Dear Adjunct Faculty,

The new edition of the Adjunct Faculty Handbook has been prepared to provide you with current information that will help simplify your life at the college. We hope you find it useful.

Two of the challenges for adjunct faculty are navigating the college system and finding answers to your students’ questions. While this Handbook is designed to address these challenges, we know that you will have times when you will need someone to help you do your job, and we see it as our responsibility to prepare the college community to meet your needs.

Simply put, our adjunct faculty are an essential part of the college community. You enrich our students with your professional experiences, and you augment the great work of our full-time faculty. Without question, we are a better college and our students are richer because of your work.

Sincerely

Diane Nyhammer
Vice President of Academic Affairs/CAO

Jack Becherer
President

Academy for Teaching & Learning Excellence
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Academy for Teaching & Learning Excellence

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About Rock Valley College

**Vision Statement**
As our community’s college, we make a difference through teaching, learning, and leading.

**Mission Statement**
Rock Valley College is an educational leader in providing quality, accessible, lifelong learning opportunities, cultural enrichment, and support for economic and technological development.

We accomplish our mission by providing the highest quality programs and services to:

- Prepare our students for ...
  - successful transfer
  - competitive employment
  - professional and personal growth

- Foster innovative, collaborative relationships to advance...
  - a seamless educational system
  - an appreciation of the arts
  - economic and technological development

- Provide leadership in developing a nurturing culture that...
  - values learning
  - honors and respects each individual
  - uses resources responsibly
Core Values

Learner-Centered Community
We are dedicated to providing lifelong learning opportunities that foster student success.

Mutual Respect
At all times, we uphold the dignity of each individual by being ethical, respectful, fair, and courteous in our communication and actions.

Excellence
By setting high expectations, we promote excellence in teaching and learning. We are service-centered and hold ourselves and each other accountable.

Diversity
We promote, celebrate, and accept diversity, including cultural and ethnic diversity, diversity of thought, and diverse views of others.

Collaboration
We value working together and with the community in innovative, enriching partnerships.

Innovation
We anticipate change and explore creative approaches to address the future.

Public Trust
We honor the trust placed in us by the public and uphold it through quality service, integrity of actions, and efficient use of resources.
Student Learning Outcomes

Rock Valley College is committed to preparing students to:

- Communicate effectively
- Integrate technology into all fields of knowledge and expression
- Demonstrate competency in critical thinking
- Respect and work effectively with persons of diverse backgrounds and abilities
- Demonstrate the behaviors of ethical and socially responsible citizens
- Demonstrate personal wellness
RVC Maps and Locations
RVC Organization Chart

A complete organization chart can be found on The Quarry at https://quarry.rvc.cc.il.us/OrgBySup/

RVC Academic Affairs Organization Chart

Abbreviations:
FWS = Fitness Wellness and Sport
BUS = Business
CIS = Computers and Information Systems
EAT = Engineering and Technology
ATLE = Academy for Teaching and Learning Excellence (Faculty Development Center)
Chapter 1

Getting Started
## Academic Affairs Divisions and Disciplines

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<th>Division office contact info</th>
<th>Department</th>
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<th>Academic Chair</th>
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<tr>
<td>Sciences</td>
<td>Evan McHugh</td>
<td>Sharie Holub, Admin Asst. Ext. 3471, CL-II Rm 115</td>
<td>Life Sciences</td>
<td>BIO</td>
<td>April Rottman</td>
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<td></td>
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<td>Physical Science</td>
<td>AST, ATS, CHM, GEL, PGE, PHY</td>
<td>Frank Calvagna</td>
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<tr>
<td>Communication &amp; Education</td>
<td>Susan Busenbark</td>
<td>Becky Stien, Admin Asst. Ext. 3338, CL-I Rm 103</td>
<td>Child Care Dev. / Education</td>
<td>CHD / EDU</td>
<td>Mimi Fagan</td>
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<td>Composition &amp; Literature</td>
<td>ENG / JRN / LIT</td>
<td>Stephen Donahue</td>
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<td>Reading</td>
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<td>SPH</td>
<td>Miki Bacino-Thiessen</td>
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<td>Social Science &amp; Humanities</td>
<td>Mike Youngblood</td>
<td>Janna Shwaiko, Admin Asst. Ext. 3317, CL-I Rm 202</td>
<td>Art, Humanities, Mod Languages &amp; Music</td>
<td>ART / HUM / MUSIC / MODERN LANGUAGES: FRN, GRM, SPN PHL</td>
<td>Michael Beert</td>
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<td></td>
<td>Philosophy</td>
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<td>Michelle Rotert</td>
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<td></td>
<td>Social Science</td>
<td>ANP / ECO / GEO / HST / PSC / PSY / SOC</td>
<td>Jenny Kosinski</td>
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<td></td>
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<td>Criminal Justice</td>
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<td>Math &amp; Human Services</td>
<td>Vince Madama</td>
<td>Linda Weightman, CPT Admin Asst., Ext. 3412, CL-II Rm 214</td>
<td>Mathematics</td>
<td>MTH</td>
<td>Roger Hergert</td>
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<td>HSR</td>
<td>Richard Rundall</td>
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<td>Computer &amp; Information Systems</td>
<td>CIS / PCT / WEB</td>
<td>Lyle Frantz</td>
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<td>Building Construction</td>
<td>BCT</td>
<td>Bill Lawson</td>
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<td>EET</td>
<td>Steve Fleeman</td>
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<td>Manufacturing / Engineering</td>
<td>MET / EGR</td>
<td>Tom Clark</td>
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<tr>
<td>Fitness, Wellness &amp; Sports</td>
<td>Mark Maneval</td>
<td>Dorothy Ann Huff, Admin Asst. Ext. 3801, PEC-1024</td>
<td>Physical Education</td>
<td>FWS</td>
<td>Tim Hatten</td>
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<tr>
<td>Nursing</td>
<td>Lois Lundgren</td>
<td>Cathy Nation, Admin Asst. Ext. 3261, CL-II Rm 103</td>
<td>Certified Nursing Assistant</td>
<td>NAD</td>
<td>Sheryl Swanson</td>
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<td>LPN Nursing</td>
<td>PNU</td>
<td>Miranda Best</td>
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<td>Online Hybrid Nursing</td>
<td>NUR</td>
<td>Lois Lundgren</td>
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<td>NRS</td>
<td>Mary Carlson</td>
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<tr>
<td>Allied Health &amp; Technical Programs</td>
<td>Ron Schulz</td>
<td>Lynn Crosby, Admin Asst. Allied Health Programs Ext. 3203, SCCE-201</td>
<td>Automotive</td>
<td>ATM</td>
<td>Dennis Palmer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vicki Lay, Admin Asst. Technical Programs Ext. 3001, SCCE-406</td>
<td>Aviation</td>
<td>AVM</td>
<td>Chuck Billman</td>
</tr>
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<td>Respiratory Care</td>
<td>RSP</td>
<td>John Pace</td>
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<td>Dental Hygiene</td>
<td>DNT</td>
<td>Marie Navickis</td>
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<td>Welding</td>
<td>WLD</td>
<td>Mike Merriman</td>
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<tr>
<td></td>
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<td></td>
<td>Graphic Arts</td>
<td>GAT</td>
<td>Julie Schildgen</td>
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Faculty Support Offices

Faculty Support Offices (FSOs) are located in each classroom building. FSOs are open during normal College business hours.

**Faculty Support Contact information (by building)**

<table>
<thead>
<tr>
<th>FSO</th>
<th>Phone</th>
<th>Email</th>
</tr>
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<tbody>
<tr>
<td>CLI</td>
<td>(815) 921-3398</td>
<td><a href="mailto:C.Ort@RockValleyCollege.edu">C.Ort@RockValleyCollege.edu</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:C.Ort@ednet.rockvalleycollege.edu">C.Ort@ednet.rockvalleycollege.edu</a></td>
</tr>
<tr>
<td>Carol Ort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLI- 106</td>
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</tr>
<tr>
<td>CLII</td>
<td>(815) 921-3436</td>
<td><a href="mailto:J.Gonzales@RockValleyCollege.edu">J.Gonzales@RockValleyCollege.edu</a></td>
</tr>
<tr>
<td>Jessica Gonzales</td>
<td></td>
<td><a href="mailto:JGonzales@ednet.rockvalleycollege.edu">JGonzales@ednet.rockvalleycollege.edu</a></td>
</tr>
<tr>
<td>CL II- 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WTC</td>
<td>(815) 921-2192</td>
<td><a href="mailto:J.Rabe@RockValleyCollege.edu">J.Rabe@RockValleyCollege.edu</a></td>
</tr>
<tr>
<td>Joan Rabe</td>
<td></td>
<td><a href="mailto:J.Rabe@ednet.rockvalleycollege.edu">J.Rabe@ednet.rockvalleycollege.edu</a></td>
</tr>
<tr>
<td>WTC-202</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEC</td>
<td>(815) 921-3801</td>
<td><a href="mailto:D.Huff@RockValleyCollege.edu">D.Huff@RockValleyCollege.edu</a></td>
</tr>
<tr>
<td>D.A. Huff</td>
<td></td>
<td><a href="mailto:D.Huff@ednet.rockvalleycollege.edu">D.Huff@ednet.rockvalleycollege.edu</a></td>
</tr>
<tr>
<td>SCCE</td>
<td>(815) 921-4141</td>
<td></td>
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<tr>
<td>SCCE-121</td>
<td>(815) 921-4146</td>
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</table>
Faculty Support Office Services

**Mail:** Inter-department envelopes are available. All outgoing mail will be picked up once in the morning around 8:15am and once in the afternoon around 2:15pm.

**Office Supplies:** General office supplies

**Photocopying:** Photocopying requests can be made in the FSO. *Two (2) working days* may be needed to complete these requests; however, most of the time we will have them ready the next day.

**Work Order Forms:** This form is to be used for word-processing requests, mailing labels, etc. *Three 3 working days* may be needed to complete these types of requests.

**Faxing:** Fax machines are available. Check with your FSO for your fax number.

**Miscellaneous Services**
- shredder
- three-hole paper punch
- paper cutter
- PLC proctoring exam forms
- RVC letter head, memo stationary, and mailing envelopes

**Miscellaneous forms**
- Authorization to Add a Class
- Add/Drop
- Leave Request/Absence Report
- Music Permission Forms
- Pre requisite waiver forms

**Faculty/Adjunct Office**
- Computers/printers
- Scantron machines
- Telephone
- RVC letterhead & envelopes
- PLC exam proctoring forms
- Microwave
- Refrigerator
- Miscellaneous supplies
Parking
Faculty may park in the designated faculty parking areas. Parking permits may be obtained for a nominal fee from the Public Safety office in the Support Services Building. You may park in non-restricted areas at no cost.

ID Badges/Keys
All Rock Valley College employees are issued a picture ID, which also serves as a key card. Although some areas still require a key, most employees will only need their ID. To have your ID programmed for a particular door or to request a key, please complete a Key Request Card (available in your Associate Dean’s office) and forward to Public Safety. For questions, call the Public Safety office at x4350.

Adjunct Faculty Contracts
Each semester, adjunct faculty members will receive a contract at their home address. This document must be signed and returned to Human Resources by the date provided in the accompanying letter.

Voice Mail
Adjunct faculty members should speak with their academic chairs regarding telephone and/or voice mail options.

Email
EdNet is Rock Valley College’s electronic learning environment and includes email and conferencing. Instructors can post messages, assignments, class notes, practice tests, create podcasts, blogs, and web pages, or whatever else is relevant to their classes.

Adjunct faculty must request an EdNet account by contacting the EdNet Support Office at 815-921-4642.
Copy Machines
Copy machines are located in or near the Faculty Support Offices (FSO) in each classroom building. You must enter your department code in the machine before it will operate, so be sure to check with the FSO administrative assistant if you do not know the code. The FSO will run copies for you with twenty-four hour advance notice.

Mailboxes
Adjunct faculty mailboxes are located in or near the Faculty Support Offices. Please check with your academic chair for the specific location of your mailbox.

Office Space
Adjunct faculty have access to shared office space in all classroom buildings. These areas have copy machines, computers, and telephones for adjunct faculty use. Ask your academic chair for details.

Office Hours
All adjunct faculty are required to hold regular weekly office hours. The minimum requirement is ten minutes for each credit hour. For example, an adjunct who teaches a 3-credit course is required to hold at least 30 minutes of office hours per week.

Be sure to include your office hours in your syllabus.
Ordering Textbooks

1. To place your textbook order, go to the RVC Bookstore’s web site:
   http://rvc.bncollege.com

2. After registering for an account, click on “Faculty” from the top menu.

3. Complete the electronic order form and click Send To Bookstore to complete your order. A confirmation email will be sent to the address you specified during the ordering process. Remember to save your bookstore password in a safe place so that you will be ready for the next semester.

For more detailed instructions, please refer to the documentation on this CD.

If you have questions or need help, please call us!

Sarah Skridla
Asst. Manager & Textbook Manager
(815)921-1683

Ann Miner-Smith
Bookstore Manager
(815)921-1681
FERPA BASICS

FERPA Annual Notification
Family Educational Rights and Privacy act of 1974 as Amended
- Mandates that colleges and universities maintain confidentiality of students’ education records.
- Federal regulations afford students certain rights with respect to their education records.

1. Right to inspect and review
2. Seek to amend
3. Control disclosure of education records
4. File a complaint with the U.S. Department of Education
   Family Compliance Office

Who Is Protected under FERPA?
- Students who are or who have been in attendance at postsecondary institutions, including any cooperative, distance learning and correspondence study programs.
- Does not apply to records of applicants who are denied admission or who do not attend.

What Is an Education Record?
- **Education Records**: records that are directly related to a student and maintained by the institution or by a party acting for the institution.
- Records can be stored in any medium, including:
  1. Print material
  2. Computerized data in the student records database
  3. Faxes
  4. Microfilm/microfiche, film/video
  5. E-mail
  6. Web pages

What Is Not an Education Record?
- Sole possession notes (Faculty, staff or administrator notes written for their own personal use; not shared or made accessible to others.)
- Law enforcement records
- Confidential letters/recommendations
- Application records for students not admitted or never attended
- Medical records
- Career services & placement records
- Employment Records, except for student employees of the college
- Alumni Records
Directory Information Defined
- Information contained in a student’s education record, not generally considered as harmful or an invasion of privacy.
- Information that the college may disclose, but is not required to do so.

What Is Directory Information at RVC?
- Student name
- Dates of attendance
- Degree/certificate earned
- Awards & honors earned
- Past/Present participation in officially recognized sports and activities
- Height & weight of athletic team members
- Enrollment status (full-time or part-time)
- Email
- Major
- Address & phone number

Items Considered Non-Directory Information
Information that the college may not disclose:
- Student’s social security number
- Citizenship
- Race
- Gender
- Religious preference
- Grades
- GPA

Who Has Access to Students’ Education Records?
No one outside the institution shall have access to nor will the institution disclose any confidential information from students’ education records without prior written consent of the students.
Exceptions to Access of Student Records
- School official—person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff) with the “Need To Know”
- Personnel in institutions in which students seek to enroll.
- Parents of an eligible student who is claimed as a dependent for tax purposes.
- Persons, agencies or organizations in connection with the student’s application for or receipt of financial aid.
- Accrediting agencies carrying out their accreditation function.
- Persons in compliance with a judicial order or subpoena.
- Persons in an emergency where there is need to protect the health or safety of students or other persons.
- Federal law enforcement officials in reference to an authorized investigation or prosecution of domestic or international terrorism.

How Do Students Give Others Access To Their Education Records?
In all other instances, access or release may be granted only with the written authorization of the student. Students must provide a written authorization that is:
- Signed and dated by the student.
- Specifies the records to be released.
- States the purpose of the disclosure.
- Identifies to whom the disclosure may be made.

Completion of Authorization to Release of Information form is done through the Records & Registration Office (Top floor of the Student Center)

What About Parents?
- When a student reaches the age of 18 or begins attending a postsecondary institution regardless of age, FERPA rights transfer to the student.
- Parents may obtain directory information only at the discretion of the institution.
- Parents may obtain non-directory information only if the student has signed the Release of Information form or provided documentation showing that their child is legally their dependant.
What Are Your Responsibilities as a School Official?

- Use a “need to know” approach.
- **When in doubt, don’t give it out.**
- Refer requests for student information to the Registrar at 921-4267.

---

**Protect Confidentiality of Students’ Education Record**

- Position your computer screen appropriately and clear screen on terminal.
- Obtain student’s written consent when writing a letter of recommendation.
- Refer emergencies to Director of Enrollment Services at 921-4268 or Public Safety at 921-4350.

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What if an Institution Is Found in Violation of FERPA?

- Law suit
- Legal fees
Chapter 2

In the Classroom
Accessing Class Rosters in RVC Online Services

1. At the RVC Online Services welcome page, http://online.rockvalleycollege.edu, click the “Log In” option.

2. Enter your user ID (employee ID number) and password (last six digits of your Social Security number). Then click “Submit.” NOTE: Upon initial log in, you may be asked to change your password.
3. Click the “Faculty” option.

4. Click the “Class Roster” option.
5. From the “Select a Term” drop down menu, choose the appropriate semester. Then click the “Submit” option.

6. Click in the box to the left of the class you wish to view/print (NOTE: You may only view/print one roster at a time.). Then click the “Submit” option.
7. To print the roster, choose “File” and then “Print” from your Web browser tool bar.
The Master Course Syllabus

The Master Course Syllabus is the “official” course syllabus on file in the college’s academic offices. The Master Course Syllabus provides an academic contract between Rock Valley College, its students, Illinois educational governing boards (the Illinois Community College Board and the Illinois Board of Higher Education), and the schools to which RVC students transfer. It is the document of record used by the College in working with external agencies.

The Master Course syllabus is **THE document that defines a course**, its intended learning outcomes, its content, the processes that will be used to evaluate student learning, and the required and recommended resources to be used in teaching the course. This is the “document of record” on a course that is maintained in the college’s academic offices.

The Master Course Syllabus outlines the expectations for the course and the teacher and it is the document on which quality assurance for the course is based. It is the guide which ensures that a student will achieve expected learning as a result of successfully completing a course, no matter who is teaching the course or the circumstances of course administration.

The Master Course Syllabus defines what everyone who teaches a course must do. Everyone teaching the course, whether full-time faculty, instructional specialist, or adjunct faculty, must follow what is in the Master Course Syllabus. To the point, every teacher who teaches the course must:

- Teach the course within the required credit/lecture/lab hours.
- Respect and work within the course description and require that the course prerequisites be met. Depending on the nature of the course prerequisites, this may be based on the student’s completion of the previous course(s) successfully, receipt of official substitution, credit earned by examination, and/or evaluation by the instructor that is consistent with the College policy in such matters.
- Teach to all of the objectives that are stated for the course.
- Include the topics as outlined for the course.
- Use the methods for assessing student learning that are stated as required for the course.
- Require (and use in teaching) the textbook(s) and supplies that are stated as being required for the course. In some disciplines it may be appropriate to provide a description of the text’s content and the level of academic rigor intended.
- Include, as recommended, the textbook(s) and supplies that are stated as being recommended for the course.

A teacher may add to a course’s content and go beyond what is outlined in the Master Course Syllabus. However, the Master Course Syllabus represents the minimum that all teachers must respect, support, and follow in teaching the course.
The requirements of the Master Course Syllabus must be met regardless of the method of course delivery. A course, regardless of whether it is taught in a classroom, as a telecourse, online, or other method must meet the requirements stated in the Master Course Syllabus.

Any time a Master Course Syllabus is revised it must be submitted to the required academic offices. In many instances, the syllabus must go through a formal approval process that involves the discipline’s Associate Dean and the Associate Vice President as well as the college’s Curriculum Committee.

Because of the significance of this document, faculty must play a primary role in the thoughtful development, revision, and approval of Master Course Syllabi. A Master Course Syllabus affects all who teach a course. It defines what must be done by everyone and under all circumstances.

The real empowerment of faculty to lead and drive curriculum and to define the teaching/learning process is in the collaborative and successful development of a Master Course Syllabus.

A template for the Master Course Syllabus begins on the next page.
ROCK VALLEY COLLEGE
Division Name
Academic Program or Department Name

Course Prefix/Number – Official Course Title

PCS Code: (1.1, 1.2, or 1.4)

IAI: Approved IAI Course Code or: None
Courses that have been approved for IAI recognition should have the IAI numbers entered here. For courses that have not been approved for IAI recognition, the notation “None” would be placed here.

COURSE DESCRIPTION:
This is the “OFFICIAL” course description that all other college documents (College Catalog, teacher/student syllabi, etc.) must duplicate as a description for the course.

Prerequisite:
Credits:

Lecture:
Lab:

STUDENT LEARNING OUTCOMES
This course addresses the following student learning outcome(s). The student will be able to:

<table>
<thead>
<tr>
<th>Communicate effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate technology into all fields of knowledge and expression.</td>
</tr>
<tr>
<td>Demonstrate competency in critical thinking.</td>
</tr>
<tr>
<td>Respect and work effectively with persons of diverse backgrounds and abilities.</td>
</tr>
<tr>
<td>Demonstrate the behaviors of ethical and socially responsible citizens.</td>
</tr>
<tr>
<td>Demonstrate personal wellness.</td>
</tr>
</tbody>
</table>

COURSE OBJECTIVES
Upon successful completion of this course, the student will be able to:

The course objectives represent the intended student learning outcomes for the course. This includes establishing both the nature and the difficulty level of the learning that is to take place. These learning outcomes are intended regardless of the instructor teaching the course and/or method of course delivery.

Course Objectives must:

- State intended learning outcomes for the course (not teaching/learning processes)
- Be stated as observable and measurable outcomes for learning
- Use an action verb to properly identify both the nature and difficulty level of learning that is to take place in the course.
COURSE TOPIC OUTLINE
The course topic outline provides the major topic areas to be covered in the course, regardless of the instructor teaching the course and/or method of course delivery. The topics should be listed in the order that may typically be followed by faculty.

METHOD(S) OF STUDENT ASSESSMENT
The methods of student learning assessment stated in the Master Syllabus represent the minimum criteria for evaluation of student performance, regardless of the instructor teaching the course and/or method of course delivery.

This section may be written up in different ways, depending on the curriculum standards set by a given department’s faculty-led “curriculum committee.” The different ways include writing up either:

- a list of criteria for student assessment that all faculty will, at least minimally, use in teaching the course
- a list of different options for criteria from which faculty must choose and, at least minimally, include in her/his course offering -- A teacher may not need to include all, or even most, options in her/his own course section(s). However, at least one or some minimum number of the listed student assessment methods (as determined by the “curriculum committee”) will need to be included in a course.

REQUIRED READINGS AND SUPPLIES (Use MLA or other conventional style.)
This section represents the minimum required readings and/or supplies needed for the course, regardless of the instructor teaching the course and/or method of course delivery. This may be accomplished by following one of the options provided below:

- a list of required readings (and supplies) that all faculty who teach the course must use
- a list of required reading (and supply) options. Guidelines should be included as to the minimum number of these options that should/can be chosen by faculty

In some disciplines it may be appropriate to provide a description of the required text’s content and the level of academic rigor intended with the provision that faculty can choose a text provided it meets the Master Course Syllabus criteria.

RECOMMENDED READINGS AND SUPPLIES (Use MLA or other conventional style.)
This section represents the minimum recommended reading and/or supplies needed for the course, regardless of the instructor teaching the course and/or method of course delivery. This may be accomplished by following one of the options provided below:

- a list of recommended readings (and supplies) that all faculty who teach the course must use
• a list of recommended reading (and supply) options. Guidelines should be included as to the minimum number of these options that should/can be chosen by faculty

In some disciplines it may be appropriate to provide a description of the recommended text’s content and the level of academic rigor intended with the provision that faculty can choose a text provided it meets the Master Course Syllabus criteria.

**DATE SUBMITTED**

This is the date the Master Course Syllabus and supporting materials were submitted to the Associate Vice President of Academic Affairs office.

**REVIEW DATES**

This is the record of dates on which the syllabus underwent academic review by the division or discipline and received on-going approval without change to the syllabus.
Instructor Course Syllabus

- The Instructor Course Syllabus is the syllabus that an instructor gives the students on the first day of class.

- The Instructor Course Syllabus represents an instructor’s plan for the delivery of a course.

- The Instructor Course Syllabus defines a course – its intended outcomes, content, student evaluation processes, required and recommended resources, course plan, and key policies that impact student success in the course.

- The Instructor Course Syllabus provides guidelines for students to understand the plan for a course, what is required for course completion, and the basis for receiving a grade in a course.

- The Instructor Course Syllabus is developed, reviewed, and updated by the course instructor every semester.

Sample Format

This format is not intended as a boilerplate template; it shows content areas that should be in the syllabus and what is included in those content areas. The overall appearance of these content areas may reflect the individual ideas and purpose of the instructor. Instructors may also provide more information than is presented here. This sample presents the minimum information required on an Instructor Course Syllabus.

The format of an Instructor Course Syllabus begins on the following page.
INSTRUCTOR INFORMATION – name of instructor, office location, telephone number, email address and office hours

ABC 123 – INTRODUCTION TO SYLLABUS WRITING - the official course prefix, number, and title

COURSE DESCRIPTION
Identical to the Master Course Syllabus and Catalog description, including prerequisite/corequisite information. Instructor might choose to follow this description with additional information that expands student understanding of the course.

STUDENT LEARNING OUTCOMES
Include this table, and check all boxes that apply. (See the Master Course Syllabus to see which boxes to check.)

This course addresses the following Student Learning Outcome(s). The student will be able to:

<table>
<thead>
<tr>
<th>Communicate effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate technology into all fields of knowledge and expression.</td>
</tr>
<tr>
<td>Demonstrate competency in critical thinking.</td>
</tr>
<tr>
<td>Respect and work effectively with persons of diverse backgrounds and abilities.</td>
</tr>
<tr>
<td>Demonstrate the behaviors of ethical and socially responsible citizens.</td>
</tr>
<tr>
<td>Demonstrate personal wellness</td>
</tr>
</tbody>
</table>

COURSE OBJECTIVES
Same objectives as the Master Course Syllabus. Additional objectives might be included; however, these added objectives should not replace course objectives in the Master Course Syllabus.

COURSE TOPIC OUTLINE
Same topic outline as the Master Course Syllabus. Might include additional topics in the Instructor Course Syllabus; however, these added topics should not replace course topics in the Master Course Syllabus.

TEACHING/LEARNING ACTIVITIES
A list of course activities – i.e., assigned reading, lecture, discussion, writing assignments, viewing audio and/or visual materials; might also describe the role each activity plays in the teaching/learning process for the course and how the student can plan and make use of these activities to effectively learn from the course.
SCHEDULE OF COURSE ACTIVITIES
The order and sessions for different course topics, dates for exams, and due dates for major course assignments during the semester. The last day to withdraw from the course with a grade of “W” should be stated.

COURSE GRADING
A description of the factors that affect student grades in the course, such as:
- The relative weights that different exams, quizzes, assignments, and/or projects will have in determining the course grade.
- The effect that in-class participation may have on the course grade.
- The effect that attendance may have on the course grade.
- The percent grading scale for assignment of letter grades.

REQUIRED READING (AND SUPPLIES)
Should reflect requirements in the Master Course Syllabus; additional required reading/supplies might be included, but these should not replace Master Course Syllabus requirements.

RECOMMENDED READING (AND SUPPLIES)
Should reflect those in the Master Course Syllabus; additional recommended reading/supplies might be included, but these should not replace those in the Master Course Syllabus.

The following sections should be included, as they are presented here, in all instructor course syllabi.

1. **COLLEGE POLICY ON ACADEMIC HONESTY**
   The faculty and administration expect that RVC students are enrolled in courses as serious and honorable scholars. Furthermore, students are expected to do their own, original work, except when collaboration on projects is directed by faculty as part of the course or specific assignment. Students are expected to observe the commonly accepted standards of academic honesty at all times. Students who commit any of the forms of academic dishonesty as outlined in the RVC Student Handbook are subject to the penalties and sanctions agreed upon by the Faculty and Administration of Rock Valley College. Detailed procedures regarding academic dishonesty are given in the RVC Student Handbook.

2. **NOTIFICATION OF SERVICES FOR STUDENTS WITH DISABILITIES**
   If you have a documented disability and would like to request accommodation and/or academic adjustments, contact the Disability Support Services Coordinator. You should contact the coordinator as soon as a need for accommodation is known so that implementation can occur as soon as possible. The Disability Support Services Office is on the second floor of the Student Center. The telephone number for this office is 921-2356.

3. **DISCLAIMER**
   Certain circumstances may require some changes to this syllabus.
Assessment at Rock Valley College

Assessment at Rock Valley College focuses on the constant improvement of student learning through faculty-driven activities at multiple levels. Specifically, faculty participate in assessment activities at the following three levels within their respective areas.

1. **Program/Discipline Assessment** – assessment designed to measure student learning for a sequence of courses, a program of study, or a degree/certificate.

2. **Course Assessment** – assessment designed to measure student success in all sections of a particular course, such as ENG 101, MTH 099, or SOC 190.

3. **Class Assessment** – assessment designed to measure student success in one section of a course or in a distinct class; the methods are determined by the instructor or the instructor in conjunction with the department.

In addition, Rock Valley College faculty conduct assessment activities at the divisional and institutional levels.

4. **Student Learning Outcomes Assessment** – assessment designed to examine students’ learning across the six college-wide general education outcomes:

   **Communicate effectively**
   - Create and compose a variety of documents that are purposeful, well-supported and well-organized and that are grammatically and stylistically correct.
   - To construct and deliver a clear, well-supported verbal presentation appropriate to the audience and situation.
   - Demonstrate an ability to interact effectively and appropriately in a small group setting.
   - Locate appropriate and relevant information and evaluate its usefulness as support for oral and written presentations.
   - Demonstrate an ability to correctly apply a recognized style of academic documentation.
Integrate technology into all fields of knowledge and expression
• Identify technology appropriate for managing a task or problem.

• Use technology effectively to perform a task or solve a problem.

• Evaluate the results of using technology to perform a task or solve a problem.

Demonstrate competency in critical thinking
• Identify methods of reasoning.

• Examine accurate and reliable information from various sources.

• Analyze alternatives using valid evidence to support conclusions.

• Formulate appropriate solutions.

• Evaluate the effectiveness of critical thinking and problem solving methods.

Respect and work effectively with persons of diverse backgrounds and abilities
• Explain the impact of social, political, and economic factors on race and relations in our global society.

• Attend to diverse perspectives.

• Demonstrate the ability to work in diverse groups toward a common goal.

• Identify and explain social forces that can effect cultural change.

• Identify and explain diverse cultural customs, beliefs, traditions and lifestyles.

Demonstrate the behaviors of ethical and socially responsible citizens
• Evaluate ethical and social issues.

• Distinguish between fact and ethical decisions.

• Apply varied methods for guiding their decision-making processes.

• Demonstrate good citizenship.
Demonstrate personal wellness
- Display ongoing intellectual exploration.
- Practice physical well-being.
- Demonstrate aesthetic responsiveness.
- Exhibit adaptability and flexibility.

Institutional Assessment – assessment and evaluation of variables acknowledged as having an impact on student learning (e.g., student engagement and student learning outcomes).

The Student Learning Outcomes (SLO) Committee provides leadership and guidance on assessment of the institution’s general education outcomes. It is comprised of one subcommittee for each of the student learning outcomes. Faculty members of the committee with consultation from the Director of Assessment and Institutional Effectiveness select measures and a timeline for measuring each outcome.

For more information about your role in assessing student learning, please contact your department Chair, Associate Dean, or the Director of Assessment and Institutional Effectiveness (Shaun Cowman).
Entering Student Grades

1. At the RVC Online Services welcome page, http://online.rockvalleycollege.edu, click the “Log In” option.

2. Enter your user ID (employee ID number) and password (last six digits of your Social Security number). Then click “Submit.” NOTE: Upon initial log in, you may be asked to change your password.
3. Click the “Faculty” option.

4. Click the “Grading” option.
5. Select the appropriate term from the drop down menu. Then click “Submit.”

6. Select either Midterm or Final grades from the drop down menu. Then check the box to left of the class for which you intend to enter grades. Then click “Submit.”
7. Using the drop down menu adjacent to each student, select the appropriate grade. **Note:** If a student receives an “F” as a final grade, the instructor must enter the last date that this student attended class. Enter that date in the box to the right of the grade options.

8. When finished, click the ‘Submit’ button. Then print a copy for your records.
Credit Course Refund Schedule

Rock Valley College has determined that students may receive a tuition refund upon dropping credit courses, based on the following guidelines. In each case if the student drops courses by the specified date, all tuition and fees are refunded. There is no prorated schedule for tuition and fee refunds.

Tuition refund requests should be made to the Records & Registration Office during normal business hours. Refunds will be made according to the following schedule:

<table>
<thead>
<tr>
<th>Course Length</th>
<th>100% Refund</th>
<th>No Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-week course (Fall-Spring)</td>
<td>Before or during first 10 business days of semester</td>
<td>After the 10th business day of the semester</td>
</tr>
<tr>
<td>4 – 15 week course</td>
<td>On or before 7th business day from start of class</td>
<td>After the 7th business day</td>
</tr>
<tr>
<td>Less than 4 week course</td>
<td>On or before 3rd business day from start of class</td>
<td>After the 3rd business day</td>
</tr>
</tbody>
</table>

The college reserves the right to make the final decision on all refunds.

- It is the students’ responsibility to know the refund dates for their courses
- Non-attendance DOES NOT constitute a drop in a course nor qualify students for a refund.
- Failure to drop a course properly may result in a failing grade.
- No refunds will be granted when students are dismissed or suspended from the college for disciplinary reasons.
- It is the students’ responsibility to drop themselves from a course.

Appeals

No tuition refund will be granted following the refund date. If extenuating circumstances exist (i.e. military activation, death of immediate family member, or a serious medical condition) a student may submit a Tuition Appeal Form and must submit, with supporting documentation, to the Records and Registration Office. An appeal does not automatically result in a refund. Appeals must be made no later than the term in which the course occurred.
Adding Students to Closed Sections

When a class is at capacity and therefore closed, a faculty member may allow a student to register for the class by filling out an Authorization to Add a Class form. The student then has the responsibility to take the form to the Admissions and Records office.

Faculty can get forms from the FSO or Admissions and Records office. Students should not have possession of an Authorization to Add a Class form unless it is completed and signed by a faculty member or division chair.
## Copyright and Fair Use Guidelines

<table>
<thead>
<tr>
<th>Medium</th>
<th>Specifics</th>
<th>What is Permitted</th>
<th>Important Notes</th>
</tr>
</thead>
</table>
| **Printed Material (Short)** | - Poem less than 250 words; 250-word excerpt of poems greater than 250 words  
  - Articles, stories, or essays less than 2,500 words  
  - Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)  
  - One chart, picture, diagram, or cartoon per book or per periodical issue  
  - Two pages (maximum) from an illustrated work less than 2,500 words, e.g., children’s book | - Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes.  
  - Students may incorporate text into multimedia projects. | - Copies may be made only from legally acquired originals.  
  - Only one copy allowed per student.  
  - Teachers may make copies in nine instances per class per term.  
  - Usage must be “at the instance and inspiration of a single teacher.”  
  - Don’t create anthologies.  
  - “Consumables,” such as workbooks, may not be copied. |
| **Printed Material (archives)** | - An entire work  
  - Portions of a work  
  - A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer | - A librarian may make up to three copies “solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen.” | - Copies must contain copyright information.  
  - Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books. |
| **Illustrations and Photographs** | - Photograph  
  - Illustration  
  - Collections of photographs  
  - Collections of illustrations | - Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.  
  - From a collection, not more than 15 images or 10 percent (whichever is less) may be used. | - Although older illustrations may be in the public domain and don’t need permission to be used, sometimes they are part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org. |
<table>
<thead>
<tr>
<th>Video (for viewing)</th>
<th>Video (for integration into multimedia or video projects)</th>
<th>Music (for integration into multimedia or video projects)</th>
<th>Computer Software</th>
</tr>
</thead>
</table>
| • Videotapes (purchased)  
• Videotapes (rented)  
• DVDs  
• Laserdiscs  
• Teachers may use these materials in the classroom.  
• Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.  
• The material must be legitimately acquired.  
• Material must be used in a classroom or nonprofit environment “dedicated to face-to-face instruction.”  
• Use should be instructional, not for entertainment or reward.  
• Copying OK only if replacements are unavailable at a fair price or in a viable format.  |
| • Videotapes  
• DVDs  
• Laserdiscs  
• Multimedia encyclopedias  
• QuickTime Movies  
• Video clips from the Internet  
• Students “may use portions of lawfully acquired copyright works in their academic multimedia, “defined as 10 percent or three minutes (whichever is less) of “motion media.”  
• The material must be legitimately acquired: a legal copy (not bootleg) or home recording.  
• Copyright works included in multimedia projects must give proper attribution to copyright holder.  |
| • Records  
• Cassette tapes  
• CDs  
• Audio clips on the Web  
• Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.  
• A maximum of 30 seconds per musical composition may be used.  
• Multimedia program must have an educational purpose.  |
| • Software (purchased)  
• Software (licensed)  
• Library may lend software to patrons.  
• Software may be installed on multiple machines, and distributed to users via network.  
• Software may be installed at home and at school.  
• Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.  
• Only one machine at a time may use the program.  
• The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users.  
• Take aggressive action to monitor that copying is not taking place (unless for archival purposes).  |
### Internet
- Internet connections
- World Wide Web
- Images may be downloaded for student projects and teacher lessons.
- Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above).
- Classroom resources may be posted only on a password-protected mediated site. They may not be archived. Think of it as a dynamic bulletin board for enrolled students.
- Any resources downloaded or uploaded must have been legitimately acquired.

### Television
- Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations)
- Cable (e.g., CNN, MTV, HBO)
- Videotapes made of broadcast and cable TV programs
- Broadcasts or tapes made from broadcast may be used for instruction.
- Cable channel programs may be used with permission. Many programs may be retained by teachers for years—see Cable in the Classroom (www.ciconline.org) for details.
- Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS’s Reading Rainbow, allow for much more.)
- Cable programs are technically not covered by the same guidelines as broadcast television

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright; *Fair Use Guidelines for Educational Multimedia*; cable systems (and their associations); and Copyright Policy and Guidelines for California School Districts, California Department of Education.

**Note:** Representatives of the institutions and associations who helped to draw up many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating “There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use.”
Chapter 3

RVC Academic Resources
Testing Center

FACULTY USERS’ INFORMATION

General Information for Faculty

The Testing Center is the central location for all academic testing services and programs offered at Rock Valley College. We are committed to providing a secure and professional testing environment for our students and community.

Location: Student Center, Lower Level
Phone Number: (815) 921-2380
E-mail: RVC-Testing-Center@rockvalleycollege.edu
Fax: (815) 921-2389
Hours:

<table>
<thead>
<tr>
<th>Days</th>
<th>Fall/Spring hours</th>
<th>Summer hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>8 a.m. – 5 p.m.</td>
<td>8 a.m. – 5 p.m.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8 a.m. – 8 p.m.</td>
<td>8 a.m. – 8 p.m.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8 a.m. – 8 p.m.</td>
<td>8 a.m. – 8 p.m.</td>
</tr>
<tr>
<td>Thursday</td>
<td>8 a.m. – 8 p.m.</td>
<td>8 a.m. – 5 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>8 a.m. – 5 p.m.</td>
<td>8 a.m. – 1 p.m.</td>
</tr>
<tr>
<td>Saturday*</td>
<td>8 a.m. – noon</td>
<td>8 a.m. – noon</td>
</tr>
</tbody>
</table>

*open one Saturday of each month; please call.

Exam Information for Faculty

Exam proctoring services for faculty are provided for the following types of exams:
- Individual make-up testing
- Online courses
- Telecourses
- Self-directed courses
- Testing accommodations for students with documented disabilities

At this time, Testing Center services are not extended to the following:
- Re-tests
- Entire roster(s) of students enrolled in a face-to-face course
- Assistance with RVC students testing off-campus at other colleges/universities – forms for faculty arranging off-campus testing are available in Ednet at the Educator’s Conference.
Please include:

- your name in the title or heading of the exam when preparing exams.
- a completed Exam Proctoring Form, available in the Testing Center, including your contact phone numbers (preferably two) in case there is a question regarding your exam(s). Faculty can also access the Exam Proctoring Form via EdNet (Educator's Conference - Testing Center Conference).
- an updated roster/list of students expected to take the exam.
- a large envelope for exams if using exam drop box.

Please encourage students to review the Testing Center Student User’s Information guide found on EdNet or rockvalleycollege.edu/testing or by requesting a copy from the Testing Center.

Finals:

No examinations are returned to you via Inter-office Mail during Finals week. All exams must be picked up by you personally or by an individual you designate (photo ID required).

Approximately 10 days after Final grades have been submitted, all remaining exams in your files from the semester are returned via Interoffice Mail, unless the exam completion date(s) indicate otherwise.

The Testing Center provides the following supplies: Exam Proctoring Forms (for exam instructions), scratch paper, lined paper, scantrons, noise reduction head phones, tissues, basic calculators, and a secure, after-hours exam drop box located just outside of the Testing Center.

1/07
Tutoring Lab

**Purpose:** The purpose of the Tutoring Lab is to assist Rock Valley College students enrolled in credit courses in achieving academic success by providing free peer tutoring services. The program is accredited by the College Reading and Learning Association. A student can schedule a session by either stopping by or calling the Success Center.

**Location:** Student Center, Lower Level  
**Phone Number:** (815) 921-2370  
**Fax:** (815) 921-2389

<table>
<thead>
<tr>
<th>Hours</th>
<th>Fall/Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9 am to 8 pm</td>
<td>9 am to 7 pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9 am to 8 pm</td>
<td>9 am to 7 pm</td>
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<tr>
<td>Wednesday</td>
<td>9 am to 8 pm</td>
<td>9 am to 7 pm</td>
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<tr>
<td>Thursday</td>
<td>9 am to 8 pm</td>
<td>9 am to 7 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>9 am to 2 pm</td>
<td>9 am to 2 pm</td>
</tr>
</tbody>
</table>

*There are no tutoring services during finals, when there are no classes, and when the College is closed.*

**Tutoring Guidelines within the Success Center**

Tutoring will only be conducted within the Tutoring Lab. If students feel that they need extra assistance, scheduling an additional one-time session may be beneficial. Students may also fill out a “Private Tutor Needed” request. This orange card should be left at the Success Center for the Tutor Supervisor to coordinate with tutors who may choose to work with students privately at an off-campus location on a cost basis worked out between the tutor and the student.

All sessions start on the hour and may last up to fifty minutes. The tutor will be at the designated table ready to greet you and start the session. It is the student’s responsibility to come to a session having attempted the materials in an effort to be able to ask the tutor questions or express concerns. Tutors may need to get to class and deserve a ten minute break before their next session. Thus, the session will end by ten minutes of the hour.

The tutor will have required paperwork to complete regarding each tutee he/she is assigned. This information will be collected at the student’s first standing session or at the beginning of a one-time session.
Online Tutoring

SMARTHINKING, based in Washington, DC, provides people, technology and training to help institutions offer their students outstanding academic support. Schools, colleges, universities, libraries, government agencies, textbook publishers and other education providers work with SMARTHINKING to increase student achievement and enhance learning. SMARTHINKING connects students to E-structor® Certified tutors anytime, from any Internet connection. From supplementing current learning support programs with SMARTHINKING’s qualified and trained online tutors, to licensing SMARTHINKING’s technology platform to create a private-labeled virtual learning assistance center, SMARTHINKING develops custom solutions to enable institutions to better support their faculty and students.

SMARTHINKING currently works with over 500 school clients and businesses, including the U.S. Army, Capella University, University of Texas Telecampus, Houghton Mifflin, Pearson, Cengage, and Lippincott, Williams, & Wilkins. Our unique standing in the e-learning market has allowed us to attract an outstanding management team and staff of over 500 professionals and educators.

Rock Valley College has subscribed to SMARTHINKING in order to provide this valuable service to its students. Information about SMARTHINKING can be found at:

http://www.rockvalleycollege.edu/StudentServices/TutoringLab/Smarthinking.cfm
Library Services

Services for Faculty
The Rock Valley College Library offers several services that provide support for our faculty.

What is Information Literacy?
Information literacy is knowing how to find information, evaluate it, and use it effectively.

Working together with faculty, librarians introduce students to skills needed to function in today’s information-based society. These skills include the ability to located, analyze, evaluate, and synthesize information.

How do I schedule a class session with a librarian?
Contact the Instructional Librarian, Scott Goldy via s.goldy@rockvalleycollege.edu, 815-921-4605, or the liaison librarian for your academic department:

<table>
<thead>
<tr>
<th>Academic Department</th>
<th>Liaison Librarian</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Technology</td>
<td>Yiluo Song</td>
<td>815-921-4602</td>
</tr>
<tr>
<td>Allied Health</td>
<td></td>
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<tr>
<td>CIS</td>
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<tr>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Maria Figiel-Krueger</td>
<td>815-921-4606</td>
</tr>
<tr>
<td>Life Science</td>
<td></td>
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<tr>
<td>Success Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition and Literature</td>
<td>Brent Eckert</td>
<td>815-921-4604</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
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<tr>
<td>Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness, Wellness, and Sport</td>
<td>Steve Thompson</td>
<td>815-921-4612</td>
</tr>
<tr>
<td>Technical Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>Scott Goldy</td>
<td>815-921-4605</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Social Science</td>
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</tbody>
</table>
Writing Center

The RVC Writing Center seeks to serve the Rock Valley College community by providing students and faculty alike with needed space, devoted time, and individualized attention necessary to promote an encouraging and productive writing climate, to develop and foster positive writing habits, and to effectively address the challenges and nurture the needs of student writers across the curriculum.

All services in the Writing Center are provided by full-time and/or adjunct faculty in the Composition and Literature department.

Location: ERC (Educational Resources Center), Room 2402

Phone: (815) 921-3327

Please call to schedule an appointment.

Math Lab

The RVC Math Lab is staffed by the math faculty and serves all RVC math students. It also houses 24 computers available to students for math related uses such as online math homework, EdNet class conferencing for math classes, and self paced math classes.

Location: CLII - 129

Lab Phone: (815) 921-3465

Math Lab Coordinator:

Julie Cain
CLII - 129
(815) 921-3465
Information Technology Services

Information Technology Services (ITS) provides computing and communications infrastructure, services, support, and innovation for RVC's instructional and administrative programs. ITS staff works closely with many other departments to provide a wide range of services for students, faculty and staff. ITS is composed of several Support Groups whose staff is available during normal College business hours.

An After-Hours Support process exists to provide limited support outside these hours. This process takes advantage of the IT Operations staffing, evening Micro-Computer Support staff and ITS Student Workers (for assistance, follow the prompts listed below). For more information on the After-Hours Users Support plan, see the related Quarry FAQ (Information Technology – General IT).

To provide additional support when ITS is unstaffed, an answering service is under contract. The service will forward any emergency calls to the appropriate IT staff. Non-emergency calls will leave a message to be answered the following business day.

To contact ITS, dial 921-4800 and follow the prompts:
1 – After-Hours and Emergency Support

**Critical System Emergency defined:**

- Class in session and Smart Room equipment not working
- Example: Data projector, computer, VCR, DVD, speakers, receiver, remote, Elmo
- Network down / Internet not accessible
- Virus Reported
- Email down

2 – Desktop Support
3 – Operations Support
4 – Voice Support
5 – Audio/Visual Support
6 – Administrative Office Support

**Schedules**

<table>
<thead>
<tr>
<th>Operations Support Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily, 7am - 11pm (excluding Holidays)</td>
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<table>
<thead>
<tr>
<th>Micro-Computer Support Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-TH, 7am-10pm, (Spring &amp; Fall when classes are in session)</td>
</tr>
<tr>
<td>M-TH, 7am-5pm (No classes in session and Summer term)</td>
</tr>
<tr>
<td>Fri, 7am-5pm</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Systems Support Group</th>
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</thead>
<tbody>
<tr>
<td>M-F, 8am-5pm (schedules may vary based on projects)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programming Support Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-F, 8am-5pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Support Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-F, 7am-4pm</td>
</tr>
</tbody>
</table>

During the College Summer Friday schedule, Operations is staffed until 6pm, all other groups until 1pm
Collaboration: Faculty and Students with Special Needs

Legal Issues

What is required to be in compliance with the ADA and Section 504?
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 state that, “no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.”

One way a college tries to ensure that all students with disabilities have equal access is by providing accommodations. Accommodations are a necessary part of meeting the requirements of the ADA.

Who is covered under the ADA and Section 504?
Any individual who has a physical or mental impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Note: Individuals are not entitled to protection of the ADA simply because they have been diagnosed with a disability. The disability must substantially limit their ability to perform major life activities. Thus, the eligibility determination process is on a case-by-case basis.

Reasonable Accommodations

What is an accommodation?
An accommodation is a legally mandated modification or service that gives a student with a disability an equal opportunity to benefit from the educational process.

Accommodations do not lower academic standards and/or compromise the integrity of an academic program. The course content should not be fundamentally altered by an accommodation.

Note: There is often more than one option available to accommodate a student’s needs. The ADA law requires that students be provided with effective accommodations, not the best or most expensive. In addition, institutions are not required to provide accommodations that are unduly burdensome or that would fundamentally alter an educational program.

How do students receive accommodations?
The student must make contact with the Disability Support Services (DSS) office in order to become eligible to receive accommodations. If a student approaches you and states that he/she has a disability and needs accommodations, refer the student to the DSS Coordinator.
What is the procedure for students to receive accommodations?
Any student who has a disability and wishes to receive accommodations must self disclose to
the DSS Coordinator and present appropriate documentation that supports the disability and
subsequent accommodations. The Coordinator will then conduct an intake interview and
discuss with the student the accommodations that he/she qualifies for as well as the
procedures that are required for the implementation of the accommodations.

Types of Accommodations

What types of accommodations will NOT be provided?
• personal devices such as wheelchairs, hearing aids or glasses
• personal services such as assistance with eating, toileting, or dressing
• accommodations that would fundamentally alter the nature of a program
• accommodations which lower or substantially modify academic or program standards
• accommodations that are unduly burdensome, administratively or financially

Note: An accommodation can be denied only after alternative methods of providing the
requested accommodation have been explored.

What types of accommodations can be given to a student with a special need in an academic
setting?
The following tables provide examples of some of the more common accommodations that
are used by DSS. These lists are intended to be used as a guide. Some academic
accommodations that may be requested include, but are not limited to the following:
# Common Academic Accommodations for Students with Special Needs

<table>
<thead>
<tr>
<th>Disability</th>
<th>Accommodation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Vision</td>
<td>Seating in front of class</td>
</tr>
<tr>
<td></td>
<td>Large print handouts, lab signs and equipment labels</td>
</tr>
<tr>
<td></td>
<td>TV monitor connected to microscope to enlarge images</td>
</tr>
<tr>
<td></td>
<td>Adaptive computer software (e.g., ZoomText)</td>
</tr>
<tr>
<td></td>
<td>Note-taker to assist with class lecture notes</td>
</tr>
<tr>
<td>Blindness</td>
<td>Audio-taped, Brailled or electronic formatted lecture notes, handouts and texts</td>
</tr>
<tr>
<td></td>
<td>Verbal descriptions of visual aids</td>
</tr>
<tr>
<td></td>
<td>Raised line drawings and tactile models of graphic materials</td>
</tr>
<tr>
<td></td>
<td>Braille lab signs and equipment labels, auditory lab warning signals</td>
</tr>
<tr>
<td></td>
<td>Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)</td>
</tr>
<tr>
<td></td>
<td>Computer with voice output (e.g., JAWS), Braille screen display and printer output</td>
</tr>
<tr>
<td></td>
<td>CCTV (closed circuit television)/reading machines to enlarge printed materials</td>
</tr>
<tr>
<td>Hearing Loss/Deafness</td>
<td>Sign language interpreter</td>
</tr>
<tr>
<td></td>
<td>Real-time captioning and closed captioning for lectures, videotapes and activities</td>
</tr>
<tr>
<td></td>
<td>FM systems, assistive listening devices</td>
</tr>
<tr>
<td></td>
<td>Note-taker for class lectures</td>
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<tr>
<td></td>
<td>Use of visual aids, handouts, etc.</td>
</tr>
<tr>
<td></td>
<td>Written assignments, lab instructions, demonstration summaries</td>
</tr>
<tr>
<td></td>
<td>Visual warning system for lab emergencies</td>
</tr>
<tr>
<td></td>
<td>Use of electronic mail for class and private discussions</td>
</tr>
<tr>
<td></td>
<td>Preferential seating in front of room</td>
</tr>
<tr>
<td>Mobility Impairment</td>
<td>Note-taker for class lectures</td>
</tr>
<tr>
<td></td>
<td>Lab assistant, group lab assignments</td>
</tr>
<tr>
<td></td>
<td>Classrooms, labs and field trips in accessible locations</td>
</tr>
<tr>
<td></td>
<td>Adjustable tables/work stations</td>
</tr>
<tr>
<td></td>
<td>Class assignments made available in electronic format</td>
</tr>
<tr>
<td></td>
<td>Adaptive computer/software (e.g., voice input, Morse code, alternative keyboard)</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>Note-taker for class lectures</td>
</tr>
<tr>
<td></td>
<td>Flexible attendance requirements and extra exam time</td>
</tr>
<tr>
<td></td>
<td>Assignments made available in electronic format, use of email to facilitate communication</td>
</tr>
</tbody>
</table>
Common Academic Accommodations for Students with Learning Disabilities

<table>
<thead>
<tr>
<th>Academic Accommodations</th>
<th>Testing Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note-takers for class lectures</td>
<td>Extended time on exams, tests and quizzes</td>
</tr>
<tr>
<td>Audio-taped lectures</td>
<td>Allow exams in quiet, distraction-free rooms</td>
</tr>
<tr>
<td>Closed captioned videos, films</td>
<td>Audio-taped or read exams</td>
</tr>
<tr>
<td>Visual, oral and tactile instructions/demonstrations</td>
<td>Scribe to record and/or type/write answers</td>
</tr>
<tr>
<td>Computer with voice output (e.g., JAWS)</td>
<td>Use of word processor, spell check and/or dictionary</td>
</tr>
<tr>
<td>Use of word processor, spell check and/or grammar checker for assignments</td>
<td>Use of calculator for math exams</td>
</tr>
<tr>
<td>Read aloud material that is written on the chalkboard or overhead transparencies</td>
<td>Alternative ways of taking exams (circle answers on Scantron forms, verbally give</td>
</tr>
<tr>
<td>Make your notes available for material that is not found in texts or other accessible</td>
<td>answers, slide presentations, etc.)</td>
</tr>
<tr>
<td>Provide an individual orientation to the laboratory and equipment and extra practice</td>
<td>Alternative test designs (e.g., verbal vs. essay)</td>
</tr>
<tr>
<td>Use of a dictionary and/or thesaurus for homework, assignments</td>
<td></td>
</tr>
<tr>
<td>Allow frequent breaks to get up and move around</td>
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</tr>
<tr>
<td>Books on Tape</td>
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</tr>
<tr>
<td>Use of calculator for math work</td>
<td></td>
</tr>
<tr>
<td>Additional time to complete in-class assignments</td>
<td></td>
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</tbody>
</table>

Note: Faculty are encouraged to exercise their creativity in determining how students with special needs can be accommodated. There are many, many different options available and this list is only a small example. Generally speaking, as long as the accommodation does not fundamentally alter the nature of the course/program and/or place an undue hardship on the college, any recommendation is welcome.
Helpful Tips for Instructors:
Students with Special Needs in the Classroom

The following tips are encouraged for all students, although they can be especially helpful for students who have a disability.

Preparation of Course Materials
- Provide students with a course syllabus before the start of the semester, if possible
- Provide students with written copies of handouts, outlines, study guides, etc.
- Make lists of required readings available well before the first day of class
- Arrange for handouts to be tape recorded and/or available in electronic format before the course begins (just in case)
- Provide clear Xerox copies of your overhead transparencies and notes
- Include statement on syllabus inviting students with special needs to inform you during office hours and/or seek assistance from the DSS office

Course Content
- Permit tape recording of lectures
- Outline class presentations and legibly write key terms/points on the board or overhead
- Repeat and summarize segments of each lecture (especially information that is written on the board or overhead)
- When dealing with abstract concepts, illustrate them with concrete examples, personal examples, hands-on models or visual tools (charts, graphs, etc.)
- Repeat or re-word complicated directions

Teaching Techniques
- Write larger, darker and in all caps when using the chalk board or overhead
- Face the class when speaking at all times
- Repeat students’ questions and/or paraphrase what was stated for everyone to hear
- Keep the classroom door closed to limit noise
- Encourage use of office hours
- Inform students of emergency evacuation procedures
- Keep hands and obstructions away from face and mouth while speaking
Laboratory
- Provide a tour of the laboratory environment and discuss any safety concerns
- Assign group lab projects to allow all students to contribute according to their abilities
- Arrange lab equipment so it is easily accessible
- Give oral and written lab instructions

Testing/Evaluations
- Assure that exams test the essential skills or knowledge needed for the course or field of study
- Consider allowing students to turn in exams via electronic mail or diskette
- Avoid overly complicated language in exam questions, and clearly separate items when spacing them on the exam sheet
- Try not to test on material just presented since additional time is generally required to assimilate new knowledge

Environmental Tips
- Keep walkways clear of obstructions and overhangs, even temporary ones
- Be familiar with where the elevators and accessible entrances are in your building
- When giving directions around campus, provide accessible routes
- Make sure lighting in classrooms is sufficient

When dealing with any student it is important to exercise patience. For students who have special needs please remember to treat them the same as you would any other student in your class. As a general rule, when questions arise relating to the student’s disability, confront the student privately. Most often students will appreciate your concern and interest in helping them succeed. For additional information, or for questions pertaining to a student with a disability, contact:

Lynn Blashaski
Disability Support Services Coordinator
ERC G87
921-2356
L.Blashaski@rvc.cc.il.us
Additional Resources for Disability and Postsecondary Education:

AHEAD (Association on Higher Education and Disability)
Tom L. Thompson (President IL/IA)
William Rainey Harper College
1200 W. Algonquin Road
Palatine, IL  60067-7398
(847) 925-6266
www.ahead.org

DAIS (Disability Access Information & Support)
Jane Jarrow
2938 Northwest Boulevard
Columbus, OH  43221
(614) 481-9450
JaneJarrow@janejarrow.com

DO-IT
University of Washington
Box 355670
Seattle, WA  98195-5670
(206) 685-3648
www.washington.edu/doit/

HEATH Resource Center
One Dupont Circle NW, Suite 800
Washington, DC  20036-1193
(800) 544-3284
www.acenet.edu

MCPO (Midwest Center for Postsecondary Outreach)
St. Paul Technical College
235 Marshall
St. Paul, MN  55102
(651) 846-1337
www.mcpo.org
The Academy for Teaching and Learning Excellence

The Academy for Teaching and Learning Excellence (ATLE) is RVC’s faculty development center. The ATLE promotes instructional excellence and scholarship at Rock Valley College by serving as a vehicle to advocate, explore, develop, and support effective teaching practices in order to advance knowledge and facilitate success in student learning.

We will accomplish our mission by

- supporting the present needs of instructors while communicating the potential of evolving pedagogical theory, innovative methodology, and new instructional technologies;
- employing knowledgeable and talented ATLE staff members who are committed to working with individuals, departments, and programs;
- designing, delivering, and communicating meaningful professional development opportunities;
- facilitating recurrent, reflective dialogue about teaching and learning, and providing a comprehensive, contemporary collection of instructional resources.

Faculty Resource Area

- three computers for faculty use, including one Macintosh
- resource library
- small conference area
- podcasting station
- large, flatbed scanner
- TV/DVD player

Resources for Faculty Check-out

- portable podcasting stations, including MacBook, microphone, and iPod Nano
- digital video camera
- electronic grading software

Consultations

The ATLE will offer individual, confidential consultation services in order for a faculty member to achieve positive outcomes, as they relate to teaching and student learning. Topics include but are not limited to physical and digital course design, test construction, and classroom management.
Instructional Graphics

- The Instructional Graphics Designer is here to work with you on making your educational concepts come to life, by recommending and providing visuals for the classroom or for online classes.

- Original artwork can be designed, including flyers, brochures, bookmarks, posters, handbills, certificates, bulletin board and display case headers or table tents.

- We can take existing old media (slides, transparencies, books, old super 8 films) and turn it into digital art, which can be put into PowerPoint.

- We also provide one-on-one faculty training in PowerPoint and/or the use of various Microsoft software can be scheduled either in your office or in our scenic Faculty Resource Area in the ATLE.

Instructional Design

The Instructional Designer is here to assist you with creating new and exciting educational materials and activities to enhance your classes. The Instructional Designer can help you to:

- Create documents and slideshows that are interesting, educationally sound, and professional looking.

- Help you to customize and integrate publisher-packaged course materials into your own courses.

- Help you to write instructional objectives that are reliable and easy to observe, measure, and assess.

- Help you to choose alternative methods of instruction, such as problem-based learning, team activities, and online discussions.

- Help you to develop alternate assessment methods, such as projects, presentations, and journals.

- Help you to turn your traditional face-to-face course into a hybrid or fully-online course.

The ATLE is located in ERC 2420

http://rockvalleycollege.edu/ATLE
Adjunct Faculty Institute

Description
The AFI is a comprehensive professional development program for part time instructors. The AFI is grounded in research-based pedagogy, convenient, accessible, and immediately applicable to the physical or digital classroom. All coursework will be conducted on weekends, in the evenings, or via distance learning. There is a minimum of thirty program hours, but instructors have discretion to develop their courses to best meet the needs of participants. Such curriculum detail could entail blended delivery (face to face and online coursework) and multiple class sessions. That is, instead of meeting for one three-hour block, the instructor may determine that three, one-hour classes would better fulfill the learning objectives.

Program Goal
The goal of the AFI is to provide Rock Valley College’s part time faculty with the tools and resources they need for teaching and learning excellence.

Program Objectives
Participants who successfully complete the AFI will be able to
- apply adult learning principles, brain research, and instructional design models to their curricula;
- use classroom technology effectively;
- manage the classroom environment, including student conduct;
- employ proven assessment and evaluation techniques to enhance learning.

Compensation
After an adjunct faculty member successfully completes the AFI, certified by the ATLE coordinator, he/she will receive an additional $25.00 per credit hour for each class he/she teaches for RVC.

For more information, contact Susan Busenbark, Dean of Academic Development and Instructional Support, via email (S.Busenbark@RockValleyCollege.edu).
RVC Policies and Procedures

RVC’s administrative policies can be found online at http://www.rockvalleycollege.edu/About/upload/RVC_Administrative_Policy_Manual.pdf

Additional relevant policies and procedures are located in the RVC Employee Handbook, available in the Human Resources area of The Quarry, located at https://quarry.rvc.cc.il.us

Policies and procedures related to student interactions can be accessed via the Student Policy Index, located online at http://www.rockvalleycollege.edu/About/StudentPolicyIndex.cfm
RVC’s Learning Management System

EdNet is Rock Valley College’s online bulletin board, student email, and course delivery system. The EdNet Support Center is managed by the Academy for Teaching and Learning Excellence (ATLE).

EdNet software and tutorials are located at http://www.rockvalleycollege.edu/Academics/ednet.cfm

The College will be adopting Angel as its Learning Management System (LMS) starting in the Fall of 2010. Details will be released in the near future.
Academic Council

The Academic Council will report to and advise the Vice President of Academic Affairs on matters pertaining to the College's academic policies and educational programs as related to admissions policies; degree requirements; addition, revision and deletion of academic programs; academic standards; criteria for and credentials of faculty; the formulation of policies and procedures for maintaining and improving the quality of academic programs; faculty concerns; student concerns; and other matters for which the Vice President of Academic Affairs wishes to seek advice from the Council. The Council will not address Faculty contractual issues.

Academic Council includes faculty representatives and selected College administrators.

Academic Council meets from 3:10-4:30 p.m., on the second Wednesday of each month when classes are in session (not including summer).

2009-2010 Academic Council Officers:

Chair : Tom Lombardo  (815) 921-3063, T.Lombardo@RockValleyCollege.edu

Vice-Chair: Deena Hergert  (815) 921-3484, D.Hergert@RockValleyCollege.edu

Recorder: Paula Grueder  (815) 921-4043, P.Grueder@RockValleyCollege.edu