



Distance Learning Adjunct Handbook



**Edgecombe Community College
Tarboro, North Carolina
Rocky Mount, North Carolina**

Welcome

Let me take this opportunity to welcome you as an online adjunct instructor at Edgecombe Community College. This booklet has been created to familiarize you with the College and the Distance Learning division. Hopefully, many of your questions will be answered. If not, please do not hesitate to use the “Contact Information” section. You are also invited to visit our webpage at www.edgecombe.edu for more information. Good luck in the semester ahead!

About Edgecombe Community College

Edgecombe Community College is located in the eastern part of North Carolina in Edgecombe County, approximately 75 miles east of the state capital of Raleigh. The college is accredited by the Southern Association of Colleges and Schools. The College was established in 1967 and is currently celebrating its 40th anniversary of providing exemplary educational opportunities to the students. The College’s main campus is located on 120 acres, 2.5 miles south of Tarboro, North Carolina and comprises of eight buildings. ECC also has a campus in Rocky Mount, North Carolina which covers one city block. The College’s newest building, the *Arts, Civic and Technology Center*, opened on the Tarboro Campus in May 2004. In addition to a 1,020-seat auditorium, the building features classrooms, computer labs, offices, and spaces for meetings conferences, and receptions. Plans are underway to build a Science and Technology Center on the Rocky Mount Campus.

Edgecombe Community College currently offers 52 curriculum programs resulting in two-year degrees, one-year diplomas, or certificates. The study body comprises more than 2,500 degree-seeking individuals as well as thousands more who enroll in continuing education classes. The average age of our students is 29. Seventy-four percent (74%) of the students are female, whereas twenty-six percent (26%) are male.

Through a wide selection of programs and courses, Edgecombe Community College seeks to improve both the quality of life and the economic outlook of its students. The College instills its students with practical skills that enable them to excel in their careers, homes and communities.

About Distance Learning

Distance Learning at Edgecombe Community College includes online, hybrid, and North Carolina Information Highway (NCIH) courses offered in curriculum and continuing education. The General Educational Development Diploma (GED) and the Adult High School Diploma is offered online through the literacy division of continuing education. Distance courses are currently offered in most subject areas. The Health Information Technology Program is totally degreed online. Business Administration will be totally degreed online in a few months. Plans are underway to substantially increase the number of distance courses offered in other subject areas during the years ahead.

Distance Learning at Edgecombe Community College has grown dramatically within the past two years with the increased number of distance courses offered and in the number of students enrolled in online, hybrid and Highway classes. Within the past two years, more than thirty new distance courses have been added to the schedule. Likewise, the number of students has grown dramatically. During this time, the College has had a 24+% increase (unduplicated) in distance enrollment.

Resources for Distance Learning

Support Services are available for the distance student and the faculty member at Edgecombe Community College. These resources include:

Library

All research and collection databases and contact information for the staff members are available online at:

http://www.edgecombe.edu/lrc_lib.htm.

Student Services

Available services include:

- Career Counseling
- Personal Counseling
- Academic Counseling
- Financial Aid
- Veteran's Services
- Student Organizations

http://www.edgecombe.edu/student_services/advising_and_counseling.htm

Bookstore

Students can see the required books for a course as well as contact information for the bookstore personnel at the following address:

http://www.edgecombe.edu/student_services/bookstore_info.htm

Blackboard Software

Blackboard is the software used by the college for all curriculum online and hybrid courses. Students are strongly urged to review the *Blackboard Online Orientation* which is available at http://www.edgecombe.edu/distance_learning/BlackboardOrientation.pdf (no password needed). The Orientation will familiarize the student with how to use the software and should answer most questions.

Blackboard Login:

Instructors can log into their Blackboard course by following these steps:

1. Go to www.edgecombe.edu
2. Click on “**Blackboard**” under “*Quick Links*”
3. Click on “**User Id**” (left side, middle of the Blackboard page)
4. Use the following login information:

Username: first 4 letters of your last name & the last 4 digits of your social security #

Password: first 4 digits of your social security #

Example:

John Smith – social security #: 123-45-6789

Username: smit6789

Password: 1234

Students can log into their Blackboard course using steps 1-4 above and the following:

USERNAME: For students, the login is the first initial, last name, and the first four digits of date of birth. Example: John Smith born May 18, 1988, the username would be: jsmith0518

PASSWORD: Password is the student’s 7-digit student ID number which is found in the upper left corner of the registration schedule. Example: 0123456.

Blackboard Links

General BB Information:

http://www.edgecombe.edu/distance_learning/blackboard_login_procs_info.htm

Blackboard Technical Support/Report Problems:

Blackboard Technical support: 1.866.854.7253 (7/24/365) or

<http://www.edgecombe.edu/mst/bbtechsupport.htm>.

Blackboard problem: 1.866.854.7253 (7/24/365) or

<http://www.edgecombe.edu/mst/bbproblem.htm>

Important Guidelines for Distance Learning Faculty

Student/Instructor Contact

The students are the reason you are teaching your distance course. Needless to say, without students, there would be no need for colleges or instructors! It is imperative that every effort is made to meet the students' needs with quality instruction. This means you are expected to answer promptly their emails. It is suggested you check your email at least twice a day during the weekdays and if possible, once a day during the weekend. Your schedule for checking your email must be posted in your syllabus. Likewise, your time-frame for returning graded work must be included in the syllabus. All work should be returned in a reasonable period of time. Please review the *Contact Checklist* below.

Contact Checklist

Is the following information included in the contact information for the instructor?

_____Name

_____Photo (nice to have "face with name")

_____E-mail address

_____Phone number

_____Office hours (on campus)

_____Hours available via email (weekdays/weekends/holidays)

_____Room number (on campus)

_____ Procedure for making appointments or asking questions, etc.

Syllabus

Please review carefully the list below to make sure all information is included in your course:

Does the syllabus contain the following required components?

_____Course Identification (name, number, section)

_____Prerequisite(s)

- _____ Credit Hours
- _____ Instructor Information (name, title, e-mail address, phone number with area code, office hours, and office location)
- _____ Course Description
- _____ Required Text(s) and/or Materials (including the edition)
- _____ Course Goals and Objectives
- _____ Grading Method and Grade Scale
- _____ Participation Requirements for Students
- _____ Course Outline/Timeline
- _____ Turn-around times (for answering e-mail or phone calls from students and for returning graded tests and assignments)

Course Participation

Students must participate in your course during the first week of class using the discussion board, icebreaker assignment, etc. This is required by the auditors. If the student does not participate during the first week, you must drop the student (and make the course unavailable to the student).

Course Changes

All courses have been created, but if you would like to make substantial changes to the course, you **must** contact the department chair for his or her approval.

Course Evaluation

All online courses are evaluated by several methods. When a course is first developed, a subcommittee of the Distance Learning Committee as well as the VP, dean, and department chair of the subject area evaluate the course to ensure it contains all the components required by our policies. Once approved, and the course is offered, it is evaluated by the department chair and/or dean using the attached *Evaluation Form for Online Instructors*. Edgecombe Community College retains the right to evaluate online courses at any time. This may include enrolling the department chair and/or dean as “teaching assistants” in the course. Students will evaluate the course by clicking on the link found on the course webpage or the school webpage. The student evaluation instrument is attached to this document.

Course Schedule

Online classes begin the first day of the semester, and online instructors must have the course available at that time. It is especially important that the syllabus be available to the students on the first day of the semester. Online instructors should be aware students start emailing questions to the instructor prior to the official start of the class.

Course Enrollment

Students may enroll in an online class until the eighth day of the semester (eight school days), but regardless of when they register, students must access the course no later than the eighth day of the semester. Students are populated into Blackboard at the end of final registration by the IT staff.

Course Minimums and Enrollment Caps

The minimum number of students required for a course to run varies depending on the course, but it will not be less than ten. Enrollment caps are initially set at 25-30 students, but more may be added if nine or fewer students are waiting to enroll or are enrolled in a second section.

Course Roster

Approximately two weeks into the semester, you will receive your roster on a three-part form. The top copy should be completed, signed, and immediately returned to the divisional dean as indicated. Rosters for online courses do not have attendance dates pre-printed on them. However, it is an auditing requirement that dates be entered. The first date entered should be the date of the first assignment or the 10% point of the class (eighth class day), whichever comes first. Appropriate dates should be continued for the remainder of the semester. These dates can be the same as due dates for assignments, or simply calendar days, but attendance should be recorded at a minimum of once a week.

Course Paperwork

All paperwork must be submitted on time and properly completely. If at any time you have questions concerning how to properly complete the paperwork, please contact your department chair or dean. The following paperwork must be submitted by the deadline shown:

- 10% (census) rosters (the top sheet of the three-part roster form) – within 1 week from the time you receive the roster.

- Course Statistics – A printout of the statistics page from Blackboard showing that all students accessed the course by the 10% point must be included with your 10% roster.
- Final Roster and Grades – Grades must be recorded on the final roster as well as the grade form. The grade form will be mailed to the instructor approximately two weeks before the end of the semester. Once grades are recorded, both the final roster and grade form must be returned to the indicated individual.

Course Compensation

All online courses are paid at a flat rate, depending on contact hours and the degree level of the instructor. The flat rate will be divided into four equal paychecks and mailed to the instructor at the address in the instructor's file on the last day of the month. Fall semester paychecks will be mailed at the end of September, October, November, and December. Spring semester paychecks will be mailed at the end of February, March, April, and May.

Course Contracts

Contracts cannot be printed until the course reaches its census date. It is important online adjunct instructors verify their pay for their course prior to accepting the assignment.

Problems

Online faculty are expected to work with students to solve problems before referring them to other personnel. This infers online faculty must be familiar with common problems (e.g. login issues, etc.) and how to solve them. If problems arise which you cannot solve, contact your department chair or dean. You are also advised to review the *Contact Information* section of this handbook

Contact Information

Dr. Deborah Lamm, President, Edgecombe Community College: lammd@edgecombe.edu
252.823.5166 ext. 253

Dr. Kristi Snuggs, Vice-President, Edgecombe Community College: snuggsk@edgecombe.edu
252.823.5166 ext. 251

Mr. Michael Jordan, Vice-President of Student Services: jordanm@edgecombe.edu
252.823.5166 ext. 295

Ms Rejeanor Scott, Director of Library Services

scottr@edgecombe.edu
252.823.5166 ext. 211

Mr. Richard Greene, Director of Distance Learning:

greener@edgecombe.edu
252.823.5166 ext. 340

Mr. Jeff Johnson, Blackboard Administrator:

johnsonj@edgecombe.edu
252.823.5166 ext. 296

Ms. Brenda Mercer, Director of Financial Aid:

mercerb@edgecombe.edu
252.823.5166 ext. 334

Appendix

On-line Course Evaluation

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The purpose of this form is to assist Edgecombe Community College in offering a quality and reliable Distance Education Program. This course evaluation is electronically transmitted to the ECC Director of Institutional Effectiveness. This survey is designed to ensure confidentiality. Results are collected, summarized, and shared with your instructor collectively.

This evaluation should transmit electronically without problems. If you do have a problem, just print it and submit it by mail:

Sheila Hoskins, Director of Institutional Effectiveness
Edgecombe Community College
2009 W. Wilson Street
Tarboro, NC 27886

Course Prefix:
Course Number:
Course Title:
Instructor:

Quality of Online Course:

1. The On-campus orientation session helped me understand what to expect in the online course environment.
2. Course Objectives are stated clearly and posted on the course website.
3. Course tests assist learning by testing stated objectives.
4. Course assignments assist in meeting course objectives.
5. Course textbooks are helpful in meeting stated objectives.
6. How does this course compare with a traditional classroom course.
7. Related internet links, websites, and other supplemental information sources are helpful in meeting stated objectives.

8. This online course is what I expected from its description.

9. I would recommend this course to other students.

If you answered "No" to the above, please tell why:

10. I plan to enroll in additional online courses.

If you answered "No" to the above, please tell why:

Quality of Online Instructor:

11. The instructor is knowledgeable about course subject matter.

12. The instructor has clearly explained the course grading system.

13. The instructor adheres to the grading system.

14. Tests and assignments are returned within 2 weeks.

15. The instructor provides written or emailed feedback on tests and assignments.

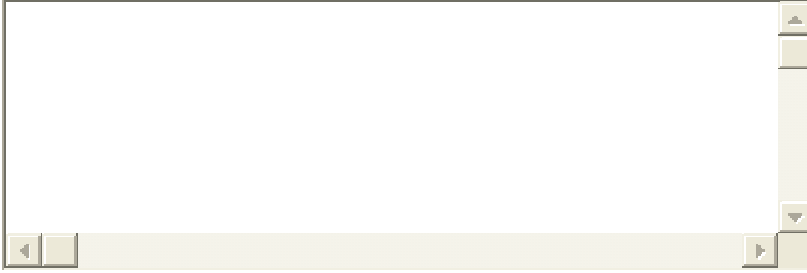
16. The instructor responds to email messages or phone calls within 48-hour timeframe.

17. The instructor keeps students informed of their progress throughout the semester.

18. The instructor is focused on student success.

19. I would like to take another course from this instructor.

If you answered "No" to the above, please tell why:



Quality of Online Environment:

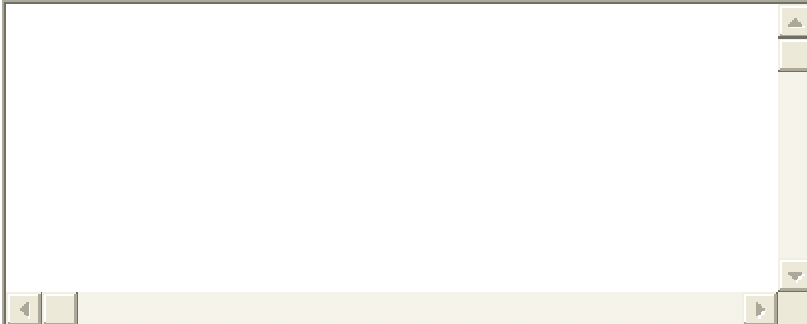
20. I had no problems accessing the ECC website.

21. I had no problems reaching the course instructor via e-mail.

22. The course web site was easy to use.

General Comments:

How might this online course be improved?:



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Evaluation Form for Online Instructors

Date:

Evaluator:

Instructor:

Course Title, Number, and Section:

By visiting the course online in the course management platform, please assess each of the content areas below.

Knowledge of Subject:

- Does instructor demonstrate knowledge of subject through the incorporation of instructor created elements. E M N U NA
- Does the instructor demonstrate knowledge of the course management platform. E M N U NA

Delivery of Content:

- Course offers opportunities for interaction and communication between students. E M N U NA
- Course offers opportunities for interaction and communication between students and instructor. E M N U NA
- Teaching techniques and methods are varied and innovative to engage students. E M N U NA
- Course provides resources to support course content. E M N U NA

Course Design:

- Course syllabus is clear and up-to-date. E M N U NA
- Course provides instructor contact information. E M N U NA
- Design of course presents information clearly, visually and functionally to enhance understanding of all components of the course. E M N U NA
- Course is logically organized and easy to navigate. E M N U NA
- Course objectives and performance expectations are clearly defined. E M N U NA

Communication:

- Feedback pertaining to student performance is provided in a timely manner. E M N U NA
- Instructor offers feedback periodically throughout the course for students to assess understanding and achievements. E M N U NA

