerns

- Faculty report technical or facility issues to the appropriate Department Chair via email;
 - Technical issues include problems with computers, phones, software, etc.
 - Facility problems include building maintenance such as heating, grounds, leaks, damaged furniture, etc.
- The Dean reviews the issue and instructs the administrative assistant to generate a ticket.
- Faculty must include the following when reporting an issue:
 - Your name
 - Office number
 - Extension number
 - Email
 - Specific, detailed description of problem
 - If specific software is requested, note the edition/version that is needed

Timesheets

Substitutes, please be aware of the following to avoid delay in pay:

1. Complete timesheets with the correct number of hours. Also indicate the faculty member for whom you are subbing.
2. Timesheets are due every Monday by 10 a.m. Please submit timesheets to the dean by 9 a.m. on Monday.

Timeline for Term

Below is a general guide for many important processes for instructors during the semester. It is not a complete list of faculty responsibilities, as we understand that faculty have much more they do on a weekly basis.

Friday before

Start of TermEnter schedule into Google Calendar
Upload Course Outline/Eval of the Learner to Moodle
Upload Content to Moodle pages
Set up Attendance Reporting in WebAdvisor for Each Course

End of Week 1.....Contact Advisees

Week 9 Upload Midterm Grades
Contact Advisees

Week 15 Have students complete Student Evaluations

Week 16 Report Grades

Weekly Report Attendance in WebAdvisor for all classes
Update the Critical Care list

Traditional Classes: Content for Moodle Shell

Directions: Please use the moodle homepage for your course to upload .pdf files. Do not send them through the moodle news forum. Use the moodle news forum to post messages and updates about attendance, deadlines, and for general communication with students.

- Course Information
- HC Course Syllabus
- Instructor Name and Brief Bio
- Instructor Office Location, Hours and Contact Information
- Textbooks
 - The following textbooks are required:
 - The following supplemental materials are recommended:
- Additional Course Supplies
- Set up the grade book
- Post class notes, materials, and/or lesson plans for each week
- Quizzes, dropbox assignments, tests, homework

Uploading Your Syllabus to Moodle

These directions will guide you through how to submit documents to the Department Moodle page.

1. Find and click the appropriate dropbox for the file you need to upload.
2. Click on “Add Submission.”
3. Drag and drop the file into the box.
4. Click on “Save Changes.”

Use of Electronic Devices

We encourage the meaningful use of electronic devices to support learning within this class. Computing activities not directly related to learning in the course are discouraged during class time. All uses of electronic devices are at the discretion of the instructor as outlined in the student code of conduct.

Appendix A: SSLI Campus Completion Plan

Challenge One: Connecting and Engaging New Students

Institutional Goal:

Our goals are to broaden opportunities for students. First, we hope to form early and meaningful connections with new students so that they get off to the kind of strong start that will help ensure a rich educational experience and set the stage for their long-term success. We also believe in our mission to provide meaningful educational services to adult populations who may be looking for new opportunities. To meet our goal we have identified two areas of focus: providing tools and support for students to understand and manage their educational path and increase the number of adult learners ages twenty-five and older.

College Completion Plan 2016-18

Appendix A

Focus What are the improvement objectives?	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
1.1 Increase student ability and desire to self-manage their educational path	1.1a Implement Navigate platform 1.1b QuickStart redesigned 1.1c Application communications	Navigate Leadership Team Admissions	Faculty advisors Students	Students will be able to use Navigate platform to self-manage Students will engage with their program advisor Students will understand academic planning requirements Students will explore the Navigate platform prior to arriving on campus	Number of students logging into Navigate Number registered before they leave QuickStart Number of students who attend QuickStart Number of students who build an educational plan	Autumn 2016

Focus What are the improvement objectives?	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
1.2 Increase number of adults (age 25+) ready to enter workforce with credentials	1.2a New program development (Water & Wastewater Mgt; Criminal Justice; Agroecology) 1.2b Existing program promotion (EMT, Peace Officer Basics, Timber Harvesting & Tree Care, LPN, Fire Fighting cert., Massage Therapy cert., Office Management & Equipment Operations cert.) 1.2c Online/Hybrid course development 1.2d Compressed scheduling by program	Academic Affairs Committee	Deans/ Chairs Faculty Student Services Marketing	Adult learners will have access to course offerings in a time and modality that meet their needs. Adult learners will have access to programs that align with employment opportunities in the region. The college will align short-term credentials with Title IV funding.	Adult student enrollment Credentials awarded New programs Online and hybrid offerings Time to completion for certificates	New programs pending August 2016 Existing program promotion Spring 2017 Online/hybrid FY2018 Compressed scheduling FY2018

Challenge Two: Student Persistence and Completion

Institutional Goal:

While creating strong connections to the institution and engaging students is an important part of our strategic plan, we also recognize that student progress and completion is the other side of the coin in terms of institutional success. We have identified barriers that prevent students from reaching their goals. In this section, we identified some of those barriers and developed action plans to address how we can help to remove those and allow students to focus on gaining the knowledge they need and getting to the finish line.

Focus What are the improvement objectives?	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
2.1 Provide intrusive supports for high enrolled, high failure courses	2.1a Collaborate with faculty to determine improvements (i.e. curriculum redesign, professional development, student supports, etc.) 2.1b Incorporate Academic Success Center resources into the classroom (i.e. supplemental instruction, ANKI) 2.1c Provide faculty development for active learning/ student engagement classroom strategies & supplemental instruction	Student Success Committee	Deans/ Chairs Faculty Academic Success Center	Faculty will engage with best practices in teaching and learning Students will receive just-in-time support Course assessment will improve student learning (close the loop.)	Course success rates Community College Survey of Student Engagement Number of students completing programs Faculty feedback Student usage of support services Number of faculty participating in faculty development	Spring 2017

Focus	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
2.2 Accelerate student completion of developmental education	2.2a Redesign developmental math curricula 2.2b Combine two levels of developmental English into one with added support	Developmental Educational Committee	Faculty Student Services Testing Center	Faculty will engage with best practices in teaching and learning Students will complete developmental education requirements within one year The college will more accurately place incoming students. Students in developmental writing will work on college-level writing. Programs will align the appropriate math pathway for career readiness	Course success rates Community College Survey of Student Engagement Students successfully completing first college-level MATH/ENGL courses Faculty feedback Number of faculty participating in faculty development Academic program curriculum redesign	Math curricula April 2016 English curricula January 2016 Faculty PD Summer 2017 Communications April 2016 HS GPA Autumn 2017
Improve success of developmental students within developmental courses and beyond	2.2c Provide faculty development for best practices in developmental curriculum redesign					
Increase accuracy of placement processes	2.2d Strengthen placement testing processes & new student communications 2.2e Incorporate high school grade pt. average as a placement measure					

Focus What are the improvement objectives?	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
2.3 Strengthen student engagement with Hocking College during the first year	2.3a Redesign first-year experience course (Cornerstone) to include school-based orientation 2.3b Enhance SmartStart Program (week prior to classes) to emphasize connections and how to be a successful student 2.3c Establish mentoring program	Student Success Committee	Student Activities First Year Experience Specialist Faculty	Students will understand opportunities for co-curricular involvement Students will foster connections with peers, faculty, and staff to support their learning Students will be supported by mentors (peer/community)	Student participation in co-curricular activities Community College Survey of Student Engagement Student feedback Faculty feedback	Cornerstone redesign Autumn 2016 SmartStart redesign Autumn 2017 Mentoring FY 2017

Focus What are the improvement objectives?	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
2.4 Increase student engagement with academic advisors	2.4a Establish critical touch-points for students to meet with program advisor during first year 2.4b Provide professional development on best practices in advising 2.4c Define expectations for faculty to monitor/contact each advisee	Navigate Leadership Team Deans/ Chairs	Faculty Students	Students will meet with their academic advisor at critical touch-points Faculty will support student use of Navigate platform to plan and monitor progress	Student feedback on advising experience; Student satisfaction survey (CCSSE) Faculty feedback on experience as advisor Time to completion by program Tracking advising appointments/consultations	Faculty PD August 2016 Expectations August 2016 Touchpoints Nov 2016 Communicate advisor assignments August 2016 Access to systems already in place Documenting comments TBD
Increase quality of academic advising	2.4d Provide faculty advisors electronic access to student records 2.4e Provide students with electronic access to plan courses and monitor their progress toward completion	Student Success Committee		Students will understand their academic progress		
Emphasize student planning and monitoring progress to completion	2.4f Document student-faculty-staff discussions related to educational planning for continuity of service 2.4g Communicate advisor assignments to students and record in student information system for staff access					

Course Syllabus Template

Course No. Course Name

Credit Hours Class Hours Lab Hours Academic Year

Prepared by

Instructor(s)

Approved by (Dean)

Date

Prerequisites and Corequisites

Prerequisites	Corequisites

Course Description

Program Outcomes

Course Objectives and Success Skills (Upon completion of this course, the learner is able to do the following)

Topical Outline (Class and Lab)

Course Materials

Safety Practices

Change of Grade Request Form

Please complete this form entirely. There must be a clearly stated reason supporting the change of a grade. The Dean must approve any grade changes beyond one academic term.

Student Last Name	Student First Name	ID Number
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Course Number	Course Name
---------------	-------------

Section	Term/Year
---------	-----------

Previous/Old Grade	New Grade
--------------------	-----------

Instructor Name (Printed)

Instructor Signature	Date
----------------------	------

Dean Signature	Date
----------------	------

Please explain the reason for the grade change below:

Key Request

Please submit this completed form to **Andy Freeman, Director of Physical Plant Operations**. You must also submit a Facility Work Ticket at **support.hocking.edu** referencing the information on this form.

Key(s) being requested for:

Employee Last Name	First Name	Department
Employee ID	Extension	

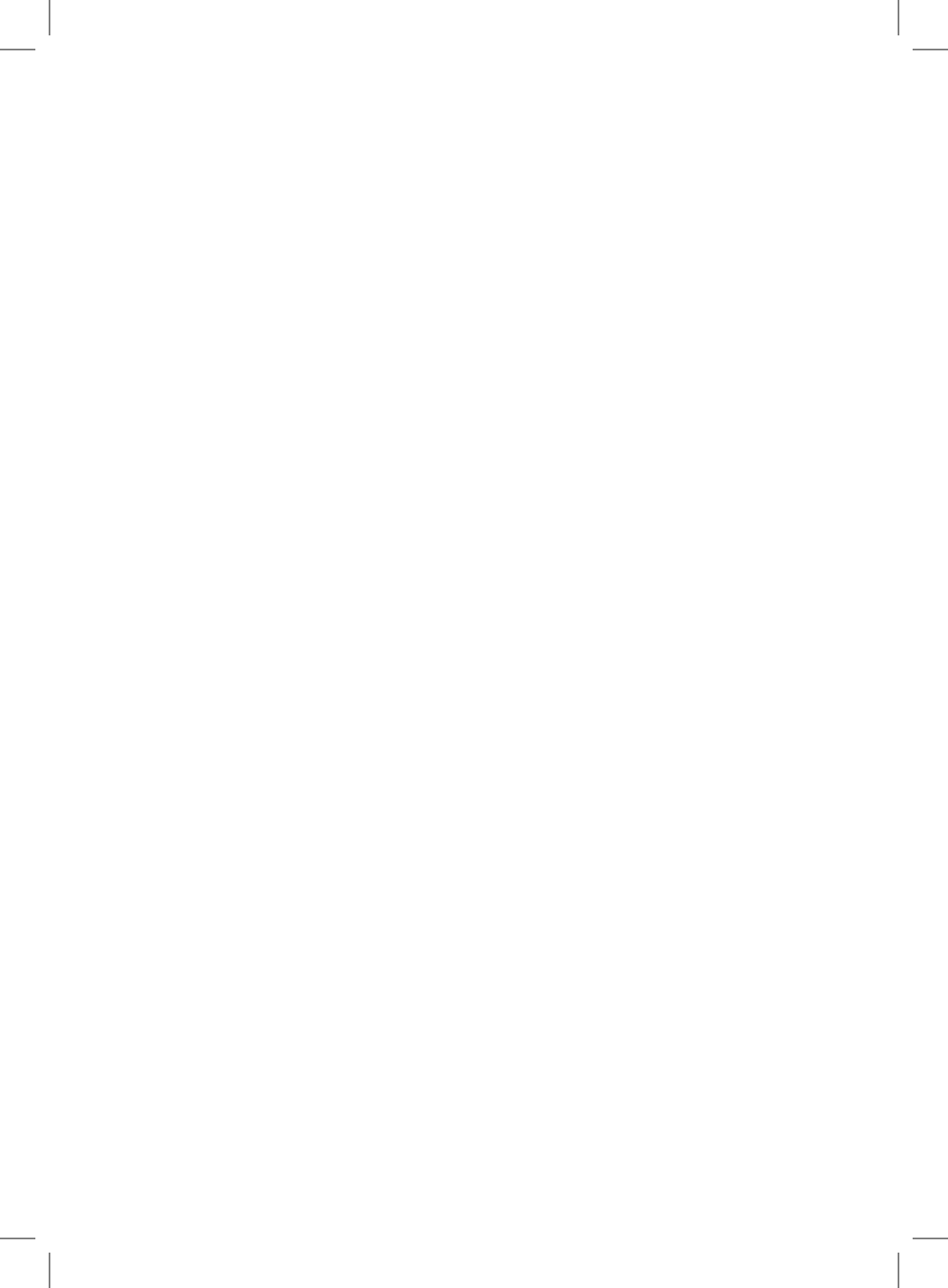
List the room number of each room for which a key is being requested

List the key number of any key request that is not for a room door (example, file cabinet, key number 014)

Approval

By signing below, employee accepts responsibility for the key(s) and agrees to promptly return it to his/her department dean or director when he/she is no longer employed at Hocking College or when he/she leaves the department. Director, VP or dean accepts responsibility for promptly returning keys to the Director of Physical Plant Operations.

Signature	Date
Signature of Employee to whom the key(s) will be issued	Date
Approval of Department Director	Date
Approval of Vice President or Dean	Date
Key(s) issued by	Date



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