DISCLAIMER

The NWCCD Faculty Handbook has been prepared for use by full-time faculty members.

A general description of NWCCD policies and procedures is presented in the faculty handbook for informational purposes only. For specific details please refer to the Northern Wyoming Community College District Policies and Procedures handbook. A copy is on reserve in the Learning Resource Centers for any employee to review at any time. Hard copies are also available in your division office or any of the administrative offices (President, Deans, etc.). You can also access this on the web at http://www.sheridan.edu/offices/hr/facultyhandbook.asp.

Nothing in this handbook should be considered as pre-emptive of any item in the Policy and Procedures Handbook. For practical purposes there are items articulated within the Faculty Handbook that are often expressions-of-intent and practice rather than policy or procedure within NWCCD’s Policy Governance. Many “Formalized Practices” are documented in this Handbook or are housed in the Office of Academic Affairs. “Formalized Practices” are approved at one or more of the following levels: Chief Academic Officer, Deans’ Council, Faculty Senate, Curriculum and Standards, and/or the Executive Staff.

NWCCD reserves the right to hire and to terminate employees based on policies established by the Board of Trustees and set forth in the Northern Wyoming Community College District Faculty and Staff Policies and Procedures Manual.

Questions regarding material presented in the faculty handbook should be directed to:

Office of Academic Affairs
Whitney Academic Center, Administrative Wing, W 145f
674-6446 ext. 2835
Statement from the Vice President of Academic Affairs

This Handbook is intended to be a resource for full-time faculty at Gillette and Sheridan Colleges of the Northern Wyoming Community College District (NWCCD). It contains information pertinent to Policy, Procedure, and Practice as it relates to faculty duties and responsibilities for the district. This information also helps create a student-centered learning environment. The institution’s core values of Integrity, Respect, and Excellence are also prerequisites for creating collegial setting.

NWCCD continues to strive towards meeting its strategic goals. These goals are to:

1. Increase the rate of earned graduation awards to 1,000 per year by 2020.
2. Improve student success by ensuring academic relevance for students, accelerating the pathway through developmental studies and improving student retention and completion.
3. Support community success by partnering with community leadership organizations to help grow the economy of our region and providing breadth and depth in cultural and intellectual opportunities for our communities.
4. Improve the work climate for all employees by building leadership capacity and effectiveness at all organizational levels and achieving a high level of shared ownership and reasonability.

Providing support for students as they work to earn their degrees and certificates are qualities of all good faculty members. In doing so, the faculty members play an important role in helping the institution achieve its strategic goals.

Creating and maintaining healthy programs is one of the primary goals of the NWCCD’s academic arm. Conducting regular assessment activities is vital to program health. Course-level assessment is the foundation of all assessment efforts. Assessing program-level outcomes and conducting program self-studies assures programs are of the highest quality. Regular assessment activities help the institution achieve its mission of creating student success and making a difference through educational leadership.

It is important to remember that all students who enroll at NWCCD become representatives of the institution. Developing mentor-type relationships with students will lead to greater success. It also provides a positive learning experience. Our colleges reap the benefits when students become ambassadors for our programs. Offering quality programs and providing support help achieve this transformation.

In closing, I wish you the best of luck in the upcoming academic year. I look forward to serving the students, faculty, and staff at NWCCD. Please contact me if I can be of any assistance.

Sincerely,

Richard Hall, Ph.D.
Vice President of Academic Affairs
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THE COLLEGE

INTRODUCTION

You have been chosen for and have agreed to act in the single most important capacity in the Northern Wyoming Community College District - that of a college instructor. The most important activity that happens at a college is the growth of the human mind as it is exercised and challenged. This is the duty and role you have at Sheridan and Gillette Colleges. We know that we all share in this mutual commitment, and it is important for all of us to focus squarely on creating success for the students in your classes.

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT (NWCCD)

The college was founded in 1948 as Sheridan College. The formal College District was created by a vote of the people in 1951 as provided by Chapter 146, Wyoming Session Laws of 1951. The college district encompassing all of Sheridan County officially began operation on July 1, 1951. The legal name is the Northern Wyoming Community College District, hereafter referred to as NWCCD, doing business as NWCCD and encompassing a service area including Campbell, Johnson, and Sheridan counties. NWCCD is a public comprehensive community college.

The NWCCD Board of Trustees oversees the operations of NWCCD (Gillette College and Sheridan College). NWCCD also offers classes in Buffalo and Kaycee in Johnson County and in selected other communities throughout the service area.

NWCCD offers the Associate of Arts, Associate of Fine Arts, Associate of Science, and Associate of Applied Science degrees in most traditional academic transfer areas and in a number of technical areas. Students may also elect shorter certificate programs if their goal is to obtain training to enter the workforce as soon as possible. Many students also take individual classes without having a degree or certificate as a goal.

GILLETTE COLLEGE

An outreach program was started in Campbell County in 1974. This outreach center has now grown into a complete college campus and proud sister college in the NWCCD.

MISSION AND VISION STATEMENTS

Creating student success and making a difference in our communities through educational leadership is the approved mission statement for NWCCD.

The vision statement: Our College strives to SET THE STANDARD of excellence in higher education by:

- Creating meaningful and engaging learning opportunities through innovative teaching and learning,
Attracting and supporting diverse and creative people and ideas,

Strengthening community and industry relationships by providing programs and services responsive to our constituents’ needs, and

Developing leaders to maintain and enhance the quality of economic, social, and cultural life in our communities.

ACCREDITATION AND MEMBERSHIPS

Northern Wyoming Community College District is accredited by The Higher Learning Commission of the North Central Association. Nursing, dental, and massage programs carry additional professional accreditation. Certification is available in some technical programs through state and national certifying associations and agencies.

NWCCD maintains institutional memberships in the American Association of Community Colleges, the Council of North Central Two Year Colleges, the National Junior College Athletic Association, and other professional organizations.

BOARD OF TRUSTEES

Wyoming Statutes place responsibility for operating and managing NWCCD in the hands of an elected Board of Trustees of seven members. The Board of Trustees has the authority to delegate such authority as is necessary for the normal conduct of college affairs.

The President is the executive officer of the Board. When the Board is not in session the President is responsible for carrying out the policies that the Board has adopted.

Members
Kati Sherwood, ChairJerry Iekel
R. Scott Ludwig, Vice-chairNorleen Healy
Walt WraggeBruce Hoffman
Robert Leibrich, Treasurer

NWCCD INSTRUCTIONAL ADMINISTRATION

PresidentPaul Young
Vice President of Academic AffairsRichard Hall
Dean of Arts, Humanities, and Social SciencesMercedes Aguirre Batty
Dean of Health Sciences and Outdoor EducationTrudy Munsick
Dean of Science, Math, Agriculture, & CulinaryAmi Erickson
Dean of Career & Technical EducationJed Jensen
Directors of College LibrariesDiane Adler/Katrina Brown
Director of Distance and Distributive LearningStoney Gaddy
GENERAL ADMINISTRATIVE POLICIES AND PROCEDURES

The policies and procedures listed below have particular relevance for the faculty. For complete information about specific topics, please refer to the Policies and Procedures handbook. The handbook is available in the libraries on both campuses, in district administrative offices, and on the college website. All policies and procedures are extensively described in the manual.

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Faculty should also refer to the current college catalog and student planner/handbook, as well as other occasional college publications for current guidelines and other details.
ACADEMIC CONTRACTS

Full-time faculty contracts shall ordinarily be issued by April 1 of each year. Faculty contracts are applicable to the 170 day academic year assignment only. Extended or Supplemental Contracts relate to work beyond the contracted agreement. Days or projects worked beyond the initial 170 days shall be contracted separately. All assignments for days in excess of 170 shall be approved by the college President and the Board of Trustees. [Policy and Procedures Series 4000.3 IV. and 4000.5]

ACADEMIC YEAR

An academic year for full-time faculty service is defined as up to 170 days. Within this period, the administration is authorized to propose an academic calendar, workshops, inter-sessions or other specific assignments. The 170 day figure will be used for any calculations necessary by the business office. The Board of Trustees shall approve all college calendars. [Policy and Procedures Series 4025 I]

ADDRESS OR NAME CHANGE

Please notify the NWCCD Human Resources Office of any change in address or name so that your personnel file can be updated. Please keep a recent version of your CV with the Academic Affairs Office.

COLLEGE CLOSURES

If the college is closed due to an emergency the President or his designee has, in effect, granted emergency leave to all employees as specified in Series 4065, IX-C and XI-F. [Policy and Procedures Series 2000.5 II] For additional information, please refer to the Severe Weather Policy in Section III of the Handbook regarding college closures.

CRITERIA FOR ALLOWABLE CREDIT HOURS FOR FACULTY

Sheridan and Gillette Colleges honor the academic tradition of on-going professional development, academic training, and continued pursuit of credentials and degrees. Furtherance of one’s expertise, or a broadening of an academician’s interest, is of inherent value to any academic institution. When such study enhances a faculty member’s teaching proficiency, scholarly activity, or brings further distinction to the college, such study is rewarded with corresponding increases in salary by horizontal movement on the faculty salary schedule. In order to have academic credit hours (from an accredited institution), or its equivalent in Technical Careers Education, count toward horizontal movement on the full-time faculty salary schedule, all course work must be approved by the Dean of the division and the Vice President of Academic Affairs prior to enrollment. Typically, a pathway for professional development that involves a genuine (or abbreviated) course of study is required for approval. Studying a small selection of courses without a coherent plan that develops deep skill or knowledge will generally not be approved. Proposals for such study should be submitted using the form in the appendix of this Faculty Handbook.
The value of associating with professional colleagues from other institutions will also be considered in assigning priorities for approval of additional study. Proper documentation of the collaborative effort shall be required, and will be determined on a case-by-case basis.

Credits earned after a contract has been issued for the ensuing year shall apply the following academic year unless a letter from the Chief Academic Officer is received by Administration by May 1. [Policy and Procedures Series 4000.4]

**DRUG/SMOKING POLICY**

*Drug-Free Campus*

No person will be admitted or hired who is known to be a user, promoter, or seller of any controlled substance, as that term is defined in state and federal statutes.

Use or possession of illegal drugs (controlled substances), on College premises or during working hours, including break or meal periods, or working under the influence of illegal drugs, is strictly prohibited.

Any employee or student who is found to be a seller or involved in the sale, solicitation, or dealing in illegal drugs will be discharged from employment and/or classes of the College. [Policy and Procedures Series 3019]

*Smoking on College Property*

Smoking is prohibited in/on all college properties, including residence halls and college vehicles.

Specifically, smoking is prohibited in all campus buildings and in/on all College property, including college vehicles. At the discretion of a College in the District, designated smoking space can be provided; however, it must be placed in such a way to eliminate environmental smoke hazards to non-smokers. Smoking will be permitted in personal automobiles when parked on campus.

**EMPLOYMENT AND SERVICES OUTSIDE THE COLLEGE**

Members of the college faculty and staff may render professional and technical services to individuals, groups, associations and societies, departments of government, business and industrial firms and may receive compensation therefrom, as long as these services do not interfere with teaching effectiveness or reflect discredit upon the college. Faculty are encouraged to formalize such arrangements to reflect their professionalism and create scholarly opportunities from them for peer review or publication. [Policy and Procedures Series 4000]

**EQUAL OPPORTUNITY EMPLOYER**

NWCCD is an Equal Opportunity Employer. The college does not discriminate against any applicant or employee on the basis of race, color, creed, age, sex, physical handicap or national origin. The ability of the applicants or employees to perform the duties of the position is the primary qualification. [Policy and Procedures Series 4000 VI]
EXPENDITURE OF COLLEGE FUNDS

This procedure applies to all College employees and anyone else authorized to expend College funds. All funds that are maintained by the College are College funds. This includes student “club” accounts, BOC(H)ES, and state and federal grants.

A. For the Benefit of the College - The expenditure of College funds shall be for the benefit of the College and will be completed using the most economical means available that satisfactorily accomplish the College’s business. It is the responsibility of the employee and his/her immediate supervisor to assure that all expenses charged to the College are for the benefit of the College, are necessary, and are completed at the most reasonable cost.

B. Proper Authorization - Unless an emergency exists, all expenditures of College funds require proper authorization (usually a purchase order) as determined by the Director of Finance. Expenditures made without proper authorization may become the personal responsibility of the employee.

C. Receipts - Expenditure of College funds requires detailed receipts for each item. This includes each item included in the meals, lodging, and other expenditures. Employees and others who fail to provide detailed receipts will be referred to the Vice President for Administrative Services.

D. Unauthorized Expenditures - In determining whether expenditure is to be authorized, the following questions may be asked by the College: Would the employee be able to do his/her job without it? Would the expenditure be considered by the IRS as an employee benefit that is taxable to the individual? Is the purchase of such an item a requirement of the employee to perform his/her job, such as a license or special certification?

The following are examples of items that are considered nonessential and for which payment is usually not authorized: Personal printing, non-essential office fixtures and equipment, gifts (unless part of a College recognition program), food (unless approved by the College President), alcoholic beverages, personal membership dues, and anything that cannot be justified as essential in the conduct or administration of a College office or program.

E. Advance Payments - Advance payments for goods and services are prohibited, unless authorized by the Director of Finance.

FACULTY EVALUATIONS AND CONTRACT CONTINUATION

Pursuant to policy, all full-time faculty, classified staff, and administrators are evaluated annually in accordance with the currently developed, and approved, faculty evaluation system.

Faculty members are administratively evaluated by the division Dean or his/her designee. Decisions regarding any faculty member’s continued relationship with the college are based upon the results of the faculty evaluation system, on-going conversations of faculty performance with the Dean and/or Vice President of Academic Affairs. Evaluation is based on performance as an instructor which includes all related duties and responsibilities.
All final decisions about faculty’s continued relationship with the college reside with the Vice President of Academic Affairs. All decisions will be conducted in concert with the division Dean.

**FACULTY ABSENCE**

It is a College requirement for you to notify your direct supervisor if it is necessary for you to miss a scheduled class session. As a professional organization professional standards of notification and absence management apply.

Since credit hours are awarded on the basis of hours met, faculty members are expected to meet all classes as scheduled. In cases of illness or other authorized short-term absence, appropriate alternative procedures will need to be implemented.

In cases of long-term (more than five days) absences, the direct supervisor (or Dean) shall arrange for a substitute.

In the event of an unexcused absence, salary for each day missed shall be forfeited on a prorated basis. [*Policy and Procedures Series 4025 IV*] A pattern of unexcused absences will be considered to be unprofessional conduct and may lead to disciplinary action including termination of the faculty member’s relationship with the college.

**FACULTY DUTY DAYS**

Faculty members shall be on duty for the District during all in-session (duty and teaching) days unless excused by the administration. Working hours will vary with individual schedules. The faculty are expected to spend time teaching, completing assignments, maintaining office hours, developing curriculum, maintaining accessibility to students, and other duties necessary to support the mission of the District. [*Policy and Procedures Series 4025 II*] Faculty are considered professors and professionals in a college environment. The time-honored tradition of the academic schedule at NWCCD includes no obligation to teach classes in the summer, unless it is called for in the individual faculty member’s contract, nonetheless, occasional and reasonable requests of faculty assistance during the summer may occur (see ‘Summer Effort’ in Section I of this Handbook).

**FACULTY OFFICE HOURS**

Sheridan and Gillette Colleges are non-virtual campuses with facilities that are intended to create an atmosphere that welcomes erudition and learning. In order for the institution to feel like a college, it must have a strong faculty presence on-campus. Maintaining office hours is an essential part of creating this kind of vitality at any college. *Each faculty member will maintain an office schedule for class preparation, advising and other college-related business. Each faculty member is expected to schedule a minimum of one office hour daily. On days when the faculty member is teaching assigned classes for five hours or more, office hours may be reduced.* [*Policy and Procedures Series 4025 III*] Faculty within departments, pods or hallways are strongly encouraged to collaborate concerning their office hours to ensure that a faculty presence exists every day of the week during business hours.
Instructors who are in scheduled classes during six or more hours in a day may schedule additional office hours on alternate days.

Students and the instructor's supervisor should be informed of the times and places the instructor will be regularly available for consultation. The syllabus or course outline is the usual means of communicating this information to students. The faculty office schedule is used to inform the supervisor. This schedule is to be posted at the instructor's office or at a common site on each campus.

**FACULTY REPRESENTATION**

The Faculty Senate is the voice of the faculty and shall allow the active participation of all members.

Active participation is defined as the right to vote.

The Faculty Senate shall bring all concerns, issues and proposals to the President, after which they may proceed to the Board.[Policy and Procedures Series 4040](#)

**FACULTY RESPONSIBILITIES AND LOAD: POLICY AND FORMAL EXPECTATIONS**

The faculty teaching assignment is part of the instructor's overall workload. Instructors will be informed of their teaching assignment prior to the beginning of classes. Faculty teaching load guidelines are developed in the office of the Vice President of Academic Affairs in consultation with the deans and faculty senate.

Teaching Assignments:

Teaching is the first and basic responsibility of the faculty within a collegiate environment. Each faculty member is responsible and accountable for the content and quality of course(s) they offer, consistent with the common course syllabus and its course competencies.

At the college-level, quality instruction requires that a minimum set of activities take place. Faculty at Sheridan and Gillette College are expected to engage, with alacrity, in the following activities:

- Iteratively and reflectively designing and implementing the best teaching/learning practices;
- Remaining current in their discipline and updating course content when appropriate to reflect the current levels of knowledge in the discipline;
- Developing, implementing, and reviewing, assessment-of-student-learning within courses and programs that is both data-based and meaningful to the individual faculty member.

Faculty are partners in creating an academic and collegiate culture which draws students into college-engagement and learning beyond coursework. Institutional citizenship outside of classroom instruction is an essential function of faculty. Institutional citizenship duties for which faculty are responsible and accountable may include but are not limited to:
1. Academic advising of students;
2. Participating actively on committees;
3. Sponsoring college-related academic and non-academic groups;
4. Serving as mentors and logistical support for clubs and organizations during overnight institutional functions;
5. Supporting institutional recruiting efforts;
6. Tutoring;
7. Attending administratively designated activities (e.g., graduation);
8. Working on special projects approved by the Dean and Vice President of Academic Affairs;
9. Engaging professionally with students outside of the classroom to enhance the total educational experience for all;
10. Attending institutional functions that enliven the collegiate culture of the institution;
11. Modeling collegiality and professionalism for students and co-workers.

More specifically, faculty are expected to engage in the following activities that influence institutional excellence:

- Developing a system for ongoing evaluation of both teaching and learning including course competency expectations and student outcome measures;
- Working in partnership with their immediate supervisor and the Vice President of Academic Affairs through a formal system of evaluation of instruction to identify strengths and weaknesses in the instructional process and to identify professional development activities which will lead to effective student learning;
- Maintaining an appropriate schedule to allow for student access and inquiry;
- Working in partnership with student services personnel on student advising and orientation;
- Participating in necessary institutional functions such as, but not limited to, college committees, faculty lectures, club sponsorship, facilitation of advisory committees, student/faculty recruitment, and mentoring of new and part-time faculty.

Each faculty member can contribute to the institution as a citizen in the way(s) that are best suited with their individual strengths.

A full-time teaching load is defined as an average of 15 credit hours (or the equivalent) per semester, a total of thirty semester credit hours (or the equivalent) per academic year. Chief academicians in each division may be (and most often are) assigned reduced teaching loads at the discretion of the dean and/or Vice President of Academic Affairs.
Overloads - Overloads are teaching loads in excess of 30 credit hours or the equivalent each academic year.

- Overloads will be paid January 31 for the fall semester and May 15 for the spring semester.
- When (as approved by the Dean and Vice President of Academic Affairs) special studies courses or independent studies courses, which are equivalent to the regular curriculum, cause an instructor's average yearly load to exceed 30 credit hours, or the equivalent, overload pay will be awarded on a special pay schedule basis.
- Concurrent class offerings, audio-visual/tutorial classes and similar multi-class offerings which total more than 15 semester credit hours, or the equivalent, do not necessarily qualify faculty for overload pay. Student contact hours, as determined by the administration, will be one criteria utilized in recommending possible overload pay.
- Faculty with released credit-hour loads do not qualify for overload pay with rare exceptions being offered by the Vice President of Academic Affairs.

Underloads - Faculty teaching less than 15 credit hours, or the equivalent, per semester, i.e. less than a total of thirty semester credit hours, or the equivalent, per academic year, are teaching underloads with the following exceptions:

1. Division chairpersons approved for reduced teaching loads by the Vice President of Academic Affairs;
2. Faculty assigned or awarded reduced teaching loads by the Dean and Vice President of Academic Affairs;
3. If an unauthorized underload reaches less than (8) eight hours, and it is apparent no additional teaching duties are possible, the position may be declared part-time only for the next contractual year and all salary provisions effected as specified by policy.

FULL-TIME EMPLOYEE BENEFITS

Employees of the college are entitled to participate in several benefit programs with funding by the college or jointly by the employee and the college. A more complete description of each is available and brochures concerning individual benefit programs will be provided to the employee when he/she enters into employment. For detailed information see Policy and Procedures Series 4065 or contact the personnel office.

While the institution cannot make an endorsement of the best retirement options, it is clear that some options are superior to others and each new faculty member should conduct research on these options. Such research should include contacting the Wyoming State Retirement System at their office in Cheyenne (307-777-6118).

FULL-TIME FACULTY PLACEMENT ON SALARY SCHEDULE

1. The faculty schedule is typically reviewed annually by the Board of Trustees.
2. Original wage/salary placement is based on educational qualifications, job related skills and special competencies as well as amounts, types and quality of relevant work experience.

3. Extra service awards may be awarded with administrative and board concurrence for professional services in addition to full-time duties.

4. Degrees must be earned from an accredited institution.

5. Lateral placement, i.e., movement to the MA+15, +30, +45 or any similar lateral movement on the schedule is based on earned semester credit hours from an accredited institution or, for recognized skill and trade areas, on comparable stages of professional certification or licensure and must be approved by the chief academic officer. (See CRITERIA FOR ALLOWABLE CREDIT HOURS FOR FACULTY, page 4 of this Handbook.)

FULL-TIME TEACHING LOAD

A full-time teaching load is defined as an average of fifteen (15) credit hours [or the equivalent] per semester, a total of thirty (30) semester credit hours [or the equivalent] per academic year. Chief academicians in each division may be (and most often are) assigned reduced teaching loads at the discretion of the dean and/or Vice President of Academic Affairs. All full-time faculty are encouraged to consider special projects and scholarly activity for themselves that might be coordinated with a temporarily reduced teaching load. Approval for such load reductions is currently awarded by an informal application process with approval coming from the Dean and Vice President of Academic Affairs. The application process currently has no formal application form, but is rather negotiated with the Dean or Vice President of Academic Affairs after faculty submit a narrative summary of the release-time concept.

Overload, i.e., teaching loads in excess of 30 credit hours [or the equivalent] each academic year, are reimbursed at a rate of $590 per credit hour unless negotiated otherwise. [Policy and Procedures Series 4000]

GOVERNANCE SYSTEM

Purpose

The internal governance system of NWCCD shall provide broad-based opportunity for input in the college governance process. The spirit of the governance system is one of shared governance, although in structure it better resembles policy governance.

Principle

The Board of Trustees is responsible, by statute, for College policy, which expresses the mission, goals, and objectives of the College. These policies reflect what is expected of the President as the chief administrative head of the faculty and staff. Board policy does not dictate how any policy shall be implemented. This responsibility is left to the discretion of the President. (Policy and Procedures Series 2000)
The administration shall act as a liaison between the Board of Trustees and campus populations, maintaining the established chain of command. \((\text{Policies and Procedures Series 1020})\) It is the desire of the Board that all members of the College community (employees and students) shall have the opportunity to participate in decision-making that affects them. This may be done through representatives, as provided by the governance system. The governance system does not supersede the chain of command. It is a parallel, but separate system from the management system. The president has the authority to create a governance system, which makes recommendations about policy and procedure, and the responsibility to oversee a management structure which creates and carries out procedures which support Board policy. The Board strongly encourages a system of participatory governance and the President is charged with implementing a participatory governance structure. However, as Chief Executive, final operational authority rests with the President. \((\text{Policy and Procedures Series 2005})\)

Standing committees will develop at each college as needed, according to the policy. All committee members are volunteers, recommended by the appropriate student or employee group and appointed by the President. Additional information on the Governance System and committee structure may be found in Policy and Procedures Series 2005.1.

**GRIEVANCE**

A grievance procedure is available to every employee of the district. For specific grievance procedures and requirements, refer to Policy and Procedures Series 4001.1.

**LEAVE**

Application for leave shall be made in writing, except in certain emergency situations. Employee benefits continue during all periods of leave except during educational leave granted without salary.

*Bereavement Leave*

Bereavement leave can be granted to full-time employees of the college by the Vice President of Academic Affairs as President’s designee for cause to a maximum of five (5) working days with full pay. Normally, bereavement leave is awarded only for deaths in the immediate family. Immediate family is defined as Spouse (husband or wife as the case may be), parent (employee’s biological parent or someone who stood in loco parentis “in place of a parent” to an employee, but not a parent-in-law), or child (a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis “in place of a parent”. \([\text{Policy and Procedures Series 4065 I.I (3)}]\)

*Educational Leave*

Full-time employees are eligible for educational leave. The length of any specific educational leave shall generally not exceed one year. Educational leave may include activities such as taking additional coursework, participation in research projects, temporary teaching assignments at other institutions, or involvement in fellowship programs. Educational leave is generally unpaid leave and the employee
does not receive benefits during the period of leave. See Policy & Procedures for conditions for granting educational leave. [Policy and Procedures Series 4065]

**Emergency Leave**

The President may grant emergency leave up to three (3) days maximum with pay to any full-time employee of the College. Emergency leave exceeding three (3) days may be granted without pay. Emergencies extending or accumulating ten (10) days or more require approval of the President. [Policy and Procedures Series 4065]

**Personal Leave**

Personal leave of two (2) days per semester may be granted to any full-time employee of NWCCD. This is interpreted to mean January 1 through June 30 and July 1 through December 31. Personal leave must be used in the semester earned or it shall be forfeited. Such absences shall be granted at full pay upon submission of request by the individual to their supervisor. [Policy and Procedures Series 4065]

Note: Faculty should generally take personal leave in full-day increments. If less than a full day is needed, FLSA rules state that exempt employees (faculty and administrators) should not be charged with leave in less than ½ day increments (except medical leave, which can be taken on an hourly basis). So, faculty could take a half-day of personal leave, (4 hours) but if they do so, they need to be on campus for the other half of the day.

**Professional Leave**

1) All faculty are eligible to apply for leave to attend professional activities related to teaching or scholarly obligations. All applications must be approved by the President or his/her designee. [Policy and Procedures Series 4065 I.I. (6)]

**Sabbatical Leave**

1) Purpose. Sabbatical Leave may be granted for the purpose of increasing the individual's professional competence and value to the District and for enhancing his/her personal and professional growth. Sabbatical leave time may be used for study which may or may not lead to an advanced degree, for research, for writing, for educational travel, for work in the area of the individual's specialty, or for any combination of these.

2) Process - Sabbatical proposals are discussed with the dean of the division and are to meet with the dean’s approval. The proposal is then sent to the Faculty Senate for consideration on a competitive basis with other faculty. The recommendation of the Faculty Senate is forwarded to the Vice President of Academic Affairs for approval at that level. Final approval is granted by the Board of Trustees.

3) Eligibility - All full-time faculty and staff members shall be eligible for sabbatical leave after having completed six (6) continuous years of full-time contractual service at the District. Half-time faculty members and part-time staff members who have been in continuous service and who are promoted to full-time employment shall be allowed prorated credit for their service to the District when being considered for sabbatical leave. A
recipient of a sabbatical leave shall become eligible to apply for a subsequent sabbatical leave after again fulfilling the requirements, with time of service being calculated from the date of return to full-time duties at the District. Any eligible faculty member may apply for and with approval is eligible for: (a) One semester with full pay; or (b) Two semesters with half pay, or (c) an alternative that is comparable in time and pay to (a) and (b) and is limited to take place within a maximum time frame of one academic year plus the previous summer (two semesters and two summers). Sabbaticals are granted in priority order as determined by the Chief Academic Officer, based on available funding.

4) Sabbatical leaves are granted with the understanding that the employee will return to the District for at least one contractual year after the leave has been taken. If the employee fails to return for at least one contractual year, he shall be required to reimburse the District an amount equal to the cost of the sabbatical, unless prevented by death or disability.

[see Policy and Procedures Series 4065 I.I. (9)]

Sick Leave and Maternity Policy

Medical leave shall include leave for illness, injury, medical appointments or maternity leave for employees and for immediate family (as defined under FMLA). Immediate family: Spouse (husband or wife as the case may be), parent (employee's biological parent or someone who stood in loco parentis (in place of a parent) to an employee, but not a parent-in-law) child (a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis (in place of a parent). The child shall be under 18 years old, or 18 or older and incapable of self-care because of a mental or physical disability. Sick leave will be granted to all full-time NWCCD employees as designated in Series 4000.

Employees shall accrue medical leave at the rate of one and one-half days (1 day equals 8 hours) a month for each month of employment based on fulltime equivalent up to 18 days per year. Medical leave cannot be used prior to accrual.

-Exception. First year employees may use their first year accrual of medical leave, even before earned, upon authorization by the President, provided, that if said employee should leave the employment of the District prior to completing the first year of employment, said employee shall either reimburse the District or have deducted from the employee’s final pay, an amount equal to any unearned medical leave for which the employee has previously been paid. [Policy and Procedures Series 4065]

Extended Emergency Leave

-If an employee has an extended illness and has exhausted all of his or her medical leave, vacation leave, and personal days, an employee can request an additional 22 days of medical leave at 2/3 pay upon verification of a doctor’s certification. This benefit is available only once in a 12 month period.
Adjunct (non-contracted) faculty are ordinarily not eligible for paid leave. In the case of unavoidable absence from a scheduled class, the time will be made up or covered by another instructor, or a portion of the salary amount due to the instructor can be deducted. Arrangements for absences should be made in advance with the Area Coordinator, Director, or the Academic Dean.

**ORIENTATION**

All new faculty members are required to attend orientation sessions as provided by the college. [Policy and Procedures Series 2015]

**PAY PERIODS**

NWCCD employees are paid twice-monthly -- on the 15th of every month and on the last business day of the month. Full-time faculty members can elect to have payment made on a nine-month or twelve-month basis. Adjunct faculty are paid either at the end of the semester or in two equal payments (mid-term and end).

**PERSONNEL FORMS/CREDENTIALS FILES**

An application, transcripts and current CV must be kept on file for all full-time faculty. Please submit this information to the Human Resources Office and the Academic Affairs Office.

New adjunct instructors must complete a W-4 Form; I-9 Form with two documents of verification; and a Wyoming Retirement Participation Form. An optional Two-Part Payment Form is also available. Retirement and Payment forms should be updated each semester.

**POLICIES AND PROCEDURES**

Policies and procedures are constantly changing. These changes are necessary to keep the institution current with its developing mission and goals. Policies reflect Board action while procedures are administrative in nature. The policy states what is expected; the procedures reflect how the policy shall be implemented. There are also academic activities at the institution which fall below the level of procedure; these activities are considered “practices” and may be deemed “formalized practices” by the Vice President of Academic Affairs. Such formalized practices are most often developed in consultation with the appropriate stakeholders. Examples of appropriate stakeholders include the following: Deans’ Council, Faculty Senate, Curriculum and Standards Committee, Student Progress & Learning Committee, Library Directors, Distance Learning Committee, Registrar, Dean of Enrollment Services, Dean of Students, etc.

PROFESSIONAL DEVELOPMENT

Faculty development is recognized as an important function of the college to assist in overall growth and development of the professional person. Professional development is intended to build instructional, collegial, and scholarly skills to cultivate a healthy institution that encourages inquiry, freedom and competence to articulate positions, and academic freedom.

Example goals of professional development include but are not limited to the following: (a) expansion of CQI-like practices that impact teaching, learning and scholarly activity, (b) improvement of curricula, (c) advancement of teaching skill levels, (d) support of faculty via training or retraining, (e) examination of and reflection upon teaching approaches, (f) development of awareness for innovation, (g) identification of one’s weaknesses and promotion of one’s strengths, (h) assistance in keeping current in disciplinary field or skill areas, (i) furtherance of peer-reviewed research and peer-examined scholarly activity (j) promotion of a collegial, humanistic and supportive institutional culture, (k) examination and reflection upon the models by which student-learning is assessed, l) exploration of new approaches that increase degree completion.

PROFESSIONALISM

It is expected that all faculty and staff members will adhere to the highest ethical standards in the fulfillment of their job, that they shall honor board decisions, policies, procedures and/or board directives and the authority delegated to the President and his/her designees, and shall adhere to the philosophy and promote the educational objectives of the institution as stipulated by the governing board and/or administration. Any action that brings discredit to the college may result in internal disciplinary action. [Policy and Procedures Series 4000 II]

Professionalism at NWCCD includes mindfulness of our actions in working with colleagues and co-workers. Respect and caring regard for those with whom we share the common purpose of serving students is a paramount value. Professionalism at NWCCD, and attitudes which reinforce this professionalism, is expected, and it is a part of job performance. Finally, the attitude with which we as colleagues receive information from others should comport with NWCCD professionalism.

Professionalism is also required of faculty in their interactions with students. It is imprudent at best and harassment at worst when faculty fraternize with students they teach. Any situation that a faculty member contributes to could be perceived as sexual harassment. Claims of sexual harassment have destroyed the careers of many, and should be guarded against with professional judgment and common sense.

PURCHASING

All purchases of supplies, equipment, materials, or services for the college shall be made through a properly executed voucher or purchase order. [Policy and Procedures Series 3000 II]
SALARY PROGRAM

Salary increases for all employees are typically considered on an annual basis by the Board of Trustees. Employees hired after April 15 of each year are not eligible for incremental increases that year. [Policy and Procedures Series 4000 III]

SEXUAL HARASSMENT POLICY AND BULLYING

NWCCD is opposed to the existence of a working climate wherein inappropriate and/or disrespectful conduct of a sexual nature exists. Conduct imposed by one person on another of a sexual harassment nature and which affects adversely an employee’s or student’s working environment is a violation of college policy. [Policy and Procedures Series 4004 I]

Sexual harassment of any college employee or student is expressly prohibited and offenders shall be subject to immediate disciplinary action. [Policy and Procedures Series 4004 II]

Specific definitions of sexual harassment and the procedures for handling such issues are found in the NWCCD Policy and Procedures Manual Series 4000 Standards of Conduct: Sexual Harassment. [Policy and Procedures Series 4004 III. and 4004 I]

In addition, NWCCD’s standard of professionalism does not permit behaviors that could be viewed as workplace bullying. Bullying is a pattern of intrusive menacing behavior, accomplished directly or indirectly, that results in a diminution of a colleague’s ability to accomplish tasks associated with her/his job. The distinction between bullying and free speech is made, in part, by whether the words and behaviors clearly seem to overpower or intimidate a colleague or co-worker rather than convince them of the value of a position or idea. Additionally, bullying is directed towards one, or a very few, persons, and is characterized by a continuous pattern. Finally, a bullying pattern usually spans beyond any one specific difference of opinion. Those who engage in bullying are not meeting NWCCD’s standard of professionalism and may be subject to disciplinary action including possible dismissal after due process.

SUMMER EFFORT

Although the summer is beyond the 170 days of most faculty contracts, the proper operation of the college and its academic programs cannot take place without the guidance and leadership of the faculty. The college faculty members are professionals with obligations inside and outside the institution; the college is committed to honoring this essential tradition. Nonetheless, occasional and reasonable requests of faculty assistance during the summer may occur, as necessary, to maintain programs, advance accreditation, accomplish institutional academic governance, or initiate special projects. Such reasonable and limited requests of faculty are inclusive of being part of a professional organization.

TRAVEL

Employees traveling on College business are entitled to actual, reasonable or necessary costs of travel expenses, as budgeted. [Policy and Procedures Series 3000.1]
Reimbursement for approved district faculty and staff travel will be computed on the following schedule for each trip.

A. Per diem is designed to cover lodging and food costs. Actual per diem expenses will be paid at actual, reasonable, or necessary rates with receipt documentation.

B. Employees are asked to use a district vehicle if one is available. If, for personal reasons, an employee chooses to use his/her own vehicle, mileage will be paid at a rate of .45 cents per mile. No vehicle rentals are authorized without prior approval by the dean.

C. If an employee utilizes commercial airlines for travel, reimbursement will be made for the actual receipted charges. No charter flights are permitted without presidential approval.

D. Incidental expenses for approved residual costs will be made according to actual receipted charges. Shuttle costs from airports to hotel or parking charges for cars at airports and similar trip-related expenses will be reimbursed with documentation.

All travel requests and vouchers must be approved in advance and attached to requisitions. No prepayments are made for travel.  

[Policy and Procedures Series 3010.4]

- All employees will be required to complete a Travel Authorization/Request for Travel Advance form and have it approved by your supervisor.
- In addition, all out of state travel must be approved 6 weeks in advance by the CFO.
- All employees will be required to complete an expense report upon the completion of their travels.

Disallowed Travel Expenses

A. When overnight accommodations are furnished at no cost to the traveler, or when meals are included in a registration fee, no expenditure shall be made nor reimbursement claimed for concurrent lodging or meals. Double expenses for the same service are prohibited.

B. Likewise, if an employee makes a travel or lodging reservation and fails to cancel the reservation, the employee may become personally responsible for the cost.

C. Personal expenses which are primarily for the benefit of the employee, including entertainment and travel insurance are not authorized.

D. In all cases, alcoholic beverages may not be purchased with College funds.

E. Meals taken in the community of the employee’s work are not considered travel expenses and will not be reimbursed unless pre-approved by the College President.  

[Policy and Procedures Series 3000.1]
INSTRUCTIONAL POLICIES AND PROCEDURES

ACADEMIC DISHONESTY

Today is a different era for academic dishonesty. Many students are unfamiliar with the standards of academic dishonesty and “cheating.” Faculty should take great care in informing students at the start of each semester what constitutes academic dishonesty. The instructor should define, comment on, and hand out a written policy of his/her determination regarding plagiarism, undue advantage, and “cheating.” Additionally, faculty should correspond with each other about the level and degree to which each covers various aspects of academic dishonesty. Only with full collaboration will students understand the cultural expectations of generating one’s own work.

Every instructor has the responsibility and authority for dealing with verified cheating or plagiarism. All students should be afforded due process (within-class or within-institution due process given in Appendix 9) when investigating instances of academic dishonesty. It is important for faculty to document events as they occur and maintain a record of evidence and actions. The names and actions of students who are guilty of academic dishonesty should be shared with the Office of Academic Affairs, and a file shall be kept under the student’s name. When academic dishonesty is suspected but not proven, the names and actions of students should also be shared with the Office of Academic Affairs, and again, a file shall be kept under the student’s name. These files are available to faculty as a resource in the event that a faculty member is suspicious that dishonesty is occurring. This file resource allows the faculty member to know if there is a pattern of behavior that spans beyond that particular class. Misty Bateman in the VPAA office can assist faculty in gaining access to these files.

ADDING AND DROPPING OF CLASSES

Students desiring to drop or add courses during the first week of classes must first obtain a drop/add form from the Records Office. After obtaining the required signatures, the student must return the form to the Records Office where it will be processed through the NWCCD computer system. Students may also complete this process online. Students desiring to drop courses after the first week of classes must first obtain the proper drop/add document from the Records Office and obtain the appropriate signatures. Faculty may not drop students from their class without the knowledge and permission of the student. Students are then required to complete the proper paperwork with the proper authorizations.

Regular semester classes may be added or dropped (without appearing on the transcript) for the first 1/15 of the semester. Following this drop period of the first week (see the Campus Calendar for dates), students may withdraw from a regular semester course up through the twelfth week of classes (80% of the semester). A grade of "W" will be assigned for a course drop at this time. Unauthorized discontinuance of enrollment or abandonment of classes normally results in a grade of "F."
“Withdrawal” means that a student has withdrawn from the college and it means the official discontinuance of attendance in all classes prior to the end of the semester. A notation of the date the student completed total withdrawal from the college will be indicated on the student’s permanent academic record.  [Policy and Procedures Series 5005.5]

ADMISSION

NWCCD maintains open admissions to all qualified students although certain courses and programs may also have particular admissions requirements or pre-requisites.

A GED or high school diploma is not necessarily required for admittance to NWCCD but may be required for specific programs. Students are urged to submit official transcripts of their high school work in order to assist in the process of academic advising.  [Policy and Procedures Series 5015.1]

ADVISORY COMMITTEES

All vocational/occupational programs approved by the Wyoming Community College Commission, or natural clusters of such programs, are required to have an advisory committee that is made up of people who represent the potential job market for the program. These advisory committees advise on required and recommended competencies for jobs in the area. They may also assist with the acquisition of instructional equipment and on-the-job learning experiences.

Each vocational advisory committee is required to meet twice each year. A copy of each meeting’s minutes must be filed with the Vice President of Academic Affairs.

Program faculty and/or program directors are responsible for calling advisory committee meetings and keeping minutes.

Advisory committee handbooks are available from the office of Vice President of Academic Affairs.

ATTENDANCE POLICY

The College recognizes that regular class attendance on the part of the student is an important component of student success. Each instructor shall include in his/her course syllabus his/her attendance policy - a copy of which must be on file in the appropriate division office. This policy shall be announced to and clearly understood by each class.

An instructor should advise the Registrar’s Office of an individual student’s continued absence.

Authorized absences are defined as:

A. Personal illness;

B. Personal tragedy; i.e., death in the family, illness in the family, or accident in the family;

C. Leave of Absence;
D. College-sponsored activities and trips.

Students should not be penalized for absences as a result of authorized absences although students are obliged to make up work missed. The instructor will be responsible for making appropriate arrangements for any makeup exams. [Policy and Procedures Series 5005.4]

Online courses do not have standard attendance like face-to-face courses. Online courses have student access and participation; however, the institution has a need to identify attendance for financial aid and other purposes. Attendance in online courses is first determined by log-in dates until the first engagement activity commences. Common engagement activities include discussion forum posts, Web conference sessions, and assignment submissions. Simply logging in periodically will, therefore, not count as attendance through the duration of a course.

AUDIT POLICY

"Audit" means an enrollment in a credit course with the stated intention of receiving no credit and no grade. [Wyoming Community College Rules I,3.g] A student may audit any course and has full class privileges with an option of taking the exams.

An audit must be declared before the end of the 1/15th registration period. Requirements for the audit are at the discretion of the instructor. [Policy and Procedures Series 6010.15] Some financial aid restrictions may apply to Audits.

CANCELLATION, DISMISSAL OR CHANGE OF CLASSES

The appropriate direct supervisor must be notified in advance any time a class meeting has to be canceled, changed, or rescheduled. When a class is canceled or changed, every effort will be made to reach each student on the class roster by telephone. Signs should also be posted for the information of students who cannot be reached.

CLASS POLICIES AND PROCEDURES

Please adhere to announced class times. Classes are to begin and end at the times shown in the semester class schedule. Since credit hours are awarded on the basis of hours met, faculty members, as a matter of academic integrity, are expected to meet all classes as scheduled for the entire class period, including the first class period of each semester. If a change must be made, please notify your immediate academic supervisor immediately.

COPYRIGHT LAWS

NWCCD will comply with all valid and applicable laws concerning copyrights and patents. Information on allowable procedures is available in each campus library.

COURSE SYLLABUS

The Higher Learning Commission accreditation process requires that a syllabus for every course offered during the semester be kept on file. As part of their instructional assignment, instructors will be required to turn in a course syllabus each semester for every class they teach.
The syllabus and its format must follow certain guidelines. The guidelines call for a "Common Course Syllabus" that applies to all sections of the course, as well as an individual instructor's syllabus and course outline which incorporates the common course syllabus and also includes grading, attendance, course schedule, and other information. A common course syllabus using the approved format must be on file in the office of the Vice President of Academic Affairs for every course offered. Instructors must submit copies of their classroom syllabi to their most immediate academic supervisor prior to the first class period in each semester or term. An example of a NWCCD syllabus is provided in the appendix.

Note: The instructor course syllabus is always derived from and consistent with the Common Course Syllabus adopted by the district-wide Curriculum and Standards Committee (C&S).

CURRICULUM DEVELOPMENT

Full time Faculty members are the governors of the college curriculum and as such are expected to remain current and active in their scholarly discipline.

The Curriculum and Standards Committee, comprised of faculty from both campuses, has developed guidelines and bylaws for process leading to new courses and programs, changes in courses and programs, and syllabus guidelines. The faculty, through the C&S committee, are the guardians of academic integrity when new programs or courses are developed or when changes are made to curricula.

New programs, as well as significant changes in programs, must be approved by the Wyoming Academic Affairs Council, the Wyoming Community College Commission Program Review Committee, the Executive Council, and the Wyoming Community College Commissioners before becoming eligible for state funding. A statewide catalog of courses with common course numbers for equivalent courses has been developed and is also available in the instructional administration offices.

Faculty must follow the adopted C&S guidelines and bylaws in order for a new course or program to be properly filed and numbered.

DISABILITIES ACCOMMODATIONS

NWCCD complies with all valid and applicable laws pertaining to employees or students with disabilities. Students with disabilities as defined by law can request special accommodations that assure all programs are available to them. Faculty must have verification from the Disabilities Services Coordinator that a student qualifies for any special accommodations. A team made up of the student, a counselor, and the course instructor will work out a plan for such accommodations. Faculty will cooperate to provide such accommodations and will actively seek to provide equal access and opportunity for all students.

EVALUATION OF INSTRUCTION

All contracted instructors will participate in the "Evaluation System for Faculty Development and Improvement of Instruction (Faculty Development and Evaluation System)." Adjunct instructors must participate in student evaluations of instruction and will meet with mentor teachers, area coordinators, and/or deans to determine adequacy of teaching skill and directions for improvement. Evaluation of adjuncts is
intended to be an informal, but authentic, process of adjunct support and improvement. In the event that teaching is seriously substandard for more than two semesters, (below a ranking of 2.4 on the current feedback instrument) the adjunct instructor should be discouraged from continuing to teach.

EXAMINATIONS

Each instructor determines the number and type of “assessments” (direct measures of learning) to be administered in his or her classes (within the requirements for the course established in the common course syllabus). Each instructor will decide what portion of the student’s grade will be based on exams, portfolios or other methods. However, the syllabus must include information on testing and grading so students understand what is required to earn particular grades.

FINANCIAL AID

NWCCD participates in all State and Federal Financial Aid programs and administers all local scholarships and grants to students. Because of strict regulations in eligibility for financial aid, questions and inquiries from students are usually referred directly to the Financial Aid Office. Faculty members are encouraged to learn about the potential Financial Aid implications for students who withdraw or who do not attend class, as well as for those who earn grades of “D” or “F”.

GIFTS AND DONATIONS

All gifts and donations to the college must be made through the Sheridan College Foundation or the Gillette College Foundation. This applies to financial gifts, equipment, supplies, books, or any other object or service of value.

Unless specifically authorized by the President, no employee may accept any gift or donation of goods or services on behalf of the college. Offers of such gifts should be gratefully and politely acknowledged and the President should be contacted to work with the donor through the appropriate Foundation.

MID-TERM GRADES

Mid-term exams are not required to be given during “mid-term” week, but instructors are expected to report a mid-term grade for all students enrolled in their classes. Given the importance of monitoring student success toward course completion, the mid-term grade serves as a conversation-starting opportunity for struggling students and their faculty. The mid-term grade should reflect 30-60% of the work to be accomplished for the entire semester. If the mid-term grade reflects only 20% of the assessed points for the entire course, then it reveals insufficient feedback for students during the first half of the semester.

A letter grade must be provided for the mid-term grades. Only classes that award ‘S’ or ‘U’ grades may do so at the mid-term. Mid-term grades are submitted through Web Advisor. For the benefit of your students, please submit your mid-term grades in a timely fashion.
FINAL GRADES

Every instructor must turn in final grades for every student listed on the grade roster. Withdrawals/drops are indicated by a "W" on the grade roster next to the student's name. Instructors cannot list a "W" (Withdrawal) for a student's grade if the withdrawal/dropped information is not already listed on the roster. Faculty may not drop students from their class without the knowledge and permission of the student. Students are then required to complete the proper paperwork with the proper authorizations. Check with the Records Office if there is any question about your grade roster.

The date grades must be entered into the student records systems is listed on the District Calendar. Outreach instructors may fax grades to the Sheridan Records Office (307-674-7205) or the Gillette Records Office (307-687-7141). Grade rosters must be kept on file as required by the Wyoming Community College Commission.

GRADE CHANGES

Only the faculty member of a course has the authority to award grades to students. There may be exceptional cases of life-and-death that might occasion the awarding of grades by some other mechanism. In such a case, the Chair of the Curriculum and Standards Committee, Faculty Senate President, Chair of the SPAL Committee and Vice President of Academic Affairs shall consult on how to best proceed with any individual case.

A grade may be changed using the proper “Change of Grade” form available from the registrar. Only the instructor of record can change a student's grade. Grades are changed only in the event of an arithmetic error in grade calculation or in cases where a misunderstanding of an assignment and its submission occurred. Faculty may not change a grade for work submitted late unless it was preceded by an incomplete contract, as outlined in the NWCCD [Policy and Procedures Series 6010.8]. Students must request an incomplete grade, and incomplete grades cannot be awarded without the knowledge, consent and request of a student. A student may request an incomplete with less that 75% of the work completed, but this can be awarded by the faculty only with the permission of the Dean and the Vice President of Academic Affairs.

GRADE POSTING

NWCCD respects and actively seeks to protect the privacy rights of its students in regard to education records and personally identifiable information formulated and/or maintained by the College. Based on this policy, posting grades by name or by any portion of the students’ social security number is not acceptable. Grades may to be posted using a pseudonym of the student's choosing or by college student ID number (though even the latter is discouraged). In addition, the posted list should not be in the order of the roster since students could identify each other by alphabetical order.

If the instructor does not want to post grades on the bulletin board, the students will need to contact the instructor for their grades or wait until the final grades are
sent. Faculty should inform the students regarding the procedure they need to follow to obtain their grades. (Suggestion: Informing students that you will give them their grade via snail-mail if they provide a self-addressed stamped envelope helps manage the volume of requests and limits it to diehard “need-to-know” students.)

GRADING POLICY

Each instructor will include in each course syllabus the grading policy established for that course. Grading policies are to be based on objective guidelines that are clearly stated and easily understood by students.

GRADING SYSTEM

The course work done by students at the District is evaluated according to the following system of grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grades Points</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>Exceptional</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Acceptable, Average</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>S</td>
<td>0</td>
<td>Satisfactory - A grade equivalent to a C or Better providing credit toward graduation. This entry is restricted to credit by examination and any specific course officially approved for the &quot;S&quot; grade.</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete</td>
</tr>
<tr>
<td>AU</td>
<td>0</td>
<td>Audit</td>
</tr>
<tr>
<td>W</td>
<td>0</td>
<td>Official withdrawal within drop period.</td>
</tr>
<tr>
<td>NC</td>
<td>0</td>
<td>No Credit - Indicates no grade was given since no credit is associated with this specific course. [Policy and Procedures Series 6010.6]</td>
</tr>
</tbody>
</table>

INCOMPLETE WORK

With the instructor’s consent, an Incomplete grade may be assigned when a student has completed at least 75% of the coursework and is passing but cannot complete the course due to extenuating circumstances. The student must request an Incomplete grade from the instructor prior to submission of final grades. If the instructor approves the student's request, the instructor will outline the steps
necessary for the student to complete the course and the date the work must be completed. **The maximum allowable time is one year.** The instructor must submit an Incomplete Grade form along with required attachments to the Records Office on or before the date final grades are due during the semester the Incomplete grade is assigned. No grade penalty will be associated with an Incomplete grade. **At the completion of all make-up requirements the instructor must submit a Change of Grade form to the Records Office.** Incomplete grades should be changed to a letter grade (A, B, C, D, F) or S/U grade if the course has been approved with an S/U grading system. An Incomplete grade that has not been officially changed by the designated completion date entered into the student records system by the instructor will automatically revert to an “F” grade. [Policy and Procedures Series 6010.8]

The steps necessary for completion, in aggregate, is called the “Incomplete Contract” and must be signed by the faculty and the student. There is currently no form for the Incomplete Contract at the records office. The “I” grade is submitted by the faculty with the other grades for the class.

The student must request an Incomplete grade from the instructor one week prior to submission of final grades. If the instructor approves the student’s request, the instructor will develop an Incomplete Contract which outlines the steps necessary for the student to complete the course, and the date by which the work must be completed. **The typical allowable time for completion of the course is one semester.** The contract can be renewed and extended at the discretion of the instructor and with approval from the Dean. The maximum allowable time is one year.

**LAB AND SHOP PROJECTS**

The college does not allow personal or private use of college facilities or equipment without the express permission of the President or designee. [Policies and Procedures Manual Series 3015, et seq.] However, certain classes and programs require students to provide services such as equipment repair, diagnosis, and personal services to individuals who are not students or employees of the college. In some cases these services require financial transactions between the “client” and the college and there may be a waiver of liability involved.

**FACULTY OBLIGATION TO AUGMENT AND MODERNIZE LIBRARY HOLDINGS**

Maintaining the currency and appropriate holdings of the library is a collaborative effort and requires the involvement of faculty. Faculty are expected to assist librarians with journal and volume holdings selection. The Librarians welcome any ideas or suggestions you have on periodicals or books which would improve the library for our students. All instructors are welcome and encouraged to visit the library frequently and remove materials from the shelves for use in their class preparation, research and work. Instructors at NWCCD have liberal checkout privileges.
Books, periodicals, and audio-visual materials may be purchased, rented, or
subscribed to by the Library for use in a particular area or department. The library
can accommodate decentralized shelving or storage if the materials are needed
within an instructional area. This practice assures proper cataloging and maximum
access to all materials, and eliminates unnecessary duplicates. Departmental
budgets are normally not intended to include these purchases.

Each campus library publishes a guide for users. Faculty should read this
material and discuss needs with the librarians in order to make the best use of
available resources for instruction.

**PUBLIC INFORMATION AND ADVERTISING**

Any publication or advertisement that involves the college name, facilities or
processes to be distributed outside the college must be approved by the Public
Information Office. This applies to news releases, advertising, brochures, flyers, and
other publications.

Any questions or inquiries from the news media about college business should
be referred to the Director of Public Relations. The reason for this is not to prevent
employees from speaking to the media, but to assure that information is accurate
and complete.

**REPEATING A COURSE**

Students may repeat a course to better a previous grade on the
recommendation of the advisor. In such cases, both credit entries and both grades
appear on the student's transcript. The credit from any given course, or equivalent
course on another campus, is applicable to degree requirements only once. The
credit and the grades earned in the last attempt are used in calculating the grade
point average. Grades of S, U, AU, and W do not apply. [Policy and Procedures Series
6010.13]

**SCHOLARSHIPS AND GRANTS**

The Financial Aid Office is responsible for the administration of all scholarships
and grants to students. Faculty are encouraged and expected to assist in the
recruiting efforts of the college by helping to identify potential scholarship applicants,
and should work directly with the Financial Aid Office in order to obtain maximum
benefit from the scholarships that are available.

Unless authorized to do so by the Financial Aid Office, faculty should not
promise or award any scholarships, grants, or loans directly to any students.

**SEMESTER CREDIT HOUR**

NWCCD currently evaluates all course offerings in terms of the unit of academic
credit, a semester credit hour.

Lecture classes must meet a minimum of 750 minutes of instructional time to
obtain one semester credit hour. Lecture classes are defined as those traditional
university parallel courses which may include lectures, recitations, discussions, and
similar teaching approaches. Traditional laboratory classes must meet a minimum of 1500 minutes of instructional lab time to obtain one semester credit hour.

A variety of other course delivery methods have differing time requirements. [Policy and Procedures Series 6010.4]

SEVERE WEATHER POLICY

Severe weather conditions occasionally require that all or part of the District be closed for part or all of a college class day. The decision on whether any District entity remains open or closed rests with the President or designee. The Gillette College Vice President or his designee will make the decision for Gillette College.

Day Classes: A determination on the cancellation of day classes due to hazardous weather conditions will be made by the President or the Gillette Campus Dean or his/her designee by 6:30 a.m. Local radio stations will be notified at that time of any cancellations.

Evening Classes: A determination on the cancellation of evening classes due to hazardous weather conditions will be made by the President or the Gillette Campus Dean or his/her designee by 4:00 p.m. Local radio stations will be notified at that time of any cancellations.

If no announcement is made, classes will be held. The College will not necessarily close just because the local school district has decided not to hold classes. The decision for closing the campus will be made based upon whether the majority of the students and staff can get to the campus safely. Please advise your students of these policies.

STUDENT CONDUCT AND DISCIPLINE

Registration at the college implies a commitment to high standards of personal and social behavior. Students are expected to abide by established guidelines at all times as defined in Policy and Procedure Series 5075.1 The purpose of the student conduct and discipline policy is to prescribe standards of personal conduct for students at the college and to specify procedures associated with disciplinary actions taken to maintain those standards. These procedures apply to all credit and non-credit students at the college. [Policy and Procedures Series 5075]

STUDENT PRIVACY RIGHTS

- NWCCD respects and actively seeks to protect the privacy rights of its students and their parents in regard to education records and personally identifiable information formulated and/or maintained by the College. [Policy and Procedures Series 5035]

NWCCD will release and/or make public directory information concerning students, unless a student informs the college that any or all of the information should not be released without his or her consent. Directory information includes:

- Name and Address
- Telephone Listing
- Date/Place of Birth
- Major Fields of Study
- Current Class Schedule
- Previous Schools Attended
- Participation in Officially Recognized Activities and Sports
- Weight/Height for Members of Athletic Teams
- Dates of Attendance
- Degrees and Awards

Categories of directory information and the opportunity to prohibit their release will be made available to students at each semester’s registration. [Policy and Procedures Series 5035 II.B]

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These include:

1) The right to inspect and review the student’s educational records within 45 days of the day the College receives a request for access.

2) The right to request the amendment of the student’s education records that the student believes is inaccurate.

3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes without consent.

4) The right to file a complaint with the U. S. Department of Education concerning the alleged failures by the College to comply with the requirements of FERPA.

STUDENT SERVICES

The Board of Trustees recognizes that the primary focus of the college shall be the student. Appropriate staffing and procedures shall be implemented by the administration to facilitate a reasonable level of student services. Specific policies may be revised by the Board of Trustees and such current polices and revisions are listed in the NWCCD Student Handbook. Policies and procedures incorporated in the Student Handbook are official college regulations and must be regarded accordingly. [Policy and Procedures Series 5000]

TELEPHONES AND STUDENT ACCESS

Telephones should be answered promptly or automatically forwarded to voice mail or to another office so callers are able to leave a message. In particular, students and potential students should be able to expect prompt and courteous attention during regular business hours and at other times whenever needed.

Faculty must post their class and office hours, and must be careful to be easily available during the office hours. If you must be elsewhere during posted office
hours, leave such information at your office door and direct students to you or some other person who can help them.

TUITION/FEES

Tuition is established for the College by the Wyoming Community College Commission. All appeals must be approved by the President or designee. Current tuition/fee schedules are shown in Policy and Procedures Series 5041.1.

Students enrolled at the College are assessed semester fees as shown in Policy and Procedures Series 5041.1 II.

TUITION/FEES REFUNDS

A portion of tuition may be refunded to a student who withdraws officially within the first four weeks of a semester. First class day refers to the first day of classes as published in the College calendar. For courses less than the normal 16 weeks, refunds will be made on a proportional basis.  [Policy and Procedures Series 5041.1 VI.]

Fees are non-refundable after the fifth day of classes in any given semester.  [Policy and Procedures Series 5041 IV.B.]

VETERAN'S ADMINISTRATION ATTENDANCE FORMS

Students receiving veteran's benefits must have their attendance forms signed by instructors several times during the semester. It is the student's responsibility to bring these forms to the instructor.

WYOMING COMMUNITY COLLEGE COMMISSION RULES

Many academic policies and procedures are directly affected by Wyoming Community College Commission Rules. A copy of these rules is available in each campus library.
Appendix 1
Faculty Job Description (Formal Archive)

Introduction:
Faculty are primarily responsible for the teaching/learning process and will also participate in the necessary operations of the institution.

II. Responsibilities:
Faculty discharge these responsibilities by:

A. Designing and implementing effective teaching/learning processes;
B. Remaining current in their discipline and updating course content when appropriate to reflect the current levels of knowledge in the discipline;
C. Developing, implementing, and reviewing, at least annually, an effective learning process incorporating appropriate methodology, technology, and other tools;
D. Developing a system for ongoing evaluation of both teaching and learning including course competency expectations and student outcome measures;
E. Working in partnership with their immediate supervisor and Chief Academic Officer through a formal system of evaluation of instruction to identify strengths and weaknesses in the instructional process and to identify professional development activities which will lead to effective student learning;
F. Maintaining an appropriate schedule to allow for student access and inquiry;
G. Working in partnership with student services personnel on student advising and orientation;
H. Participating in necessary institutional functions such as, but not limited to, college committees, club sponsorship, facilitation of advisory committees, student/faculty recruitment, and mentoring of new and part-time faculty.

III. Supervised by:
The designated discipline Area Coordinator/Director or Dean.

IV. Salary and status:
Salary is determined by the Policy and Procedures Handbook, Series 4000.
Appendix 2

NWCCD FACULTY DEVELOPMENT APPLICATION GUIDELINES

NWCCD Mission:
“Creating Student Success through Educational Leadership”

Faculty Development Committee Mission:
“To encourage professional/personal development through effective communication and responsible administration of resources”

What is Faculty Development?
Faculty Development includes any activities that enhance the professional life of NWCCD faculty using funds the District sets aside for faculty development activities each fiscal year.

What types of activities qualify for funding?
As stated above, any activity that enhances the professional growth of faculty will qualify. Some examples, although not intended to be an exhaustive list, include:

A. Grants for specific projects
B. On-campus presentations by outside experts
C. Honoraria for on-campus presentations by resident experts
D. Supplemental travel funding
E. Conference/workshop attendance or presentations
F. Educational work for professional growth

Faculty Development funds are not intended to supplement graduate/post-graduate “for credit” coursework. However, when budget allows, Faculty Development will manage a specific “special” fund to be awarded to NWCCD full-time and designated part-time contracted faculty who are pursuing graduate courses for professional development.

A. These funds are subject to the same rules as Faculty Development funds. These funds, while specified for tuition/graduate work, are still a part of the Faculty Development budget, and as such, faculty can still only apply for the maximum amount of $1500.00 per academic year from Faculty Development. A faculty member could not apply, for example, for $1500 toward a conference, and also $1500 toward graduate work. The set limit of $1500 per faculty member, per fiscal year, still holds.

B. Courses are to be taken from a regionally accredited institution, and be part of a course of study approved by the faculty member’s Dean and the VPAA.

C. Funds available for graduate work are available for tuition & fees payable to regionally accredited institutions only (no books).

D. If you are using the funds to further your degree, it must be a course of study previously approved by your Dean and the VPAA.

Who is eligible and what are the restrictions?
A. Full-time and designated part-time faculty are eligible for the maximum benefit (currently set at $1500 per year). Designated part-time faculty are those who teach at
least half-time or more, but less than full-time and who receive benefits such as health/dental insurance.

B. Adjunct faculty (those who teach fewer than eight credit hours per semester) are eligible for benefits not to exceed $750 per year. Adjunct faculty may apply for professional growth Faculty Development funds only; *adjunct faculty are not eligible for the graduate coursework funds*.

C. Procedure for Faculty Development fund awards to **adjunct faculty**: If the adjunct faculty applying for employee development is only teaching for one semester, the activity must be completed in that semester. When requesting funds for events occurring during summer, it is required that the adjunct faculty member be contracted to teach for the following Fall Semester.

D. Concurrent enrollment adjunct faculty do not qualify for faculty development funds due to budgetary constraints and the current compensation structure for concurrent enrolment faculty. Dual enrollment faculty are eligible for adjunct faculty development funds, depending upon budget availability at the discretion of the faculty development committee.

E. Faculty development requests must specifically address the NWCCD mission.

F. Funding for registration fees that include individual membership fees will be reduced accordingly. Funding is not available for individual subscriptions. In awarding funds, the Faculty Development Committee complies with policies and procedures of NWCCD.

G. Faculty taking sabbatical leave are not eligible for Faculty Development funding during the sabbatical period.

H. All payments must be made within the fiscal year in which the activity takes place. Faculty Development cannot pay out of funds from the current fiscal year for activities in the next fiscal year.

I. All out of state travel requires approval at least 6 weeks in advance by Cheryl Heath, before any reservations are made. If your travel is out of state, send the *Travel Authorization / Request for Travel Advance* form to Jana Clements (in CFO office) for processing, even if you are not requesting a Travel Advance. Do this before, or at the same time, that you submit your request for funds to Faculty Development. You will be notified of approval from the CFO office within 3 business days. You need the CFO approval, as well as the Faculty Development Committee’s award of funds notice, before you can make reservations. The Faculty Development Committee cannot approve your request for funds that involve out of state travel until a copy of your approved *Travel Authorization / Request for Travel Advance* form is received by Misty Bateman. A *Travel Expense Report* will be required after your travel is completed. You must use the *Travel Forms & Instructions* available on the portal, under forms, under the Business Office section.

J. Meal expenses will be reimbursed up to the maximum government per diem limit for the travel location. Government per diem for Travel days (*the day you leave and the day you return*) is calculated at 75%. [http://www.gsa.gov/portal/category/21287](http://www.gsa.gov/portal/category/21287)

K. The college will directly prepay expenses for event registrations and airfare only. **It is the employee’s responsibility to reimburse the college for these prepaid expenditures if for any reason the employee is unable to attend the event, regardless if the reason is beyond the employee’s control.** If reimbursement is not
received within 15 days of the funded event date, the college has the authority to process a payroll deduction for any reimbursement due to the college that is a result of the employee being unable to attend the event.

L. Applications submitted after the activity will not be considered.

How do I apply?
Completed application forms must be submitted by e-mail to Misty Bateman. A completed application includes the Travel Authorization / Request for Travel Advance form approved by Cheryl Heath, and all supplemental materials (lodging quotes, airfare quotes, event information, etc…). Please contact Misty Bateman if you have difficulty retrieving any of the forms or information located in the portal, on the Faculty Information page under Documents & Forms.

The Committee meets monthly, with proposals due one week prior to the meeting date. Application and support materials must be received within 90 days of the proposed activity. In some cases early submission is imperative if, for example, you are to meet registration deadlines or take advantage of less expensive airfares. Applications must be received prior to the activity. Faculty Development cannot make payments from the current fiscal year for an activity taking place in the next fiscal year.

To avoid delay in processing of your request and in receiving a decision from the Committee, please provide as much detail and supporting documentation as possible (do not simply indicate a web site address).

Please provide detailed and documented cost information about the proposed activity to Misty Bateman. With limited funds, the Committee strives to meet the needs of as many employees as possible. Cost-saving measures such as discounted airfares, car rental discounts, sharing rooms when appropriate when attending conferences, and/or staying with family or friends demonstrate a personal commitment by the applicant, and allow the Committee to do even more with its funds.

Activity receipts and the Report Form must be submitted within 30 days of completion of the activity, failure to do so may result in forfeiture of remaining funds for this activity and future applications may not be considered. Remember to submit DETAILED meal receipts and not simply charge stubs with total amount only. These may not be reimbursed!!

V. What criteria will be used in awarding the money?
- Value to the institution
- Professional value of request
- Total cost versus available funds
- Other available funding requests

VI. If funded, will I be required to report on my activity?
A report form is provided in Public Folders for documentation of completion of your proposed activity and the benefits you derived from it. Completion of this document is a
condition of any grant approved by the Committee. Failure to submit reports in a timely manner will impact future funding. Address the following areas:

- How will you share this information?
- Would you recommend it to fellow employees? Why or why not?
- Do you feel the activity was worth the expense? Why or why not?

PROCESS and FORMS NEEDED (All forms available on the portal in Faculty Information & Business Office)

1) Submit the *Travel Authorization / Request for Travel Advance* form to your supervisor for signature.

2) Submit the *Travel Authorization / Request for Travel Advance* form signed by your supervisor to Jana Clements to receive Cheryl Heath’s approval at least 6 weeks before out-of-state travel.

3) Submit the *Faculty Development application* form, the approved, signed *Travel Authorization / Request for Travel Advance* form, and all supplemental materials to Misty Bateman who will forward to the Committee and place your request on the next Agenda for Committee consideration.

4) Upon return from your event, complete the *Travel Expense Report* and turn it in to Misty Bateman, along with all travel receipts.

5) Within 30 days submit the *Report of Funded Activity* form to the Committee and Misty Bateman.
Appendix 3
Faculty Load Calculations / Class Time and Load Calculations

Faculty load calculations are based upon a normal 15-week fall or spring semester. Late start classes, short semesters, inter-sessions, etc. will require appropriate allocation of the required minutes over the number of actual class meetings. In a 14 week semester, the two-hour final exam time is included in the required minutes. The basic unit of time in these calculations is 750 minutes per semester unless otherwise noted.

<table>
<thead>
<tr>
<th>Course Category</th>
<th>Category Description</th>
<th>Load attribution Time/Load</th>
<th>Required Minutes per Credit</th>
<th>Faculty Load Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Courses LEC</td>
<td>Lecture-based courses must meet a minimum of 750 minutes per academic semester/session for each credit hour. Lecture courses are defined as those traditional university parallel courses which may include lectures, recitations, discussions, and similar teaching approaches.</td>
<td>1:1 Time/Load</td>
<td>750</td>
<td>750 minutes or 1 (50 min) hour/week = 1 credit load</td>
</tr>
<tr>
<td>Laboratory Courses LAB</td>
<td>Laboratory-based courses must meet a minimum of 1500 minutes per academic semester/session for each credit hour. For clinic and/or occupational laboratory courses based on and/or emphasizing skill training or proficiency, see Clinical Courses.</td>
<td>2:1 Time/Load</td>
<td>1500</td>
<td>2250 minutes or 3 (50 min) hours/week = 3 credits load</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lecture/Lab Courses LAL</td>
<td>Courses with a combined lecture and laboratory component must meet a minimum of 1125 minutes per academic semester/session to equal one semester credit hour.</td>
<td>1.5:1 Time/Load</td>
<td>1125</td>
<td>1125 minutes - 75 minutes/week = 1 credit load 3375 minutes - 225 minutes/week = 3 credits load</td>
</tr>
<tr>
<td>Lecture/ Studio Courses LES</td>
<td>Courses which are lecture and studio based must meet at least 1500 minutes per academic semester/session calendar for each credit hour.</td>
<td>2:1 Time/Load</td>
<td>1500</td>
<td>1500 minutes - 2 (50 min) hrs/wk = 1 credit load 3000 minutes - 4 (50 min) hrs/wk = 2 credits load</td>
</tr>
<tr>
<td>Course Category</td>
<td>Category Description</td>
<td>Load attribution</td>
<td>Required Minutes per Credit</td>
<td>Faculty Load Calculation</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>Practicum Courses PRAC</td>
<td>Directed practicum courses require students to complete a minimum of 2250 minutes of course/on-site time per academic semester/session for each credit hour earned. Practicums are internally driven, based on competencies, and are closely related to a course or field of study.</td>
<td>3:1 Time/Load</td>
<td>2250</td>
<td>2250 minutes - 45 (50 min) hours/semester = 1 credit load*&lt;br&gt;*Assumes instructor meets weekly with students for a minimum of 30 minutes.</td>
</tr>
<tr>
<td>Clinical Courses CLN</td>
<td>Clinic and/or occupational laboratories which are based on and/or emphasize skill training or proficiency (competency based) must meet a minimum of 2250 minutes in an academic semester/session for each credit hour.</td>
<td>3:1 Time/Load</td>
<td>2250</td>
<td>2250 minutes - 45 (50 min) hours/semester = 1 credit load</td>
</tr>
</tbody>
</table>
| Lessons LSN | Lesson-based courses must include a minimum of 210 minutes of lesson time and 840 minutes of arranged practice time per academic semester/session for each credit hour. | 1:0.75 per student | 210 - Lesson 840 - Practice | (Use 840 min. per semester as 1 hour for load calculation.) Calculation: Headcount * 0.75 * 0.5 = Load (hr of students) * (Formula) * (hours per week)<br>For example: 3 students enrolled in 2 credit lesson class yield 420 minutes for semester. Load calculation is the following: 3 * 0.75 * 0.5 = 1.125 faculty load hours
| Internship Courses INT | Internship courses must include a minimum of 3000 minutes of course/on-site time per academic semester/session for each credit hour. Internships require broad application of knowledge gained through course work. A variety of work is included and is directed by an external agency with an output product. Examples may be a paper, presentation, demonstration, or portfolio. | 0.2 per student | 3000 | Student headcount * 0.2<br>*Assumes instructor does NOT meet weekly with students. |
| Cooperative Education Courses COOP or WRK | Co-ops must include a minimum of 3750 minutes of on-the-job training time per academic semester/session for each credit hour earned. Co-ops are employer directed. Students may complete work journals and should receive employer ratings. Interaction should take place between a college representative and the employer on context and student progress. | 0.1 per student | 3750 | Headcount * 0.1 |
| FLEX | Courses are based upon learning skills and competencies that can readily be measured and exhibited. These courses are not based upon minutes per semester/session, but rather meeting the competencies and requirements of the offered course. These courses may be given a designated deadline for completion. | 2:1 Time/Load | 1500 | Varies by agreement between NWCCD and faculty member. |
| Self Directed Learning SDL | Self directed learning is lab-based instruction with an expectation of 1500 minutes per semester. More than one class may be scheduled at a given time to give increased flexibility to student schedules. The schedule will be determined by the division chair in discussion with the instructor. Load is calculated for only one class during a given time block; additional classes in that time block do not increase the load. | 1:0.75 Time/Load | 750 Lecture 1125 LAL | Billable credit hours * 0.75 |
| Discussion | Various approaches | 0 | 0 credit load |
Turn Taught Classes | Turn taught classes involve multiple instructors dividing the teaching responsibilities. Each instructor is responsible for the preparation, teaching, and assessing of a specific portion of the course.

Cohort Classes | Cohort classes can be lecture, lecture/lab, or lab classes. Each class session is offered twice and the enrolled students attend one of the two sessions. For a three credit class, this means meeting for a total of six hours with one cohort. This is an infrequent, low faculty efficiency situation, but puts students as first priority.

| 1:1 | 1:1.67 |

Load Formulas for Internships and Co-ops

<table>
<thead>
<tr>
<th>Faculty Responsibilities</th>
<th>Internships</th>
<th>Co-ops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assist in finding work site</td>
<td>Help arrange work site</td>
<td></td>
</tr>
<tr>
<td>Initial meeting with employer to outline expectations</td>
<td>Initial meeting with employer and student to outline expectations</td>
<td></td>
</tr>
<tr>
<td>Initial meeting with student to draft objectives and provide expectations</td>
<td>Verify work hours</td>
<td></td>
</tr>
<tr>
<td>Meeting with student and employer at beginning of internship</td>
<td>Review employer ratings</td>
<td></td>
</tr>
<tr>
<td>Onsite visit(s) to ensure progress</td>
<td></td>
<td>Evaluate work journals</td>
</tr>
<tr>
<td>Midterm meeting with student and employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final meeting with student and employer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of work product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic Credit definition

NWCCD defines an academic credit by the number of guided minutes a student spends engaged in a particular academic activity. Guided minutes can include traditional classroom time, laboratory time, internship or practicum time, or time spent working with an online instructor. The student is granted credit upon successful completion of those prescribed minutes. The college assumes that successful completion of academic credit requires preparatory work amounting to approximately two to three times the required guided minutes described above. The list below designates the number of guided minutes required for each kind of course.

(The Carnegie Unit of academic credit is currently under review and revision by the Federal Department of Education to incorporate outcomes and outputs instead of time-invested and resource inputs.)
NWCCD evaluates all course offerings in terms of the unit of academic credit, a semester credit hour.

A. Lecture Courses: Lecture-based courses must meet a minimum of 750 minutes per academic semester/session for each credit hour. Lecture courses are defined as those traditional university parallel courses which may include lectures, recitations, discussions, and similar teaching approaches.

B. Laboratory Courses: Laboratory-based courses must meet a minimum of 1500 minutes per academic semester/session for each credit hour. Clinic and/or occupational laboratory courses based on and/or emphasizing skill training or proficiency (competency based) must meet a minimum of 2250 minutes per academic semester/session for each credit hour.

C. Lecture/Lab Courses: Courses with a combined lecture and laboratory component must meet a minimum of 1125 minutes per academic semester/session to equal one semester credit hour.

D. Lecture/Studio Courses: Courses which are lecture and studio based must meet at least 1500 minutes per academic semester/session calendar for each credit hour.

E. Practicums: Directed practicum courses require students to complete a minimum of 2250 minutes of course/on-site time per academic semester/session for each credit hour earned. Practicums are internally driven, based on competencies, and are closely related to a course or field of study.

F. Clinical Courses: Clinic and/or occupational laboratories which are based on and/or emphasize skill training or proficiency (competency based) must meet a minimum of 2250 minutes in an academic semester/session for each credit hour.

G. Lesson Courses: Lesson-based courses must include a minimum of 210 minutes of lesson time and 840 minutes of arranged practice time per academic semester/session calendar for each credit hour.

H. Internship Courses: Internship courses must include a minimum of 3000 minutes of course/on-site time per academic semester/session for each credit hour. Internships require broad application of knowledge gained through course work. A variety of work is included and is directed by an external agency with an output product. Examples may be a paper, presentation, demonstration, or portfolio.

I. Cooperative Education Courses: Co-ops must include a minimum of 3750 minutes of on-the-job training time per academic semester/session for each credit hour earned. Co-ops are employer directed. Students may complete work journals and should receive employer ratings. Interaction should take place between a college representative and the employer on context and student progress.

Please note that instructional method is used to designate time/minutes required for use in the creation of new courses and revision of current courses. This does not limit courses to the method of delivery used (i.e. on-line, compressed video, flexible learning, self-directed learning, independent study, etc.)
Appendix 4

Faculty Endorsement-by-Equivalency Form*

1. Adjunct Faculty Name:

2. Adjunct Faculty Contact Information (Phone, address):

3. Faculty’s academic discipline in which they received formalized training (English, Welding, Nursing, etc.)

4. Degree achieved in the above discipline. (Please include transcripts)

5. Discipline(s) this faculty member will be teaching at NWCCD that require(s) equivalency endorsement (include brief rationale).

6. Specific courses outside of discipline credential to be taught by this faculty at NWCCD (include brief rationale).

____________________________________________
Content Area Expert (Required)

____________________________________________
Division Dean (Required)

____________________________________________
Vice President of Academic Affairs (Required)

*This form is to be used when it is evident that an adjunct has credentials that are “equivalent to” the credentials that are ordinarily required of our faculty in that content area. For a person to teach political science at NWCCD it is expected that they will have a minimum of a Master’s degree in Political Science, Government, Law, Political History, Public Administration, etc. By this measure Nancy Pelosi, our current US Speaker of the House, would not be qualified to teach at NWCCD. Her life experience gives her an equivalent endorsement from the college. Another example would be the adjunct faculty member who has a Ph.D. in Biology who has published extensively in exobiology and probabilistic calculations of life throughout the universe. This person could receive an equivalency to teach our astronomy classes. This form is to be used when there is no expectation that the adjunct will need to pursue further studies to continue to teach at the college in the approved area.
Appendix 5

Faculty Endorsement-by-Exception Form*

1. Adjunct Faculty Name  _____________________________________________

2. Adjunct Faculty Contact Information (Phone, address)

3. Faculty's current educational attainment. (Degrees, certificates, credit hours towards a degree, areas of study)

4. Discipline(s) this faculty member will be teaching at NWCCD that require(s) an exception-endorsement. (Include brief rationale why this exception should be granted.)

5. Specific courses outside of discipline credential to be taught by this faculty at NWCCD (include brief rationale).

6. Description of academic plan for the faculty member to achieve the credential necessary to continue teaching at NWCCD. (Please include a timeline to achieve the goal.)

__________________________
Content Area Expert  (Required)

__________________________
Division Dean (Required)

__________________________
Vice President of Academic Affairs  (Required)

*This form is to be used when it is evident that an adjunct has adequate credentials to teach in an area, even if the individual has not met the PEAK criteria for faculty credentials that we most commonly observe. This is an exceptional case. In these cases it is expected that the adjunct faculty will continue to work on his or her credentials until the NWCCD-requiring threshold is attained. An example of such a situation would be the welding instructor who has a HS diploma and no welding certifications of any kind, but is known to be the most knowledgeable welder and best teaching welder in the community. This person is required to make progress towards an AAS and/or the necessary certifications that would be equivalent to the AAS. As such, the individual could then move to an Equivalency Endorsement depending upon the approval of the Dean and full-time faculty.
Appendix 6

Faculty Petition for Credit Towards Lateral (horizontal) Step-Salary Movement

1. Name

2. Position at the college

3. Years of service to the institution

4. Current credentials - Degrees, certificates, content area(s)

5. Proposed coherent plan of study (Any course work within this plan of study, after approval by the CAO/VPAA, will count towards lateral movement)

6. Rationale for the plan of study

-----------------------------------------------------------
Faculty applicant

-----------------------------------------------------------
Division Dean

-----------------------------------------------------------
Vice President of Academic Affairs

-----------------------------------------------------------
Date

Completed form is duplicated for the Academic Affairs Office and sent to the HR office.
Appendix 7

Exemplar of an Independent Study Request/Petition
Exemplifies the type of detail required to justify the use of the independent study method for the delivery of academic credit.

Independent Study Request
Faculty Submission Form

Faculty Sponsor of the Independent Study: Dr. Josephene Gazpatzo

Student: Randy Álacart

Context for Need: Randy is currently in the last year of his AAS academic program in Autobody Health Philosophy. The current program calls for 66 credits to include Caltrigometrics for 3 credits. This class is ordinarily offered during the spring of the first year. It was not possible for Randy to take the class at that time because of a scheduling error by his advisor. Randy was only in his third month of college and was unaware of his options at that point and did not investigate further about how this might affect his total progression through the program. Therefore, it was his intention to take Caltrigometrics in this spring semester. Unfortunately, the faculty member primarily responsible for the delivery of this class is on sabbatical. It is possible that Randy could substitute Trigocalculometrics (taken at Powell’s NWWCC) for the Calculotrigoemtrics class, but he would really prefer to take the class as an independent study to learn several distinct principles and achieve certain outcomes present in this class that are not present in Trigocalculometrics. Randy and I then engaged in conversations that led to the proposal to take this class by independent study.

Independent Plan of Study: Randy and I met on December 9th to discuss the structure of the class, in order to meet his needs and outline how we would accomplish the outcomes for the course. From this conversation (of about 70 minutes) we devised an academic plan of study and the outline of a syllabus specifically designed for Randy. The type-written version is submitted with this form, as required.

The academic plan of study includes meeting together once every other week for 1-3 hours concerning, (1) what was covered in previous assignments, (2) what questions he had in accomplishing those assignments, (3) working through those specific problems, and (4) identifying the next set of chapters and problems in the book. The assignments for the independent study consist of 20 specific math theory problems per chapter as indicated in the syllabus. Additionally, I asked Randy to watch the video lecture series “How Calculotrigoemtrics Changed the World”, a 24 hour lecture series from the Great Courses series. The lectures are given by Chump
Pansy, tenured professor at Virginia Tech University. Randy will watch two of the 1-hour lectures per week and submit his notes on these lectures when we come together. Finally, in my conversation with Randy we determined that it was likely he was going to have a particularly difficult time (yes….we are anticipating an issue here…) with plastoviscosity statics theory, which is a small, but critical, piece of this course. It is a critical outcome to achieve, and the topic is a major distinction between Calculotrogometrics and Trigocalculometrics. Given that we expect there to be some challenges around this topic, I will be asking Randy to go to i-Tunes University for some assistance from a course at MIT. There is a marvelous module on plastoviscosity statics theory and Randy will come meet with me and teach a 45-minute class on the topic in one of my other classes. His performance in teaching the fundamentals of this topic in my Metrocalculus class will be good for the students and will be demanding of Randy. This will be a graded assignment and appears on the special syllabus. The independent study will have 3 tests, the submission of notes on the Great Courses Lectures, the delivery of a lecture to fellow students, and an oral exam of 5 questions at the end of the semester.

Final Notes or Comments from the Faculty Sponsor

Randy’s understanding of the course and of the conversations we have shared together is attached. This represents his petition to participate in this independent study. Randy is aware that his letter is a portion of the case required to convince the CAO that the class will possess academic integrity, rigor, and will be worthwhile to the student. Randy understands that a poor letter suggest an insufficient commitment to independent college work.

____________________________________
Faculty Sponsor of Independent Study
SYLLABUS GUIDE

Description of a Syllabus

A syllabus is a legally written contract between instructors and students. It binds students who wish to be successful in a course to a plan they should follow and similarly binds the instructor to the same plan. The syllabus organizes the learning experiences of the course and lists the planned activities that assist students in achieving course objectives. When a detailed syllabus is shared with all students, more will have the opportunity to be successful in the course. The course syllabus is an ongoing reference for students throughout the course. Students have a right to know the relative importance of course requirements; knowing them at the beginning of the course helps them better budget their time.

The syllabus is the instructional road map for the student and the course instructor. If an instructor wishes to change the itinerary, it is his or her prerogative to do so, but students should receive a written revised syllabus.

The course syllabus is a reflection of each individual instructor’s plan and course of action to meet departmental requirements, goals, and objectives. It sets the mood of the course. Prepare it carefully to communicate clear concise information. A student may appeal his/her grade due to unclear, misrepresented or absent information in the course syllabus.

NOTE: The course syllabus is always derived from and consistent with the Common Course Syllabus adopted by the district-wide Curriculum and Standards Committee (C&S).

Common Course Syllabus

The Common Course Syllabus is an institutional curricular tool for all faculty teaching a particular course. Common course syllabi have been approved by the Curriculum & Standards Committee for the district. They play an integral role in institutional accreditation and transfer agreements; the Registrar maintains a file of all Common Course Syllabi for the district.
A Common Course Syllabus contains:

- Course description
- Pre- and co-requisite courses
- Course purpose
- Relevant program outcomes
- Minimum student competencies
- Relevant core abilities
- Required texts and materials
- Minimum course requirements
- Academic Honesty and Disability statements

**Instructor’s Course Syllabus**

The instructor’s course syllabus is an instructional road map for an individual instructor to communicate with his/her students about learning. It contains:

- Instructor contact information
- Course information from the Common Course Syllabus
- Class information and schedule of class meetings
- Policies related to assessment, grading and classroom management
- **Syllabi for online, hybrid, and video courses must include additional components to meet the particular needs of distance education students. See Appendix L: Distance Education Course Components for details.**

Each semester, instructors are required to provide the Area Director/Coordinator and/or Assistant Vice-President of Academic Affairs with a copy of the syllabus for every section taught. The syllabi are kept on file for use in institutional accreditation and to facilitate transfer of student credits. Electronic submission of syllabi is preferred; if possible, syllabi should be saved as an MS Word document with the year, semester, course number and section number as the title.

**Example:**

**2009 SP DVST 0930.30**

<table>
<thead>
<tr>
<th>Common Course Syllabus</th>
<th>Instructor’s Course Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparisons</strong></td>
<td></td>
</tr>
<tr>
<td>Common curricular tool</td>
<td>Instructional road map</td>
</tr>
<tr>
<td>Each faculty member has a common course syllabus for each course taught.</td>
<td>Each student should have a syllabus for each class taken.</td>
</tr>
<tr>
<td>Institutionally generated</td>
<td>Instructor generated</td>
</tr>
<tr>
<td>Master document</td>
<td>“Legally” written contract</td>
</tr>
<tr>
<td>Formal standard format</td>
<td>Informal format</td>
</tr>
<tr>
<td>Approved by C&amp;S Committee</td>
<td>Consistent with common course syllabus</td>
</tr>
</tbody>
</table>
Components of a Syllabus

HEADER INFORMATION

College Name
Course Syllabus: Semester and Year
Course and Section Numbers: Course Title, # Credit Hours
Department and Division Names
Course Meeting Day(s), Meeting Time, Site and Room Identification

Example:

Northern Wyoming Community College District

<table>
<thead>
<tr>
<th>College Name</th>
<th>Gillette College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheridan College</td>
<td>3059 Coffeen Avenue</td>
</tr>
<tr>
<td>Gillette College</td>
<td>300 West Sinclair Street</td>
</tr>
<tr>
<td>Sheridan, Wyoming 82801</td>
<td>Gillette, Wyoming 82718</td>
</tr>
</tbody>
</table>

DVST 0930 30: Intermediate Algebra, 4 Credit Hours
Math Department, Natural Science Division
Spring 2009 MWF 9:00 – 10:15 AM, GCMN 155

INSTRUCTOR INFORMATION

All instructors are assigned a college e-mail address, and that e-mail address should be used rather than an address from another provider; directions are available on the college website for forwarding email from the college address to other accounts. Home phone numbers are optional, but it is vital that students are able to contact the instructor outside of class time. The instructor's office hours should be included if appropriate. Adjunct faculty who do not maintain a campus office should include days and times most appropriate for student contact.

Example:

Instructor: Teri Anderson
Gillette College, Room 123F
anderson@sheridan.edu
307-686-0254, ext. 1110 (Office)
Office Hours: 11:00 AM -12:00 PM, MWF, 2:00 PM – 3:00 PM, TTh

COURSE INFORMATION

- **Description**: The description provides a brief overview of the content of the course; it should be exactly the same as is printed in the college catalog or in the common course syllabus.

Example:
Course Description: This course covers factoring, fractional expressions, functions, graphs, systems of linear equations, exponents, radicals, quadratics and logarithms to help prepare students for MATH 1400.

- Prerequisite: The prerequisite section should be exactly the same as in the common course syllabus. Or None

  Example:
  Prerequisite: CPT Level II or a "C" or better in DVST 0920.

- Co-requisite: The co-requisite section should be exactly the same as in the common course syllabus. Or None

  Example:
  Purpose: Intermediate Algebra is a non-transfer class intended for students lacking preparation for college-level math courses. This course is a prerequisite for MATH 1400: Pre-Calculus Algebra. Intermediate Algebra does not satisfy the mathematics skills requirement for an Associate Degree at NWCCD.

Relevant Program Outcomes:

- Calculate pi to 15 decimal places from first principles long-hand

- Minimum Student Competencies: These are taken directly from the common course syllabus. Student Competencies are written as measurable, behavioral, performance-based objectives and have the preface statement, “Upon successful completion of (course name and number), the student will:…” The outline form with numbers signifying the major objectives and letters signifying the sub-objectives should be retained in the syllabus.

  Example:
  Minimum Student Competencies: Upon successful completion of DVST 0930 Intermediate Algebra, the student will:
  1. Solve simple linear equations and inequalities.
     A. Simplify algebraic expressions by grouping like terms and by using the distributive law.
     B. Solve linear equations and inequalities.
     C. Manipulate formulas to solve for a specified variable.

- Relevant Core Abilities: Acquire and Apply Knowledge
  Think Critically
  Communicate Effectively
• **Required Texts and Materials:** Textbook choice must be approved by the Area Director/Coordinator or Assistant Vice-President of Academic Affairs. The citation for all texts should include author, title, edition, publisher, and year.

  Example:


  Materials for the course are those items that are necessary for successful completion of the course. Examples of required materials are software, lab kits, calculators, tools and special clothing. A detailed list of all required materials should be included; if the materials are not available from the college bookstore, vendor information should be added.

• **Minimum Course Requirements:** These are taken directly from the common course syllabus and indicate the *minimum* type and number of assessments for the course.

  Example:

  **Minimum Course Requirements:** Students shall demonstrate a minimum of 70% proficiency in the topics studied. Evaluation of proficiency shall be through at least two tests and a final examination.

• **Course Outline:** The course outline may be organized by week or by session. While the course outline may be incorporated into the body of the syllabus, the syllabus may include a reference to the outline on a separate page which can be easily updated if circumstances warrant a change in the schedule. If changes are made to the course outline as the semester progresses, the instructor should provide students with an updated outline.

  Example:

  **Course Outline:**

  This is a tentative schedule for the semester. It may be necessary to adjust the schedule to meet the particular needs of this class, and it is the responsibility of each student to keep abreast of any such changes.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 1       | January 17 | • Discuss course syllabus  
|         |          | • Lecture – Chapter 1  
|         |          | • Assignment – Chapter 1 Review Test  
|         |          | • Reading Assignment – Sections 2.1 and 2 |
| 2       | January 19 | • Lecture Sections 2.1 and 2 – Graphs and Functions  
|         |          | • Assignment – Every other problem in Sections 2.1 and 2  
|         |          | • Reading Assignment – Sections 2.3, 4 and 5 |

**CLASS INFORMATION**

• **Class Requirements:** This is the section of the syllabus where individual instructor preferences are detailed. While the minimums set out in Minimum Course Requirements must be satisfied, most instructors choose to assess student progress using more than the
minimum required number of assessments. Course requirements should be listed here with a brief discussion of assignments, quizzes, tests, papers, projects, etc.

Consideration might be given to types of tests, formatting requirements for papers, specific criteria for any assignment, due dates, and incentive points.

- **Grading**: Include here how students will be evaluated on their performance on the items listed above. These descriptions should include points, percentages, if a curve is used, the scale (90-100=A), how many points are available in semester, and incentive or performance points.

  **Example:**

  **Grading**: The student will be evaluated on the following:
  attendance/participation, exercises and exams, and the written assignments.

  (Include details here about the above assignments.)

  Total points determine grades and are calculated according to the Grading Scale shown below.

  (Include details here about how grades are calculated.)

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100%-90%</td>
<td>A</td>
</tr>
<tr>
<td>89%-80%</td>
<td>B</td>
</tr>
<tr>
<td>79%-70%</td>
<td>C</td>
</tr>
<tr>
<td>69%-60%</td>
<td>D</td>
</tr>
<tr>
<td>59%-0%</td>
<td>F</td>
</tr>
</tbody>
</table>

- **Attendance**: The attendance policy for the college is attached below; note that it requires each instructor to include an attendance policy in the syllabus which is distributed to all students. If attendance is a portion of the course grade, outline how tardies and other partial absences will be handled. While instructors are free to include attendance in calculating course grades, the overall course grade should primarily reflect the level of mastery of the Minimum Student Outcomes.

  - Regular attendance is expected of all students attending NWCCD so they may fully benefit from the educational experience. Students receiving financial aid must regularly attend class and actively participate in their coursework in order to earn their aid. Students failing to do so may be held liable for returning financial aid funds. Visit the Office of Financial Aid Services for more information.

- **Late/Make-Up Assignment Policies**: Instructors should include in the syllabus policies outlining under what circumstances, if any, assignments, tests, and exams can be submitted late. Informing students of these policies on the first day of class and providing them with a written statement of the policies can help avoid problems later in the semester. Because college policy allows students to make up late work after an authorized absence, instructors may want to include a method for students to verify authorized absences.
• Academic Honesty: A brief Academic Honesty Statement is included in every common course syllabus. The academic honesty policy for the college is attached below; note that reference is made to penalties as outlined in the syllabus for the course.

In an individual syllabus, instructors should include the general statement from the common course syllabus (the first paragraph below) as well as specific penalties for violation of academic honesty in the syllabus. A discussion of specific areas of concern common to the course should also be included; the syllabus for an English course might focus on proper citations while a Statistics syllabus might emphasize proper collection of data.

Example:

Academic Honesty: Students are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

It is expected that the work you submit is your own. In this course, academic dishonesty also includes deliberate plagiarism, submitting the work of others as your own, creating fake data, or any other form of intentional misrepresentation for the purpose of receiving a higher evaluation than is merited or to cause another student to receive a lower evaluation than merited and will not be tolerated. If you are caught engaging in such behavior, you will be punished. Punishment may include:

- being required to complete extra assignments for inadvertent infractions,
- receiving a grade of 0 for minor infractions,
- failing the class for repeated or egregious infractions, or
- other punishment as determined administratively.

Refer to Series 6005 and 6005.1 in the college Policy and Procedures Handbook for more details.

• Disability Statement: To be in compliance with the ADA, every syllabus needs to include a statement which addresses the process for obtaining accommodations. The statement included in all common course syllabi for the district is:

Students with disabilities who believe they may need accommodations in this class must contact the disabilities services coordinator on their campus as soon as possible to request such accommodations.

• Other Considerations: Use this section to discuss any other areas of concern. These might include use of cell phones, audio taping of lectures, children in the classroom, leaving the room while class is in session, wearing hats in the classroom, safety procedures, or the importance of bringing the proper tools to class.
PSYC 2000 Research Methods in Psychology (4 credits)  
Psychology Department  
Arts, Humanities, and Social Sciences Division  
Fall 2013  
Mondays, 9:00 AM – 12:00 Noon, W139A  

Instructor: Lead T. Learn  
Office: Whitney 1234  
Office Phone: 674-6446, ext. 4467  
Email: llearn@sheridan.edu  
Office Hours: Mondays, 8:00 - 8:50 AM  

Description: This course introduces the student to the methods of investigating psychological questions and interpreting statistics commonly found in psychology. The student will become familiar with a variety of research strategies including observation, experimentation, survey and correlation.  

Prerequisites: ENGL 1010 English I and PSYC 1000 General Psychology  
Co-Requisites: None.  

Purpose: PSYC 2000 Research Methods in Psychology is a program requirement for the Psychology AA program and may be used as a program elective for the Social Science AA program. This course fulfills the General Education requirement for Advanced Writing.  

Program Outcomes  
Upon completion of PSYC 2000 Research Methods in Psychology, the student will:  
1. apply basic research methods in psychology, including research design, data analysis, and interpretation.  
2. examine the applicability of psychological principles and empirical findings to personal, social, and organizational issues.  

Minimum Student Competencies  
Upon completion of PSYC 2000 Research Methods in Psychology, the student will:  
1. investigate psychological questions.  
2. interpret statistics in psychology.  
3. produce writing including discipline-based as well as interdisciplinary.  
4. demonstrate familiarity with the various research designs, including experimentation, observation, survey, and correlations.  
5. analyze information using scientific research.
6. employ a variety of research strategies.
7. modify writing using multiple strategies.
8. conduct original psychological research.
9. demonstrate the ability to write in the American Psychological Association format, investigate psychological questions.

Text and Materials

Minimum Course Requirements:
Demonstrate knowledge by successfully completing:
1. Tests
2. Discipline-based writing assignments
3. Written research reports

Course Outline:

Assignments:
You will have several assignments due throughout the semester.

• Chapter Notes: Due each Monday - 20 points each

• My Virtual Child: This is an online program we will work on throughout the semester. Further information is available on the My Virtual Child page.

• Group Presentation: You will form groups of 5-6 people and choose from one of five articles to present to the class. The articles and presentation dates are:
  o Rovee-Collier - Infant Memory. September 26
  o Harlow - Social Deprivation. October 3
  o DeLoache – Symbols. October 10

Each article should be backed up by at least two other references. Your group will also make a quiz for the class on your presentation. Articles can be found on the Documents page.

• Group Debate:
Each group will participate in 2 debates over the semester, and act as peer judges for one debate between the other groups. Your group will be assigned a "position" for each debate. Whether you agree or disagree with your assigned position, you must debate as if you truly believe your own side. We will vote on debate topics in class. Topics may include the use of daycare, legal abortion, population control, mandatory parent training, transracial adoption, medicating young children, and euthanasia (assisted suicide) of the elderly. Suggested topics are welcomed.

Grading:

Final Grade/Points Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>300 (10 points each class attended and actively participated in)</td>
</tr>
<tr>
<td>Notes</td>
<td>360</td>
</tr>
<tr>
<td>My Virtual Child</td>
<td>100</td>
</tr>
</tbody>
</table>
Group presentation  50
Debate 1          50
Debate 2          50

Total:  710

GRADING POLICY:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% or lower

I = INCOMPLETE: plans for completing the course must be negotiated prior to the end of the course in order to earn a temporary incomplete.

On marginal grades, good attendance and class participation will be considered.

Note on participation: absences due to campus-excused activities (e.g. sports) will not affect your grade. I reserve the right to consider you absent from class if you are seen excessively texting, checking email/Facebook, etc. I only need your undivided attention for 1 hour and 15 minutes.

Assignment Submission:

Assignments are due on the day marked on the syllabus. Because you have no exams, it is expected that all assignments be submitted on time. Late work will be penalized 5% for each day it is late.

Each week students will be given a chapter outline which they must complete. All terms or ideas with a _______ next to them must be filled in by class the following Monday. You will NOT have time to complete this during class. We have only one lecture day a week and due to the nature of the course I will not cover everything from the readings. Each week’s completed notes is worth 20 points. I will explain grading further in class.

Class expectations:

Attendance is considered essential to the learning process and is carefully monitored. Students are expected to be prompt and regular in their attendance. Absences can result in a lower grade. However, emergencies can occur. Any absences or conflicts must be discussed prior to class in order to be excused. Whether an absence has a valid “excuse” is left to the discretion of the instructor. If you miss the equivalent to five unexcused classes, your grade may be dropped by one letter grade. Any unexcused absences thereafter may result in an “F”. If you arrive late or leave early, you are missing important class time. All students are expected to stay for the entire instructional time unless prior arrangements have been made.

Learning is an active process. All students are expected to participate actively in the instructional process. This includes: reading assigned material prior to class, participating in class discussions, and joining in class/group projects. I will do my best to make our class environment welcoming and comfortable; however, if you have difficulty speaking up in class or in your group, please talk to me so this does not impact your grade negatively.
All assignments are designed to enhance the learning process and better develop the student’s understanding and comprehension of all the course material. To help you plan, assignments and due dates are published on the class calendar. All assignments must be submitted on the dates indicated. Late assignments will not receive full credit. All graded assignments will lose 5% of the possible points per late day.

**Classroom Guidelines:**

- No cell phones in class! Please silence cell phones while in class. If you are expecting an important call, the instructor needs to be notified prior to the beginning of class.
- Texting is considered a violation of the learning process. Texting without permission may result in an unexcused absence.
- If a class is missed, get the notes and class discussion from another student.
- Any student caught cheating will result in 0 points for the quiz or assignment.
- Points can be taken away or a student can be asked to leave for excessive talking or disrupting the class.
- Disrespectful, obscene or vulgar behavior toward classmates or the instructor will not be tolerated!

Violation of any of the above can lower a student’s grade or can result in a student’s dismissal from class. Sanctions for violations are dependent on the discretion of the instructor. Students are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

**Academic Resources:**

Sheridan College has a Learning Center that provides tutoring assistance to enrolled students. The college has an on-campus library as well as an online library catalog.

NWCCD has partnered with Turnitin.com to assist students and faculty with preventing plagiarism.

**Other:**

The instructor reserves the right to change scheduling with due notice to the students.

_Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Learning Center as soon as possible to ensure such accommodations may be implemented._
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
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<tr>
<td>M, Aug. 22</td>
<td>NO CLASS</td>
<td>DUE MONDAY</td>
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<tr>
<td>W, Aug. 24</td>
<td>Welcome, overview</td>
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<tr>
<td>M, Aug. 29</td>
<td>Chapter 1: History, theories, &amp; methods</td>
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<td>W, Aug. 31</td>
<td>Chapter 2: Heredity and prenatal development</td>
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<td>M, Sept. 5</td>
<td>NO CLASS</td>
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<tr>
<td>W, Sept. 7</td>
<td>Chapter 3: Birth and the newborn baby</td>
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<td>M, Sept. 12</td>
<td>Class discussion: premature birth; method of birth</td>
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<td>W, Sept. 14</td>
<td>Chapter 4: Infancy – physical development</td>
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<td>M, Sept. 19</td>
<td>Chapter 5: Infancy – cognitive development</td>
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<td>W, Sept. 21</td>
<td>Video clips: language</td>
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<td>M, Sept. 26</td>
<td>Class discussion: infant memory</td>
<td>Rovee-Collier Presentation</td>
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<td>W, Sept. 28</td>
<td>Chapter 6: Infancy – social/emotional dev.</td>
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<td>M, Oct. 3</td>
<td>Class discussion: Human bonding</td>
<td>Harlow Presentation</td>
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<td>W, Oct. 5</td>
<td>Chapter 7: Early childhood physical/cognitive dev.</td>
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<td>M, Oct. 10</td>
<td>Class discussion: symbols</td>
<td>DeLoache et al. Presentation</td>
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<td>W, Oct. 12</td>
<td>Chapter 8: Early childhood social/emotional dev.</td>
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<td>M, Oct. 17</td>
<td>Class debate: TBD</td>
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<td>Chapter 9: Middle childhood physical/cognitive dev.</td>
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<td>Class discussion: learning disabilities</td>
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<td>Chapter 10: Middle childhood social/emotional dev.</td>
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<td>Class discussion: Bullying</td>
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<td>W, Nov. 2</td>
<td>Chapter 11: Adolescent physical/cognitive dev.</td>
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<td>M, Nov. 7</td>
<td>Class discussion: eating disorders</td>
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<td>Chapter 12: Adolescent social/emotional dev.</td>
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<td>M, Nov. 14</td>
<td>Class discussion: social relationships</td>
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<td>W, Nov. 16</td>
<td>Chapters 13, 14: Early adulthood</td>
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<td>M, Nov. 21</td>
<td>Class debate: TBD</td>
<td>Debate #2</td>
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<td>W, Nov. 23</td>
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<td>M, Nov. 28</td>
<td>Chapters 15, 16: Middle adulthood</td>
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<td>W, Nov. 30</td>
<td>Chapters 17, 18: Late adulthood</td>
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<td>M, Dec. 5</td>
<td>Class discussion: Treatment of senior citizens</td>
<td>My Virtual Child completion</td>
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<td>W, Dec. 7</td>
<td>Chapter 19: Life’s final chapter</td>
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<td>M, Dec. 12</td>
<td>Class debate: TBD</td>
<td>Debate #3</td>
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<td>W, Dec. 14</td>
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*Please check the schedule on the course webpage for any changes throughout the semester.

**Academic Honesty Statement**

Students are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student. Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

**Attendance Policy**

Regular attendance is expected of all students attending NWCCD so they may fully benefit from the educational experience. Students receiving financial aid must regularly attend class and actively participate in their coursework in order to earn their aid. Students failing to do so may be held liable for returning financial aid funds. Visit the Office of Financial Aid Services for more information.

**Disability Statement**

Students with disabilities who believe they may need accommodations in this class must contact the disabilities services coordinator on their campus as soon as possible to request such accommodations.

**Other Considerations:**

Students are expected to conduct themselves in a courteous and professional manner. Late arrival is disruptive and discouraged as a matter of common courtesy. Dress is expected to be professional when field trips are scheduled.
Appendix 9

SERIES 6005
ACADEMIC HONESTY

Students at Sheridan College are expected to maintain the highest standards of academic honesty and integrity. Academic honesty means performing all academic work without lying, cheating, deceit, plagiarism, misrepresentation, or unfairly gaining advantage over any other student.

Violations of academic honesty are in violation of District standards for student conduct and shall result in disciplinary action.

Below is consistent with SERIES 6005.1

Academic Honesty
Responsibilities and Procedures

When an instructor observes alleged violations of academic honesty on the part of a student, the case shall be handled in accordance with the following procedures:

1. The instructor will meet with the student(s), outline the accusation, and explain the tentative assessment of and grade for the assignment.
2. The student(s) may earn a grade of “F” or 0 points on the assignment involved in the violation, or a grade of “F” in the course in which the offense occurred as outlined in the syllabus in the course.
3. The instructor shall submit to the on-campus Academic Department Director or Division Chair within seven (7) working days from the time the offense is documented, a written report stating the facts of the case and the action taken by the instructor, along with any physical evidence; the report and evidence will be retained by the Chief Academic Officer.
4. The instructor shall make the student(s) aware of the chain of academic appeal (Division Chair, Academic Dean, Chief Academic Officer).
5. Any student who considers himself unfairly treated may utilize the student grievance procedure. The Chief Academic Officer will provide all physical evidence to the chairperson of the grievance committee if a committee is called to meet.
6. For multiple offenses on the part of the student, in addition to failing the course(s) in which the academic honesty violations occurred, the student may be expelled from the College by the President on recommendation of the Executive Vice President/Chief Academic Officer following a judicial hearing.
7. After disciplinary procedures have been initiated by the instructor, a student who has earned a grade of “F” in a course as a result of a violation of the College’s policy on academic honesty is not permitted to withdraw from the course.
Appendix 10

Academic Dean and Content Expert signatures required for course to be waived / substituted

NWCCD

Arts, Humanities, and Social Sciences
Dean signature required: Mercedes Aguirre Batty; Dean of Arts, Humanities, and Social Sciences

Content Experts

Business / Social Science
- Social Sciences: Scott Engel OR Rachel Kristiansen
- Business: Valerie Collins OR Karen Wendel
- Education: Tracie Pollard OR Doug New
- Criminal Justice: Dave Marquith

Humanities / Arts
- Fine Arts: Rod Dugal
- English: Jane Wohl OR Miranda Miller
- Communication: Jane Wohl OR Karen Desch
- Languages, Philosophy, Humanities: Mercedes Aguirre Batty
- History: Brad Schaedler OR Mike Walker
- Political Science: Mike Walker OR Doug McGee
- Health & Human Performance: Erin Nitschke

Career and Technical Education (CTE)
Dean signature required: Jed Jensen, Dean of Career and Technical Education

Content Experts
- Tech: Kevin Fox OR Brent Heusinkveld
- Welding: Carl Schiner OR Troy Miller
- Construction Technology: Josh Michelena
- Diesel: Travis Grubb OR John Sikkenga
- Machine Tool: Randy Whyte OR Paul Plourde
- Industrial Electricity: Ray DeStefano
- Mining Technology: Rob Livingston
- Computer Networking / CIS / Cyber Security / Web Design: Jed Jensen
Science, Math, Agriculture, and Culinary / Hospitality (SMAC)
Dean signature required: Ami Erickson, Dean of Science, Math, Agriculture, and Culinary

Content Experts

Natural Science
- **Math**: Jay Araas OR Beau Corkins
- **Science**: Rob Milne OR Ami Erickson OR Mamadou Keita
  - **Biology**: Scott Newbold OR Holly Martin
  - **Microbiology**: Holly Martin
  - **Human Biology & Human A&P**:
- **Engineering Technology** and **CAD**: Edith Johnson LaMeres
- **Survey Engineering**: Rob Livingston OR Bruce Leslie

Agriculture
- **Agriculture, Natural Resource & Ranchland Mngt**: Keith Klement
- **Agriculture Business or Horticulture**: Chuck Holloway
- **Animal Science**: Rick Landeis
- **Nutrition**: Ami Erickson
- **Agroecology**: Chuck Holloway

Hospitality Mgmt. & Culinary Arts
- **Hospitality Mgmt. & Culinary Arts**: Chef Tim Rockwell OR Chef R.J. Rogers

Health Sciences and Outdoor Education
Dean signature required: Trudy Munsick, Dean of Health Sciences and Outdoor Education

Content Experts
- **Dental Hygiene**: Janine Sasse-Englert
- **Massage Therapy**: Diane Redman
- **Nursing**: Louise Posten OR Phyllis Puckett
- **Health Sciences**: Louise Posten OR Phyllis Puckett
- **Outdoor Education**: Julie Davidson
Appendix 11 Academic Contact Information

Vice President of Academic Affairs
Dr. Richard Hall (ext 2835)
rhall@sheridan.edu
Misty Bateman, Admin. Assist. (ext 2830)
mbateman@sheridan.edu

Associate Dean for Academics Gillette College
Scott Engel (ext 1130) sengel@sheridan.edu
Jessica Maurer, Admin. Assist. (ext 1100)
imaurer@sheridan.edu

Sheridan College in Johnson County Director
Derek Andrews (ext 6003) deandrews@sheridan.edu
Ashlea Bassett, Admin. Assist. (ext 6001)
abassett@sheridan.edu

Director of Dual Credit Programs (Concurrent Enrollment)
Cody Ball (ext 3518) cball@sheridan.edu

Science, Math, Agriculture, and Culinary (SMAC)
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   Doris Ostrowski; Admin. Assist. (ext 3500)
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Keith Klement; Director of Agriculture (ext 3515)
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Jay Araas, Math & Engineering Area Coordinator
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Rob Milne, Science Area Coordinator
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Culinary Arts & Hospitality Management Faculty
Tim Rockwell (ext 3519) Ross Lynn (ext 3508)
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Rob Livingston, Lead Faculty Mining Tech (Gillette)
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Jim Stratton, Director, Industrial Safety Training Institute
jstratton@sheridan.edu

District Libraries
Sheridan; Katrina Brown, kbrown@sheridan.edu (ext 2506)
Gillette; Diane Adler, dadol@sheridan.edu (ext 1453)

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   Megan Boedeker; Admin Assist
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Jane Wohl, English Area Coordinator
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Erin Nitschke, Director Health & Human Performance
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Health Sciences and Outdoor Education
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   Catherine Bergey Admin Assist Dental / Massage
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   Elaine Pridgion, Admin. Assist. (ext 1200)
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Julie Davidson; Director of Recreation and Outdoor Education
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Spear-O-Wigwam Mountain Campus spearo@sheridan.edu

Director of Distance and Distributive Learning;
Stoney Gaddy, sgaddy@sheridan.edu (ext 2510)

Workforce Training & Development
Karen St. Clair, kstclair@sheridan.edu (ext 4502)

Dean of Enrollment; Registration and Records
Sharon Elwood elwood@sheridan.edu (ext 2820)

Director(s) of Admissions
Joe Mueller; Sheridan, jbmuller@sheridan.edu (ext 2007)
Micah Olsen; Gillette, molsen@sheridan.edu (ext 1450)

Advising and Testing
Kirstie Auzqui; Sheridan, kauzkie@sheridan.edu (ext 2003)
Beth Walker; Gillette, bwalker@sheridan.edu (ext 1411)

Human Resources Director Jennifer M. McArthur
jmcarthur@sheridan.edu (ext 2811)
# Appendix 12  
Academic Calendar 2014-2015

## FALL 2014 ACADEMIC CALENDAR

### August 2014

<table>
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<tr>
<th>Sun</th>
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- **Return and welcome August 27**
- **Division and other meetings August 28**
- **Division and other meetings August 29**

### September 2014

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- **Labor Day Holiday - Sept. 1 - (College Closed)**
- **Student Orientation September 2**
- **First day of classes September 3**
- **Mid-term week 20-24**
- **Mid-term grades are due - October 29nd**

### October 2014

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### November 2014

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- **Thanksgiving Break-Nov. 26 - 28, college closed**

### December 2014

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- **Last Day of classes December 15**
- **Finals December 16-19**
- **Grading Days**
- **Professional Flex Day-Grades due Dec. 24**
- **College closed December 24th - January 2**

---

72 Days of classes + 4 Days of Finals  
15 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays  
14 Weeks of classes + a 4 day Finals Week
<table>
<thead>
<tr>
<th>Month</th>
<th>Calendar</th>
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</thead>
<tbody>
<tr>
<td>January 2015</td>
<td><img src="January.png" alt="Calendar" /></td>
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<tr>
<td>February 2015</td>
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<tr>
<td>March 2015</td>
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<td>April 2015</td>
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<tr>
<td>May 2015</td>
<td><img src="May.png" alt="Calendar" /></td>
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72 Days of classes + 4 days of Finals
14 Mondays, 14 Tuesdays, 15 Wednesdays, 15 Thursdays, 14 Fridays
Total = 76 days of class, 15 weeks.
### Summer 2015 Calendar

<table>
<thead>
<tr>
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**Summer semester begins-June 1**

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**Summer sessions ends - August 7**

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</table>

**Summer grades due - August 12**
Appendix 13

NWCCD ACADEMIC ASSESSMENT

CORE ABILITIES –A, B, C

INDICATORS (numbers)

And Criteria (letters)

A. Think Critically

1. Apply logical reasoning to develop conclusions.
   a. Apply logical methods in distinguishing between facts, inferences, & opinions
   b. Explore multiple perspectives & reduce these perspectives to essential arguments
   c. Analyze information to determine what is reliable, relevant, important, & useful in order to draw logical conclusions
   d. Construct & support viewpoints/arguments with valid evidence

2. Apply appropriate mathematical strategies in problem solving.
   a. Identify the problem
   b. Select an appropriate solution
   c. Execute the solution completely and correctly
   d. Interpret the answer in the context of the problem
   e. Evaluate the results

B. Acquire and Apply Knowledge

1. Conduct subject area research using reputable sources.
   a. Select material that has Currency
   b. Evaluate material for Relevance
   c. Investigate material’s Authority
   d. Ensure material has Accuracy
   e. Assess source material’s Purpose

2. Draw conclusions from synthesized knowledge and apply appropriately.
   a. Compare or contrast information / concepts
   b. Link two or more facts / theories
   c. Generate hypotheses from information
   d. Gather data / information
   e. Interpret data / information
   f. Apply concept of uncertainty

C. Communicate Effectively

1. Convey and draw meaning through speaking.
   a. Present a clear purpose
   b. Communicate ideas in an unambiguous manner
   c. Structure message clearly and logically
   d. Speak in a manner free from errors in grammar, syntax, diction and pronunciation
   e. Articulates precisely, energetically and fluently
   f. Demonstrates a comfort level with oral presentation

2. Convey and draw meaning through writing.
   a. Documentation: The document follows MLA formatting guidelines, including properly formatter in-text citations and Works Cited page
   b. Focus: The document expresses a clear, discernible purpose throughout the essay
   c. Development: Specific and Logical support are evident in the essay
   d. Unity: the paragraphs have a clear beginning, middle, and end that stay on topic
   e. Coherence: The essay contains clear, logical connections to the main purpose.
   f. Mechanics: The essay addresses the formal audience refraining from distracting errors and informal language

3. Communicate through means other than speaking and writing.
   a. Show relevant and appropriate representation of course content
   b. Integrate relevant knowledge and skills
   c. Produce an appropriate model
   d. Use formal techniques appropriate to the medium
   e. Achieve aesthetic result relevant to project’s objective

4. Cite and document sources according to the conventions of the medium used.
   a. Format sources in a style appropriate to the discipline
   b. Document sources within the work
   c. Validate to ensure the work is free of blatant or inadvertent plagiarism
   d. Use formal techniques appropriate to the medium
The current common course syllabus requires the following categories (Quality Matters standards in parentheses).

- Description
- Prerequisites (1.5)
- Co-requisites (1.5)
- Purpose (1.2)
- Course Format (1.1) (1.2)
- Grading (w/ late submission statement) (1.2, 3.2)
- Competencies (to be stated by module/unit) (2.1)
- Texts/Materials (including software)
- Course Requirements
- Academic Honesty
- Disability Statement (7.2)

The request for additional information is based on recommendations by Quality Matters standards as well as national reviews of our QM-certified courses. Quality Matters standards are in parentheses.

The components in the following table are to be included in all online and hybrid class syllabi.

<table>
<thead>
<tr>
<th>Methods of Communication (1.2) (5.3)</th>
<th><strong>Instructors may comply with this requirement by addressing the following communication efforts in their syllabus:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- course e-mail</td>
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<td></td>
<td>- emergency contact</td>
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<td></td>
<td>- online office hours</td>
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<tr>
<td></td>
<td>- turn-around time for e-mail, discussion posts, and grading (weekdays, weekends, holidays)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minimum Computer Literacy Skill Requirements (1.6) (6.4)</th>
<th><strong>Instructors may comply with this requirement by placing the following statement in their syllabus:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expectations of participants in this course include a general knowledge of computers, file management, word processing, and the Internet.</td>
</tr>
<tr>
<td></td>
<td>All students who are new to using Blackboard or are taking their first online class from NWCCD are expected to complete an Orientation to Online Learning prior to beginning this class. Students need to meet the minimum computer literacy expectations as well as the minimum technology requirements.</td>
</tr>
<tr>
<td></td>
<td>Go to the Distance Learning website for more information (<a href="http://www.shendan.edu/distance/">www.shendan.edu/distance/</a>).</td>
</tr>
<tr>
<td>Minimum Technology Requirements (1.5)</td>
<td>Instructors may comply with this requirement by placing the following statement in their syllabus:</td>
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</tr>
<tr>
<td></td>
<td>Access to [insert software programs] and the World Wide Web are required.</td>
</tr>
<tr>
<td></td>
<td>Course content will be delivered in multiple formats, including but not limited to: document, video, and audio media formats. You may need to download and install plug-ins for some content. One prominent format in this course is Adobe Acrobat (PDF). Please refer to NWCCD's minimum technical requirements for online courses Web page for additional information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing Procedures (1.2)</th>
<th>Identify any testing procedures that will require students to make special arrangements (e.g., proctoring, testing center).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It is recommended that online courses not have high stakes MC/TF-type exams but a variety of assessments including self-check tests and quizzes. Most online instructors don’t require proctored exams; therefore, you can place a simple statement on your syllabus such as:</td>
</tr>
<tr>
<td></td>
<td>Students will be able to complete this course without setting testing center or proctor arrangements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code of Conduct (1.3)</th>
<th>Instructors may comply with this requirement by addressing the following conduct/etiquette efforts in their syllabus:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- rules of conduct for participating in discussion boards</td>
</tr>
<tr>
<td></td>
<td>- rules of conduct for e-mail content</td>
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<td></td>
<td>- speaking style requirements (using correct English as opposed to popular abbreviations used online)</td>
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<td></td>
<td>- spelling and grammar expectations</td>
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<td></td>
<td>- expectations for the tone and civility used in communicating with you and fellow students</td>
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<tr>
<td></td>
<td>to also include the following statement:</td>
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<tr>
<td></td>
<td>Please refer to [Series 5075 (Student Conduct and Discipline)] of the NWCCD Policies and Procedures manual for additional conduct information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Copyright Statement (4.3)</th>
<th>Instructors may comply with this requirement by placing the following statement in their syllabus:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This online course may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor who knows which materials are copyrighted and which are not.</td>
</tr>
<tr>
<td></td>
<td>Please refer to [Series 3013 (NWCCD Copyright Policy)] for institutional copyright information.</td>
</tr>
<tr>
<td>Technical Support Resources (7.1)</td>
<td>Instructors may comply with this requirement by placing the following statement in their syllabus:</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Contact your instructors first. They may need to adjust Blackboard course settings.</td>
<td>The Student HelpZone provides all NWCCD students, regardless of location, access to technical and information support on days and times that are convenient for our diverse student population. HelpZone staff are able to help students remotely and face-to-face.</td>
</tr>
<tr>
<td><a href="http://www.sheridan.edu/helpzone">www.sheridan.edu/helpzone</a></td>
<td>Outside the HelpZone hours, the following support resources are available to you.</td>
</tr>
<tr>
<td>Distance Learning Office: <a href="http://www.sheridan.edu/site/distance/distance-learning-office/">http://www.sheridan.edu/site/distance/distance-learning-office/</a></td>
<td>Distance Learning Office Hours</td>
</tr>
<tr>
<td>The Distance Learning office assists students with Blackboard and online learning technology issues (e.g., Turnitin, Collaborate, Smarthinking, etc.)</td>
<td>Mon - Fri --- 8:00AM – 5:00PM</td>
</tr>
<tr>
<td>Information Technology Services Office: <a href="http://www.sheridan.edu/site/departments/its/resources-information/">http://www.sheridan.edu/site/departments/its/resources-information/</a></td>
<td>ITS Help Desk Hours</td>
</tr>
<tr>
<td>Please use the ITS office Help Desk request page for standard college technology issues (e.g., e-mail, MyNWCCD, connectivity, wireless, etc.)</td>
<td>Mon - Thu --- 8:00AM – 9:00PM</td>
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<td>Friday – 8:00AM – 5:00PM</td>
</tr>
<tr>
<td>Academic Support Resources (7.3)</td>
<td>Instructors may comply with this requirement by placing the following statement in their syllabus:</td>
</tr>
<tr>
<td>Sheridan College and Gillette College each have a Student Success Center and Writing Center that provides tutoring and writing center assistance to enrolled students. We have partnered with <a href="http://www.sheridan.edu/site/distance/distance-learning-office/">Smarthinking</a> to provide an additional layer of tutoring and writing center assistance for students. NWCCD has also partnered with <a href="http://www.sheridan.edu/site/distance/distance-learning-office/">Turnitin.com</a> to assist students and faculty with plagiarism prevention.</td>
<td>Each college has an on-campus library (Sheridan and Gillette) as well as online access to the library catalog and databases. Most online material may be accessed from any computer with internet access.</td>
</tr>
</tbody>
</table>
| Student Support Resources (7.4) | Instructors may comply with this requirement by placing the following statement in their syllabus:

NWCCD has a series of Student Checklist Web pages where you can find Financial Aid, Advising and Assessment, Registration, Business Office, and Bookstore information.

Click here to view Blackboard’s accessibility standards statement. |