Mission

Gaston College is an open-door public community college, located in Gaston and Lincoln counties, that promotes student success and lifelong learning through high caliber, affordable, and comprehensive educational programs and services responding to economic and workforce development needs.

Vision

Gaston College will be viewed as the premier post-secondary educational resource in the region, consistently recognized as an exceptional community college and known in the state and nation for successful and innovative programs.

Institutional Philosophy

Gaston College students, faculty and staff share a committed responsibility to nurture a mentoring, collaborative, and diverse culture of skilled lifelong learners who are empowered to succeed in a constantly changing world. Self growth and empowerment are realized through many innovative processes, including an effective balance of assessment and evaluation. Empowered people set and achieve high standards of quality, create challenges for themselves and others, and support an active learner-centered environment offering real life educational experiences.
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About the College
Gaston College was granted a charter by the State of North Carolina in 1963 and began its first classes in 1964. The College is one of the 58 two-year community colleges comprising the North Carolina Community College System and serves both Gaston and Lincoln counties. Each term, over 5,000 students enroll in curriculum programs and an average of over 16,000 students enroll annually in its Continuing Education programs. The main campus is located at 201 Hwy 321 South in Dallas, North Carolina. Gaston College also operates the Lincoln Campus, located at 511 South Aspen Street in Lincolnton, North Carolina and the Kimbrell Campus and Textile Technology Center, located at 7220 Wilkinson Boulevard in Belmont, North Carolina. The College offers over 100 programs of study to help students obtain a diploma, certificate, or two-year Associate Degree.

Gaston College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Gaston College. The Commission on Colleges should be contacted only on matters related to the accreditation status of Gaston College and not for general college information.

The Gaston College Career and College Promise (CCP) Program offers qualified juniors and seniors in Gaston and Lincoln Counties the opportunity to take college courses tuition free during and after their high school day. Students taking CCP courses are eligible to earn both high school credit and community college credit.

There is also a University Center on campus, which coordinates a cooperative program with various area colleges and universities to bring four-year and graduate level classes to the Gaston College campus in order to make classes more accessible to the citizens of Gaston and Lincoln counties.

Gaston College is organized into five curriculum instructional divisions: Arts and Sciences; Business and Information Technology; Health and Human Services; Engineering and Industrial Technologies; and Public Safety.

Student Success Initiatives
Gaston College has undertaken several major initiatives geared toward data-driven strategies to improve all aspects of student success. These include Achieving the
Dream, Completion by Design, NC Student Success, and High Impact Practices. These initiatives are focused on helping all students stay in school and earn a college credential. The Completion by Design Pathway identifies four phases of students’ college experience: Connection, Entry, Progress, and Completion. Gaston College has developed or participated in numerous student success initiatives including: Multiple Measures for Placement, Mandatory Orientation, Front Door Advising, Extended Registration, Developmental Education Redesign & Orientation, Early Alert, Redesigning the Mathematics Curriculum, Minority Male Mentoring Program, Strengthening Academic Internet Learning (SAIL) Quality Enhancement Plan, Redesigning the College Transfer Program for a clearer path to transfer, Developing support Services for College-Level Math, Reverse Transfer, Transfer Advising Center, Reorganization of Student Affairs, Student Emergency Fund, and Website Redesign.

**Faculty Job Description and Responsibilities**

**Job Description for All Faculty**
Faculty members are responsible for conducting assigned classes of instruction in the best manner to achieve student learning; for presenting information, ideas, and skills in ways which are appropriate for a variety of learning styles and which show sensitivity to a diverse student population; for providing students with the approved course syllabus by the first day of class and then instruction and evaluation to that syllabus; for engaging students in class discussions as appropriate; for responding tactfully to student questions and problems; for explaining evaluation criteria and methods to students at the beginning of the course; for evaluating achievement with timely interim and final evaluations; for assigning grades that reflect achievement of course objectives; for utilizing effectively the total class contact hours; and for maintaining accurate records.

**Additional Duties for Full-Time Faculty**
The position of a full-time faculty member is demanding, one that requires significant time in direct instruction; preparation and evaluation of such instruction; accessibility to students; committee assignments; and service to College and community.

They also are responsible for assigned academic advising, regular office hours, and overall accessibility to students, which necessitates remaining flexible in arranging out-of-class consultations to accommodate student needs. Full-time faculty members are expected to maintain instructional quality and effectiveness through constant and
timely revisions of program structure and course syllabi within their assigned content areas.

They are responsible for new course development and for the selection and recommendation of appropriate instructional materials and textbooks. Full-time faculty members serve on various committees and study groups as part of their overall responsibility, and they are expected both to attend and participate in scheduled department meetings and conferences and to participate in graduation. They also are expected to maintain currency in their content areas through appropriate professional development and to participate in activities which enhance the College's service to students and the community.

**Additional Duties for Part-Time Faculty**
Part-time faculty also are expected to be accessible to students before or after class or by telephone or email to answer student questions or assist with course-related problems. It is the responsibility of each instructor at Gaston College to keep his or her instruction focused on the objective stated below.

**Statement of Philosophy**
- The College will offer certificate, diploma, degree, semi-professional, and adult education programs needed in the service area. There will also be programs of courses ordinarily offered in the first two years at a four-year institution and developmental and compensatory studies as indicated by needs of students.
- The College administration will encourage the faculty to seek improvement of the educational program through all appropriate means, including carefully designed, innovative programs.
- The College is committed to a belief in individual learning through such means as advanced placement, credit by examination, and independent study, as appropriate.
- A primary objective of the full-time and part-time faculty member is to prepare persons for employment or transfer to a four-year institution. Each instructor must keep this uppermost in his/her mind and do everything possible to help students develop wholesome attitudes and attain the highest possible degree of knowledge and skill.
- General competencies for each course are described in the College catalog, and the approved College syllabus for each course is on file in the office of the Chief Academic Officer.
• An essential component of instruction is the instructor becoming an active partner with the student in the learning process.

• Faculty Promptness: Instructors should be on time for all scheduled classes. Habitual tardiness of faculty members will not be tolerated. Instructors must remember that the student is paying for a set period of instruction and is entitled to same. It also is important that classes end on time.

• General Instructional Responsibilities: All instructors are expected to distribute the approved course syllabus by the first class meeting and other course materials to each student.

• The general expectation is that instructors remain with the students when a class or laboratory is in session during all scheduled days and times.

• The general expectation is that during tests and examinations, instructors provide appropriate monitoring until the last student has finished.

• All homework, outside assignments, and tests given for grading purposes will be graded by the instructor and the results reported to the student within a reasonable period of time.

**Philosophy of Open Discussion**

• The College serves its community best as an open intellectual forum where varying shades of opinion may be freely expressed and fairly debated.

• The College functions efficiently only if its students, staff, and faculty have a right to discuss, debate, and agree or disagree constructively.

• The College seeks to enlist a faculty whose members adhere to high standards of professional conduct, who are specialists in the various subject matter areas, and who are fair and constructive in presenting ideas and issues to the students.

• The College encourages outside speakers representing diverse points of view. It also reserves the right to assure the opportunity for students to hear opposing sides of a question.

**Academic Freedom**

The College supports the American Association of University Professors’ statement of principles on academic freedom.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has little or no relation to their subject.
College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations.

As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should, at all times, be accurate, should exercise appropriate restraint, should show respect for the opinion of others, and should make every effort to indicate that they are not speaking for the institution.

**Faculty Dress**  
Although Gaston College does not have a formal dress code, faculty members are expected to wear appropriate attire for their positions as teaching professionals.

**Textbooks**  
Each course requires a common textbook. Any materials packaged with the textbook must also be common for all sections of the course. Required materials must be used by instructors, and students must not be required to purchase textbooks or other materials not used in all course sections. Any exceptions to this rule must be approved by the Division Dean.

**Evaluation of Learning**  
Each instructor has the full responsibility for evaluating students and for reporting grades. Grades are used by instructors as a means of indicating to students, to employers, and to other institutions of higher education the degree to which a student accomplishes the objectives of a particular course. Grades should provide an objective measure of mastery of course competencies. The final grade in a course may be based on a variety of factors, including essays and research papers, projects, speeches and presentations, classroom participation, and written or oral tests of competency. At the beginning of the course, each instructor is expected to fully describe in writing the basis for determining the final grade.

**Attendance Requirements and Reporting**  
- Faculty members are required to maintain a daily record of student class attendance. Attendance alone cannot be used as a factor in determining a grade unless so directed by the instructor and noted in the approved course syllabus.
• Feedback is a critical element in a sound educational procedure. Therefore, continuous evaluation of each student’s achievement must be conducted and communicated to the student throughout a course.

• Official submission of student grades at the end of each semester must be done through WebAdvisor. Grades must be submitted by the deadline stipulated in the Academic Calendar.

• Grade books (including machine generated grade sheets), attendance data, test data (not including raw tests), and other materials deemed essential by the faculty member to assign grades are the property of Gaston College. Part-time faculty members, upon completion of the teaching assignment at the end of each term must submit these records to the Department Chairperson or Dean’s Office for maintenance.

• Each faculty member must inform students by the first class meeting about the requirements of the course, methods of evaluation, and methods of determining final grades.

• Each instructor is responsible for determining the instruments to be used throughout the course for grading in compliance with the approved course syllabus.

• If class participation is used as a factor, specific ways of measuring this criterion must be detailed in the grading procedure provided to the student.

• Student performance is to be graded in accordance with the grade structure delineated in the Gaston College catalog.

**Classroom Attitude**
Demonstration of a professional attitude is expected when dealing with students. The number one complaint made by students is rudeness on the part of the instructor. Being graciously firm and demanding instead of exhibiting rudeness and insulting behavior is expected.

Prudent and mature judgment should be exercised at all times. Faculty members are expected to refrain from using profane, obscene, or vulgar language in the presence of students and from permitting the use of such language by students in the classrooms and labs.

**Dismissal**
Grounds for dismissal of an instructor before the completion of a contract can include any of the following: incompetence, neglect of responsibilities, moral turpitude, or continued refusal to comply with Gaston College’s policies or administrative directives.
Advising
Two times a year, advising is held prior to registration. Each full-time faculty member is responsible for advising his/her assigned advisees during the fall and spring semesters. Degree program requirements are listed on check sheets that are available on the website (some of the divisions have these available outside of the Academic Dean’s Office). Contact the Dean’s Office staff for additional information.

Graduation
Graduation is held in May. Full-time faculty members are required to attend graduation. Part-time faculty may attend graduation if they wish. Students who plan to graduate must petition to graduate with their advisor or the Dean’s Office by the deadline. Regalia must be worn at the ceremony. Caps and gowns can be rented for faculty members who do not have their own. The bookstore takes care of the rental arrangements. Graduation is a function of the Registrar’s Office. Contact the Director of Registration and Records at 704-922-6202 for additional information.

Employee Standards of Conduct (Policy 3-2)
Each employee of the College is expected to perform the duties of his/her position in a competent and professional manner. The failure of any employee to comply with one or more of the provisions of this policy which apply to him/her shall constitute grounds for termination of employment.

a. Employees may not accept or solicit any gift, favor, or service that might reasonably tend to influence them in the discharge of their official duties.

b. Employees may not use their official positions to secure special privileges or exemptions except as may be otherwise provided by law.

c. Employees may not accept other employment or engage in any business or professional activity which they might reasonably expect would require or induce them to disclose confidential information acquired by reason of employment with the College.

d. Employees may not disclose confidential information gained by reason of official position, nor may they otherwise use such information for personal gain or benefit.

e. Employees may not transact any business in their official capacity with any business entity of which they are an officer, agent, or member, or in which they own an interest.

f. Employees may not use College facilities, equipment, supplies, materials or tools for personal affairs or conducting a trade or enterprise for personal gain.
g. Employees may not accept other employment which might impair their effectiveness in the performance of their duties.

h. Employees may not require the purchase by students of instructional materials, without departmental approval, either from college employees or from which college employees may receive direct financial benefit. Division approval is required in the instance of one-person departments.

**Violations of Employee Standards of Conduct (Policy 3-20)**

Employees of Gaston College are subject to College policies, procedures, regulations, and obligations which accrue to them by virtue of their employment. Employees are expected to exercise responsible judgment, to behave with courtesy and integrity, and to maintain professional standards. Employment at the College is contingent upon maintaining appropriate standards. Failure to maintain standards as follows may lead to personnel action including discipline, conditional employment or termination of employment (See Policy 3-2.).

1. Failure to comply with the policies, rules, and regulations of the State Board of Community Colleges, the Gaston College Board of Trustees, or the lawful directives of the President or his/her authorized representatives.
2. Fraudulent misrepresentation of facts during the employment process.
3. Falsifying information.
4. Forgery, alteration or misuse of Gaston College documents or records.
5. Abusing or intentionally inflicting severe emotional distress upon another person on campus.
6. Discriminating against employees or students on the basis of race, religion, sex, national origin, age, or handicap.
7. Directing profane or abusive language at employees or students.
8. Jeopardizing the health and safety of employees and students.
9. Theft or malicious destruction, damage, unauthorized possession, or misuse of College property or the private property of another member of the academic community.
10. Engaging in activity that disrupts the educational process or the orderly performance of duties of the College.
11. Unauthorized entry into any portion of Gaston College facilities or the unauthorized presence in Gaston College facilities after closing hours or unauthorized presence or use of a key to Gaston College facilities.
12. Possession or use on campus of a firearm or other dangerous weapon or incendiary devise or explosive unless such possession or use is authorized.
13. Habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5 of Chapter 90 of the General Statutes.
14. Failure to conform to accepted professional conduct.
15. Insubordination, defined as the refusal to carry out the legitimate order of a supervisor.
16. Conviction of any felony or of a misdemeanor involving moral turpitude or entering a plea of guilty or no contest to such charge.
17. Neglect of duty.
18. Continued tardiness or chronic absenteeism.
19. Failure to perform competently the duties of the position.
20. Failure to notify supervisor about absences.
21. Failure to demonstrate progress in professional development of self-improvement within a stipulated time if such progress has been stated as a condition for continuing employment.
22. Sexual harassment of employees or students, as defined in Section 3-25 of this manual.

Gaston College Code of Ethics
To assist employees in interpreting the Gaston College Code of Ethics, the following principles and attached examples have been developed based on the stated values of integrity, competence, equality and acceptance, honor and trust, and privacy.

1. Principle - Integrity:
   a. Employees should act with integrity in their relationships. They should cooperate and treat others with respect, honesty, and fairness. They should accept the rights of others to hold values and beliefs that differ from their own.
   b. Employees should maintain Gaston College's Code of Ethics when engaged in any college-related activity. Personal standards and conduct are private matters; however, when employees act as representatives of the College, they should conduct themselves according to the Gaston College Code of Ethics. (Gaston College recognizes that many employees act under other codes of conduct or standards of practice and licensure. The College accepts that these professional standards supersede Gaston College's Code of Ethics.)
   c. Employees should avoid creating the impression of speaking or acting on behalf of the College when they speak or act as private persons.
   d. Employees should not condone or participate in breaches of Gaston College's Code of Ethics.
   e. Employees must fulfill the requirements of their job descriptions.
f. Employees should foster open communication between and within all levels of decision-making and include where possible input by those who would be affected by a decision in the decision-making process.

2. Principle - Competence:
   a. Employees should provide services within the boundaries of their competence, based on their education, training, professional experience, ongoing professional development, and licensure.
   b. Employees must accurately represent their qualifications, educational backgrounds, experience, and professional credentials.

3. Principles - Equality and Acceptance:
   a. Employees should allow others to hold fundamental beliefs and differing opinions and protect fundamental human rights prescribed by law.
   b. Employees should act to prevent intimidation, harassment, favoritism, and discrimination.

4. Principles - Honor and Trust:
   a. Employees should take into consideration the potential harm of social or non-professional contacts and relationships. Examples of these relationships might include students, other employees, vendors, or public officials.
   b. Employees should not engage in sexual activities with colleagues or students who are currently attending the College if it would lead a reasonable person to conclude that an abuse of power exists or might exist. Employees are sometimes in inherently unequal relationships with students or colleagues, creating the potential for abuse of power.
   c. Employees should not allow their private interests, whether personal, financial, or of any other sort, to conflict or appear to conflict with their professional duties and responsibilities. Employees should avoid any conduct that would lead a reasonable person to conclude that the individual might be biased or motivated by personal gain or private interest in the performance of duties. All known or potential conflicts of interest should be disclosed, in accordance with College policy.
   d. Employees may not take credit for others' ideas or work, even in cases where the work has not been explicitly protected by copyright or patent.

5. Principle - Privacy:
   a. Employees should respect the privacy and confidentiality rights of others with whom they work. Confidential information should be used only for the purposes for which it was originally provided and shared only with authorized parties on a need-to-know basis unless consent is given or required by law.
b. Other than policy-mandated supervisory use and access, employees should obtain authorization or permission before using or accessing another person's materials, belongings, or written/electronic information.

**Guidelines for Addressing Ethical Concerns**
If a person has reason to believe that an employee of Gaston College is not acting in accordance with the Gaston College Code of Ethics, the person should take the following steps as necessary:
1. Raise the concern directly with the employee.
2. Ask a third party to raise the concern directly with the employee.
3. Raise the concern with the employee's supervisor(s).
Any concerns about an employee's behavior should be addressed through relevant college policies as found in the Gaston College Board of Trustees Policies and Procedures Manual or terms of employment. Relevant college policies to consider include the following:
- Employee Standards of Conduct
- Employment
- Outside Employment
- Sexual Harassment
- Political Activities of Employees
- Non-Professional Relationships

**Application Examples**
The applications are not inclusive of every situation; rather, they are intended to provide some examples of the way the Code is applied.

**Integrity**
- Visitors to the College should be treated courteously and provided with helpful and accurate information.
- Colleagues should maintain polite, professional relationships. Shunning, ostracizing, and gossiping constitute unprofessional behavior.
- The Gaston College Code of Ethics applies to representatives of the College in college-sponsored activities (e.g. United Way Campaign).
- Employees participating in a political or partisan demonstration should not promote themselves as representatives of the College.
- When promoting a private business, employees should not use the name of Gaston College to enhance credibility.
• Employees should not use Gaston College letterhead other than as part of their assigned college duty.
• Letterhead should be used only for Gaston College business.

Competence
• Employees should provide therapeutic counseling to students only when such counseling is within their job descriptions.
• Employees should refer students to appropriate College resources (e.g. Counseling Services, Financial Aid, Learning Centers, Security).
• Employees should remain current in their fields through continuing education and professional development opportunities or participation in college-sponsored training opportunities.
• Job applications and resumes must be accurate and not contain misleading information.
• If instructors were guest lecturers at an institution of higher learning on a one-time basis, they should not give the impression that they were employed at that institution.

Equality and Acceptance
• Employees should respect that the opinions and ideas of students and other employees may differ from their own.
• Employees should not ignore discrimination in situations where a reasonable person would believe there is inequity.
• Instructors should make a reasonable effort to include or welcome students in appropriate social activities.
• Employees should not collude against other employees or against students.
• Employees should make a reasonable effort to create an inclusive environment for all colleagues and students.

Honor and Trust
• Employees who have personal relationships with students should inform their supervisors and discuss any potential conflicts of interest that may arise.
• Instructors should not date students who are currently enrolled in their courses. Instructors hold a fiduciary relationship with their students. This means that instructors, by the nature of their profession, are given powers to instruct students and pass professional judgment on student performance. These powers are given to instructors, trusting that they interact with students only within the boundaries of
professional duty. It is considered a breach of trust for instructors to interact with students outside the boundaries of professional duty.

- Employees should not date or form intimate relationships with students with whom they have professional contact in the course of their duties.
- Should an intimate relationship develop between employees in a reporting situation, employees should inform their supervisors and discuss any potential conflict of interest.
- Employees should not financially contract or recruit business for services outside the College with individuals who would normally be able to receive the same service free within Gaston College.
- Employees should not rent accommodations or equipment or charge any sort of fee to their current students.
- Employees should not use sick leave to engage in employment elsewhere.
- Employees should consider the impact on the College of selling to Gaston College competitors' curriculum and teaching materials for which the employee holds the copyright.
- When employees use or report innovations or ideas from fellow employees, they should give credit to the originator of the idea.

Privacy

- Instructors should not discuss confidential student information with another student.
- Instructors should share a student's work with the class only when the student has given permission.
- Employees should discuss the health or conduct of a student or colleague only with his/her permission, or on a need-to-know basis.
- Employees should not access another employee's space, desks or materials on other than work-related matters, without asking permission.
- Employees should not access a colleague's personal e-mail or computer files without his/her permission and knowledge and unless the need for access is for a legitimate college purpose.

College Services

Information in these sections, as much as possible, speaks to all three campuses. In some cases, the Lincoln and Kimbrell Campuses may operate differently. If you teach at the Lincoln and/or Kimbrell Campuses, you will be provided with an information sheet specific to these campuses.
GCNET (Employees Only Intranet)
Information pertaining to employees may be found on the College webpage. This section contains links to forms, handbooks, technology help, human resources information, and much more. Under Quick Links, click on Intranet/GCNet. You will be prompted to provide a username and password.

Printing Services
The Printing Department is located in the basement of the Comer Building (Room 17). Hours of operation are from 8:00 am to 5:00 pm, Monday through Friday. Job requests are to be submitted to the print shop via the Gaston College Help Desk Ticket (located on the Intranet/GCNet or at http://helpdesk.gaston.edu/login.php).

The Help Desk printing options are as follows:

<table>
<thead>
<tr>
<th>Print Services Request (PSR)</th>
<th>Graphic Services Request (GSR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy work</td>
<td>Brochure design</td>
</tr>
<tr>
<td>Lab packets</td>
<td>Flyers</td>
</tr>
<tr>
<td>Course materials</td>
<td>Postcards</td>
</tr>
<tr>
<td>Laminating</td>
<td>Banners</td>
</tr>
<tr>
<td>Binding, etc</td>
<td>Cable screens, etc</td>
</tr>
</tbody>
</table>

The print shop has a standard two day turn around on basic copy jobs. All other requests are processed and completed in a timely manner. Faculty/Staff at the Kimbrell or Lincoln Campuses may have completed print jobs sent through the regular campus mail, if specified.

<table>
<thead>
<tr>
<th>Print Cost Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printshop</td>
</tr>
<tr>
<td>$0.055 Per Page (Black &amp; White)</td>
</tr>
</tbody>
</table>

Copiers on campus require a PIN to print jobs desired.

Part-time faculty should check with their divisional office for questions regarding printing.

For further details about printing services, email gcprintshop@gaston.edu, or call (704) 922-6431.
GC Print Management
Print Management is a service instituted by Gaston College to significantly lower the cost and environmental impact of printing. Users will have the capability of performing duplex, color, and wireless printing in curriculum labs and libraries.

All adjunct faculty members needing printing capabilities in labs and libraries will be required to have a print/copier code. A Print/Copier Access Form is available on the Intranet/GCNet (https://gcnet.gaston.edu/forms/index.php). Submit the completed form with required signatures to Technology Services.

Part-Time Faculty Mailboxes
Check with your divisional office to see if the division has mailboxes for part-time faculty and where they are located.

Faculty and Student Email
Make sure that you have an Gaston College email account established. Part-time faculty are expected to check their Gaston College email. Important reminders, information about forms that are due, and online evaluation information are sent to your Gaston College email. An instructor’s official college employee email account will generally take the form lastname.firstname@gaston.edu. Instructors who take Gaston College classes will automatically have a student email account of the form webadvisorID@mymail.gaston.edu. Please make sure your students are communicating with you via your official college instructor email account. Also encourage students to use their official college student email accounts and communicate with them with their official college student email accounts as well. The College will send correspondence to students using official college student email.

Help Desk
Submit a Help Desk Ticket (located on the Intranet/GCNet or at http://helpdesk.gaston.edu/login.php) for assistance in the following areas: Technology Services (including Audiovisual, email, etc.), Plant Operations (Housekeeping and Maintenance), Marketing, Business Office, Distance Education, and Printshop/Graphics.

Distance Education/Online Learning
Distance Education offers help in conducting or designing distance education delivery. Blackboard (https://gcvlc.blackboard.com/) is a popular online course management
system and is very useful in the delivery of distance education. The online learning webpage is available at http://www.gaston.edu/online-learning/.

**Bookstore**
The College [Bookstore](http://www.gaston.edu/student-resources/bookstore/) is located on the first floor of the Myers Center. Course materials are provided to our students for purchase. Textbooks are sold new, used, and e-books when available. Computer laptops, tablets and other classroom supplies are available also. The Bookstore carries insignia gifts, clothing, umbrellas, and greeting cards. Contact Charles Wilson, Director, for additional information.

There are three locations that service both Gaston and Lincoln counties:

**Dallas Campus Bookstore**
Myers Center – First Floor – 704.922.6428

**Lincoln Campus Bookstore**
Main Building – Second Floor – 704.748.5251

**Kimbrell Campus Bookstore**
Harney Hall – Basement Level – 704.825.6280

Refund Policy - Textbook refunds will be given during the first ten business days of the current semester or ten days from the date of purchase. Students must provide proof of purchase when making returns. Returned textbooks must be unmarked and in resaleable condition. Bundled textbooks cannot be un-wrapped. Refunds are not given on textbooks purchased for a previous semester. No refunds are given on supplies, gifts, or non-textbook items.

**GC Café**
The GC Campus Café is located in the Myers Center on the main Dallas Campus for breakfast and lunch. The hours are: 7:30 am – 2:00 pm.

**The Learning Center**
The [Gaston College Learning Center](http://www.gaston.edu/student-resources/learning-center/) provides assistance for students who are experiencing academic difficulty or otherwise want to improve academic success skills. The Learning Center provides peer tutoring, a computer-assisted learning lab, a quiet study area, and a resource room at no cost for students. The Center also offers video monitored test proctoring for curriculum and developmental classes. On an as-needed basis, the Center will also provide workshops covering topics identified by students or
The Learning Center is located on the Dallas Campus in the Dalpiaz Student Success Center, on the Lincoln Campus in room LC 206, and on the Kimbrell Campus in room KCC 203.

The Writing Center
The Gaston College Writing Center (http://www.gaston.edu/writing-center/) helps students to become competent writers. They provide numerous services and faculty resources. The Writing Center is located on the Dallas Campus in the RCB 236 and on the Lincoln Campus in room 202. Contact the Writing Center by email at writingcenter@gaston.edu or by calling (704) 922-2369. You may also find them on Facebook.

Counseling and Career Development Center
The Counseling and Career Development Center (http://www.gaston.edu/counseling-career-development/) provides academic, career, and personal counseling services and academic advising to Gaston College students. The Center also provides career assessments (aptitude, interest, personality, and values inventories, college-transfer information, and disability services. The Counseling Center is located on the second floor of the Myers Center on the Dallas Campus and on the second floor (room 201) at the Lincoln Campus. If you realize that a student is having some difficulty with grades, attending classes, attitude, etc., link this student with a counselor by contacting the Counseling Center at 704-922-6220 on the Dallas Campus, 704-748-5029 on the Lincoln Campus, or the Student Affairs Office at 704-825-6269 on the Kimbrell Campus.

Office of Persistence and Retention
The Office of Persistence and Retention (http://www.gaston.edu/student-success-support-programs/) provides services and programs to help students complete their academic goals.

TRiO/Student Support Services
TRIO/Student Support Services (SSS) is federally-funded by the U.S. Department of Education in cooperation with Gaston College. The program helps undergraduates meet the rigors of higher education, graduate from Gaston College, and/or transfer to a four-year institution. The program is designed for students whose socioeconomic backgrounds, educational records, and personal situations suggest they may experience challenges at Gaston College that could be alleviated with the use of student services. The program provides academic advising, academic support (tutoring
and study skills assistance), financial assistance, study space, referrals, four-year transfer planning, wellness and cultural activities, and community involvement.

Eligibility is based on federally defined criteria:
- students who meet low-income qualifications, and/or
- first-generation college students (parents have not earned a bachelor’s degree), and/or
- individuals who have documented disabilities

Applications are accepted throughout the year and can be picked up in RCB 239. Program size is limited.

**Step Up**
At the heart of Gaston College’s most successful student initiatives is a holistic advising model which provides individualized services to “at-risk” students. Step Up will provide one Success Advisor with the aid of three Peer Mentors to proactively advise 75 students who are either low income or first-generation, with a focus towards minority students between the ages of 18 and 24.

**Student Emergency Assistance Program (SEAP)**
The Student Emergency Assistance Program (SEAP) is funded by the Gaston College Foundation through contributions made by community members, faculty, and staff who have designated their gift to be used for student support. Students are eligible to receive SEAP funding to help defray the costs of tuition, books, or academic supplies only once per academic year (fall, spring, and summer semesters).

**Early Alert Student Persistence and Success Plan (SPSP)**
Student success at Gaston College is often defined as graduation. In an effort to increase students’ successful course completion and progress to graduation, the College has an early alert intervention program called Student Persistence and Success Plan (SPSP). The system provides a tool for faculty and staff to report risk factors that could impede a student’s academic success. At-risk academic performance includes attendance, homework completion, motivation, engagement with courses, and grades. Referrals can be submitted electronically through WebAdvisor:
Library Services
Full library services are available at the Dallas, Lincoln, and Kimbrell Campuses. Regular hours of operation are as follows:

The Morris Library: Monday-Thursday, 7:45 a.m. to 9:00 p.m.; Friday, 7:45 a.m. to 4:00 p.m.; Saturday hours are 9:00 a.m. to 1:00 p.m.

Lincoln Campus Library: Monday-Thursday, 8:00 a.m. to 9:00 p.m.; Friday, 8:00 a.m. to 4:00 p.m.
Kimbrell Campus Library: Monday-Thursday, 8:00 a.m. to 9:00 p.m.; Friday, 8:00 a.m. to 4:00 p.m.

The library provides the following services. For additional information, please see the Libraries webpage (http://www.gaston.edu/library/) and the Library Handbook (under About the Libraries or at http://www.gaston.edu/library/about-us/).

- Library cards are issued at the circulation desk. Valid identification must be presented. Books are loaned for three weeks and audiovisuals for one week.
- Instructors may place items for reading and/or viewing on reserve for students at the circulation desk.
- Interlibrary loan service to provide books and articles from periodicals not held in the collections is available.
- Gaston College is a member of CC LINC (Community College Libraries in North Carolina) and provides students, faculty, and staff with access to the collections of the forty-nine consortium members. It is available from the libraries’ homepage and is available by remote access.
- Internet access is available on all campuses.
- Library instruction is available to instruct students in research techniques, which will allow them to look for, evaluate, and use information. Contact the information access librarian at 704-922-6357 to schedule instruction sessions at the Morris Library and the coordinator of library services at 704-748-1050 and coordinator of library services Kimbrell Campus at 704-825-6279.
- NC LIVE (North Carolina Libraries for Virtual Education) provides users with access to a variety of full-text databases. The Web-based resource is available at any Internet workstation on both sites. Remote access is also available. Other databases are also available from the library homepage.
- The library welcomes requests for materials. When requesting new material for addition to the collection, please include the, Title, Author, ISBN, and copyright date. Please direct all acquisitions to Dr. Harry Cooke, Cooke.Harry@gaston.edu, (704)-922-6355.

Faculty Professional Development
Faculty professional development is available through the Gaston College eFront Learning Management System. If you do not have a user name and password, you may obtain them from Human Resources. Additional teaching resources, including an adjunct faculty toolkit, is available at NC-NET (http://nc-net.info/).
**Total Wellness**
Total Wellness is to be fit in all areas of life, including physically, socially and mentally. Regardless of the steps that it takes to reach your fitness goals, Total Wellness is attainable and vital to a state of overall health and well-being. The programs provided by Gaston College Health Promotions can help you achieve Total Wellness. Some of the offerings include yoga, nutrition classes, metabolic testing, student massage clinics, cosmetology services, and fitness challenges. For more information, please call 704-922-6377.

The Gaston College Fitness Center is located in room 134 of the David Belk Cannon Building. You will find a variety of equipment that will build muscular strength and endurance, and enhance your cardiovascular efficiency. To access the Fitness Center, bring your Gaston College ID with you during the open hours, complete the Fitness Center forms, and participate in a brief orientation. To schedule an orientation or to place inquiries, please call 704-922-2284.

**Human Resources**
Each instructor must have a complete file in our Human Resources office including an application, W-4, NC-4, I-9, copy of driver’s license and social security card, SACS form (to be completed by the Department Chair), Philosophy of Education, and official transcripts.


**Purchasing**
See your Department Chair or Dean’s Office if you need to order any supplies.

**Maintenance Department**
Please see the Department Chair or Dean’s Office if you notice a problem in the classroom. They will be able to submit a Help Desk Ticket.

**Parking**
At 5:00 p.m. parking restrictions are lifted, so evening instructors will not need a parking permit. However, daytime instructors should obtain a signed parking permit request form from the appropriate Department Chair or Dean’s Office and submit it to the Campus Police/Security Office located in the Comer Engineering Technologies (CET)
Building in room 122 at the Dallas Campus. They will issue a parking permit to hang on your rearview mirror. Parking permits are valid at all three campuses.

**Campus Police and Security**
The [Campus Police and Security Office](http://www.gaston.edu/about-us/campus-police-safety/) is located in the Comer Engineering Technologies (CET) Building in room 122. Campus Police/Security Officers, in addition to maintaining a safe environment, are also available to assist with keys locked inside cars and dead batteries.

**Phone System/Voice Mail/Fax**
When you are on campus, just dial the four-digit extension to reach a number on campus. For a number off campus, dial 9 and then the number. The access number for voice mail is ext. 6600. Telephone and voicemail tips are provided on the [Intranet/GCNet main page](https://gcnet.gaston.edu/index.php).

**Classroom Environment, Offices, and Computer Labs**
Information in these sections, as much as possible, speaks to all three campuses. In some cases, the Lincoln and Kimbrell Campuses may operate differently. If you teach at the Lincoln and/or Kimbrell Campuses, you will be provided with an information sheet specific to these campuses.

**Gaining access to locked classrooms**
If your assigned classroom is locked, please see the Dean’s Office for access. For evening classes, contact security at 704-922-6480 on the Lincoln Campus. Telephones are often located in the part-time instructor offices or lounges.

**AV equipment operation**
Many classrooms are equipped for a variety of audio/visual needs. TVs, DVD/VCR players, overhead projectors, and computers are provided in various classrooms. If the classroom you are assigned to does not have what you need for teaching purposes or does not work properly, notify your Department Chair, Dean’s Office, or call Technology Services at 704-922-6420 or 704-748-5204 at the Lincoln Campus. Be careful of bulbs in data projectors. Some of these bulbs cost several hundreds of dollars each. Do not move a data projector while it is in use. Allow the bulb to cool before moving.
Food and Drinks
The instructor has the right to decide whether food and drinks are permitted in the classroom. However, they are not permitted in labs. If you do not permit food and drinks, please be aware that some students (e.g., diabetics) may need food or drink in the classroom to control their insulin level.

Electronic Communication Devices
The use of electronic communication devices for personal communications in instructional areas such as classrooms, open computer labs, the Learning Center, the Testing Center, Clinical settings, etc. is not permitted. However, the use of electronic communication devices for instructional activities is at the discretion of the instructor. To minimize disruptions and protect the integrity of test-taking situations, activated electronic communication devices must be turned off while students are taking a quiz, test, or other evaluation unless specifically permitted by the instructor. On-call emergency personnel (EMS, police, fire), may be permitted to place electronic communication devices on silent mode during a test if they provide documentation verifying their occupation to the instructor or to College personnel prior to testing. However, on-call emergency personnel may not leave a testing situation or communicate by electronic means and return to complete an examination. When on-call emergency personnel must leave a test due to an emergency situation, the student must make arrangements with the instructor for retesting options at a later time.

Emergency Situations
If you can call the Campus Police phone number without endangering yourself and others, this is what you should do. The telephone number for Campus Police is 704-922-6480. By talking directly with an officer by telephone you can give much more information than will be available by contacting Campus Police by an alternative method.

If you are unable to make a phone call without alerting or further upsetting the individual who is causing the problem you should utilize the Panic Button on the classroom or office computer to request help. Classroom computers will also be configured with a password protected screen saver. These usernames and passwords will be universal for all classroom computers throughout the College and will be provided to you by your Dean. Please keep in mind that if you activate the panic button while you are using a video projector connected to the came computer you are using for your class work, the entire class will see the screen. If possible, turn off the projector. Please send the alarm only once. Repeated transmissions tie up lines of
communication. Once the icon is double clicked, a confirmation pop-up window will ask you to confirm transmission and will allow you to enter additional information. If you can provide this additional information, the responding officer(s) will have a better understanding of the circumstances. If you need to quickly notify Campus Police, click *Send this alert now* and ignore the additional information box.

In the event of a fire, bomb threat, or other emergency requiring evacuation of a building, faculty members should immediately ensure the orderly exit of all students. Faculty members should check rooms for remaining students before leaving the building themselves. Faculty members should direct students to the nearest stairway—not the elevator—and should assist those who are handicapped. Faculty members should be able to account for all students. In order to be prepared, discuss emergency evacuation with students during the first class.

**Part-time Instructor Offices**

Check with the Dean’s Office to find the location of part-time instructor offices and faculty/staff lounges.

Arts & Sciences part-time instructor offices: RCB 324 and DSC 130. Entry into RCB 324 requires an access code that is available from your department chair or from the Dean’s Office. The phone number in the RCB 324 part-time office is (704) 922-6351.

Business and Information Technology part-time instructor offices: CET 210.

Health and Human Services part-time instructor offices: DBC 124, 156, 161, 162, 163, 183, 189, 209, and 243.

Kimbrell Campus part-time instructor office: KCC 209B

**Computer Lab Usage**

The open, student labs in the CET building include CET 107 and 119. Each of these labs is equipped with the latest software versions. Adjunct faculty members should contact the department chair for other specialized software needs.

Open computer labs are available in the Health Education Building in room DBC 277. Faculty may reserve the computer lab in DBC 276 through the Dean of Health and Human Services Office.
Faculty teaching courses in the Arts & Sciences Division may reserve RCB 127 or RCB 339 (computer labs) through the Dean of Arts & Sciences Office.

An open lab on the Kimbrell Campus is available in KCC 227.

**Syllabi**

A current course syllabus (or syllabus template) will be provided to you by your department chair. The department chair will let you know what information is standard for the course and what information you can adjust. Please include your personal information (name, contact number, etc.) on the copies that you plan to distribute to your students.

The purpose of a course syllabus is to provide the student with an overview of the course and its requirements. The syllabus should clearly state the objectives of the course as well as the competencies expected as a result of successful completion of the course.

The course syllabus must include the following:

1. Course prefix, number, and title
2. Course lecture/lab/clinical/credit hours
3. Official course description
4. Prerequisite and corequisite courses
5. Course objectives
6. Expected competencies upon successful completion of the course
7. Course outline addendum
8. Format for class (lecture, discussion, lab, demonstration, cassette, Internet, etc.)
9. Specific items required for the course including textbooks(s)
10. College ADA syllabus statement
11. College Course Withdrawal Policy
12. Grading scale and criteria addendum
13. College Participation Policy
14. Late work/make-up policy addendum
15. Instructor’s name and office location addendum
16. Instructor’s hours, telephone and/or email address addendum
17. Date syllabus developed
18. College Electronic Communication Device policy
It is the responsibility of each instructor to provide an electronic or paper copy of the approved course syllabus to each student by the first meeting of the class. The syllabus should properly reflect all components of the course and should provide a guideline to competencies and behaviors required by the students as well as expected outcomes of successful completion of the course. The instructor reviews the information with the students. Copies of current course syllabi are kept on file in the offices of the division deans. Please submit a copy of your syllabus along with any addendum to the Dean’s Office. Any variations to the approved course syllabus must be provided in writing to students as an addendum during the first class meeting. The appropriate department chair must approve all addenda and a current copy must be on file in the office of the appropriate division dean.

Final Exams
All courses with in-class final exams are required to meet during their published final exam time period for the required final exam or culminating experience. Times are based on the first lecture class meeting in the week and are published in the current semester’s Register and the College web page. An instructor must not deviate from this schedule, except when permission is granted by both the Divisional Dean and Vice President for Academic Affairs. Classes will meet in their normally assigned rooms unless otherwise notified.

No student is required to take more than two exams on any one day. If you have a student who is assigned more than two exams on any one day, please work with them to have the third assigned exam rescheduled. You may use the Dalpiaz Testing Center (704-922-6349) for this purpose.

Many classes have common final exams or a set of common questions. Check with the department chair to find out if your course has a common final.

Grading
Grades to be used are as follows:

- **A** Superior
- **B** Above Average
- **C** Average
- **D** Lowest Passing
- **F** Failure*
- **WA** Withdrawal after 10%*
WI Withdrawal by instructor with prior attendance
AU Audit
I Incomplete**
P Pass (developmental)
R Repeat (developmental)

* The instructor must also provide the last date of attendance.
** The instructor must submit a Record of Incomplete Work form.

Please check with the Department Chair or Divisional Dean concerning specific or common grading scales that may be used. For example, the Arts and Sciences Division utilizes a common ten point grading scale.

**Reporting Grades**
Final grades must be submitted within 24 hours of the officially scheduled final examination.

Because of Financial Aid awards, instructors should report WI and F grades, resulting from a student failing to meet attendance requirements, on WebAdvisor when a period of 21 calendar days (3 weeks) passes without any communication between a faculty member and student. The Last Day of Attendance should also be recorded.

Contact the Registrar’s Office concerning any students who do not appear on your roster. Only students who appear on the final grade roster are eligible to receive grades.

After the withdrawal deadline, withdrawals should only be granted for the following reasons:
- Medical – for reasons of accident or illness
- Administrative – for unusual or unavoidable circumstances

If documentation submitted by the student justifies withdrawing at this point, a withdrawal form must be completed and signed by both the instructor and division dean.

**X Grades**
If a grade is not submitted by the deadline, an X will be assigned. The instructor and dean are notified of any failure to report grades.
**Changing Grades**
Once a grade is submitted, a grade change form must be completed to have the grade changed. Grade change forms are available in the Registrar’s Office or from the Dean’s Office.

**I Grades**
When a student does not complete the requirements of a course, they may be given an *incomplete* or *I* grade. To be eligible to receive an *I*, the student must present to the instructor a valid reason for not completing the course requirements. The instructor and the student will then complete a *Record of Incomplete Work* form and submit the form to the Registrar’s Office with the final grade roster. The incomplete grade must be changed to a letter grade prior to the twelfth week of the next semester. If the *I* is not changed to a letter grade by the deadline, the registrar will change the *I* to an *F*.

**Credit by Exam**
Students who wish to receive course credit for competencies acquired through work experience or other non-academic experience may request credit by exam. The student is responsible for requesting credit by exam, for which there is a $50.00 fee. Not all courses allow credit by exam; please check with your department chair for guidance and testing materials. The instructor is responsible for testing and submitting the results to the Dean’s Office using the Credit by Exam form available from the Dean’s Office. This form is available on the forms section of the *Intranet/GCNet* ([https://gcnet.gaston.edu/forms/index.php](https://gcnet.gaston.edu/forms/index.php)).

The credit by examination must be administered by the 10% point of the semester.

The exact amount of time required to administer the examination must be reflected on the front of Credit by Exam form in the space provided. If the examination is completed with a satisfactory grade, a grade of *CE* is given to the student. Submit the form to the Dean’s Office immediately. If the examination is failed, no credit is granted.

Students who receive any type of financial assistance should be advised by the Financial Aid Office before attempting to earn credit by exam. Assistance may be reduced and reimbursement required if the course load is reduced by receiving credit by examination.
Posting Grades
Instructors may not post grades, either in hard copy or electronically, by name, social security number, or alphabetical order. Students may view grades in Blackboard and WebAdvisor.

Prerequisites and Prerequisite Enforcement
The North Carolina Administrative Code Title 23, Chapter 2E.0204 and State Board of Community Colleges Code 1D SBCCC 400.97 require community colleges to enforce prerequisites to courses. Our registration system is supposed to prevent students without prerequisites for a course from registering for the course. If a student who does not have the prerequisite is registered for a course, please contact the Dean’s Office prior to or on the first day of class at the latest. The SPRT mnemonic in DATATEL may be used to determine if a student has met the prerequisites for the course. Information on how to use DATATEL is provided in other manuals/handouts.

Record Keeping and Reporting
10% Reports
The funding Gaston College receives is based on student attendance for the first ten percent of the semester that the course meets. It is critical that Web Attendance be submitted no later than the census date for your class. The census date is listed at the top of the Web Attendance roster. The ten percent census dates may differ for late start classes or classes with a shorter time frame. Failure to submit Web Attendance by the census date results in lost funding to your department, division, and College. Failure to submit Web Attendance by the census date may also have implications for students receiving financial aid. An example of Web Attendance is shown on the main page of the Intranet/GCNet (https://gcnet.gaston.edu/index.php).

According to the State Board of Community Colleges Code, 1G SBCCC 200.93 (e) (2), for those classes identified as non-traditional delivery (Internet or college-by-cassette), student attendance in class or in an orientation session, submission of a written assignment or submission of an examination, is the basis for the determination of class membership at the 10% point of the class. The first assignment should be content related. Some examples of content-related questions follow.

Sample questions to ask for first online assignment
What do you expect to learn in this class (give 3 examples)?
Why do you think (subject name) is important?
Something I know about (subject name) is ...
My strength in (subject name) is ...
One thing about (subject name) that I don’t understand well is ...
What is the best thing about (subject name) class?
What is the most practical thing you have ever learned in (subject name)?
How can (topic name) be used in the real-world?
Something I know about (topic name) is ...?

For online courses with no seated orientation, be careful not to submit the Entry codes in Web Attendance all on the same day, unless this really is the case. Generally, assignments will be submitted on different days.

If a student has never attended, there is a two-step process to report the No Show (NS). First, click the Never Attended button in Web Attendance. Second, go to the grading roster and add a grade of NS so it can be processed for the student (do not check the final submission button when you do this.). You do not have to complete a withdrawal form for students you report as NS.

The College does not receive state funding for students who enter a class for the first time after the ten percent point. Therefore, do not allow students to enter your class after the ten percent point without permission from the Divisional Dean.

Attendance Reporting for Independent Study Sections
Web attendance for Independent Study sections is different because they are contact hour classes. Hours need to be entered instead of the E Entry code. List the dates along with the hours met or that the student spent on work. You should try to match the total contact hours with the membership hours. We can count however many contact hours are submitted for independent studies. For example, a 3 hour 16 week class would be 48 hours. Hours can include meetings with the instructor and the length of time the instructor estimates it will take for assignments to be completed.

Attendance Records
Attendance records must be kept for the duration of the semester and must be submitted with final grades. At the end of the semester, please submit your official grade roster to the Dean’s Office. If Blackboard is used as a component of the course, course statistics must be submitted.
Records Retention Requirements
Part-time instructors (and full-time instructors, depending on the division) are required to submit the following information (to the Department Chair or Dean’s Office, depending on the division) at the end of each semester with their grades:
1. Student attendance records for the entire semester (including Blackboard course statistics – also send copies to the Registrar’s Office so that statistics may be saved in the Document Imaging System)
2. Copy of their grade roster (or grade book depending on the division)
3. A master copy of all tests (Arts & Sciences Division)
4. Documentation of how grades were calculated.

Records must be maintained for a period of at least three years.

Attendance/Tardiness Policies and Withdrawals
According to Gaston College Policies and Procedures 4-15: “It is expected that each student will attend every scheduled class for which he/she is scheduled. Certain unavoidable circumstances may, however, compel them to be absent from class. These procedures should clarify for students what is expected of them by way of regular attendance and what they can expect if they fail to attend regularly or maintain contact with their instructor when absences are unavoidable.”
1. The student is responsible for attending all classes for which he/she registered.
2. The student is responsible for contacting his/her instructor when unavoidable absences occur and for maintaining contact every few days during any necessary extended absence.
3. The student is responsible for all material covered in each course for which he/she is registered. Absence from class does not relieve the student from the responsibility for the performance of any part of the course work.
4. The instructor is responsible for keeping accurate records of student attendance in all his/her classes.
5. The instructor is responsible for notifying the students, in writing, his/her course attendance requirements.
6. If the student fails to meet attendance requirements, the instructor may initiate a withdrawal. Attendance requirements must be stated on the course syllabus.
Religious Observances
Students are permitted up to two excused absences per academic year for religious observances. Excused absences do not relieve students from responsibility for any course requirements but do permit students to make up the missed exam(s) or assignment(s). The student is responsible for determining any exam(s) or assignment(s) that are due or given on the missed date(s) and for reaching a reasonable, non-punitive alternative with his/her instructor for the completion of course requirements. The student should be prepared to fulfill the requirements at a time determined by the instructor, other than the excused day.

In order to make up the exam(s) or assignment(s) and have an excused absence, a “Notice of Accommodation for Religious Observances” form must be completed and submitted to the Dean’s Office in the student’s program of study by the end of the second week of classes in the term in which the day(s) will be missed. Students may obtain this form from any Divisional Dean’s Office.

Student Participation Policy
Faculty are asked to place the paragraphs below in all course syllabi.

College Participation Requirements: The instructional work of the college is designed for class participation and attendance. The responsibility for class participation and attendance is placed specifically on the individual student. Official college requirements are based on a 90% participation rate. Therefore, if a student has failed to participate in 10% or more of the scheduled class hours or learning activities, a student may be withdrawn by the instructor or assigned a grade of “F” up until the published withdrawal date. For students violating participation requirements after the published withdrawal date, a grade of “F” may be assigned by the instructor. Once an instructor has posted a grade, the student no longer has an option to withdraw from that class. Please see the Student Handbook for information regarding absences for religious observances.

This policy does not remove the right of faculty to reward or penalize students for participation and attendance issues at any point during the semester. Please review course-specific instructions related to attendance to ensure compliance with stated requirements for this class. Faculty may enforce an alternate policy where required by divisional or departmental practices, accreditation requirements and other similar issues.
The above statement of participation requirements must be included in all course syllabi.

The Information below is for Faculty Only: Do not place in course syllabi.

Faculty may enforce an alternate policy where required by divisional or departmental practices, accreditation requirements and other similar issues upon approval of the divisional dean. Please indicate, in the syllabus, the point at which the student will be withdrawn or assigned an “F” (after 9 absences, 12 absences, etc.). If you have students who have exceeded three absences, please communicate with the student and fill out an early alert form and send it to the Department Chair/Retention Coordinator immediately. Please do not wait until the student has violated the participation policy to communicate with them.

Faculty are encouraged to continue retention efforts and work with students in cases of illness, death in the family and other special circumstances. For all withdrawals and “F” grades submitted, last date of attendance is required.

However, faculty are asked to not allow a student to enter a class for the first time after the 10% point of the class (census date). Exceptions to this policy must be approved by the divisional dean.

These participation requirements were developed to support mandatory financial aid reporting policies. Third-party funding agencies (such as the U.S. Department of Education, Veterans Administration and Employment Security Commission) require that they be notified within 30 days of student attendance or participation violations. Therefore, immediate reporting of student participation violations by faculty is essential. If a period of 21 calendar days (3 weeks) passes without any communication between a faculty member and student, the faculty member should withdraw the student or assign a grade of F in WebAdvisor. The Last Day of Attendance should also be recorded. Please keep emails of correspondence with students for documentation. Third-party funding agents provide the majority of financial aid funds given to Gaston College students each semester.

Notes: Withdrawals should be submitted in WebAdvisor. Go to the Grading Roster, use the drop down menu to select Final Grading and enter WI (Instructor Withdrawal) and the last day of attendance/participation (do not check the final submission button
when you do this.) Students who are withdrawn can be reinstated into the class, but you should first consult with your Department Chair. Withdrawing a student for medical or administrative reasons after the withdrawal deadline requires documentation, which must be presented to the Instructor, Dean, and Vice President for Student Affairs and Enrollment Management. The Vice President’s approval is not automatic and withdrawal requests for these reasons should be rare.

Travel and Field Trips
If you travel between campuses, you may be entitled to receive travel reimbursement. You must fill out a Travel Authorization at the beginning of the semester and submit monthly travel log sheets to the Dean’s Office. This form is available on the forms section of the GC NET (Employees Only Intranet) of the Gaston College Website. Travel reimbursement is generally not paid from your home to work or from work to your home. Travel reimbursement is paid from one work location to another work location.

Before taking a class on a field trip, you must fill out a travel authorization form (whether the field trip is required or not) and have it approved by the Dean. The travel authorization provides workers’ compensation coverage if you are injured. If the field trip is required or is too long for students to feasibly drive themselves, the field trip should be made in insured, college-owned vehicles or in vehicles provided by a licensed, commercial carrier. Students are not allowed to ride with instructors unless a college-owned vehicle or commercial carrier is used. If a student who rode with an instructor in the instructor’s personal car made any liability claims, the claims would be against the instructor’s personal car insurance, which would be a violation of policy. You may let students use their own personal vehicles to meet at a specified location. See policy 5-1.8 in the Gaston College Policy and Procedures Manual. Gaston College Policies and Procedures are located on the Intranet/GCNet. Please have students complete the Assumption of Risk Waiver and Release Form, which can be found in the forms section on Intranet/GCNet. You will need to print or save this form and distribute to students.

Students with Documented Disabilities
The Counseling Center informs instructors when a student with special needs is in their class. Instructors will receive a Letter of Accommodation in the form of an email notification listing the student’s accommodations. Letters of Accommodation are typically sent before the beginning of every semester. However, new and returning students may request accommodations at any time. Once a student has completed all
required steps in the College process and instructors have been notified, accommodations may be arranged. The instructor must reasonably accommodate the student in the manner specified by the Counseling Center. You are strongly recommended not to accommodate students in the absence of documentation from the Counseling Center. Please contact the Special Needs Counselor at 704-922-6224 or email murray.damon@gaston.edu with any questions or concerns. Visit Disability Services (http://www.gaston.edu/counseling-career-development/disability-services/) on the Gaston College website under Student Resources for more information.

Instructional Accountability
According to the State Board of Community Colleges Code (1G SBCCC 200.93, 1G SBCCC 100.1 and 1G SBCCC 200.95), classes must meet the required number of hours (see also 23 NCAC 01A.0101, 23 NCAC 02D.0323, 23 NCAC 02D.0325).

Missed Classes by Instructor
If you must miss a class, please notify your Department Chair or the Dean’s Office as soon as possible. If the department chair knows ahead of time, he/she may be able to assist with arranging coverage for your classes. If coverage cannot be arranged, or if an emergency situation arises that prevents you from teaching a class, a light blue (formerly red) Curriculum Class Change notice should be posted outside the classroom door for classes meeting on campus. This form is available on the forms section of the Intranet/GCNet of the Gaston College Website. Instructions should be posted for students to indicate how the missed time is made up. An appropriate educational activity needs to be given to the students. The purpose of the form is to account for how the required amount of time was covered, and it is something that can be provided to an auditor if such information is requested.

Also if your class will not be meeting in its scheduled classroom, please post a light blue (formerly red) Curriculum Class Change notice outside the classroom door for students with instructions.

Make-up assignments for Missed Classes
For missed classes due to instructor absence, inclement weather, or other circumstances, provide a make-up assignment rather than adding minutes to classes, unless a make-up period has been established by the College. The reason you are asked not to add minutes is for the College to avoid counting students more than once
for FTEs in case students were to have a class or other FTE-counting situation during the same time period.

**Minimum Standards for Online Courses**

All online courses will use the Gaston College online course template. The template includes placeholders for required information and resources for the student. These are NOT to be removed or made unavailable. (Examples include technical and copyright information and various resources for students and faculty.)

Online courses require students and faculty to participate on a weekly basis to ensure attendance policies are met.

Every course will list the first four (4) buttons as:
- Announcements
- Course Information
- Faculty Information
- Course Evaluation

**Announcements** will include a welcome message to the student with clear instructions on how to get started and where to find the content for the course. **Course Information** will include the following:

- A Gaston College approved *course syllabus* detailing the content of the course and the procedures and conventions used by the instructor.
- A *schedule of assignments* listed separately (also possibly located in course syllabus) detailing all due dates for assignments (and individual/group meetings, if applicable) with consistent, clear and logical instructions and where the content is found for completion (i.e., textbook, publisher site, internet, etc.).
- The *other important information* placeholder should contain any additional course requirements such as textbook, publisher materials, and synchronous/asynchronous meeting times, if applicable.
- The *class participation policy* must be detailed requiring weekly participation by students and faculty. (This can be determined by the course statistics and assignment due dates.)
- The *grading policy* for the course listed separately (also possibly located in the course syllabus) detailing the method by which assignments will be
graded, how long students need to allow for grading, and how their grades will be made available to them.

**Faculty Information** will provide clear instructions on how best to contact the instructor(s) (such as email, messages, or phone), the instructor’s schedule and a photo of the instructor(s). The time students can expect to wait for a reply is within two (2) business days.

**Course Evaluation** access is present (can be hidden from students until launch of evaluations).

The remaining areas of the online course include **Course Content**, **Collaboration**, and **Resources**. Each of these areas can be modified to meet the individual needs of the course. However, several items which MUST be included are: **Course Content area**, **Messages or Email**, **Resources for Students**, and **My Grades**.

**Course Content** contains the defined amount of course lecture materials and assignments to REPLACE seated course time (does not include reading the textbook). Below is a table detailing the content needed based on the number of contact hours for the course:

<table>
<thead>
<tr>
<th>Modality</th>
<th>Contact Hours</th>
<th>Total Content Hours Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully Online</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Fully Online</td>
<td>4</td>
<td>64</td>
</tr>
<tr>
<td>Fully Online</td>
<td>3</td>
<td>48</td>
</tr>
</tbody>
</table>

Please NOTE: the total content hours are spread over the number of weeks in the course, i.e. 16 weeks, 10 weeks, 8 weeks, 6 weeks, 4 weeks, etc.

The Course content may include a variety of items – lecture notes, PowerPoint presentations, videos, external links, handouts, assignments and tests, to meet the required content hours.

- Learning outcomes are included in the course.
- Multiple assessments MUST be included such as tests, papers, discussion board, group work, etc.
- Must include a 10% assignment.
Collaboration will include any collaboration tools you use in the class. Either Messages or Email MUST be included. Resources will include any additional resources needed for the course. Resources for Students and My Grades MUST be included.

Classroom Audit Visits
You may be visited by an internal College Auditor or a State Auditor. Please be courteous, professional, and helpful to the auditors.

The following are faculty expectations:
• Faculty must keep the attendance record up-to-date on a daily basis and available in the classroom for the internal and state auditor.
• Faculty must keep the course syllabus available in the classroom for the internal and state auditor.
• The class must meet during the scheduled time in the scheduled location. Any variations should be documented. If a class is not in its scheduled location, the Curriculum Class Change notice should be posted outside the classroom door.
• Only registered students are allowed in the classroom. Minor children should never be left unattended and are not permitted to be in a classroom. This is a Gaston College policy, and students and faculty must make other arrangements for their children or visitors.

Following are what you may expect from auditors:
• The internal auditor will not disrupt you while you are teaching if you have your attendance record and course syllabus readily available for inspection.
• The NCCCS (State) Auditor will interrupt your class to obtain information for the formal class audit. Please answer all questions to the best of your knowledge, sign the worksheet, and return it to the auditor.
• Please remember that both internal and state auditors will make unannounced visits periodically throughout the year. Therefore, it is important that you are in compliance with the audit requirements at all time.

Following are some common audit exceptions found during visits:
• No class in session and no sign posted
• Instructor did not have attendance roster or syllabus in class
• Early class dismissal
• Students working in lab without instructor
• Attendance roster not up-to-date
• Instructor allowing unregistered people in class
A light blue (formerly red) *Curriculum Course Change* notice must be posted outside the classroom door if any of the following occur: (1) the class is meeting in a different location than it is officially scheduled, (2) the class is on a field trip, (3) the class is not meeting due to instructor absence, or (4) the class finished early.

If you have any questions about audit compliance or procedures, please call Emily Houser at (704) 922-6347.

**Supervisory Intervention for Audit Findings**
Audit findings will be stored in the Divisional Offices. The following levels may be used by supervisors as interventions for full-time and part-time faculty regarding audit findings. The level used may depend on factors such as severity of the audit finding or repeated findings. In many circumstances, the supervisor may be satisfied with the explanation provided by the faculty member and may choose not to employ any of the following levels.

**Full-time Faculty**
- Level 1 – Warning
- Level 2 – Note on annual evaluation
- Level 3 – Letter to Human Resources to be put in faculty member’s personnel folder
- Level 4 – Request that the Vice president initiate the disciplinary process

**Part-time Faculty**
- Level 1 – Warning
- Level 2 – Dock Pay
- Level 3 – Evaluate whether or not the faculty member should be used in the future
- Level 4 – Dismissal

**Faculty Assessment and Evaluation**
The faculty assessment and evaluation system is a holistic system designed to examine all aspects of a faculty member’s performance. It places value on a number of sources (students, classroom observer, faculty, and supervisor) to provide documentation of strengths and opportunities for growth.

Student Evaluations are administered at mid-term for classes meeting the first 8 weeks only and some developmental modules. Other classes will be evaluated toward the end of the semester. Classes will be evaluated online. Students will be provided a link to the class evaluation through their Gaston College email address. The instructor’s Gaston College email address will be used to inform the instructor when the evaluation
period will begin and when the instructor can review the results. Instructors will also receive an email with a link encouraging them to view reports identifying students who have not evaluated their class in order to encourage participation by all students. Although reminder emails can be sent to non-participating students, their actual responses are anonymous. Instructors will receive email notification in their Gaston College email when survey results are available. Therefore, it is important that all part-time faculty have a Gaston College email address. The Vice President for Academic Affairs will have access to all evaluations. Deans will have access to all evaluations in their division. Chairs will have access to all evaluations in their department, and faculty will have access to their evaluations only. Students will rate the course and their instructors on the following:

- Overall, my knowledge has increased significantly in this subject.
- Overall, the instructor has done an effective job in teaching this course.
- Overall, I would recommend this instructor to other students.
- Objectives have been clearly outlined in the course overview or course syllabus.
- Course content has been related to the course.
- Materials (books, software, reading, etc.) have been related to the course.
- Outside assignments have been clear and have supported course objectives.
- Exams and/or graded materials were related to the course objectives.
- The instructor knew the subject well.
- The instructor used practical and meaningful teaching methods.
- The instructor has explained the material clearly.
- The instructor has been well-prepared for class meetings.
- The instructor has been available during office hours and/or by appointment.
- The instructor clearly explained the grading system for the course.
- The instructor has kept me informed about my progress (returned tests, papers, etc.).
- The instructor has encouraged an atmosphere for participation and learning.

Full-time faculty members also have a supervisor evaluation and a self-assessment.

Classroom observations will be conducted during the first semester of employment for new faculty members. All others will be observed at least once during fall or spring semesters. Observations may be completed by a supervisor or designee. New faculty members must be observed by a supervisor. Department chairs should be observed by divisional deans and may also be observed by faculty in their department. Professional development for full-time faculty should be completed each year by faculty members, department chairs and divisional deans. Professional development allows individuals to continue their education in their disciplines, the art of teaching or other areas relative to their job.
Family Educational Rights & Privacy Act (FERPA)
FERPA is designed to preserve student privacy. It requires that an institution deny all interested parties access to student records unless a student signs a disclosure waiver. Disclosure waivers should be handled by Student Affairs. When a student turns 18 years old or enters a postsecondary institution at any age, all rights afforded to parents under FERPA transfer to the student. Students must grant permission for their parents to view their educational records. As a faculty member you are responsible for complying with FERPA and maintaining strict confidentiality at all times. Many things such as phone conversations and email may seem safe; however, you can only give out information when you can guarantee that you are speaking or writing ONLY to that specific student. Listed below are several suggestions for remaining in compliance with FERPA.

- Do not discuss grades over the telephone.
- Do not post grades.
- Do not leave graded assignments in the hallways for students to pick up.
- Keep your class rosters and grade books in a secure area.
- Conduct conversations with your students or other faculty members in offices rather than in hallways where conversations can be overheard.
- Avoid contacting students with grade information through email.

Suggestions for Talking with Parents or Others
Often, these situations can be awkward because parents visit your office or telephone you. Always explain the law and that information is protected by FERPA. FERPA does provide ways in which schools may share information with parents without the student’s consent. One exception is if the parents claim the student as a dependent for income tax purposes. However, even in these cases, you should refer the parents to Student Affairs. Below is a list of suggestions to remember as you conduct telephone conversations:

- Identify the caller. There have been times when a parent represents him/herself as the child in order to obtain information. Ask for the students ID# or other information. Grades and other confidential information should not be given out over the telephone.
- Ask if a waiver has been signed. Do you have a copy in your hand?
- Allow the parent to do most of the talking, often times they like to vent.
- You can answer procedural changes or general information. Examples might include: registration dates, semester dates or published materials.
• Refer the parent(s) to Student Affairs, if they claim a student as a dependent.

Appeal of Final Grade
Questions and concerns about final grades are often the result of misunderstandings about grading practices and expected standards. Direct communication between the instructor and the student usually clears up these misunderstandings. It is the purpose of the grade appeal policy to outline appropriate steps the student should take to clarify any questions about final grades or grading practices. These steps are summarized as follows:

1. The student should make an appointment with the appropriate instructor when there is any question about a particular grade or the instructor’s grading policy. Examples of questions that may be discussed include the following:
   a. Clarification of the overall grading plan for the course, including relative weights of exams, etc.
   b. Correction of errors made in grading.
   c. Explanation of specific grading questions such as the correct answer to an exam question or the basis for the grade received on a term paper.

2. The student seeking additional clarification or information on matters related to grading should make an appointment with the appropriate department chair. Questions such as the following may be answered by the chairperson:
   a. Department policy on grading for a particular course.
   b. Departmental attendance policy or an instructor’s approved attendance policy.
   c. Questions related to differences in interpretations of approved policies.

3. Students seeking further recourse related to a grade received should make an appointment with the Division Dean. The Division Dean should discuss the questions raised with the instructor and department chair, give an official interpretation of the grade, and explain the appeals process.

4. Should the student choose to appeal, the process is as follows:
   a. The student should make an appeal in writing to the Vice President for Student Affairs and Enrollment Management, or designee stating the sequence of events leading to the appeal and any personal interpretations related to the case. This written appeal must be received no later than the mid-term of the semester following the semester in which the grade was received, excluding summer semester.
   b. The Vice President for Student Affairs and Enrollment Management, or designee notifies the instructor that an appeal has been made and activates a committee to hear the student’s appeal. Membership of the Final Grade Appeal Committee
is as follows: Vice President for Student Affairs and Enrollment Management; Vice President of Academic Affairs; an instructor from the department involved, selected by the instructor’s department chair. (The Vice President of Academic Affairs will select an instructor from another department within the division if the department chair’s grading policy is appealed.); a faculty member selected by the student making the appeal; an instructor selected by the instructor whose grade is being appealed; an instructor selected by the President of the Faculty Senate (This instructor should be a member of the Senate from a division other than the one in which the appeal is made.); and one additional instructor may be selected by the Vice President for Student Affairs and Enrollment Management if needed to insure a balanced representation.

5. A meeting of the Appeals Committee is scheduled by the Vice President for Student Affairs and Enrollment Management, or designee.
   a. The committee examines the evidence and discusses the case with the instructor and the student.
   b. The committee arrives at a decision which is sent as a recommendation to the instructor. (The student and Vice President for Student Affairs and Enrollment Management, or designee are also informed of the recommendation.)
   c. If the recommendation of the committee is not followed by the instructor, the President’s Executive Council will determine the appropriate course of action.
   d. In all cases, the faculty member has recourse through his/her department chair, division dean, and vice president.

6. After the Final Grade Appeal Committee has heard the student’s complaint, the appeals process is completed for the student.

**Academic Complaints by Students**

Most academic matters generally will be left to the discretion of the faculty member. Instructors have the academic freedom to cover the material on the departmentally approved syllabus in a variety of ways. Some instructors may have primarily lecture formats while others may have class discussion/participation driven formats. Some classes, by nature of the course, cover controversial topics. This does not mean the instructor personally espouses a particular point of view (lifestyle, religious affiliation, ethnic view, etc.).

Students may use the following procedure concerning academic complaints. Academic complaints are defined as complaints regarding course design and content, teaching
performance, and instructor conduct. No retaliation or adverse action shall be taken against the student for filing the complaint.

1. The student must notify the instructor of the complaint within 5 working days of the incident that generates the complaint.
2. The instructor will discuss the matter with the student within 5 working days of this notice. Most complaints will be resolved at this informal level.
3. If the complaint is not resolved between the student and instructor, or if there is good reason for the student not to speak directly with the faculty member, the student must complete the form titled “Academic Complaint by Student.” This form must be submitted to the appropriate department head within 5 working days of the last relevant step in this policy. (If the academic complaint involves a department head, the form must be submitted to the appropriate academic dean.) The form may be found in any academic division office or in the online version of the Student Handbook at www.gaston.edu.
4. The supervisor must respond to the complaint within 5 working days of the receipt of the complaint.
5. If the matter is still not resolved, the student will have 5 working days to present the written complaint to the next level supervisor (the dean or Vice President for Academic Affairs).
6. If the matter is still not resolved, the student will have 5 working days to present the written complaint to the Vice President for Academic Affairs. In all cases, the decision of the vice president will be final.

These forms are available on the forms section of the Intranet/GCNet (https://gcnet.gaston.edu/forms/index.php) of the Gaston College Website.

Inclement Weather Communication
In the event of inclement weather, the College President may deem the impact sufficient to warrant closing of the college or operating on a delayed schedule.

Gaston College closings or delays are determined separate and apart from Gaston and Lincoln County Schools. Do not assume that whatever decision is made for Gaston or Lincoln County Schools also applies to Gaston College.

Campus Emergency Notification System
To have up-to-date weather alerts sent by text to your cell phone or email, go to the Gaston College Website Home Page (www.gaston.edu), click the GC Alert button, and follow instructions for subscribing to the Campus Emergency Notification System.
Closings/delays will be posted on the Gaston College Website (www.gaston.edu); closing/delay messages can be accessed by calling the College switchboard at 704-922-6200, and will be broadcast on the following television and radio stations:

- EDAC-TV (Education Access) Gaston (Channel 21)
- NEWS 14-TV Carolina, Charlotte
- WSGE FM 91.7, Gaston College
- WBT AM 1110, Charlotte
- WBTV-TV (CBS), Charlotte
- WLNK FM 107.9, Charlotte
- WBT FM 99.3, Charlotte

**Campus Climate Policies**

If you encounter a student who is guilty of misconduct and feel that disciplinary action should take place, please notify your Department Chair as soon as possible. This includes instances of academic dishonesty, such as plagiarism or cheating. The Student Code of Conduct can be found in the [Student Handbook](http://catalog.gaston.edu/index.php?catoid=12), and the [Conduct Violation Form](https://gcnet.gaston.edu/forms/index.php) for reporting a Code of Conduct Violation is provided in the forms section of the [Intranet/GCNet](https://gcnet.gaston.edu/forms/index.php) of the Gaston College Website.

If acts are occurring that threaten the health, well-being, or learning environment of the class, you may ask the student to leave and then report the matter to Campus Security. Also inform your Department Chair and Dean. From any Campus, call 704-922-6480. In no instance are you to arbitrarily suspend or permanently dismiss a student. Career and College Promise classes may be an exception to this; please check with the Director of Educational Partnerships.

Alcoholic beverages are prohibited on the campus.

No students, except law enforcement officers, may have weapons in their possession at any time on college property.

Persons not registered for a class are not permitted to attend the class. This includes children.
**Tobacco-Free Workplace**
The use of any tobacco product is prohibited on campus.

**Drug-Free Workplace**
The Board of Trustees of Gaston College directs that the College comply with the requirements of the Drug-Free Work Place Act, a federal law which became effective March 18, 1989. This policy shall be effective for any drug violation which occurs on the Gaston College campus or at any off-campus site officially designated as a unit of Gaston College.

The Board directs that every current and new employee shall receive a copy of this policy, and that all full-time and permanent part-time employees shall sign a form acknowledging receipt and knowledge of this policy and shall agree to comply with the terms thereof. Employees are prohibited from unlawful manufacture, distribution, dispensation, possession or use of a controlled substance on the College's premises. Violation of this policy may subject the employee to disciplinary action up to and including termination.

**Sexual Harassment**
Sexual harassment of employees or students by a Gaston College employee is illegal and in violation of the College's policy and the institution's employment standards. Sexual harassment may be defined as making unwanted or unwelcome requests for sexual favors, or other unwanted or unwelcome verbal or physical conduct of a sexual nature. This type of behavior can also be illegal when it creates an intimidating, hostile, or offensive work/instructional environment. Some examples of sexual harassment:

  **Verbal:**
  Sexual innuendo, suggestive comments, insults, humor and jokes about sex or gender-specific traits, sexual propositions, threats

  **Non-verbal:**
  Suggestive or insulting sounds, leering, whistling, obscene gestures

  **Physical:**
  Touching, pinching, brushing the body, fondling the body, coerced sexual intercourse, assault

Any employee who believes he or she has been the subject of sexual harassment should report the incident immediately to his/her immediate supervisor or another College administrator if the immediate supervisor was involved in the incident. An investigation of all complaints will be performed.
Any employee who has been found to have sexually harassed another employee or student will be subject to appropriate personnel actions as described in Policy 3-20, Violations of Employee Standards of Conduct.

Proven sexual harassment may result in legal liabilities to the individual and the College. The offending individual may be held personally liable and open to civil or criminal prosecution. The College recognizes that false accusations of sexual harassment can have serious effects on innocent individuals. All employees of the College must act responsibly to establish a work and instructional environment free of sexual harassment.

**Student Behavior**
All students have the right to a safe, peaceful, quality and honest educational environment. Therefore, when in the judgment of college officials a student’s conduct disrupts or threatens to disrupt the college community, appropriate disciplinary action will be taken to restore and protect the mission, safety, peace, and integrity of the College.

**Student Code of Conduct**
Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and conduct. The purpose of the Student Code of Conduct is not to restrict student freedoms but to protect the rights of individuals in their academic pursuits.

**Responsibility for Implementation**
The Vice President for Student Affairs and Enrollment Management delegates the responsibility for implementing disciplinary procedures for Gaston College students to the Assistant Vice President for Student Affairs, who serves as the Student Conduct Officer. Other administrators may be designated to serve as the Student Conduct Officer in the absence of the Assistant Vice President. To protect the safety of victims and to promote accountability, training is provided for Student Conduct Officers and Judiciary Committee members.
**Conduct Standards**
The actions identified below are specifically prohibited at Gaston College. Students are responsible for having read and abiding by the provisions of the Student Code of Conduct.

1. **Dishonesty** - Students may not cheat, fabricate and falsify information, submit the same assignment multiple times, plagiarize, or be a part of academic dishonesty. Students cannot knowingly provide false information to the College, forge and alter or misuse College documents, accounts, records or instruments of identification. Dishonesty will not be tolerated in any transactions or interactions including the Student Code of Conduct process and other College proceedings.

2. **Theft and Damage to Property** - Students may not steal, damage or misuse college property or the property of anyone on College premises or during any College-sponsored activity off campus.

3. **Trespassing** - Students may not enter or be present on college property or in a college facility or any portion thereof where entry or presence has been restricted, denied or is unauthorized.

4. **Indecent Behavior** - Students may not exhibit lewd or indecent behavior on college property or at college-sponsored or college-supervised functions.

5. **Inappropriate Behavior** - Students may not engage in behavior or any form of expression which interferes with the learning process, peace, and order of the College. Not following an instructor’s classroom policies, being disruptive in or outside the classroom, and using threatening language are some examples of inappropriate behavior.

6. **Mental or Physical Abuse** - Students may not strike or threaten to strike a person or engage in verbal or physical actions that threaten or endanger the health, safety or welfare of a person or persons.

7. **Sexual Harassment** - Students may not engage in verbal or physical acts of a sexually suggestive or harassing nature that create an intimidating, offensive or hostile environment with any student, employee or member of the college community.

8. **Disruption** - Students may not participate in or conduct an assembly in a manner which threatens or causes injury to persons or property; which interferes with free access to college facilities; which is harmful, obstructive or disruptive to the mission and functions of the College.

9. **Unattended Children** - Students are not allowed to bring children to class; only registered adults are authorized to be in a classroom while class is in progress.
Minor children should not be unattended and students are strongly discouraged from bringing them to Gaston College. The College does not assume responsibility for unattended children.

10. Misuse of Communication Technologies - Students may not use communication technologies (e-mail, telephones, social media, voice mail, fax machines, etc.) to communicate threatening, indecent, abusive, sexually harassing or otherwise disruptive communication to college employees or students.

11. Weapon Possession - Students may not possess or carry any weapon on College property including firearms, explosives, BB guns, stun guns, air rifles or pistols, sling shots, and knives or other sharp instruments. The only exceptions are for law enforcement and military personnel in the discharge of their duties or as otherwise permitted by law, for ceremonial or educational purposes, or when tools such as knives are used for construction, maintenance, or food preparation. distribute, or use a weapon, incendiary device or explosive on college property or at college-sponsored or college-supervised functions. An exception is a college-approved activity that specifically requires participants to possess or use a weapon, i.e., Rookie School training.

12. Setting False Alarms - Students may not set off a fire alarm or tamper with any fire safety equipment except with reasonable belief that there is an emergency.

13. Classroom Misuse of Electronic Communication Devices – Students may not use devices such as telephones and other communication devices, labs and test taking situations. (The only exception to this policy will be for on-call emergency personnel i.e., EMS, police, firemen, who are required to notify their classroom instructor of their need for such devices at the beginning of the term and provide documentation verifying their occupation.)

14. Misuse of Computers - Students may not damage college computer hardware and software, gain unauthorized access to remote sites, and/or view sexually explicit, pornographic or other inappropriate material.

15. Gambling - Students may not gamble on college premises or at college-sponsored or college-supervised functions.

16. Use of Tobacco Products - Students may not smoke or use other forms of tobacco products on College property and at College events.

17. Use or Possession of Drugs and Alcohol - Students may not manufacture, distribute, dispense, possess or use a controlled substance or alcohol on college premises or as a part of any college-sponsored activity.

18. Failure to Comply - Students may not fail to comply with the directives of College officials or law enforcement officers during the performance of their duties and/or
fail to identify themselves to these persons when requested to do so. Failing to respond to a notice of conduct charges is also prohibited.

19. Fiscal Irresponsibility - Students may not fail to pay college-levied fines or pass worthless checks to college officials.

20. Improper Use of a Vehicle - Students may not violate college regulations regarding the operation and parking of motor vehicles.

21. Violation of College Policies or Regulations - Students may not violate any college policy or college regulation. Students may not violate the terms of disciplinary probation.

22. Legal Violations - Students may not violate a local, state, or federal law.

**Discretion to Warn or Temporarily Remove**

If a student’s conduct significantly disrupts the learning environment, poses an immediate or continuing threat to the health or well-being of any member of the academic community, or interferes with the activities of the College an instructor or administrative officer has the discretion to warn the student against violating the Student Code of Conduct or remove the student from one class period or activity for the duration of that specific class or activity. No disciplinary sanctions other than such a warning or temporary removal may be imposed upon any student except in accordance with this policy.

The instructor or administrative officer invoking such temporary removal shall file a charge in accordance with the Disciplinary Procedures section below with the Student Conduct Officer, or designee, within one working day following the incident. The Student Conduct Officer, or designee, shall resolve the matter in a timely fashion utilizing the steps outlined below in the Disciplinary Procedures section.

**Interim Actions/Restrictions**

The Student Conduct Officer, or designee, may impose restrictions and/or interim suspend a student from the campus community pending the scheduling of a meeting on an alleged violation (s) of the Student Code of Conduct. This may occur when a student represents a threat of serious harm to others, is facing allegations of serious criminal activity, to preserve the integrity of an investigation, to preserve College property and/or to prevent disruption of, or interference with, the normal operations of the College. The College reserves the right to take any interim action needed to protect the rights of students and to maintain a safe campus. Such actions may
include, but are not limited to, modification of academic schedules, no contact orders, and interim suspension.

During an interim suspension, a student may be denied access to the College campus, facilities, and events. As determined appropriate by the Student Conduct Officer, or designee, this restriction may include classes and/or all other College activities or privileges for which the student might otherwise be eligible. At the discretion of the Student Conduct Officer, or designee, and with the approval of, and collaboration with, the appropriate Academic Administrators, alternative coursework options may be pursued to ensure as minimal impact as possible on the accused student.

**Disciplinary Procedures**

In order to provide an orderly procedure for handling student disciplinary cases and to provide adequate, reliable, and impartial investigations and resolutions, the following procedures shall be followed:

1. **Charges:** Any administrative official, faculty, staff, or student may file charges with the Student Conduct Officers (Assistant Vice President for Student Affairs, or designee) against any student or student organization for violations of college regulations. The individual(s) making the charge should submit a Conduct Violation Form or a written statement which includes:
   a. name of the student(s) involved;
   b. the specific code(s) of conduct violated;
   c. a description of the incident(s), including the time, place, and date of the incident(s);
   d. name(s) of person(s) directly involved or witnesses to the incident(s); and
   e. any action taken that is related to the matter

The Conduct Violation Form or written statement should be submitted to the Assistant Vice President of Student Affairs with copies sent to the appropriate Department Chair, Division Dean, Chief of Campus Police, and Vice President of Academic Affairs.

2. **Preliminary Investigation and Decision:** Within ten (10) working days after the charge is filed, the Student Conduct Officer shall conduct a preliminary investigation of the charge which shall include a meeting with the accused student and other witnesses. In domestic violence, dating violence, stalking, and sexual offenses and harassment cases, both the accused and the accuser may have one support person present during these proceedings. Both parties must provide the name of the support person at least three days prior to the meeting. A support person may only
serve as an observer and may not participate unless requested to do so by the person (s) designated to conduct the meeting. During the meeting with the Student Conduct Officer the student shall be told the evidence against him/her and shall be given the opportunity to respond. In instances where the student cannot be reached to schedule an appointment with the Student Conduct Officer or where the student refuses to cooperate, the Student Conduct Officer shall send a certified letter to the student’s last known address which shall inform the student of the charges, the results of the preliminary investigation, the decision, and the appeals process. The Student Conduct Officer’s decision is based upon a preponderance of evidence.

3. Generally, the Student Conduct Officer shall send the accused student a decision by certified mail, return receipt requested, within fifteen (15) working days after the charge is filed. Decisions in sexual offenses and harassment cases will be made within 60 days.

4. If the Student Conduct Officer determines that the student has violated the Student Code, the decision shall include:
   a. a statement of the specific provision(s) of the Student Code that the student violated;
   b. a statement of sanctions imposed;
   c. a statement of the student’s right to appeal the decision; and
   d. instructions governing the appeals process (Appeals Procedure)

5. If the Student Conduct Officer determines that the student did not violate a provision of the Student Code of Conduct, then the decision shall state the charge has been dismissed.

6. In domestic violence, dating violence, stalking, and sexual offenses and harassment cases, both the accused student and the complainant will receive simultaneous written notice of the final outcome of both the complaint and any appeal as to whether harassment was found to have occurred.

7. The Student Conduct Officer shall send a copy of the statement of the charge and the decision to the College President/College President designee and other College officials on a need-to-know basis.

**Grounds for Student Academic Dismissal**
The college has the right to dismiss a student in violation of academic regulations or policies. Dismissal from Gaston College for academic reasons may be initiated by a faculty member, department chair, division dean, or the student's advisor upon petition to the Vice President for Academic Affairs. Academic dismissal is based upon
the concept of "Satisfactory Progress" in a specific course or program as stated in terms of minimum grades; completion of course sequences; and the achievement of certain knowledge, skills, and abilities.

The department head and divisional dean shall document violations and submit the case to the Vice President for Academic Affairs. The student shall be given the chance to appeal the violations with the Vice President for Academic Affairs before a decision regarding dismissal is rendered. When the Vice President completes the investigation, the student will be informed of the decision in writing. The decision of the Vice President for Academic Affairs is final.

Students may petition for re-admission after one complete semester with approval of the divisional dean and Vice President for Academic Affairs.

**Dismissal from an Occupational Program**
If the department chair determines that a student is not a safe and dependable practitioner in the lab, shop, clinic, or field area in the progress of a course, the student may be dismissed from the program with the concurrence of the Vice President for Academic Affairs. By virtue of the fact that certain courses of many occupational programs are offered in a one- or two-year sequential pattern and are offered only once during the sequence, a student has no opportunity to repeat one of these courses or to elect a substitute course. Therefore, a student who fails one of these courses will be dismissed from the program at the end of the semester in which the failure occurs.

The department head and divisional dean shall document violations and submit the case to the Vice President for Academic Affairs. The student shall be given the chance to appeal the violations with the Vice President for Academic Affairs before a decision regarding dismissal is rendered. When the Vice President completes the investigation, the student will be informed of the decision in writing. The decision of the Vice President for Academic Affairs is final.

Students dismissed from an occupational program under this policy may petition for re-admission in a later class with approval of the divisional dean and Vice President for Academic Affairs.
Academic Dishonesty
The section provides various definitions and examples of academic dishonesty. If an instructor catches a student engaged in academic dishonesty, the instructor may complete a Conduct Violation Form or written statement as described in the Disciplinary Procedures section above. Save all documentation.

Cheating - Intentional use or attempted use of unauthorized materials, information, notes, study aids, devices or other assistance in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

Typical Examples: Copying from another student’s paper or receiving unauthorized assistance during a quiz, test or examination using books, notes or other devices (e.g., calculators) when these are not authorized; procuring without authorization tests or examinations before the scheduled exercise (including discussion of the substance of examinations and tests when it is expected they will not be discussed); copying reports, laboratory work, computer programs or files and the like from other students; collaborating on laboratory or computer work without authorization and without indication of the nature and extent of the collaboration; sending a substitute to take an examination; receiving assistance in locating or using sources of information in an assignment where such assistance has been forbidden by the instructor.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification refers to the alteration of information; fabrication refers to the invention or counterfeiting of information.

Typical Examples: (Fabrication) inventing or counterfeiting data, research results, information or procedures inventing data or faking research procedures to make it appear that the results of one process are actually the results of several processes; counterfeiting a record of internship or practicum experiences; (Falsification) altering the record of data or experimental procedures or results; false citation of the source of information (e.g., reproducing a quotation from a book review while indicating that the quotation was obtained from the book itself); altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; altering a returned examination paper and seeking re-grading.
Multiple Submissions - The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

Typical Examples: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work. (Different aspects of the same work may receive separate credit; for example, a report in history may receive credit for its content in a history course and for the quality of presentation in a speech course.)

Plagiarism - Intentional presentation of the work of another as one’s own without proper acknowledgment of the source. The sole exception to the requirement of acknowledging sources is when the ideas or information are common knowledge.

Typical Examples: Submitting as one’s own the work of a “ghost writer” or commercial writing service; directly quoting from a source without citation; paraphrasing or summarizing another’s work without acknowledging the source using facts, figures, graphs, charts or information without acknowledgment of the source. Plagiarism may occur orally and in writing. It may involve computer programs and files, research designs, distinctive figures of speech, ideas and images, or generally any information, which belongs to another.

Complicity in Academic Dishonesty - Intentionally helping or attempting to help another to commit an act of academic dishonesty.

Typical Examples: Intentionally allowing another to copy from one’s paper during an examination or test; intentionally distributing test questions or substantive information about the material to be tested before the scheduled exercise; collaborating on academic work knowing that the collaboration will not be reported; taking an examination or test for another student, or signing a false name on an academic exercise. (Note: Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty. Instructors should make expectations about collaborations clear to students. Students should seek clarification when in doubt.)
Instructional Tips

Best Principles for Instruction
Gaston College recognizes the *Seven Principles for Good Practice in Undergraduate Education* by Arthur W. Chickering and Zelda F. Gamson as **Best Principles for Instruction**. These seven principles are: (1) Student Faculty Interaction, (2) Collaborative Learning, (3) Active Learning, (4) Prompt Feedback/Frequent Assessment, (5) Time on Task, (6) High Expectations, and (7) Diverse Ways of Learning.

First Day Tips

- Engage in “getting acquainted” exercises. One way to do this is to group students in pairs and direct them to exchange information about each other. Each student would then introduce the person he or she has just met to the entire class.
- Have the students establish a buddy system for absences, missed work, assignments, and tutoring. Let students pair up by choice and exchange contact information.
- Check to see if the information you have on your initial roster is correct and record attendance for everyone’s name on the initial roster. Verify registration for any student who is not listed. The student must contact the Office of the Registrar as soon as possible if they have no verification of their registration.
- Discuss the course expectations.
- Tell your students how you plan to conduct the course and what they can expect in the way of lectures, labs, group discussions, etc.
- Explain clearly students’ responsibilities for missed classes and exams, late papers, etc.
- Share your philosophy of education.
- Ask students to write/share things they expect from you during the semester.

During the Semester Tips

- Learn students’ names quickly.
- Always make sure that you write large enough for everyone to see. If you are writing on the board while talking, make sure that you stand aside while writing. Before you erase, ask if everyone has written down what they need. At the end of class please make sure that the board is completely erased.
- Don’t stand behind a lectern for the entire period. Move around. Make eye contact with students. Project your voice to the back row.
• Break up lectures into small segments or give lectures interspersed with exercises in order to actively involve your students in the learning process.
• Teach to various learning styles by using various classroom activities. Don’t expect the same approach to work with all groups. Be prepared to switch methods if you feel that you are not reaching the class.
• Praise and correct students appropriately. Recognize students verbally and in writing for appropriate answers. Call students by name when they raise their hands. If a student answers incorrectly, say things like “not quite,” “we’ll see,” or “think a little more about that” rather than saying “you’re wrong” or “that’s stupid.” Do not embarrass students in class. You can also ask the rest of the class to help.
• Lesson plans work as well in college as they do pre-college, and they will also keep you on track.
• Encourage the students to ask questions during your class.
• Throughout the semester, continue to relate new material to the course objectives.
• Be well prepared for each class and don’t “cram” too much into one period.
• Set the “tone” of a class. Most teachers agree that a friendly, somewhat relaxed tone works best. You can set the tone by being available before and after each class for casual conversation with the students about their interests or concerns.
• Use familiar examples if possible when you present information. If you teach rules, principles, or definitions, explain these concepts by using concrete examples that are drawn from student’s own experiences. Use examples that include the experiences of all age groups in your class.
• If a student is absent for an extended period, call or email him/her.
• Be open to students’ comments and concerns.
• Interact with students during class.
• Take the initiative to meet with students who are struggling in the course.
• Make lectures available (through Blackboard or podcasts) to students who have missed class.
• Encourage students to communicate with you. Sometimes students may complain about something that seems to be trivial. However, let students know that you are concerned, even if you do not agree with their point of view.
• Discuss the availability of tutoring.
• Don’t be afraid to admit that you don’t know the answer. Tell the student, however, that you will help him/her find the answer. Then, follow-up.
• Encourage study groups so students can learn from one another.
• Show enthusiasm for your subject and use your background and experiences to relate the subject matter to other academic disciplines as well as to students’ experiences.

• Look at your grade book periodically. Determine if you know anything about each student other than his/her grades and attendance.

**Evaluation/Assessment Tips**

• Explain your philosophy of and purpose for testing.

• Be sure that all your tests cover the most important aspects of the unit and course.

• Provide prompt and frequent feedback. Return tests and papers as soon as possible. Write comments when appropriate. Explain orally or in writing the errors that students made.

• Ask some questions on each test that require your students to do more than simply recall information. Ask questions that will cause your students to apply, analyze, synthesize, or evaluate what they have learned.

• Use multiple means of assessment.

• Foster learning by using cooperative/collaborative learning, service learning, problem-based learning, etc.

**Classroom Management Best Practices**

1.) **What can I do on or before the first day of class to prevent problems?**

Set clear ground rules, expectations, and consequences in your syllabus and discuss these on the first day of class. Discuss the Student Code of Conduct pertaining to Academic Dishonesty or other pertinent standards in your syllabus and on the first day of class. The Student Code of Conduct is available on the Gaston College website under Student Resources at [http://www.gaston.edu/student-code-of-conduct/](http://www.gaston.edu/student-code-of-conduct/). Discuss and emphasize any relevant participation or tardiness policies from your syllabus. Discuss netiquette for online classes.

2.) **How do I correctly document an incident involving a student (cheating, disruptive behavior, etc.)?**

Appropriate documentation is crucial when there is an apparent code of conduct violation, or a pattern of troublesome behavior that may indicate a possible violation. Always remember to document specific student behavior. Your
documentation should be simple and only contain the facts of the incident and person(s) involved. Do not write about your suspicions or inferences; just document the observable behaviors (i.e. Write about the who, what, how, when, but not the why, unless you absolutely know why.). Be sure to include the date and any witnesses to the incident. Organize the information into a timeline of observable events. Keep a copy of your incident document and forward a copy to your supervisor. Also, keep a copy of all written documentation that the student may have given you such as notes, letters, emails, etc. and forward the original documentation with your incident document to your supervisor.

**Example of incorrect documentation with inferences**: Johnny is depressed, and he dislikes the females in the class.

**Example of correct documentation with behavioral description**: Johnny slumps in his chair and does not engage in conversation with others. He often makes disparaging remarks about females that do not appear to fit the classroom discussion. His voice tone is harsh.

3.) **How do I report a student for a Code of Conduct violation, and what do I write?**

Any administrative official, faculty, staff, or student may file charges with the Student Conduct Officer (Assistant Vice President for Student Affairs/the Assistant Vice President’s designee) against any student or student organization for violations of college regulations. The individual(s) making the charge are expected to provide complete and truthful information throughout the disciplinary process and must submit a Conduct Violation Form or a written statement *(within one working day following a temporary removal)*, which includes:

a. name of the student(s) involved;

b. the specific code(s) of conduct violated;

c. a description of the incident(s), including the time, place, and date of the incident(s);

d. name(s) of person(s) directly involved or witnesses to the incident(s); and

e. any action taken that is related to the matter; and

Copies should be sent to the appropriate Department Chair, Division Dean, Chief of Campus Police, and Vice President for Academic Affairs. Whoever receives
this information should remember that this information is confidential and should not be shared with others beyond this list.

Always keep any documentation from students such as notes, emails, etc. When documenting your own personal experiences with a student, always remember to document specific behavior of the student.

4.) **What do I do if I suspect a student of cheating?**

If you do suspect a student of cheating, consider the following:

1. Make general and periodic statements about the necessity of honesty. Statements such as “Keep your eyes on your own paper” and “This is not a group test” may help.
2. Give alternate forms of the tests, check to determine if enough physical space is given between students during test taking, walk around the classroom during tests and quizzes, etc. to aid in preventing cheating in the classroom.
3. Address your suspicion by comparing papers, tests, observing classroom behavior, etc.
4. Keep all documentation concerning your suspicions. Photocopy papers, tests, document classroom behavior, etc. (See prior question on documentation.)
5. Speak to the student privately about your concerns.

5.) **What do I do if a student plagiarizes or is caught cheating?**

Cheating or plagiarizing is defined as a Code of Conduct Violation.

If a student is caught in academic dishonesty, the instructor may choose to complete a Conduct Violation Form. If the instructor does choose to complete a Conduct Violation Form, it should be submitted to the Assistant Vice President for Student Affairs (or designee) within one working day following the incident. Remember to save all documentation.

A Code of Conduct Violation of Academic Dishonesty may subject the student to grading sanctions up to and including failure in the class. If the instructor cites a student with an Academic Dishonesty violation, the student may be assigned an F for the paper, test, or final grade.
6.) **What do I do if a student monopolizes classroom discussions?**
Remember to set the tone early and to remind students that they are only to speak when called on, and that their time is up when you let them know – it is imperative that you keep the class on pace and on task. This is not because you don’t want to engage in academic discourse, but you have to move on (perhaps offer to continue the dialogue after class or online). You may want to give the student a couple classes to see if this behavior changes. If the trend continues or if this appears to be a consistent personality trait, you may want to discreetly ask them to talk with you after class. Don’t call them out in public, if you can help it. You could tell that student that you are pleased that they have taken such an interest in discussions, and that they have a lot to share. Then ask the student if they have any suggestions for getting others equally involved. Hopefully the student will get the message.

7.) **May I remove a student from class?**
If a student’s conduct significantly disrupts the learning environment, poses an immediate or continuing threat to the health or well-being of any member of the academic community, or interferes with the activities of the College an instructor or administrative officer has the discretion to warn the student against violating the Student Code of Conduct or remove the student from one class period or activity for the duration of that specific class or activity. No disciplinary sanctions other than such a warning or temporary removal may be imposed upon any student except in accordance with this policy.

The instructor or administrative officer invoking such temporary removal shall file a code of conduct charge with the Assistant Vice President of Student Affairs, or designee, within one working day following the incident. (Refer to How do I report a student for a Code of Conduct violation?). Copies should be sent to the appropriate Department Chair, Division Dean, Chief of Campus Police, and Vice President for Academic Affairs. Every attempt will be made to resolve the matter in a timely fashion.

8.) **What do I do if a student disrupts my class (e.g., excessive talking in class that is disrupting, student(s) using curse words as part of vocabulary, or other disrupting behavior)?**
Disruptive behavior is never acceptable in your classroom. You may wish to use progressively assertive levels. Remember this is a judgment call depending on
the student’s behavior. In some cases you might need to immediately start at a higher level.

**Level 1:** Make a polite request for the student to stop the behavior.

**Level 2:** Make an assertive request for the student to stop the behavior (e.g., “You need to stop ....”).

**Level 3:** Make an assertive request and provide the student with the consequences of continuing their action(s) (e.g., “Remember the rules of class..., or I’ll report this as a code of conduct violation.” Or “You need to stop or you’ll have to leave class.”)

**Level 4:** If a student persists in being disruptive to your class or if there is an initial egregious violation, you always have the right to dismiss that student for that class period only (see *May I remove a student from class?*). You could ask the student to meet with you later in your office.

9.) **What do I do about students who are chronically late?**
Meet with the student in private. Describe the behavior using your class records to inform the student of the number of classes in which the student was late. Ask the student for an explanation. Listen closely and let the student know that you are listening carefully. Explain why the behavior is problematic. Guide the student into giving you a solution and then explain that you need to be assured that the student will adhere to the solution by establishing the consequences for continuing to be late. Tell the student that you will write a record of the meeting and the results for documentation purposes and that the student will be required to sign the report.

10.) **What do I do if a student is exhibiting unsuccessful behaviors in class?**
Students who are demonstrating a behavior that could impact their success in the course should be notified by filling out the Early Alert, or the Student Persistence and Success Plan (SPSP), form. Based on the SPSP information provided by the instructors, academic support staff and advisors can help students access appropriate resources for academic success. The form is available under the faculty menu in WebAdvisor and is listed as *Retention Cases for Student*. The form allows you to select from a drop down list of issues (such as attendance, a lack of prerequisite skills, poor behavior in class, poor study skills, personal well-being concern, tutoring needed, etc.) and to submit the form electronically. See the section on *College Services* for additional details.
11. What do I do if a student is sleeping in class?

In order to reduce the chances of students sleeping in your class, try to vary the classroom activities. If you lecture a lot, try to incorporate some activities for cooperative learning activities or individual practice.

Keep in mind the student population you are teaching. A student may: have been up with a sick child or parent, have worked a lot of hours, have a sleep disorder, be taking medication that causes drowsiness.

Sleeping in class is considered rude, and you have several options.
• You may choose to wake the student and ask them if they feel okay. Try to show genuine concern for the student. If the student is embarrassed but appreciative of your concern, they may try to prevent falling asleep in your class in the future.
• Ask the student to step outside with you (realize that this could cause embarrassment). Tell the student that it’s best for the rest of the class if they return when they can be awake enough to fully participate.

12. What do I do if a student has apparent hygiene issues?

Keep in mind that the cause of hygiene issues or odor may be culturally based in bathing/grooming practices that are different than others’ practices. Other causes of odor could be poor hygiene practices, perfume or cologne, or tobacco. If the odor becomes distracting or nauseating to students, meet with the offending student in private and let him/her know that in close quarters, some students may be bothered by the smell. Explain why this may be disrupting to other students in the classroom. Listen carefully if the student has anything to say. Suggest that for the class (not his/her life outside of the classroom) that the odor might be masked in some way. Try to guide the student into giving you a solution.

13. What do I do if a student is dressed improperly, too revealing, and/or has offensive language printed on his or her shirt?

Balancing between the student’s right to freedom of expression and the need to maintain an atmosphere conducive to learning requires that you exercise caution. You are encouraged to follow the recommendations in Item 1 (What can I do on or before the first day of class to prevent problems?) to establish
rules, expectations, and consequences for inappropriate behavior in the classroom.

You cannot silence student expression simply because you do not like it. In the U.S. Supreme Court case Tinker v. Des Moines Independent School District, the Court ruled that school officials do not violate the First Amendment rights of students if they can reasonably forecast that the student expression will cause a substantial disruption of school activities. (See http://www.firstamendmentcenter.org for more information.)

If the student is dressed improperly for class and it is disruptive to the class, you may ask the student to avoid such attire in the future. You may wish to speak to the student after class about his or her attire. However, you may have to pull the student aside immediately if the attire is extremely disruptive.

If a student’s attire is disruptive to your class, you always have the right to dismiss that student for that class period only (see May I remove a student from class?). Although Gaston College does not have a dress code for students or a specific code of conduct standard that addresses this issue, disruptions to the learning environment can be grounds for a code of conduct violation.

14.) What do I do if a student uses racist, sexist, intolerant, insulting, or hate language and it disrupts the learning process?
Ask the student to meet in private, preferably in your office. Describe exactly what language is disruptive to the educational process. Explain that using this language is a violation of both school policy and your own classroom management policy. Explain that the policies governing such behavior are addressed in the Student Handbook and show the student a copy (Inappropriate Behavior, Sexual Offenses and Harassment or Disruption sections). Ask the student to refrain from using such language and let him or her know that any further use will be subject to disciplinary action. Tell the student that you will write a record of the meeting and the results for documentation purposes.

If a student’s language is disruptive to your class, you always have the right to dismiss that student for that class period only (see May I remove a student from class?).
15.) How do I contact Campus Police?
   a.) If you can call the Campus Police phone number without endangering yourself and others, this is what you should do. The telephone number for Campus Police is 704-922-6480. By talking directly with an officer by telephone you can give much more information than will be available by contacting Campus Police by an alternative method.

   b.) If you are unable to make a phone call without alerting or further upsetting the individual who is causing the problem you should utilize the Panic Button on the classroom or office computer to request help. Please keep in mind that if you activate the panic button while you are using a video projector connected to the came computer you are using for your class work, the entire class will see the screen. If possible, turn off the projector. Please send the alarm only once. Repeated transmissions tie up lines of communication. Once the icon is double clicked, a confirmation pop-up window will ask you to confirm transmission and will allow you to enter additional information. If you can provide this additional information, the responding officer(s) will have a better understanding of the circumstances. If you need to quickly notify Campus Police, click Send this alert now and ignore the additional information box.

   c.) A third option that may be used if neither of the first two options are available is to press 911* on the Panic Keypad available in some buildings.

16.) What do I do if a student comes to class showing behaviors consistent with being under the influence of alcohol or drugs?

   If the student comes to class and appears to be under the influence of alcohol or drugs, you may want to address the behaviors that are concerning to you with the student after class. You have the option of reporting the incident as a code of conduct violation, but remember to report facts, not suspicions. In some cases, Campus Police may need to be contacted to handle the situation (see How do I contact Campus Police?). If the student is verbally or physically combative, you should quietly tell the other students to go into the hall or a nearby empty classroom for a few moments while the situation is handled. The safety of the other students in the class is paramount. Campus Police should be contacted at this point. Use your best judgment about whether or not to tell the student if campus police has been contacted. If it would minimize further disruption, do not tell the student that Campus Police has been contacted.
17.) What do I do if two or more students get into a verbal or physical altercation in class?
Some verbal altercations can be dealt with diplomatically by the instructor using the levels discussed previously. When possible, this should be the first line of defense. However, if the verbal altercation becomes disruptive, you can either remove both students from the classroom, telling them that they may not return that day, or contact Campus Police (see How do I contact Campus Police?). You may want to not let both students leave at the same time. If you do dismiss a student, you must complete a Conduct Violation Form or a written statement and submit it to the Assistant Vice President for Student Affairs (or designee) within one working day following the incident. (Refer to How do I report a student for a Code of Conduct violation?). Copies should be sent to the appropriate Department Chair, Division Dean, Chief of Campus Police, and Vice President for Academic Affairs.

In the case of a physical altercation, even mild ones can turn violent very quickly. Get the noncombatants out of the classroom into the hall or a nearby empty room. Then, contact Campus Police (see How do I contact Campus Police?). In no instance should an instructor (or other students) attempt to physically stop a fight.

18.) What do I do when students make threats?
Try to identify the lethality of the threat. See the following tips.

Tips for Identifying Potentially Dangerous Situations

Assessing the potential dangerousness of student behavior in the classroom is complex, and the instructor must be prudent to prevent under-reaction or over-reaction. One must be measured, calm and action-oriented in response. The instructor should act with bias on the side of caution and safety in the classroom but also be aware that an over-reaction might cause undue stress for the class or people involved.

When professionals judge the “lethality” of a potentially dangerous situation, they assess the risk level (high, medium, low) of several factors. There is a direct correlation between the quantity and intensity of risk factors present with the level of dangerousness in the situation. In short, multiple risk factors and high
intensity is equated to higher lethality of a situation. Some of the factors that professionals evaluate using a scale of “low, medium or high lethality” include: articulating vague vs. specific threats; having a vague vs. a well thought out plan (when, where, how and fantasizing violence); having availability of means (no weapon vs. carrying a weapon or using one in a past crime); having no previous history of violence vs. repeated threats and/or violent criminal record; showing signs of mild depression vs. signs of overwhelming depression and hopelessness; experiencing no significant stress vs. experiencing severe stress, especially in reaction to a significant loss or environmental change; having a stable lifestyle and functional personal relationships vs. an unstable behavior pattern and repeated difficulty with others.

It is important to be aware of the lethality factors in a situation so you can make an informal assessment, but instructors should always consult with other professionals (supervisors, college counselors, etc.) to determine the dangerousness of a situation and to formulate the actions to be taken. Student behavior that poses, or may reasonably be considered to pose, a threat to the safety, security, and well-being of the campus community, is reviewed on a case-by-case basis by the College’s Student Conduct and Awareness Team (SCAT). A variety of factors are assessed before determining the appropriate steps to address the situation such as the available evidence and the severity of the concern. As needed, the team also solicits the assistance of outside professionals such as the National Center of Higher Education Risk Management (NCHERM). You can contact the VP for Student Affairs and Enrollment Management or the Assistant VP for Student Affairs to report behavior to SCAT. If there is any indication that the immediate safety of you or others is in question, take action as is described in How do I contact Campus Police?

Remember to always keep any documentation from students such as notes, emails, etc. When documenting your own personal experiences with a student, always remember to document specific behavior of the student. (See How do I correctly document an incident involving a student?)

If physical safety appears to be an issue, get students out of the classroom into the hall or a nearby empty room. Then, contact Campus Police (see How do I contact Campus Police?). The safety of the other students in the class is paramount.
A Conduct Violation Form or written statement should be completed immediately and sent to the Assistant Vice President for Student Affairs (or designee). (Refer to How do I report a student for a Code of Conduct violation.)

Copies should be sent to the appropriate Department Chair, Division Dean, Chief of Campus Police, and Vice President for Academic Affairs. The appropriate Vice Presidents and/or Campus Police will determine the seriousness of the threat and whether it warrants further legal action or is considered a violation of the Code of Conduct.

Action will be taken, but this information is not released to the faculty and/or staff at Gaston College due to federal and state laws.

19.) How do I handle complaints?
First identify the type of complaint: academic, non-academic, sexual harassment, etc.

If the complaint is an academic complaint against another instructor, always remain unbiased and discreet. Refer the student to Gaston College’s Academic Complaint process, available in the Student Handbook. It is strongly recommended that the student speak first to the instructor. When a student refuses to speak first to the instructor, it is recommended that the student speak to the supervisor of the instructor. Do not incite the student to inappropriate action with comments such as “I’ve heard that about that instructor,” or “You should get the whole class to go to the Dean.” Do not let students’ complaints take away from the class discussion.

If the complaint is a complaint by one student against another, ask the student to meet in private, preferably in your office. Ask the student to carefully describe the complaint. Let the student know that you are listening and that you care about the problem. Communicate to the student what you can assist him/her with as well as what you have no authority to impact. Help the student to brainstorm what the best outcome would look like. Then help the student to brainstorm the best way to bring about the desired outcome. Let the student come up with the solutions rather than imposing solutions, and then help the student to determine whether the forthcoming solutions are workable. You might find it helpful to consult with other instructors to arrive at the best
solution. Never take sides. Never impose a solution. Never make promises concerning the solutions. Never talk to the other student who is involved without permission of the complainant. The key here is to guide the student to his or her own solutions. Be sure to document the event(s) (See How do I correctly document an incident involving a student?). Also feel free to contact your department chair or dean about the complaint (or incident) and what the next step should be or other solutions that could be considered. You may also wish to refer the student to the procedure for a student complaint or to the procedure for reporting a Code of Conduct violation depending on the nature of the incident. Both procedures are found in the Student Handbook.

If the complaint is about sexual harassment, refer students to Appendix F, Sexual Harassment and Misconduct, in the Student Handbook. Ask the student if you can make a copy of any documentation they may have. Also document the events of the meeting/discussion. Make sure the student understands how to report sexual harassment charges. Gaston College Policy 3-25 states that “all employees of the College must act responsibly to establish a work and instructional environment free of sexual harassment.” Report this information immediately to the Title IX Coordinator (Chief Administrator Officer for employees or Vice President for Student Affairs and Enrollment Management for students), appropriate Department Chair, Dean, Assistant Vice President for Student Affairs (or designee), and Vice President for Academic Affairs immediately. By talking to you, the student has referred the incident to a College official. If you do nothing, the student could later say that he/she reported the incident to the College but nothing was done. Make sure you pass all information to the individuals mentioned above.

20.) How do I handle complaints about myself? If the complaint is about you, try to resolve the issue with the student in a courteous and respectful manner. Remain open minded and sensitive to the issue at hand. Try not to become defensive or use condescending language. Listen carefully and ask the question, “How would you like this problem resolved?” Consult the Gaston College Policy and Procedure Manual available on the Intranet/GCNet of the Gaston College website at https://gcnet.gaston.edu/hr/policy.php.
In addition, the student must be made aware of the Academic Complaint procedure and other complaint procedures, available in the Student Handbook. Try not to be intimidated by trivial accusations. If fact, you may even invite students to go through the academic complaint process. As a reminder to Department Chairs, always ask if the student has spoken to the instructor first.

If you as the instructor have acted inappropriately according to the Policy and Procedure Manual or other documentation of Gaston College, then you should apologize and rectify the situation.

21.) **How do I handle complaints about active learning, collaborative learning, and/or communication assignments?**

With active or collaborative teaching methods, some students may feel as though you are not teaching them. You may hear complaints such as, “You’re being paid to teach me; I shouldn’t have to teach myself.” This can be a common reaction to this type of teaching method. This type of reaction can be better understood by examining William Perry’s (1968) scheme of cognitive development in which he describes how students move from simple thinking patterns to more complex thinking patterns. Students in the stage known as dualism exhibit *either/or* thinking. They believe there is a single right answer to all questions. Knowledge is viewed in absolutes; everything is right or wrong, black or white. Students at this level view authorities as having the answers to problems, and it is the learner’s task is to find the right answer from these authorities. Examples of dualistic thinking include statements such as the following: “I like lectures when the professor can just tell us what we need to know.” “The instructor depends too much on the views of other students. If he doesn’t know the answers, what’s he doing teaching?” “I feel completely in the dark. I just wish he'd tell us what he's looking for.”

Set clear expectations on the first day of class and let students know about your teaching methods.

**Key things to remember:**

- Reflection on one’s own perspective is essential for understanding the perspectives of others.
- Remember that you may be asking students to give up a world-view that they have accepted to be true and to move away from a sense of certainty about the world.
• Numerous research studies promote active and collaborative methods as promoting learning over rote memorization methods.
• An instructor’s job is to teach, but there is more to teaching than just delivering information.
• Working collaboratively, even sometimes with people who don’t necessarily like each other, prepares students for future employment.
• For students who do not like communication assignments, remind them that communication is a skill that most employers require and value. Give them examples of how you communicate on the job.

To challenge students to move to more mature levels of thinking:
• Invite students to consider multiple solutions, interpretations, perspectives, or points of view.
• Teach students to analyze, compare, contrast, and justify ideas and statements.
• Help students develop, evaluate, and defend opinions.
• Reinforce the idea that alternative points of view may be legitimate.
• Require students to explain their statements and their reasons for rejecting other viewpoints.
• Help students be part of a community of learners who explore and discover knowledge together.

22.) What do I do if a student has a medical emergency in class?
If a medical emergency exists, do the following:
• DO NOT LEAVE THE VICTIM UNATTENDED, if possible. DO NOT ATTEMPT TO MOVE AN INJURED PERSON and avoid unnecessary conversation with the victim.
• Use assistance from others.
• Contact Campus Police (see How do I contact Campus Police?). Call 9-911 on campus and 911 off campus. Stay calm and carefully explain the problem to the party you have called. DO NOT HANG UP THE PHONE UNTIL TOLD TO DO SO.
• Give location of incident. (Dallas Campus, 201 Highway 321 South, Dallas, NC 28034) (Lincoln Campus, 511 S. Aspen Street Lincolnton, NC 28092) (Kimbrell Campus, 7220 Wilkinson Blvd. Belmont, NC 28012)
• Designate a person to wait outside the room to direct emergency services to the injured person.
• Instruct students to evacuate from the immediate area to an adjacent room and/or hallway if possible.
• NEVER OFFER MEDICINE OR GIVE MEDICAL ADVICE.
• Do not discuss possible cause of an accident or any condition which may have contributed to the accident.
• Do not discuss insurance information with anyone.

23.) What do I do if the parents, grandparents, spouse, boyfriend/girlfriend, friend, etc. inquire about the progress and/or attendance of one of my students?
Often, these situations can be awkward because parents visit your office or telephone you. Always explain the law and that information is protected by the Federal Educational Rights and Privacy Act (FERPA). FERPA does provide ways in which schools may share information with parents without the student’s consent. One exception is if the parents claim the student as a dependent for income tax purposes. However, even in these cases, you should refer the parents to the Director of Student Registration and Records. Below is a list of suggestions to remember as you conduct telephone conversations:
• Identify the caller. There have been times when a parent represents him/herself as the child in order to obtain information. Ask for the students ID# or other information. Grades and other confidential information should not be given out over the telephone.
• Ask if a waiver has been signed. Do you have a copy in your hand? Consent forms must be submitted to the Records Office and Records staff can email the form to you as needed.
• Allow the parent to do most of the talking, often times they like to vent.
• You can answer procedural changes or general information. Examples might include: registration dates, semester dates or published materials.
• Refer the parent(s) to the Director of Student Registration and Records, if they claim a student as a dependent.
Location of Useful Forms
The most up-to-date versions of Gaston College forms are located under GC Forms on the Intranet/GCNet (https://gcnet.gaston.edu/) of the Gaston College website.

Academic Complaint Forms
Assumption of Risk Waiver and Release Form – Use for Field Trips
Class Change Form – Also known as Curriculum Class Change – Use for 1) the class is meeting in a different location than it is officially scheduled, (2) the class is on a field trip, (3) the class is not meeting due to instructor absence, or (4) the class finished early.
Conduct Violation Form – Use for student code of conduct violations
Course Withdrawal Form
Credit by Examination
Gaston College Audit – Use to audit a class
Grade Change Request – Use to change a student grade
Reinstatement Form – Use to put a student who has been withdrawn back into class
Travel Authorization – Use to request permission to travel to a conference or meeting
Travel Local Annual Authorization – Use to request permission to travel locally for the year
Travel Local Personal Vehicle – Use to request reimbursement for local travel
Travel State Reimbursement Form – Use to request reimbursement for travel to a conference or meeting
# Gaston College Student Logins

**GASTON COLLEGE STUDENT LOGINS**

(WebViewisor • Student Email • Lab Login • Print • Blackboard)

## Obtaining your WebViewisor ID.

1. Go to [www.gaston.edu](http://www.gaston.edu)
2. Click on the WebViewisor icon
3. Click on “What’s my User ID?” then type in your Last Name, and enter either your Social Security Number or your College ID, and click submit.
4. Your initial password is your birthday in the form of *mmddyy*.

## Logging into WebViewisor

1. Go to [www.gaston.edu](http://www.gaston.edu)
2. Click on the WebViewisor icon
3. Click on *Log in* (upper right), provide your User ID and password.
4. If you forget your user name or password, or are unable to access the program, click on “What is my User Name?” or “What is my Password” and follow instructions.

## Student Email

1. Go to [www.gaston.edu](http://www.gaston.edu)
2. Click on the Student Email icon
3. Type in your student email address ([WebViewisor User ID@mymail.gaston.edu](mailto:WebViewisor User ID@mymail.gaston.edu))
4. Type in your password
   - **Your initial password will be a capital GC, the last five digits of your social security number, followed by your first, middle (only if used in your User ID), and last initials, i.e., GC55555abc)**
5. Click *Sign In*
6. Follow the directions for setting a new password and security credentials (only the first time).

   [http://www.outlook.com/mymail.gaston.edu](http://www.outlook.com/mymail.gaston.edu)

## Lab Login

1. Click in the box for user name and type your WebViewisor User ID (see Obtaining your WebViewisor ID above)
2. Type in your password
   - **Your initial password will be the last five digits of your social security number, followed by your first, middle (only if used in your User ID), and last initials, i.e., 55555abc**

## Print Login

1. Once a print job has been requested, you will be prompted for your Paper Cut user name and password
2. Paper Cut user name and password are the same as your lab login

## Blackboard

1. Go to [www.gaston.edu](http://www.gaston.edu)
2. Click on the Blackboard icon
3. Click in the box for user name and type your WebViewisor User ID (see Obtaining your WebViewisor ID above)
4. Type in your password
   - **Your initial password will be the last five digits of your social security number, followed by your first, middle (only if used in your User ID), and last initials, i.e., 55555abc**

**OR**

Go directly to [http://gvcic.blackboard.com](http://gvcic.blackboard.com) and follow steps 3 and 4 above.

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If you have any problems logging in to Student Email, Labs or Blackboard, please check with your instructor. If you have problems logging into WebViewisor, please check with the Office of Registration & Records. *It is not mandatory, but we recommend you retain the initial password of the last five digits of your social security number, followed by your first, middle, and last initials.*
REGISTRATION FOR CLASSES
Search and Register through WebAdvisor

1. Go to www.gaston.edu
2. Click on the WebAdvisor button
3. To sign in, click on “Log In” (upper right), provide your user name and password.
4. If you are a NEW USER, obtain your GC I.D. by following the steps below:
   • Go to www.gaston.edu
   • Click on the WebAdvisor icon
   • Click on “What’s my User ID?”, then type in your Last Name, and enter either your Social Security Number or your College I.D., and click submit.
   • Your initial password is your birthday in the form of mmddyy.
5. If you forget your user name or password, or are unable to access the program, click on “What is my User Name?” or “What is my Password” and follow instructions.

1. Access WebAdvisor using the instructions above
2. Click on “Students” (right side)
3. Under the “Registration” banner, click on “Register for Sections”
4. Click on “Search and register for sections”
5. Select the term in the “Term” field
6. Select the subject in the “Subject” field. (If you know the course number, enter that number in the “Course Number” field.)
7. Click the “Submit” button
8. A list of courses will be displayed with status, meeting location, times and instructor information.
9. Under the “Select” column, check the box next to each course for which you would like to register
10. Click the “Submit” button
11. The courses you have selected will be saved in a “Preferred Sections” list
12. Select the “Action” you wish to take for this class. If you want to register, select “Register”.
   If you want to delete class(es) from your “Preferred Sections”, select “Remove from List”.
13. Click “Submit”
14. ALWAYS check your schedule after making any changes on this screen. Your schedule can be accessed from the “Students Menu”, click “My Class Schedule”

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If you have problems logging into WebAdvisor, please check with the Office of Registration & Records.
*It is not mandatory, but we recommend you retain the initial password of the last five digits of your social security number, followed by your first, middle, and last initials.