



Roanoke-Chowan Community College
Advising Manual
2025-26



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Purpose of Advisement Manual

R-CCC's Quality Enhancement Plan is ***CAPS on the Wave: Fostering Student Success Through Excellence in Advising***. The *R-CCC Advising Manual* is one of the outcomes of the college's renewed focus on advising, along with more consistent, effective professional development in best advising practices.

The manual is intended to help advising staff and faculty advisors effectively serve students. Suggestions or comments about the contents of the manual may be conveyed to the EVP of Academic and Student Affairs.

College Mission and Advising

Roanoke-Chowan Community College, a member of the North Carolina Community College System and located in Hertford County, is a public, two-year institution of higher education offering associate degrees, diplomas, certificates, college and career readiness, and customized business and industry training in a variety of delivery modes promoting public service, transfer, and workforce development for a diverse student body, leading them to contribute to the vitality of an increasingly global community.

The process of academic advising promotes the overall college mission by partnering faculty and staff with students as they work to attain academic and personal goals. This partnership can be strengthened through a collaborative, shared split advising model where advisors support students as they become proactive in making thoughtful, informed decisions about their own education.

A Note About Using the Advising Manual

A copy of the current *R-CCC Catalog* includes many items in this manual. All information which is published in the catalog is referenced in the manual rather than repeated unless deemed important to repeat and otherwise noted.

Occasionally, problems or situations arise that are above and beyond the expertise and scope of training of the advisor being presented with the problem. In this event, advisors should not hesitate to refer students to Student Services for additional assistance.

Advising Populations

The procedures contained in this manual provide guidelines to be used by all advising staff and faculty advisors whose duties include academic advising. Advising services are delivered to various student populations at key intervals during enrollment. Advising practices are the same for online learners, though advising sessions are often virtual.

New Students

R-CCC has established enrollment steps to guide new students who are interested in taking college-level, credit courses. Advising is an integral part of the enrollment process.

New students must participate in new student orientation. New students are advised by staff in the Student Services Division located in the Student Services Building. During their first semester, new students who are admitted to a program will be assigned a faculty advisor in their academic area.

Special Credit, Non-Degree

These students take only a few courses (no more than 18 credit hours total) and are not pursuing a college degree, diploma, or certificate program at R-CCC. These students sometimes transfer credits to another college or enroll in courses for personal enrichment and are advised by the curriculum registrar.

Returning Students

Students who previously applied to or were enrolled in R-CCC and are returning after an extended absence of two or more semesters must reapply by completing a new online CFNC application. Returning students are individuals who have been admitted to a program during a previous semester and have enrolled in courses at least once during the previous two semesters. Returning students are advised by a faculty advisor. *In the event that a student has a program change or does not successfully complete a course during the summer, returning students may receive advising services in the Student Services Office.*

Advising Philosophy

Overview

Academic advising is an integral part of the learning process. The desired outcome is that students learn to make increasingly independent choices as they move toward realizing their full potential. Advisors can support students in this process by providing guidance in the exploration of academic programs and career pathways, by encouraging the practice of self-discovery, and by acting as agents of referral to campus resources.

Effective academic advising will lead students to the following:

- Students will identify clear goals and establish an educational and career plan with defined goals based on their personal interests and abilities.
- Students will engage with advisors routinely to achieve academic success.
- Students will achieve measurable progress toward their educational and career goals.
- Assess interests, abilities, and career goals.
- Define their educational objectives.
- Understand the courses required to complete a degree and register for courses appropriate to their skill levels and program of study.
- Be knowledgeable about various policies and procedures.
- Develop strategies to be successful in the college environment and beyond.

Academic advising is one of the most important partnerships a student will form while in college. To meet advising objectives, both the advisor and the student must be engaged participants.

Advisors should help students understand education and graduation requirements, explore academic and career options, set goals, and make informed decisions about the R-CCC course schedule and educational plan. Advisors should also adhere to the principles and guidelines outlined by The Council for the Advancement of Standards in Higher Education (CAS) and the National Academic Advising Association (NACADA), which include the following:

- Advisors work to strengthen the importance, dignity within the academic setting, potential, and unique nature of each individual.
- Advising, as part of the educational process, involves helping students develop a realistic self-perception and successfully transition to the postsecondary institution.
- Advisors encourage, respect, and assist students in establishing their goals and objectives.
- Advisors seek to gain the trust of their students and strive to honor students' expectations of academic advising and its importance in their lives.

Advising Ethics

Advisors' work should be grounded in the knowledge that students:

- Have diverse backgrounds that can include different ethnic, racial, domestic, and international communities; sexual orientations; ages; genders and gender identities; physical, emotional, and psychological abilities; political, religious, and educational beliefs

- Are responsible for their own behaviors and the outcomes of those behaviors.
- Can be successful based upon their individual goals and efforts.
- Have a desire to learn.
- Have learning needs that vary based upon individual skills, goals, responsibilities, and experiences.
- Use a variety of techniques and technologies to navigate their world.

Students bring unique experience, expectations, and knowledge to the advising process – each advising partnership will be different.

All professionals who engage in academic advising must ensure that students are provided access to services on a fair, equitable basis. Advisors must avoid any personal conflict of interest so they can deal objectively and impartially with people within and outside of the institution. Advisors must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive environment.

All advisors must recognize the limits of their training, expertise, and competence and perform only those functions for which they are qualified. Advisors should refer students in need of further expertise to persons possessing appropriate qualifications. Advisors must ensure the accurate presentation of information to the public, students, parents, colleagues, and subordinates. Advisors must not provide counsel or aid students in circumventing institutional policies or regulations. When confronted with situations in which students have violated or circumvented established policy or norms, the advisor is obliged to address the issue and to refer students to the appropriate person or program.

Advising in Practice

Key components of a collaborative, shared split advising model are listed below:

- Dialogue.
- Two-way flow of ideas and information (recognizing that the advisor may have specialized knowledge that the student does not).
- Question-and-answer approach.
- Cross-training, in-depth knowledge of resources, partnerships between academic and student services units occur within and beyond the registration period formally and informally.
- Advising faculty and staff adopt an attitude of learning.

What might this look like in practice?

- Discuss options, both supporting and challenging plans to encourage rigorous critical thinking, self-assessment, and reflection.
- Integrate career exploration as part of the first year advising.
- Help students connect with the campus community and a broad array of resources.
- Be open to imagining new goals and possibilities.

Professional Development

Advisors are expected to participate in professional development activities. These activities may include departmental or seasonal training sessions, advisor development workshops, or professional webinars and conferences. Many resources, including journals, presentations, and upcoming event information are available on the NACADA website. Communications regarding on-campus professional development opportunities and information updates will be distributed via email.

Career Planning

Career exploration and planning have become an integral part of most advocacy and advisor/advisee programs. While your expertise and training may be in areas other than career development, you are essential in the implementation of a college-wide comprehensive career development program.

The goals of a career development program are to teach the process of

- Knowing yourself
- Exploring careers
- Job Search strategies

Career decision making is influenced by one's family, environment, and learning experiences. Parents are the most influential people in a student's life concerning career decision making. Career decision making is a skill which can be learned. The more knowledgeable students are about themselves (interests, skills, personality, values) the more capable they are of making good career decisions. The more knowledgeable students are about the work world, the more capable they are of making good career decisions.

Each student has a unique pattern of measurable traits; each occupation has a unique pattern of measurable traits; the closer the match between the two, the greater the productivity and satisfaction of the student as an employee. Each student qualifies for a number of occupations. Therefore, each student needs to consider the probabilities of success in a variety of occupations. Occupational choices are a lifelong series of decisions in which people seek to find the optimal fit between their career goals and the realities of the work world.

Career exploration begins at R-CCC's new student orientation. Student Services staff members lead students through the Career Coach software during orientation. Information about students' career profile is uploaded in Watermark SS&E (formerly Aviso) so that the faculty and professional advisor are aware of the students' initial interests. Career interests are further explored in ACA 111, the college success course for AAS degree-seekers, and university interests and pathways are explored in ACA 122, the college success course for transfer students.

Faculty and professional advisors are encouraged to continue the conversation about students' intended career goals, as career interests are often in flux throughout the college journey. Faculty advisors in particular have an important role to play in sharing insights about the students' chosen field and future profession. Good career coaching should include information about salary ranges, educational requirements, working conditions, and job opportunities with local employers. Students who decide to change their program of study should be prompted to reconnect with their initial career inventory results and/or take another inventory.

Purpose and Role of the Advisor

Advisors play a critical role in student success. R-CCC supports intrusive advising that is proactive and student-centered. While part of the advising process involves thoughtful course selection and adherence to the program of study, effective advising is more than transactional, it is transformational. Advisors should seek to develop students holistically and to support their intellectual growth and self-awareness. R-CCC has professional and faculty advisors. Their roles are delineated as follows:

Faculty Advisors Faculty advisors are assigned to students following their first semester and are subject-matter experts for students and for professional advisors. They support students' awareness and understanding of career opportunities while guiding them to relevant academic resources and supports. All faculty advisors are required to document key advising points in Watermark SS&E about their advisees and to work collaboratively with the professional advisors to ensure the best possible student outcomes. Faculty are also expected to participate in all on-campus advising professional development (minimum of two sessions/year).

Professional Advisors Professional advisors are those staff members in Student Services assigned to students upon entering R-CCC. They are responsible for attending professional development on advising twice a year and regularly communicating with their faculty advising partners about student progress. All notes about students are to be maintained in Watermark SS&E (formerly Aviso). Professional advisors will receive training on career assessments and are encouraged to attend as many program advisory meetings as possible.

Advisor Responsibilities

As an advisor, you should utilize all the resources available to you. These include the *Advising Manual*, *R-CCC Academic Catalog*, and policy and procedure manuals as needed. Advisors are also encouraged to use the twelve advising tips from the National Academic Advising Association (NACADA) and other NACADA resources available on their [website](#).

1. It is not about you. Avoid using the first-person singular. Instead, draw students out by asking them to articulate their thoughts, ideas, and points of view.
2. Know their names. There is nothing sweeter than the sound of our own names, so learn the names of advisees and use them. Doing so will create a warm, open atmosphere conducive to productive conversations.
3. Be respectful of your advisees. Remember to be careful with information they disclose and follow the legal guidelines which are meant to encourage student independence. Determine your campus legal resources and ask questions regarding confidentiality.
4. Listen to verbal and nonverbal cues. What students say is sometimes not what they really mean. Be alert to the non-verbal cues that body language often reveals.
5. Ask “why?” Engaging students in advising conversations is not always easy, but if you remember to ask “why,” you will challenge them to be reflective even in short conversations.
6. Use open-ended questions. Use who, what, when, and where questions rather than those that can be answered with a simple “Yes” or “No”. Encourage students to explain their thought processes.
7. Be available. Establish clear ways advisees can contact you. Schedule your office hours at times when students are most likely to be on campus and be there during those times. Let them know any other ways you can be contacted.
8. Learn your institution’s basic policies, procedures, requirements, rules and regulations. There is no way around it! This information forms the foundation upon which advising relationships are built.
9. Learn your campus resources. Administrative offices and the people who oversee advising at your institution can be best allies. Get to know the staff; find out their direct phone numbers and email addresses. These people are your lifelines in helping figure out degree requirements, translate policies and procedures, and helping you contact campus offices and services that are resources for students.
10. Never guess. If you don’t know the answer to students’ questions, admit it and make a point of finding the right answers or referring students to the appropriate offices. Do not perpetuate the institution’s “runaround” reputation. Keep handy a list of campus resources along with their telephone numbers, email addresses, and contact people (see Tip 9).
11. Set limits. While it is important to be available, you do not have to be available all the time. There are advisees who seem constantly to be at your office door to complain, seek sympathy, or find a familiar comfort. For these frequent visitors, set limits.
12. Embrace technology. If you have a large advising load and need to communicate information relevant to all students, consider using alternative strategies and technologies familiar to students.

The following checklist should be used by all R-CCC advisors to ensure quality advising sessions:

Advisor Evaluation Checklist

Before the advising session:

- ☐ Establish appointment times for your advisees, making provisions for virtual sessions for online advisees or for those with transportation challenges
- ☐ Reach out to advisees at least one week prior to the opening of the registration period. Use Watermark SS&E (formerly Aviso) to make messaging more efficient.
- ☐ Review your advisees' GPA's, notes, intake forms, etc.

During the advising session:

- ☐ Listen carefully.
- ☐ Hold advisees accountable for planning their schedule. Ask them to consider other responsibilities like work and family when determining their course load.
- ☐ Ask about successes and areas of concern. Specifically ask students about any challenges they referenced on their intake form.
- ☐ Make resource referrals if relevant, appropriate.
- ☐ Approve the advisee's course selection for the next semester; encourage the advisee to plan the entire degree.
- ☐ Ensure that students have enrolled in and successfully completed gateway math and English courses. All advisees should complete math and English in their first year of college.
- ☐ Ensure that students enroll in the appropriate ACA course in their first semester (111 for AAS-degree seekers; ACA 122 for transfer students).
- ☐ Be sure students understand when course pre-requisites are offered; if students miss a pre-requisite that is only offered once a year, they could add another year to their degree.

After the advising session:

- ☐ Follow-up with students at the close of the semester through mass email or text.
- ☐ Remind students about the importance of reregistering for any courses in which they were unsuccessful, particularly English and math.
- ☐ Check your advisees' grades at the close of the semester.

No checklist can fully encompass the specific support and information needed for each individual student. Transfer students have specific needs and should be reminded about choosing a transfer university early and visiting the campus. They should also be advised to follow the baccalaureate degree plan posted by their respective university.

Students seeking AAS degrees should be coached on the importance of WBL, apprenticeships, and internships. They may need guidance about the job market and local employers.

The best way to support your advisees is to take the time to get to know them—their skills, abilities, aptitudes and their long-term goals. In many cases, you will play a key role in shaping and refining those goals. Be sure that you have equipped yourself with the necessary knowledge and skills to fully support your advisees' success, recognizing that advisees must be equal partners in this journey.

Faculty Advisors

Faculty Advisor Evaluation Checklist

First Week Check-In

- ☐ Reach out to advisees after the first week of class to make sure students were able to start their semester by going to their class, getting their books, logging into Moodle, etc. (See email template).
 - Save note as “Advising First Week Check-in”
- ☐ Keep a tally of any student who reaches back out to you from this email.

Six-Week Check-In

- ☐ Reach out to advisees at the six-week period to check on their progress in their classes and to see if they need support to improve a grade. (See email template.)
 - Save note as “Advising Six-Week Check-in”
- ☐ Keep a tally of any student who reaches back out to you from this email.

Eight-Week Check-In

- ☐ Reach out to advisees before registration at the 8-week period. Develop or revise an ongoing academic plan with the student. Approve advisees’ classes and ask that the students go back in and register after registration opens. (See email template.)
 - Save note as “Advising Eight-Week Check-in”
- ☐ Put in notes for all student interactions.
- ☐ Upload the academic plan into Watermark.

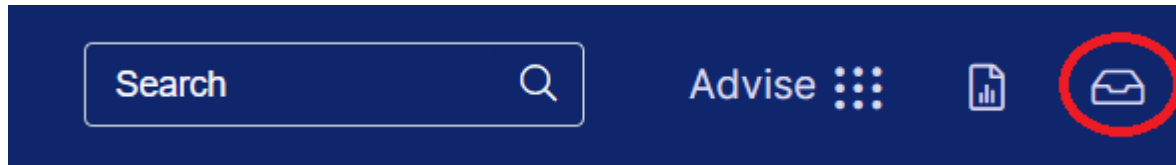
End of Semester


- ☐ At the end of the semester, Faculty Advisors will track all their advisees to make sure they have registered for the classes shown in their academic plan. Faculty will keep a record of how many students they advised, and how many registered for the classes in their plan.
- ☐ Students who have not registered should be sent an email to remind them to register.
 - Save note as “Academic Planning (may include Registration)”
- ☐ Faculty Advisors will report the number of advisees they reached out to at one week and six weeks and will report a tally of the advisees who reached back out to those emails. Faculty Advisors will also report the number they advised for registration and the number who registered for the classes in their plan. All of this information will be reported in the advising portion of the Faculty Evaluation Plan (FEP).

First Week Communications

- ☐ Reach out to advisees after the first week of class to make sure students were able to start their semester by going to their class, getting their books, logging into Moodle, etc. (See email template).
- ☐ Keep a tally of any student who reaches back out to you from this email.

Setting up Templates in Watermark



1. Within messages, select “templates.”
2. Choose “+New.”
3. Name your message template and add a subject line.
4. Write the body of your message.
 - a. If you copy and paste, hyperlinks will not be brought in. You will need to add a new hyperlink using the  button.
 - b. Insert custom fields: select “field” then the information you would like the system to generate when you send a message (i.e. “student > first name”)
5. Add any attachments and press “save.”
6. Save communication as a note in Watermark: “Advising First Week Check-in”

Keeping a Tally

- ☐ You should be recording all your interactions with your advisees in the Watermark system as it is a general repository for others to be able to access as needed to help your advisees. Also, this information should be tallied in the count sheet for your Faculty Evaluation Plan (FEP).
 - Enter a “note” in Watermark to be reported on at the end of the semester.
 - Enter a “note” in Watermark when the student responds to the email.
 - Use the count sheet provided (later in this manual) to keep track of your emails and student responses easily.

First Week Email Template

Subject Line: Academic Advising Information

Hello [student_first_name],

My name is [] and I am your assigned Faculty Advisor. This means I can help you with selecting and mapping out your courses while you are a student at R-CCC. I am also a resource to help you when you need it.

I am just checking in to see how your first week of courses went. Do you have everything you need to be successful, or have you hit some roadblocks along the way? If you are facing any issues, please explain and I will do my best to get you the resources you need.

I also have a few words of advice to help you increase your likelihood of obtaining your degree. Reading your syllabus and securing the supplies needed are important ways to ensure your success in your courses. Were you able to locate your syllabus and purchase your course supplies? As a reminder, Moodle is also used for all

courses at R-CCC. Do you have access to Moodle and can you log in? Finally, regular attendance in seated and/or online courses is vital to achieving your educational goals. If you are an online student, you need to log-in AND complete work on a weekly basis. If you are a seated student, you need to ensure you understand your instructor's attendance policy and limit the days you miss.

Please respond and let me know how you are doing! I would love to meet with you and continue this conversation; I am committed to your success both in and out of the classroom! I look forward to hearing from you soon!

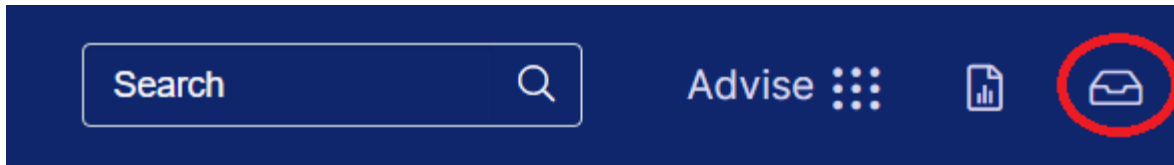
Warm Regards,


[]

Six-Week Check-In

- ☐ Reach out to advisees at the six-week period to check on their progress in their classes and to see if they need support to improve a grade. (See email template.)
- ☐ Keep a tally of any student who reaches out to you from this email.

Setting up Templates in Watermark



1. Within messages, select “templates.”
2. Choose “+New.”
3. Name your message template and add a subject line.
4. Write the body of your message.
 - a. If you copy and paste, hyperlinks will not be brought in. You will need to add a new hyperlink using the  button. The hyperlink for R-CCC Brainfuse Tutoring is: https://www.brainfuse.com/highed2/home.asp?a_id=qH6t7qOFGFaC2cj&ss=&r=
 - b. Insert custom fields: select “field” then the information you would like the system to generate when you send a message (i.e. “student > first name”)
5. Add any attachments and press “save.”
6. Save communication as a note in Watermark: “Advising Six-Week Check-in”

Six-Week Email Template

Subject Line: Academic Advising Check-In

Hello [student_first_name],

This is your Faculty Advisor, []. I wanted to reach out to see how your semester is going. Are you presently facing any life changes/new situations which impact your course work?

The six-week point of a course is a good time to evaluate your goals and academic standing in the class. Have you checked your grade recently? If you are not meeting your educational goals now, I highly encourage you to visit the Tutoring & Support Section of Moodle found on every class page. There you can visit the Student Affairs and Support Module or the [Brainfuse](#) Tutoring Tool for free tutoring. You can also contact Student Services to see if you qualify for Trio Student Support Services.

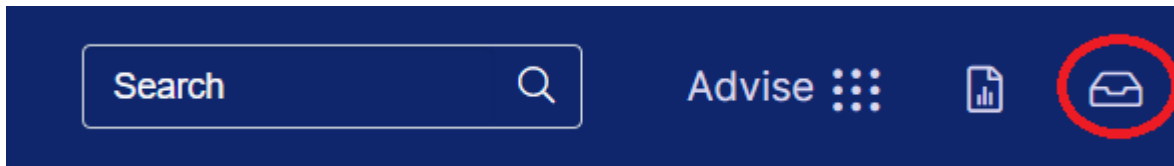
Please respond and let me know how you are doing! I am committed to your success and want to see you end the semester on a high note! I am also happy to meet with you in person, by phone, or via Teams to discuss any concerns.


I look forward to hearing from you soon! []

Eight-Week Check-In

- ☐ Reach out to advisees before registration at the 8-week period. Develop or revise an ongoing academic plan with the student. Approve advisees' classes and ask that the students go back in and register after registration opens. (See email template.)
- ☐ Put in notes for all student interactions.
- ☐ Upload the academic plan into Watermark.

Setting up Templates in Watermark



1. Within messages, select “templates.”
2. Choose “+New.”
3. Name your message template and add a subject line.
4. Write the body of your message.
 - a. If you copy and paste, hyperlinks will not be brought in. You will need to add a new hyperlink using the  button.
 - b. Insert custom fields: select “field” then the information you would like the system to generate when you send a message (i.e. “student > first name”)
5. Add any attachments and press “save.”
6. Save communication as a note in Watermark: “Advising Eight-Week Check-in”

Eight-Week Email Template

Subject Line: Academic Advising and Registration Information

Hello, [student_first_name],

My name is [] and I am your faculty advisor, it is great to talk with you again!

Now is the time to plan your courses and register for classes for next semester. Registration for [] begins on [] for current students.

As your Faculty Advisor, I will be your contact person for the upcoming registration period and can assist you in updating your plan of study and approving courses in Student Planning to allow you to register. Since classes fill up very quickly, I want to invite you to start early and get the courses you wish to have, whether seated or online.

All students, regardless of GPA or credit hours completed, are required to contact me regarding classes. Without my approval, you will not be able to register for your courses. You may schedule an appointment with me via email at [] or by phone at []. I am also available to meet in Teams. We can arrange for a Teams meeting by e-mail.

Before we meet, please add your course(s) in Self-Service and “request review” under “advising” in plan and schedule. Don’t forget to think about the classes you have this semester and the workload for each course. Did you take too many courses or too few? Also, are you still dedicated to your chosen major or have things

changed for you?

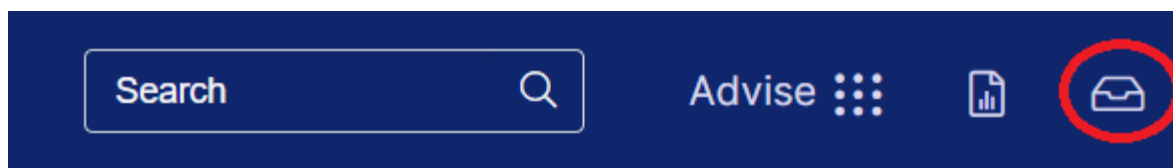
Please contact me to review or develop your plan in person, through Teams, by email, or via phone. Together we can reserve your classes early to be sure you register for the courses, days, and times that work best for you!


Feel free to contact me at any time. I look forward to hearing from you! []

End of Semester

- ☐ At the end of the semester, Faculty Advisors will track all their advisees to make sure they have registered for the classes shown in their academic plan. Faculty will keep a record of how many students they advised, and how many registered for the classes in their plan.
- ☐ Students who have not registered should be sent an email to remind them to register.
- ☐ Faculty Advisors will report the number of advisees they reached out to at one week, six weeks, and eight weeks and will report a tally of the advisees who reached back out to those emails. Faculty Advisors will also report the number they advised for registration and the number who registered for the classes in their plan. All of this information will be reported in the advising portion of the FEP.

Setting up Templates in Watermark



1. Within messages, select “templates.”
2. Choose “+New.”
3. Name your message template and add a subject line.
4. Write the body of your message.
 - a. If you copy and paste, hyperlinks will not be brought in. You will need to add a new hyperlink using the  button.
 - b. Insert custom fields: select “field” then the information you would like the system to generate when you send a message (i.e. “student > first name”)
5. Add any attachments and press “save.”
6. Save communication as a note in Watermark: “Academic Planning (may include Registration)”

End of Semester Email Template – For Students who have not registered

Subject Line: Time to Register for Classes – Don’t Miss Out!

Hello, [student_first_name],

My name is [] and I am your faculty advisor.

I hope you’re doing well! I wanted to check in because I noticed that you haven’t registered for your upcoming classes yet. Classes fill up quickly, so I encourage you to register as soon as possible to secure your preferred schedule. If you have already registered, please disregard this email—sometimes our systems take a little time to update.

As your Faculty Advisor, I’m here to assist you with updating your plan of study, selecting courses, and approving your schedule in Self-Service to ensure a smooth registration process. All students, regardless of GPA or credit hours, must contact me for course approval before registering.

Next Steps:

Add your courses in Self-Service and click “Request Review” under “Advising” in Plan & Schedule.

Consider your workload this semester—do you need to adjust your course load? Are you still confident in your major, or do we need to explore alternatives?

Schedule a meeting with me via email at [] or by phone at []. I'm also available for Teams meetings—just send me an email to arrange a time.

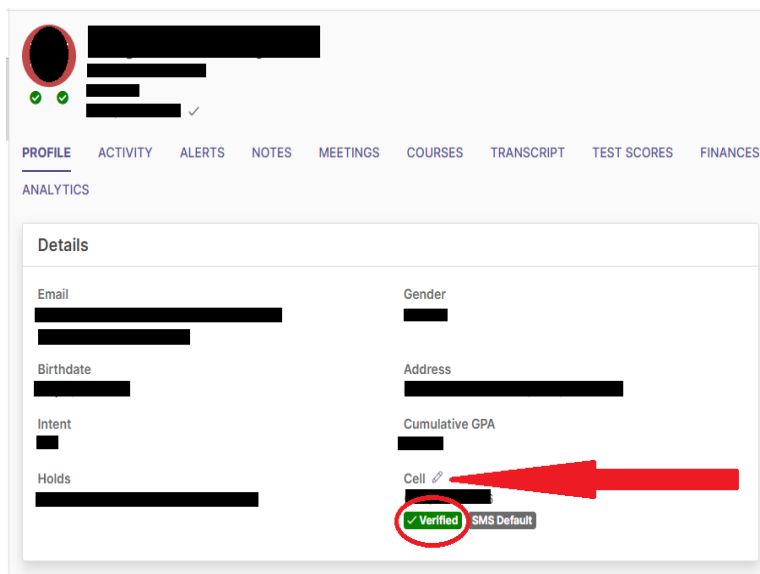
Let's work together to get you set up for success! Please reach out if you have any questions—I'm happy to help.

Looking forward to hearing from you soon!
[]

What to do if Students Aren't Responding to Your Emails:

If students are unresponsive via email, consider reaching out through Watermark SS&E (formerly Aviso) text messaging. This is like the email messages, but you **MUST** first verify their phone number* in Watermark SS&E.

- ☐ Click the pencil icon to edit the phone number (see red arrow)
- ☐ Check "Verified" once it has been verified with the student (It will turn green)
- ☐ Go to the "Text Message" tab on the New Message pop-up.



The screenshot shows a student profile in the Watermark SS&E system. The 'Details' tab is active, displaying various student information fields. The 'Cell' field is highlighted with a red circle and a red arrow pointing to it, indicating the verification process. The 'Verified' status is shown as a green checkmark.

Details	
Email	Gender
Birthdate	Address
Intent	Cumulative GPA
Holds	Cell
	Verified
	SMS Default

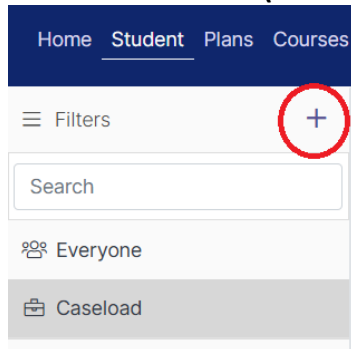
*Please make sure you first contact the student to verify their phone number directly before you indicate it has been verified on Aviso (Watermark SS&E)

Sample Text Message Template

Hello [student_first_name]. My name is [], and I am your faculty advisor. I recently sent you an email regarding [topic], but I haven't heard back from you. I wanted to check in and see if you need any assistance as you navigate your courses and scheduling here at R-CCC. Please let me know how I can help or if you'd like to set up a time to chat. I look forward to hearing from you! Best, [], Faculty Advisor, R-CCC.

Confirming Registration

Watermark SS&E (formerly Aviso)



1. Set up a filter by selecting “+” under the student tab.
2. Name your filter (suggested: Enrolled [current semester], not [next semester])
3. Choose “limit to my caseload.”
4. In *Registration Terms Include* type in and select the current semester (i.e. spring 2024).
5. In *Registration Terms Exclude* type in and select the next semester (i.e. fall 2024).
6. Press “save.”
7. View courses under “transcript” in the student profile.
 - a) This filter will need to be updated each semester by changing the semesters in steps 4 and 5.
 - b) Enrollments update overnight: you will not see students on this list on the same day that they register.
 - c) It will automatically pull all students on your current caseload who are not registered for the next semester.
 - d) This will not include past students, only those who are currently enrolled.

Self-Service:

1. Select “advising,”
2. Search for each student individually and select “view details.”
3. In the student profile, select “timeline.”
4. Courses with a “✓” are registered, all others are planned.

Reporting for the Faculty Evaluation Plan (FEP)

This information can be stored at your discretion, but you should always document it as a note in Watermark SS&E formerly Aviso). You can also:

- Keep a spreadsheet in Excel.
- Copy and use the chart below.
- Document in another manner that fits you.

Semester	Timeframe	# of Advisees:	# You Reached Out To:	Number of Responses:
Fall Date sent _____	1 week			
Fall Date sent _____	6 weeks			
Fall Date sent _____	8 weeks			
Fall Date sent _____	Non-registered Students			
Spring Date sent _____	1 week			
Spring Date sent _____	6 weeks			
Spring Date sent _____	8 weeks			
Spring Date sent _____	Non-registered Students			

Watermark SS&E (Formerly Aviso)

All advisors are required to document advising notes in Watermark SS&E (formerly Aviso). This centralized repository of student information ensures that the professional and faculty advisor can effectively share important information about their advisees. Watermark SS&E also allows advisors to help students retain important advising points that they can reference later in the semester and throughout their time at the college.

Other important tools in Watermark SS&E include student messaging: student email, text, and mass/group messages. Faculty are encouraged to use Watermark SS&E proactively to send students communications about upcoming important dates—not only those for their classes (paper deadlines, tests, etc.) but also campus-wide important dates, particularly those related to advising, registration, withdrawal, etc. Advisees should receive regular communication as well. Ms. Daphne Drew, TRIO Director, can provide training on fully utilizing the software's functionality. Professional and faculty advisors should understand that the use of Watermark SS&E is not confined to warnings about poor performance; instead, it is a robust tool that allows employees to stay connected to students.

Notes

A few reminders about Watermark SS&E Notes. The best notes are clear, concise, and accurate. Do not editorialize and/or speculate about students. Below are some sample notes that exemplify good advising.

- Student and I discussed the challenges of completing the AA degree and meeting the program requirements for the film school he intends to attend in LA. We discussed possible general options (Drama Appreciation, Art Survey courses, etc.). However, I explained that for students choosing to enter a very specialized college--and one outside of the CAA protections--it is often in the student's best interest to transfer sooner rather than later. A few of the computer-oriented classes he had hoped to take are not included within the approved AA courses, so those would pose problems for his FA, and I reminded him of those concerns.
- Student had to withdraw from BUS 110 and ACC 131. She noted that she only wants to take seated courses from this point forward. We also discussed how this will affect her planning and put her behind an additional semester.
- Student wants to try taking 4 classes per semester. We have worked out a plan to graduation with 4 classes per semester. We may reevaluate if she decides to take summer classes or feels comfortable with more classes. Also, she wanted to keep classes to either Tuesday/Thursday or Monday/Wednesday.
- Tiffany and I discussed her only taking 4 classes this semester. She felt overloaded in Fall 2016. She admitted she does not like to take online classes. She is scheduled to take 2 online classes in the Spring so I will keep an eye on her progress.
- Autumn plans to pursue degree in meteorology from NCSU. She has reviewed the degree plan and needs to complete MAT 271 in the summer in order to meet prereqs for PHY 251 and MAT 272 in the fall semester. Proficiency through SPA 112 is required for graduation from NCSU in this program so she is investigating her options for FL - at R-CCC and/or proficiency at NCSU.

Advisee Responsibility

It is the student's responsibility to contact his/her advisor upon receiving the advisor assignment from the Enrollment Services/Registrar's office. Further, each student must assume responsibility for ensuring that he/she knows the academic requirements for the degree or program that is being pursued at R-CCC. If transfer is the student's plan, then the student bears an additional responsibility of ascertaining and knowing what is required at the four-year college or university to which he/she later plans to transfer. All NC universities must publish and maintain baccalaureate degree plans, frequently referred to as BDPs. More information about transfer is provided later in the manual.

The following checklist should be shared with students so that they understand their role in the advising partnership:

Advisee Checklist:

Before Advising Session:

- ___ Know the name and office location of your academic advisor if you are meeting face-to-face
- ___ Schedule appointment with your advisor via email, phone, or in person
- ___ Be prepared to discuss details of your academic performance (midterm grades) and any other points that have been documented in Watermark SS&E (formerly Aviso)
- ___ Gather all relevant decision-making information (time of day, online, hybrid, number of credits)
- ___ Accept responsibility for your decisions and actions
- ___ Be courteous and plan ahead (schedule appointments early and cancel or reschedule if necessary)

During Advising Session:

- ___ Be on time for your scheduled appointment
- ___ Please turn off cell phone during your meeting
- ___ Come to appointments prepared with questions and/or topics to discuss

After Advising Session:

Register for classes that were put on the tentative schedule during advising meeting (Self-Service). If you need to change class times or if tentative classes are full, make those changes according to your preference and class availability. If you wish to change the enrolled courses and are unsure about appropriate alternatives, it is recommended that you consult with an advisor from your chosen major.

Information to Share with Advisees

Students are responsible for reading the *R-CCC Academic Manual* and for adhering to the policies and procedures outlined therein. Unfortunately, students often become familiar with the policy or procedure after they are out of compliance and need your help. Encourage your advisees to be aware of the following critical resources. Point out the electronic version of the *R-CCC Academic Manual*, electronic forms, and other key information on the website. Remind them about the most commonly referenced procedures, policies, and requirements referenced below.

Academic Calendar

For the actual dates of registration, consult the Academic Calendar section of the current catalog and any applicable addendum or the “Important Registration Dates and Deadlines”.

Advisee Assignments

All advisee assignments are made by the Enrollment Services/Registrar’s office and every effort is made to keep each advisor’s load manageable. In certain cases, including Student Services advisors and high-demand programs, it may be necessary to assign additional students.

Whenever possible, assignments will be made to match the student's program interest with a faculty member who teaches in that particular area. Again, this may not be possible in all instances, and thus some advisors may be expected to advise certain students outside the faculty member's area of expertise. An effort will be made to assign new students to faculty advisors who teach them in class. In this manner, faculty advisors will have established rapport with their new advisees before their first academic advisement meeting.

During the New Student Orientation (NSO), students are told that all official college communication will be delivered via their R-CCC email account or Self Service. Each student admitted to a program will receive an advisor during the first fall or spring semester. Advisors are not assigned in the summer. The Enrollment Services/Registrar’s office will send an email following advisor assignments, and students can view advisor information in Self Service.

Student Information Change Form Information

Students should complete a Status Change Form in the Student Services Office if they change their name, address, phone number, or program of study.

A Status Change Form is required for the following:

- Name Change
- Social Security Number Change
- Address Change
- Phone Number Changes
- Email Address Change
- Campus Location Change
- Program Major Change
 - Major Codes may be changed during registration.

Family Educational Rights and Privacy Act (FERPA)

Unless the student has completed the FERPA form and given written consent, information contained in student records or disclosed in individual advising sessions must remain confidential. In addition, advisors must comply with all requirements of FERPA and information contained in students' educational records must not be disclosed to third parties without appropriate consent, unless one of the relevant statutory exceptions applies. View more FERPA information on the [US Department of Education website](https://www.ed.gov/ferpa).

Financial Information

Acceptance of financial aid requires an understanding of the terms of the package.

- When students withdraw or stop attending classes for any reason, they may be required to repay a portion of the financial aid received, and future eligibility for financial assistance may be affected.
- Students must inform the Financial Aid Office of any additional resources including all outside awards that become available to them from any source during the period that they are receiving aid from the College and report any change in the family's circumstances which could affect the resources available to a student. Should a student's eligibility change during the period covered by the aid, the financial aid will be adjusted accordingly, or the student may need to repay all, or a portion of the funds received.
- Generally, financial assistance is awarded for an academic year (9-month period). Students should plan their finances accordingly and may need to secure funding for the summer semester.
- Please be aware that all funds listed on a student's Award Letter are contingent upon receipt of funding from the U.S. Department of Education or other sources and may be adjusted or denied at any time.
- Generally, students do not have to be enrolled full-time to be eligible to receive funds. Students should check with the Financial Aid Office for specific eligibility requirements. Requirements vary for each source of funding. Twelve semester hours is considered full-time status for enrollment purposes.
- Generally, students receiving scholarships must maintain full-time enrollment. There are a few exceptions to this requirement. Students must check with Financial Aid Office for individual scholarship requirements.
- The Satisfactory Progress eligibility criterion will be evaluated before disbursing Title IV funds for each payment period. Students will be provided written notification of probation status or suspension of eligibility.
- General information relating to financial aid is available on the R-CCC website.

Satisfactory Academic Progress

Federal regulations require students receiving Title IV financial assistance to maintain satisfactory academic progress (SAP). In general, satisfactory academic progress includes maintaining a 67 percent completion rate and a 2.0 cumulative grade point average. Failure to maintain satisfactory academic progress will result in the suspension of aid. Students must maintain satisfactory academic progress regardless of enrollment status (full time, part time) or admitted program status.

Consult the Satisfactory Academic Progress Requirements To Maintain Financial Assistance document to review the methods of assessment, time limitations, various statuses, consequences, grades, program requirements, and appeals procedure for satisfactory academic progress. Students who wish to appeal suspension of financial aid due to failure to meet satisfactory academic progress must complete the Satisfactory Academic Progress Appeal form and submit it to the Financial Aid office.

Registration Procedures

Students should be instructed that the advising process is related to, but separate from, registration. Students may use Self Service to enroll in classes.

Advisors should meet with each of their advisees during the registration period to assist them in planning their course schedules prior to actually registering the students by or by the student in Self Service. The registration period usually begins shortly after the R-CCC Class Schedules is available online. The specific times for registration are noted on the "Important Registration Dates and Deadlines" on R-CCC's website.

NOTICE: A payment schedule for the current semester is also included in the "Important Registration Dates and Deadlines." Paying is a part of the Registration process and students will be dropped from their classes if they are not paid when payment is due.

Many students on financial aid try to schedule 12 hours to be full time and obtain maximum financial aid benefits.

Schedule Change/Drop Add

For the benefit of the students, instructors, and the college, dropping and adding should be done prior to the beginning of the semester.

In some instances, it is necessary for students to make adjustments in their schedules. Students may make schedule changes up until the established census date. After classes have started, students should see their advisors to add or drop classes.

After the refund period and prior to the completion of seventy-five percent of a class 10-percent point, students withdrawing from classes must complete the Course Withdrawal Form. The advisor and student must sign the form which will then be forwarded to the Enrollment Services/Registrar's office for processing. Students need to be aware of the last date to withdraw without penalty of a poor grade which is published in the "Important Registration Dates and Deadlines."

Students who have met with an advisor may add or drop courses by accessing Self Service through the last day of registration. Students do not need to meet with an advisor again unless they are registering for courses not previously approved or if they require additional assistance. Students who do not plan to attend courses must drop them through Self Service. Simply not showing up does not equate to dropping or withdrawing from a course, and the student will be charged.

Students may not use Self Service to add courses to their class schedules or change sections after the last day of registration. If there are extenuating circumstances that require a student to request a schedule adjustment, the student should report to the Admissions Office on the first day of classes. The college reserves the right to reassign students to different sections or courses if it is determined that such reassignments are in the best interests of the student and/or of the teaching and learning process.

Student-initiated Drops and Withdrawals. Beginning the first day of classes, students who wish to drop courses may do so via Self Service prior to the 75 percent tuition refund date (see "Important Registration Dates and Deadlines") without the enrollment showing on the transcript. Students who drop a course may be eligible for a refund and must complete the necessary refund request process. View the "Important Registration Dates and Deadlines."

After the 75 percent tuition refund date and prior to the advertised "Last day to receive a W," students may officially **withdraw** from one or all courses with a grade of "W". Students may earn a grade of "F" due to lack of attendance. Failure on the part of the student to withdraw officially from a course could result in a grade of "F". Therefore, all students should refer to the attendance policy included on the course syllabus, and students with questions or concerns should consult with the instructor.

If the student drops their class(es) at least one day prior to the class start date (use status code "X"), the student will receive a 100% refund. If the student drops the class prior to the 10% point (use status code "D"), the student will receive a 75% refund. After the 75% refund, students will be withdrawn from the class (use status code "W").

Withdrawing from All Classes

Students who withdraw from the college must complete the **Course Withdrawal Form**. Financial aid recipients must also confer with the financial aid staff.

If students are unable to confer with their advisor, they should promptly advise Director of Enrollment

Services/Registrar in writing or by phone of their decision to withdraw and state the reasons for discontinuing attendance.

Students with medical situations that necessitate requesting withdrawal from all credit courses past the normal deadlines should complete the **Course Withdrawal Form**, attach appropriate documentation and submit the form and documentation to R-CCC's Student Services Office. For more information, call 252-862-1200.

Faculty-initiated Withdrawals

Consecutive Absences. Any student with consecutive absences equaling or exceeding 10 percent of the instructional hours for the course prior to the official withdrawal date for the course may be withdrawn from the course by the instructor with a grade of "W".

Students should refer to the instructor's attendance policy included on the course syllabus, and students with questions or concerns should consult with their instructor.

A student who has withdrawn from a course or been withdrawn from a course may request reinstatement subject to the approval of and conditions set by the instructor. To be reinstated, the student must have been in good academic standing in the course at the time of withdrawal and must provide the instructor with evidence that the extenuating circumstances that necessitated the withdrawal.

Course Load Overrides

Students wishing to register for more than 18 hours must seek approval from the Associate Vice President, Student Services.

Request for Waiver of the Course Repeat Policy

Students may not enroll in the same course more than three times without departmental approval. Students requesting a waiver of the course repeat policy must meet with the Vice President, Instruction and Student Services for the course in question. Override forms will need to be completed by the Director of Enrollment Services/Registrar and then processed in Admissions.

Grading

For an explanation of the grading scale used at R-CCC, please see the current *R-CCC Academic Catalog* located on the R-CCC website.

Grade Change – Removal of Incomplete

Grade changes are usually only done when an instructor has made a mistake on the student's grade or given the student an Incomplete "I".

All Incomplete "I" grades must be removed by the end of the semester following the one in which the Incomplete "I" was received, regardless of whether or not the student is officially enrolled (includes the summer semester). If not removed within this time, the Incomplete "I" becomes a Failure "F". Grades of Incomplete "I" are not computed in the GPA until they have been converted to a letter grade.

Academic Integrity

Advisors should become familiar with the college's Student Code of Conduct and Academic Catalog located on the R-CCC website.

Counseling Services

If a student is experiencing personal difficulties, please refer them to Associate Vice President, Student Services. Advisors should also become familiar with the Student Code of Conduct & Academic Integrity Manual located on the R-CCC website.

Advising and Registration

Students may register online after meeting with an advisor. To find out who the student's advisor is, the student should go to their profile in Self Service. Afterwards, students may register for classes at Self Service.

Residency

R-CCC along with the North Carolina Community College System utilizes the Residency Determination System (RDS) to determine in-state residency. The RDS is a requirement of the admissions application. For more information, please visit: <https://ncresidency.cfnc.org/residencyInfo/>

A student who is determined to be a nonresident of North Carolina is subject to a significantly higher tuition charge than a resident. A student who is determined to be a nonresident based on information provided through the RDS, should appeal the decision using the RDS instructions.

Request for GED Transcript

To request a GED transcript, students should visit www.ged.com.

Transcripts

R-CCC charges a \$5 fee for each official transcript. To request transcripts, visit the Business Office or the college website at www.roanokechowan.edu/payment-options. R-CCC accepts cash, checks, and credit cards (MasterCard, Discover, American Express and VISA). Requests may also be faxed to 252-862-1356 or mailed to Roanoke-Chowan Community College, Attn: Transcripts, PO Box 1248, Ahoskie, NC 27910. When paying by mail, please include a check or money order for \$5.00. Any financial hold will prevent the college from fulfilling the transcript request. Every effort will be made to process official transcript requests within two to three business days after the request has been received.

Please include the following when requesting transcripts:

- First, middle, and last name
- Approximate dates of attendance
- R-CCC student ID number or last four digits of Social Security number
- Signature

Students may access an unofficial copy of their transcript through Self Service for up to one year after the end of the last semester attended at R-CCC.

College Transcripts from Another Institution and Prior Coursework

All students entering with prior college credit are required to submit **official** transcripts from previously attended higher education institutions to verify course prerequisites have been met.

To be official, a transcript must be received in a sealed envelope. The transcript should have the following information:

- School signature
- Date of signature
- School seal
- Date of graduation (only required for high school transcripts unless student received GED)

The Enrollment Services/Registrar's Office reviews official transcripts for possible transfer credit. During registration, the advisor can use an unofficial copy. To be eligible, the college must be accredited (use the Accredited Institutions of Postsecondary Education). Opened, faxed, or emailed transcripts from the student are considered unofficial transcripts and will not be accepted. Additionally, if a prerequisite override is required,

students should be referred to the Registrar for registration assistance.

Academic Progress Policy

All students enrolled at R-CCC should access their transcript through Self Service to check their cumulative grade point average (GPA) at the end of the semester. If the cumulative GPA is not 2.0 or higher, students should see their assigned Academic Advisor. Students cannot earn a degree or diploma from R-CCC unless their cumulative GPA is 2.0 or higher.

Academic Warning

Students who fail to maintain the minimum academic requirements will be placed on an academic warning for the next semester and notified in writing of their status by the Registrar. Students on academic warning must consult with their advisor before registering again and can register for no more than 10 semester hours during the warning semester or term. Approval to enroll in more than 10 semester hours is allowed based upon extenuating circumstances and at the recommendation from the advisor. Students who registered early for more than 10 semester hours for the next semester will need to make the necessary schedule adjustments to meet the requirements during the academic warning period.

Students who fail to reestablish the required average during the warning semester will be placed on academic probation the next semester.

Academic Probation

Students who fail to reestablish the required average after the warning semester will be placed on academic probation and notified in writing of their status by the Registrar. Students on academic probation can register for no more than six semester hours until the minimum academic requirements are met.

Approval to enroll in more than 6 semester hours is allowed based upon extenuating circumstances and at the recommendation from the advisor. Students on academic probation are making unsatisfactory progress and, therefore, are not eligible for financial aid or VA benefits.

Student status is calculated each semester for all full- and part-time students, excluding Special Credit students.

The Academic Advisor should help students understand their GPA and the consequences it has towards continued enrollment at R-CCC and financial aid.

Advising Process

Admissions

Apply for admission online through College Foundation of North Carolina (CFNC). Depending on the date of the application, it takes a minimum of two business days to process.

Most programs follow an open-door admissions policy; however, some limited enrollment programs require additional criteria. Programs that require additional enrollment criteria follow program manuals that are updated annually.

Educational Planning and Goals

In the ACA course, students begin to explore whether the program they selected during the enrollment process is a good fit in terms of their educational and career goals. Students will share these goals with their advisor. It is important that advisors check in with each student and ask questions about their long-term educational and career goals.

Students will be developing an educational plan that outlines their pathway to degree or goal completion. Advisors will also be able to access Watermark SS&E (formerly Aviso) notes outlining details of previous

advising sessions.

Programs of Study

Students should follow a plan within their Program of Study to make course selections. A student admitted to a degree, diploma, or certificate program must meet the requirements listed on the curriculum's program of study for the academic year during which the student was accepted.

Programs of Study outlines are available on the R-CCC website. Once you access the electronic version, you will see specific course requirements and prerequisite information. In some programs, approved course substitutions may be used to meet requirements on the program of study.

Due to their specialized nature, health sciences programs require a secondary admissions process. Program entry requirements are clearly outlined on each program of study webpage. For detailed information about Health Sciences programs, please refer to the website.

Tuition Payments/e-Cashier

Tuition payments are due according to the schedule on the "Important Registration Dates and Deadlines" web page.

College tuition can be made easier to pay for with a tuition payment plan. Tuition payment plans break down the tuition balance into affordable monthly payments. There is no interest, payment options are flexible, setup fees are affordable, and it's easy to enroll. Payment can be made by either Automatic bank payment (ACH) or Credit card/Debit card. Payments are processed on the 5th of each month and will continue until the balance is paid in full. Costs to participate are a \$25 enrollment fee per semester, a \$2 enrollment fee for an immediate full payment, and a \$30 returned payment fee if a payment is returned. All down payments are processed immediately. Visit <https://mycollegepaymentplan.com/roanoke/> for more information.

Course Audit

A student who wishes to enroll in and regularly attend a course on a noncredit basis may audit the course. Enrollment is subject to space availability and the instructor's prior approval. The audit student, like the credit student, is subject to R-CCC's attendance policy. The student may not change from credit-to-audit or audit-to-credit status after class registration. Students may not audit Developmental Education courses.

Early Alert

Early Alert is a system designed to allow an instructor to alert the advisor to concerns they have about a student. Concerns may include grades, attendance, or time and stress management. Once an advisor receives an alert, the student will be contacted, and the student and the advisor will work together to formulate a plan for success. Contact with the reporting instructor will be maintained while also respecting the privacy rights of the students.

Books

For bookstore information before registering, a student may access the Follett Bookstore website at www.rccshop.com. Read the information on the R-CCC Online Bookstore screen and follow the instructions to reach the Follett Bookstore website. A listing of the courses in which a student is registered, and the books required for each course will appear. The student should select the items he/she wishes to purchase and add them to their cart. The student may then proceed to the checkout or save the items in their account until it is time to order. Online payments are accepted using VISA, MasterCard, American Express, or approved Financial Aid.

Graduation Requirements

One of the key ingredients of a successful advisement program is the role of the advisor in encouraging students

to graduate from the college. Realizing that all our teaching and counseling efforts culminate with graduation, advisors should always emphasize the importance of graduation. That process should begin at the latest after the student has completed his/her first semester. It should begin with the advisor and student reviewing the program of study for student's chosen program.

The college catalog states the number of semester hours required to obtain a degree for each program of study.

Graduation applications are due November 6 for December completion, March 2 for May completion, and May 10 for July completion. Students are encouraged to complete the application for an early analysis of missing requirements. Applications received after the deadline may not be evaluated in enough time for the student's name to appear in the graduation program.

How to Submit the Graduation Application

1. Download the application at [Graduation - Roanoke Chowan College](#)
2. An application is necessary whether you choose to participate in the graduation ceremony. Be sure to list your name exactly as you want it to appear on your credential. (No nicknames) ***Only the highest credential for which the student is eligible will be awarded in a given semester.
3. Meet with your advisor for credential verification. Your advisor must attach a program evaluation from your respective catalog and staple it to your application. A form without an advisor's signature or without an advising sheet attached will not be processed!

There is no fee for submitting the application; however, there is a cost associated with purchasing the cap and gown for participation in the May ceremony.

To be eligible for graduation, students must complete all courses and credit hours required in the program of study under which they were admitted with a minimum grade point average of 2.0 "C". In addition, specific programs may require a grade of no less than "C" in some courses as designated in the appropriate program of study.

Every academic year, each curriculum program produces a program of study for students admitted in that specific year. A student who applies for readmission is accepted under the program of study in effect at the time of readmission, **not** under the program of study in effect at the time of the original admission. Students who change their curriculum program are also admitted to the new program under the current year's program of study.

Students should complete an Application for Graduation for their degree, diploma, or certificate one semester before their anticipated date of graduation. For example, students should apply for graduation when they register for fall semester if they plan to graduate at the end of spring semester. Students must apply for graduation to have degree, diploma, or certificate completion information officially recorded on their transcripts.

Additional graduation requirements are located on the R-CCC website.

Career and College Promise

R-CCC has partnered with area high schools to provide Career and College Promise (CCP), a seamless dual-enrollment program to help high school students accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills.

CCP allows high school students to take community college courses. For policies guiding high school course enrollment, please see the R-CCC website.

For additional information, contact the Director of Admissions.

VA Regulations

Advisors are urged to read the VA regulations found in the current catalog related to veterans' benefits. In addition, the Director of Financial Aid may be consulted for questions and is the point of contact for all veterans. Following are a few important things to know about using your GI Bill at R-CCC:

- You can only receive VA funds for approved curriculum programs.
- VA approves most degree programs, but if you are unsure, contact the VA Certifying Official (VACO). Continuing education courses are not approved by VA.
- VA will only pay for courses required for your major.
- Therefore, it is important to register/get advice on what to register for from your advisor. VA will not pay for independent study, audited classes, or credit by exam.
- You are responsible for paying your tuition and fees up front as your enrollment certifications will not be processed by VA until after classes have begun.
- Unless you have other funds such as financial aid or tuition assistance, we will not be able to hold your schedule or make special arrangements for you. It is your responsibility to make arrangements to cover your tuition, fees, and books each semester.
- If you change your major, you must notify us and complete a Change of Program form. (See the VACO for more details.)
- Any change in personal information (address, name, etc.) must be reported to the VACO, if you wish for us to notify VA.
- Students must maintain Satisfactory Academic Progress (SAP) in order to continue to receive VA benefits. (See the Online Catalog.)
- It is your responsibility to notify us of any changes in your schedule— dropping a class, adding a class, withdrawing from a class, etc. Bring copies of the appropriate forms to your Certifying Official to ensure that all payments are correct.
- If you withdraw from classes or don't report changes when verifying your enrollment, you may owe back money to VA.
- Contact the VA Certifying Official when making changes to your schedule to double-check or if you have any questions.

GI Bill

Veterans are invited to take advantage of the student services and educational programs offered by the college. R-CCC cooperates with the Office of Veterans Affairs (OVA) and the North Carolina Department of Veterans Affairs in assisting veterans and dependents of disabled or deceased veterans. For information and application forms, students should contact local Veterans Affairs offices.

Ask your advisees if they have veteran status. If you are working with a veteran student who is not receiving educational benefits, please refer the student to the Financial Aid Office. If the student is not a veteran, but states that a parent or spouse is in the military, please refer the student to the Financial Aid Office for more information. Parents and spouses can transfer educational benefits to their children and/or spouse.

Additional information is available on the R-CCC website, <https://www.roanokechowan.edu/veterans>.

2025 Developmental Education Class Placement

In January 2023, the NC Association of Community College Presidents approved the proposal: NCCCS Developmental Education Redesign: Reimagining Student Success. This document included a set of guiding policy recommendations to guide the future of developmental education across the System. Since approval of the proposal, faculty teams across the System have collaborated to produce new developmental courses to allow for a flexible developmental education model that fits the diverse set of student demographics and institutions across the NC Community College System.

Students with an unweighted high school GPA of 2.8 or higher can enroll in any gateway course without mandatory additional supports. Students with a GPA of 2.2 to 2.799 can enroll in gateway courses with a mandatory co-requisite course. Students with a GPA of less than 2.2 are required to enroll in a transition course in one of two areas: Basic Skills, which is self-paced, or Curriculum, which is one semester in "length".

Students without a High School GPA or Students who want to take the Placement Test Students would take the NROC/EdReady Placement Test to place into the gateway course; otherwise, they would start with the ENG 025 or MAT 025/MAT 035 course pathway. Placement Test Contact: Director of Admissions

Step 1: Review Student's High School unweighted GPA

- Access the student's HSGPA in colleague using the XRISEA or XDEVEA mnemonic (updated mnemonic 3/19/25).
 - See Screenshots below as examples
- If no HSGPA is available, contact the registrar or director of admissions

Step 1: Click on the paper next to HS Info

Step 2: Click on the paper next to the High School name.

Step 3: Look for the **High School GPA** field.

Step 2: Determine ENG Class Placement Record

Refer to the following criteria to place students in the appropriate English course:

GPA	Requirements (Register for the following)
GPA \geq 2.8	ENG 111
GPA 2.2-2.79	ENG 111 with corequisite ENG 045
GPA < 2.2	ENG 025 is a prerequisite for ENG 111

Step 3: Determine MAT Class Placement

Refer to the following criteria to place students in the appropriate Math Course:

Math Placement Guide 1

GPA	Requirements (Register for the following)
GPA \geq 2.8	MAT 143, MAT 152, MAT 110, MAT 112
GPA 2.2-2.79	MAT 143, MAT 152, MAT 110 with corequisite MAT 045
GPA < 2.2	MAT 025 is a prerequisite for MAT 143, MAT 152, MAT 110

Math Placement Guide 2

GPA	Requirements (Register for the following)
GPA \geq 2.8	MAT 121 or MAT 171
GPA 2.2-2.79	MAT 121 or MAT 171 with corequisite MAT 045
GPA < 2.2	MAT 035 is a prerequisite for MAT 121 or MAT 171

Resources:

- Students with a GPA below 2.4 may need additional support, while those with higher GPAs can also benefit from these resources to strengthen their academic progress.
 - Trio Student Support Services [Bootcamps]
 - Brainfuse: [R-CCC Brainfuse](#)
 - [GCFGlobal Math](#) | [Reading](#) | [Writing](#)

Notes:*No Stacking Rule*

Prerequisite courses cannot be prerequisites for one another. For example, advisors cannot require students to take both MAT 025 and MAT 035. The objective is to ensure students follow the proper developmental sequence from the beginning.

Change of Major with New Math Requirement

Students with a GPA below 2.8 who complete MAT 025 but change programs before finishing MAT 143/152 must take MAT 035 if their new program requires MAT 121/171.

Grades for New Developmental Courses

For students who place in ENG 025, MAT 025 or MAT 035, they must make a C or better to enter the gateway course. Students can only earn an A, B, C or F in those courses. If they do not score an A, B, or C, they will need to retake the course.

Academic Policies

Independent Study

Independent Study refers to a course that is completed via faculty-student 1:1 contact for the designated hours of the course.

Criteria for enrollment in Independent Study:

- Student must have a cumulative GPA of 3.0 or higher.
- Independent Study will be granted ONLY in the student's last semester of enrollment for the following reasons:
 - When only one section of a class is being taught which results in a conflict for a student who must have the course to graduate or transfer from R-CCC: or
 - When the needed class is not being taught and the student must have the course to graduate from R-CCC.

Requirements for an Independent Study:

- The student must have successfully completed 16 semester hour credits, maintaining at least an overall B (3.0) average or obtain special permission from the Division Director.
- The student must meet departmental prerequisites for the existing course and must provide a transcript of work already completed to the instructor.
- The student must meet any requirements for independent study set by the specific department.
- The student may take a maximum of 6 credits of independent study and may not engage in more than 6 credits of independent study per session.

Students who desire to register for Independent Study are responsible for initiating, consulting, and obtaining the appropriate faculty/staff signatures on the Request to Register for Independent Study Form before the last day of the scheduled period in which students may drop and add courses in the semester.

Academic Forgiveness

Any former R-CCC student who has experienced a lapse of enrollment at R-CCC for a period of two completed, consecutive academic years may petition only once to the Vice President, learning to have all course work not related to a new program of study, or any below average grades (grades "D" or "F"), disregarded in calculating the student's grade point average (GPA). Hours disregarded under this policy will not count toward credits for any program completion. Upon re-enrolling following the lapse of enrollment, the student must first complete 12 semester hours of credit course work with a minimum 2.0 GPA before requesting academic forgiveness. If the request is approved, the record of the earlier course work affected remains on the student's transcript, but it is not calculated in the cumulative GPA and does not apply toward graduation. Honors, if applicable, will be awarded based upon the new, Fresh Start GPA.

Course Substitutions

If it is necessary for the student to request a course substitution for a stated graduation requirement, the course used as a substitute must have credit hours that are at least equal to the number of credit hours of the original course, relevance to the curriculum, congruency to the course for which the substitution is made and meet program requirements set for the North Carolina Community College System. To substitute one course for another, students must contact the appropriate Program Coordinator. If approved, the Program Coordinator will submit a Notification of Approval for Course Substitution Form to the Vice President for Instruction and Student Services for final approval. Upon the VP's approval, the form is forwarded to the Registrar's Office for record-keeping purposes and graduation credit. A Course Substitution Form on the website at,

[Course Substitution Form2020.pdf \(roanokechowan.edu\)](https://www.roanokechowan.edu/Course%20Substitution%20Form2020.pdf)

Student Records

Advisors are urged to review the appropriate pages of the current R-CCC catalog which cover student records and confidentiality and to keep restrictions in mind when talking to anyone, including a student's family member, about a student. Beyond that, advisors must keep student records in a locked secure cabinet or desk. Records must not be left unattended in an opened office, particularly on desks. Computers with Colleague accessibility should be secured when the advisor leaves his/her office.

Disability Support Services

The purpose of Disability Support Services (DSS) is to adapt the College's general services to the specialized individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities. Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, R-CCC is committed to equality of educational opportunity and ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of any program or activity operated by the College. Each qualified person shall receive reasonable accommodations to ensure equal access to educational opportunities, programs, and activities.

Students who request reasonable accommodations must self-identify and complete a request for accommodation form and submit documentation of the disability (as defined by the ADA and Section 504) by a qualified professional.

The student and the Dean of Student Affairs will develop an accommodation plan based on sufficient documentation and individual needs.

Educational Accommodation Notices will be provided to instructors on behalf of the student. Self-identification and providing documentation can be initiated at any time; however, the student must allow reasonable time for some accommodations to be implemented.

Students with disabilities are expected to maintain the same responsibility for their education as other students. Students with disabilities are expected to exhibit appropriate behavior as listed in the Student Rights, Regulations and Responsibilities section of the catalog.

For more information regarding Disability Services, please visit <https://www.roanokechowan.edu/disability-services>.

Work-Based Learning

Work-Based Learning (WBL) gives the student the opportunity to apply class instruction in an actual workplace setting by working for an employer in a position directly related to their program of study.

WBL helps develop the employment skills a student needs to succeed in the workplace including communication, interpersonal skills and teamwork, and problem solving.

Distance Education

Distance education is a convenient way for adult learners to begin or continue their education, by attending classes at home, work, or any other location that has a computer connected to the Internet. Distance Education Programs are primarily responsible for the Learning Management System (LMS) (referred to as Moodle), which R-CCC uses to deliver instruction online for all Internet and Hybrid classes (combinations of face-to-face and online instruction). Supplementary instruction materials for face-to-face classes are also posted in the LMS for easy access. Internet and Hybrid courses are delivered from the instructor to student's desktop. Accessibility is anywhere there is a computer with a reliable Internet connection and appropriate software. Technology requirements might vary among courses. Speakers, microphones, and/or webcams may be required for some classes. Additionally, some courses require proctored exams monitored by impartial individuals (proctors) to help ensure the security and integrity of each exam. Unique software, hardware, or proctoring requirements for a course will be listed on the course schedule beneath the course listing.

Any student who does not have access to the requirements listed in the course schedule is welcome to use the open computing laboratories located on campus in the library and in the Student Services building. If in doubt as to whether an Internet course is the right choice or for questions concerning the technical aspects, the student should contact his/her advisor, the instructor.

Registering Developmental Students

Students should complete all developmental Reading and English classes in their first semesters. No developmental student should ever take any college level course without having the appropriate test scores or having successfully completed all related education requirements. Placement Tests are for placement only. They are not to be used as exit exams. Advisors should direct their questions about other specific courses for developmental education students to the Dean.

Transfer Information

Comprehensive Articulation Agreement (CAA)

The North Carolina [Comprehensive Articulation Agreement \(CAA\)](#) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities and has as its objective the smooth transfer of students. The CAA provides certain assurances to the transferring student, for example:

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy)
- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the University of North Carolina to transfer with junior status.

Transfer Credit Appeal Procedure

If a transfer student perceives that the terms of the CAA have not been honored, he or she may follow the Transfer Credit Appeal Procedure.

Associate in Arts and Associate in Science

- **The Associate in Arts (AA) degree** is designed for students who want to pursue a four-year degree in one of the liberal arts disciplines or training at a professional school that requires a strong liberal arts background.
- **The Associate in Science (AS) degree** is designed for students who want to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, the sciences, or professional programs that require strong mathematics and science backgrounds.