Faculty Handbook

Full-Time, Adjunct, and Concurrent

Eastern Wyoming College
2017 - 2018 First Printing

A guide to instruction at Eastern Wyoming College
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Message from the Interim Vice President for Academic Services

Welcome to Eastern Wyoming College. We are pleased to have you as a faculty member of our college family. Eastern Wyoming College is committed to providing quality, affordable, and accessible educational opportunities in an accountable manner that meets the needs of the people of Goshen County and our additional service area counties of Converse, Crook, Niobrara, Platte, and Weston. We depend upon you, our instructors, to help us accomplish this mission. Each of you has been selected because of your outstanding credentials and experience. The experience which you bring to the classroom enriches our programs, challenges our students, and compliments the expertise of our full-time faculty. Your contributions are invaluable in this educational enterprise, and we thank you for your commitment to education and to the people in our communities.

Whether you are an off-campus or on-campus instructor, we believe this handbook will be helpful to you. Please note the General Information section of this handbook, it contains a list of all outreach coordinators and Academic Services office employees with their telephone numbers and email addresses. Other forms are included there as well. Our website is updated on a regular basis and may be found at http://ewc.wy.edu

This handbook has been compiled by the Curriculum & Learning Council to assist you as you work with students at the college. Hopefully, the information will be helpful and make your work at EWC a little easier. If this handbook does not contain the specific information you need, please check with your Division Chair, Department Head or Outreach Coordinator. You might also find the information you need in the Eastern Wyoming College Catalog which is to be used in conjunction with this handbook. Any suggestions you have for improving this handbook for future use are welcome. Please send them to your Division Chair or Department Head for inclusion in the next edition. For a more detailed reference to the policies governing the college, the Eastern Wyoming College Policy Manual is available on the EWC website.

Welcome to our faculty. Thank you for becoming involved with our students.

Roger Humphrey, Interim Vice President for Academic Services and
The Curriculum & Learning Council
College Mission
Approved June 2008

Eastern Wyoming College is a student-centered, comprehensive community college that responds to the educational, cultural, social, and economic needs of its communities with quality, affordable educational opportunities for dynamic lifelong learning.

College Vision for the Future
Approved June 2008

Eastern Wyoming College will be a dynamic center for education, acting as a catalyst for individual growth, community engagement and global impact.

Student Philosophy Statement
Approved by CLC July 2010

Eastern Wyoming College is committed to providing a student experience that promotes academic success in a challenging and supportive environment, facilitates the transition to college for first time students, and helps all students identify and achieve their individual goals. EWC’s student experience is designed to foster personal growth by increasing independence, promoting ethical behavior and personal responsibility for learning, and affording opportunities for student involvement in campus activities to enhance social development.

College Strategic Directions

Strategic Direction #1 – Promote Pride and Unity among College Community.
1. Promote/foster a cohesive, collaborative and professional environment.
2. Promote the addition of services and infrastructure that promote college pride.
3. Attract and retain high quality people.

Strategic Direction #2 – Provide High Quality Programs.
1. Provide professional and safe facilities that are equipped to support quality programs.
2. Responsive to educational and training needs of constituents.
3. Continued support and growth of successful programs.

Strategic Direction #3 – Foster Partnerships.
1. Develop opportunities to provide a skilled workforce.
2. Promotes positive community and alumni relations.
3. Secure alternate funding streams.
4. Work cooperative to enrich college community activities.
Strategic Direction #4 – Empower and Enhance Student Success.
1. Increase student persistence and completion.
2. Provide an environment that helps foster a sense of belonging.

Strategic Planning – President’s Directives
January 22, 2016

Strategic Direction #1 – Promote Pride and Unity among College Community
- Eastern Wyoming College will optimize personnel, facilities, infrastructure and finances to keep the college viable and moving forward.

Strategic Direction #2 – Provide High Quality Programs
- Eastern Wyoming College will execute appropriate plans to deliver relevant educational services.

Strategic Direction #3 - Foster Partnerships
- The college will promote transparent communication to achieve influence with stakeholders and heighten the prominence of EWC.

Strategic Direction #4 – Empower and Enhance Student Success
- Eastern Wyoming College will maintain current student course completion rate of 84% and increase credit FTE 12% by 2020 while representing the diversity of our district and preserving academic rigor, standards and excellence.
Administrative Information

Equal Employment Opportunity Statements

Eastern Wyoming College is dedicated to providing opportunities and recognizing the talent of all people at our institution. The college is committed to a policy of equal employment opportunity for all persons on the basis of merit without regard to race, color, national origin, marital status, sexual orientation, sex, religion, political belief, veteran status, age, or disability. In accordance with the policy, Eastern Wyoming College affirms its commitment to non-discrimination in its employment practices as they relate to recruitment, hiring, selection, screening, testing, compensation, promotion, employment benefits, educational opportunities, access to programs, work assignments, application of discipline, access to grievance procedures, and any and all other conditions of employment which are provided by Eastern Wyoming College policy, regulation, rule or practice.

All administrators, faculty and staff committees and others involved in employment decisions are directed to comply with this policy. The Director of Human Resources is responsible for administering and coordinating the College’s Affirmative Action/Equal Employment Opportunity Program.

Position, office location and telephone number are:

Director of Human Resources
Tebbet Building, 234
Eastern Wyoming College
3200 West “C” Street
Torrington, WY 82240
307-532-8330

Nondiscrimination Statement

Eastern Wyoming College does not discriminate on the basis of race, color, national origin, marital status, sexual orientation, sex, religion, political belief, veteran status, age, or disability in admission or access to, or treatment, or participation in or employment in its educational programs or activities. Inquiries concerning Title II, Title VI, Title VII, Title IX and Section 504, may be directed to the Director of Human Resources, 307-532-8330. Inquiries concerning student related Title IX issues may be directed to the Vice President for Student Services, 307-532-8257. Both may be reached at Eastern Wyoming College, 3200 West C Street, Torrington, WY 82240. Alternatively, you may contact the Wyoming Department of Education, Office for Civil Rights Coordinator, 2nd Floor, Hathaway Building, Cheyenne, WY 82002-2060 or 307-777-3672, or the Office for Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417.
Americans with Disabilities Act Grievance Procedure

Eastern Wyoming College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by the U.S. Department of Justice regulations implementing title II of the Americans with Disabilities Act. Title II states, in part, that “no otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination” in programs or activities sponsored by a public entity.

Complaints should be addressed to: ADA Coordinator, Office of Human Resources, 3200 West C, 307-532-8330, who has been designated to coordinate ADA compliance efforts.

1. A complaint should be filed in writing or verbally, containing the name and address of the person filing it, and briefly describe the alleged violation.
2. A complaint should be filed within ten (10) days after the complainant becomes aware of the alleged violation.
3. An investigation, as may be appropriate, shall follow the filing of the complaint. The investigation shall be conducted by the Grievance Review Committee. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any an opportunity to submit evidence relevant to the complaint.
4. A written determination as to the validity of the complaint and a description of the resolution, if any shall be issued by the investigation individual and a copy forwarded to the complainant no later than forty-five (45) days after its filing.
5. The ADA coordinator shall maintain the files and records concerning all complaints which are filed.
6. The complainant can request a reconsideration of the case in instances where the complainant is dissatisfied with the resolution. The request for reconsideration should be made within seven (7) days to the ADA coordinator.
7. This procedure shall be construed to protect the substantive rights of interested persons to meet appropriate due process standards and to assure compliance with the Americans with Disabilities Act.

Title IX

It is the policy of Eastern Wyoming College to prohibit discrimination on the basis of age, color, disability, gender, national origin, race, religion, sex, sexual orientation, or veteran's status in regard to the administration of all campus programs, services and activities including intercollegiate athletics, and the admission of students, employment actions, or other sponsored activities.

Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by Eastern Wyoming College. Eastern Wyoming College complies with the requirements of Title IX of the Education Amendments of 1972, 20 U.S.C. Sec. 1681, et seq., and subsequent regulations, which prohibits discrimination on the basis of sex in all programs and activities receiving federal financial
assistance. Eastern Wyoming College receives such assistance and complies with this law and its implementation of regulation at 34 C.F.R. Part 106.

To ensure compliance with Title IX, the Vice President for Student Services, Activities Center, 229, Eastern Wyoming College, 3200 West C Street, Torrington, WY 82240, 307-532-8257, has been designated as the Title IX Coordinator. He is the primary contact for inquiries concerning the application of these laws to student programs, athletics, and activities at Eastern Wyoming College. The Office of Human Resources and Equal Opportunity will make the policy available to faculty, staff, the University community and the public.

Inquiries concerning the application of these laws to programs and activities of Eastern Wyoming College or any individual who believes he or she has been discriminated against in violation of the College's nondiscrimination policy, including sexual harassment or gender discrimination, or who has witnessed discrimination against another, may obtain information and assistance regarding the College's policies and responsive processes from the following resources:

- Vice President for Student Services, Activities Center, 229, Eastern Wyoming College, 3200 West C Street, Torrington, WY 82240, 307-532-8257
- Director of Human Resources, Tebbet Building, 234, Eastern Wyoming College, 3200 West “C” Street, Torrington, WY 82240, 307-532-8330

Eastern Wyoming College faculty, staff, and students with inquiries concerning the application of Title IX to the College's programs and activities, or for inquiries regarding allegations of discrimination or grievances concerning Title IX are encouraged to contact:

- Vice President for Student Services, Activities Center, 229, Eastern Wyoming College, 3200 West C Street, Torrington, WY 82240, 307-532-8257
- Director of Human Resources, Tebbet Building, 234, Eastern Wyoming College, 3200 West “C” Street, Torrington, WY 82240, 307-532-8330

Terms of Employment

Job Description

As a faculty member of Eastern Wyoming College, you will be using your subject area expertise to teach our students, advise students, recruit and retain students, participate on committees, and support the mission, vision, and strategic directions of the college. Please see the official job description in Appendix A.

Contract

Full-time instructors will be hired for a term that will not exceed one year. Each spring, an additional annual instructional contract may be offered to the instructor at the discretion of the College President. Each non-tenured faculty member will be evaluated at least once each semester. The College President shall consider tenure for instructional employees after five consecutive years.
of full-time classroom experience at Eastern Wyoming College. If tenure is not achieved at the end of five years classroom experience, then the instructor will be dismissed. However, due to special or extenuating circumstances, the College President may grant one additional year probationary status. After tenure is received, a faculty member has the right to hold the position during efficient and competent service and the right not to be removed therefrom except for such causes as incompetency, neglect of duty, physical or mental causes, incapacity, dishonesty, insubordination, immorality, conviction of a felony, or for demonstrably bonafide financial exigencies on the part of the institution. (Board Policy 3.3)

Adjunct instructors will receive a part-time instructional authorization form from the Division Chair, Department Head or Outreach Coordinator for courses they are teaching. Adjunct instructors are considered to be temporary part-time employees.

New instructional faculty will participate in a new faculty orientation with the Vice President for Academic Services. All new employees will participate in an orientation session with the Director of Human Resources where all EWC Personnel Policies will be reviewed.

Faculty under a 9-month contract may be contracted separately to teach during the summer term at the adjunct pay rate of $640 per credit hour.

**Official Faculty Transcripts**

Eastern Wyoming College requires all employees, including Adjunct instructors, to have current official college transcripts on file in the Personnel Office. If you need a form to request that official transcripts be sent to the Personnel Office, please contact the local outreach coordinator, or the Personnel Office 307-532-8330.

**Employment & Tax Forms**

Employment paperwork can be obtained in the Personnel Office or from your Outreach Coordinator and must be completed in a timely manner.

**Once at Time of Hire**

- I-9 forms and the Graham-Leach Bliley Act form must be completed for all new employees at the time of hiring.
- Full-time faculty will complete a W-4 at time of hiring. The W-4 form can be changed year to year as necessary.
- Retirees from any State of Wyoming job must complete the Rehired Retiree employee statement and WRS-9 form if retired in the last year.

**Annually**

- The Drug Free Workplace and the Sexual Harassment employee statements must be completed each academic year for both full-time and adjunct faculty.
Adjunct faculty must complete a W-4 each year. These forms will be completed in conjunction with the adjunct teaching contract.

W-2 forms, stating earned income for the year, will be available by January 31st as required by law. Although you may elect to receive your W-2 by mail, EWC prefers that you set up the ability to view and print your W-2 online through LancerNet.

Compensation and Payment Schedule

Full-time faculty members are paid according to the EWC Salary Schedule for twelve months each year on the 25th of the month. If the 25th falls on a weekend or holiday, payment will be made on the previous work day.

Adjunct instructors are normally paid by the credit hour at the standard adjunct rate (currently $640 per credit hour), payable either monthly or in a lump sum at the end of the class. Summer sessions and short courses will usually be paid at the end of the session. The Vice President for Academic Services and the Associate VP for Outreach & Academic Services have the authority to negotiate salaries for adjunct instructors in classes that have low enrollment. In the event a class is canceled or reassigned to a full-time instructor, the adjunct instructor may not be reimbursed for preparation time.

Payment cannot be made until all employment forms are current and a contract is on file.

The college encourages employees to be paid through direct deposit.

Pay advices may be viewed and printed online through LancerNet.

Health/Wellness Leave

Full-time faculty members are awarded up to two personal days and two community service days of leave in addition to medical leave and up to eighteen days of emergency leave each year. Faculty members should submit a monthly record of health and wellness leave for each month of their annual contract. Paper forms can be obtained from the Human Resources office or an electronic form can be used (Appendix B). Indicate the number of hours or days of used leave in the appropriate column on the form and have it signed by your Division Chair or Department Head. The form is then submitted to the Human Resources office. You will receive a confirmation of your record from the Human Resources office with a tablature representation of your time used.

Workload

Full-time faculty members are contracted to teach the equivalent of 30 credit hours per academic year (fall and spring terms as determined by the Oct 1 and Feb 1 Open & Closed Section Reports). Overload pay for full-time instructors is allowed if the workload exceeds 30 hours. Pay for overload
is paid at the same rate as that of an adjunct instructor. Including overload credits, a maximum teaching load for an EWC instructor is 21 credit hours per semester (Board Policy 3.9).

Adjunct instructors agree to the workload of their contracts, which will not exceed 8.75 credit hours per semester.

Workload credit for most classes is equal to the credit-hour value for the class, with exceptions for labs, internships, etc. Classes are subject to cancellation at the discretion of the Division Chair, Department Head, Outreach Coordinator, or Vice President for Academic Services. Classes cannot run and are not guaranteed unless the class has a minimum number of students. Other instructional activity items provide workload credit according to the following table. See Appendix C for an example of workload calculation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Credit Points</th>
<th>Semesters</th>
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<tbody>
<tr>
<td>Division Chairs</td>
<td>7.5 credits (half)</td>
<td>FA &amp; SP</td>
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<tr>
<td>Department Head</td>
<td>3.75 credits (quarter)</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>Livestock Judging &amp; Show Team Coach</td>
<td>6 credits</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>Speech/Debate Coach</td>
<td>3 credits</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>Outcomes Assessment Coordinator</td>
<td>3 credits</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>HLC Initiative Coordinator</td>
<td>3 credits</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>Laboratories— for each two contact hours</td>
<td>1 credit</td>
<td>Any</td>
</tr>
<tr>
<td>Internship Experiences for most classes</td>
<td>1 credit per five students</td>
<td>Any</td>
</tr>
<tr>
<td>Exception— Vet Tech Clinical 1 &amp; 2 (worth of class if 5 or more students)</td>
<td>1 credit per five students</td>
<td>Any</td>
</tr>
<tr>
<td>Independent Studies (permitted only by pre-approval by Division Chair or Department Head &amp; VP for Academic Services)</td>
<td>1 credit for 3 credit course (prorated)</td>
<td>Any</td>
</tr>
<tr>
<td>Number of Advisees (normal of 15 active students enrolled for six credits or more—count date October 15 of each year)</td>
<td>Pro-rated credit for each advisee totaling more than 15 (1/15 of a credit or .07 for each additional advisee over 15)</td>
<td>Year</td>
</tr>
<tr>
<td>Stacked or Combined Classes a) with a combined total enrollment of 10 or more</td>
<td>Worth of largest enrolled class a) plus 1 credit</td>
<td>Any</td>
</tr>
<tr>
<td>Team-taught classes</td>
<td>Share the credit as appropriate</td>
<td>Any</td>
</tr>
<tr>
<td>Controlled Substance Overseer (if not part of Vet Tech Division Chair—must be a Vet)</td>
<td>2 credits</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>Large Animal Supervision— oversee purchase of supplies, feed, cattle, other care issues (1 person)</td>
<td>1 credit</td>
<td>FA &amp; SP</td>
</tr>
<tr>
<td>Supervision of Kennel and Cattery— oversee purchase of supplies, acquire animals, supervise students who take care of animals during week as part of course requirements (2 persons)</td>
<td>1 credit per person</td>
<td>FA &amp; SP</td>
</tr>
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</table>
### Nursing Faculty Workload

Full-time and part-time/adjunct nursing faculty report directly to the Nursing Director. There is a mid-level reporting link to the Science Division Chair.

Full-time nursing faculty will facilitate the Student Nurses Association (SNA) group as part of the committee requirements. Full-time nursing faculty may participate in other college committees as time permits. There is no committee participation requirement for part-time/adjunct nursing faculty.

Workload is calculated for full-time nursing faculty as follows:

Lecture 1:1 clock hours  
Clinical 1:1 student for first year classes (NURS 1100, NURS 1200)  
Clinical 1.25:1 student for second year classes (NURS 2300, NURS 2400)  
Lab 1:4

#### Workload hours for full-time faculty:

<table>
<thead>
<tr>
<th></th>
<th>Health Promo</th>
<th>Chronic</th>
<th>Acute</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Clinical</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Lab</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>15</strong></td>
<td><strong>16</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

#### Workload hours for part-time faculty per week:

<table>
<thead>
<tr>
<th></th>
<th>Health Promo</th>
<th>Chronic</th>
<th>Acute</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clinical</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Lab</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>9</strong></td>
<td><strong>11</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
Graduation & Commencement

Commencement Ceremony – All full-time faculty are expected to participate in the EWC Commencement Ceremony held in May. Permission to be excused from this activity must be obtained from the Vice President for Academic Services prior to the ordering of faculty regalia.

Academic Advising

Academic advisors are drawn from full-time faculty members, professional staff with assigned faculty duties, and other professional staff or administration and are assigned student advisees by the Office for Academic Services. Academic advisors have the responsibility of helping students to identify career goals and to plan a program of study that will serve to accomplish these goals. They further handle student registration, student performance issues, and serve as the primary contact for students with regard to their academic program. Whenever possible, advisees will be assigned according to the student’s degree or certificate program, corresponding to faculty department membership. Interdisciplinary studies majors and students having not declared a major may be assigned to non-faculty advisors. Other students falling into special categories will be assigned short-term advisors according to the table below. The Academic Advising Handbook is included in the reference documents at the end of this handbook.

<table>
<thead>
<tr>
<th>Category</th>
<th>Advisor/Group</th>
<th>General Advising End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Center Clients only</td>
<td>Fitness Center Director</td>
<td>As needed</td>
</tr>
<tr>
<td>Self-directed Computer Studies</td>
<td>Self-directed Computer Inst.</td>
<td>After two complete terms</td>
</tr>
<tr>
<td>Workforce Development Clients</td>
<td>Associate VP for Outreach &amp; Academic Services</td>
<td>After a calendar year</td>
</tr>
<tr>
<td>DOC Inmates &amp; Employees</td>
<td>Admin Spec. for Academic Services</td>
<td>After a calendar year</td>
</tr>
<tr>
<td>WLEA Students</td>
<td>Admin. Asst., Douglas</td>
<td>Registered term end</td>
</tr>
<tr>
<td>WyCLASS Students</td>
<td>Instructional Technology</td>
<td>Registered term end</td>
</tr>
<tr>
<td>FBI/TANF Participants</td>
<td>FBI/TANF Coordinator</td>
<td>After a calendar year</td>
</tr>
<tr>
<td>Concurrent Students (Douglas)</td>
<td>Admin. Asst., Douglas</td>
<td>Anticipated HS Grad date</td>
</tr>
<tr>
<td>Concurrent Students (Goshen County)</td>
<td>Associate VP for Outreach &amp; Academic Services</td>
<td>Anticipated HS Grad date</td>
</tr>
<tr>
<td>Concurrent Students (other)</td>
<td>Local Outreach Coordinator</td>
<td>Anticipated HS Grad date</td>
</tr>
<tr>
<td>Outreach Students</td>
<td>Associate VP for Outreach &amp; Academic Services</td>
<td>As needed</td>
</tr>
<tr>
<td>Undeclared Full-time Students</td>
<td>Recruiting Staff</td>
<td>As needed</td>
</tr>
<tr>
<td>Other Special Circumstances</td>
<td>As available</td>
<td>As needed</td>
</tr>
</tbody>
</table>
Full-time faculty members and professional staff with assigned faculty duties may be assigned up to 15 active advisees enrolled in six or more credit hours within the terms of their contract. Potential advisee overloads will be taken under consideration by the relevant Division Chair, Department Head and the Vice President for Academic Services. Overloaded faculty members may be paid a prorated portion of the adjunct rate of one credit-hour for up to 15 more advisees, as determined on October 15 of each year. Only in special situations will a single member of this group be assigned more than 30 advisees at the discretion of the Vice President for Academic Services. In the case of students having co-advisors, the primary advisor will be considered for workload calculation as above.

Academic advisors will review their advisee assignments each year beginning September 15 and provide a list to the registrar by October 10 of those advisees who should be removed from that assignment. Particular attention should be paid to:
- Recent graduates
- Pre-registered students who do not show up for classes in the fall

Adjunct instructors are exempt from academic advising.

Curriculum Development

Faculty will be involved in curricular development and assessment. Benefitted faculty members are responsible for contributing to the quality of on-campus, distance, and off-campus offerings, and will work with adjunct faculty to enhance educational effectiveness. Faculty members, Division Chairs and Department Heads will also work with adjunct faculty who deliver concurrent enrollment classes in order to determine that quality of instruction is maintained.

Committee Work

Full-time faculty members may join various standing and ad-hoc committees as related to their interest and experience. Some committee membership is by appointment, invitation or election. It is strongly encouraged that all full-time faculty members, especially new faculty, be involved in at least one committee.

Adjunct instructors may be asked to join a committee as the need arises.

Strategic Planning

All full-time EWC employees participate in the annual strategic planning process. Faculty members will typically be part of an academic area grouping for the purpose of strategic planning. A full description of the strategic planning process can be found in Appendix D.
Benefits of Employment

Tuition Waiver Policy

Full-time faculty members are eligible for tuition waivers for EWC courses; fees are the responsibility of the faculty member.

Adjunct instructors are eligible to enroll in credit courses and are granted the privilege of exemption from tuition for one class in the semester(s) during which they are teaching (Administrative Rule 3.8.4).

To take advantage of this benefit, please complete the Educational Privilege Form/5b available in the Business Office or in the Outreach Coordinator’s office and have it signed by the Vice President for Academic Services or your Outreach Coordinator.

Professional Development

All instructors are encouraged to pursue their own professional development by joining professional organizations, attending professional conferences, pursuing graduate studies, and conducting independent research. The college may, from time to time, sponsor professional development in-service programs appropriate for the part-time faculty. Adjuncts are encouraged to attend these if schedules permit.

Full-time faculty members are eligible for cost reimbursement for some professional development activities according to Administrative Rule 3.8.1. Example forms appear in Appendix E.

Administrative Hierarchy

The general flow of administrative hierarchy or supervision is that the Vice President for Academic Services oversees Division Chairs and Department Heads. Division Chairs and Department Heads oversee faculty. For Outreach, the Associate Vice President for Outreach & Academic Services oversees Outreach Coordinators and Outreach Coordinators oversee faculty local to their outreach site. Concurrent faculty members are overseen by their high school building principal as well as Outreach Coordinators.

Division Chairs and Department Heads

Academic areas are assigned to the four divisions of: Arts, Humanities, Social & Behavioral Sciences; Business & Technology; Sciences; and Human Development. Each of these divisions is supervised by a Division Chair or Department Head, as appointed by the Vice President for Academic Services following the process described below.
Division Chairs and Department Heads are primarily responsible for providing leadership to the faculty to ensure achievement of academic excellence and student success. Specifically, they are responsible for maintaining and supporting a learning-centered environment and supporting the goals and objectives of the college. Division Chairs and Department Heads are responsible for overseeing budgets within their respective divisions with the Vice President for Academic Services having overall responsibility for all instructional budgets. See Appendix F for a complete Division Chair and Department Head job description.

**Process for Selection of Division Chair or Department Head**

Generally, only one division chair or department head position will have a scheduled vacancy each year across a three-year cycle. The current vacancy rotation is:

- 2016 – Arts, Humanities, Social & Behavioral Sciences
- 2017 – Agriculture, Business, Career & Technical
- 2018 – Sciences
- 2018 – Veterinary Technology

If a division chair position should come open before its rotation, the candidate selected through this process will fill the remaining portion of the cycle.

1. Faculty members are eligible to be candidates for the division chair or department head position if they are tenured, benefitted EWC faculty members and a member of the division for which they apply.
2. The process will occur during the spring semester, with the position to be actually assumed effective July 1st to coincide with the start of the fiscal year. In the event of a resignation, an election will be scheduled within 30 days to select a chair to complete the unfinished term of appointment.
3. The Vice President for Academic Services will notify benefitted division members of the following dates:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request for interested parties</td>
<td>Starts</td>
</tr>
<tr>
<td>Date for applications to be submitted to Vice President for Academic Services</td>
<td>Two weeks</td>
</tr>
<tr>
<td>Dates for faculty to review applications</td>
<td>One week</td>
</tr>
<tr>
<td>Division faculty will vote (secret ballot)</td>
<td>Two days</td>
</tr>
<tr>
<td>Ballots will be tallied by the Vice President for Academic Services and two ineligible faculty members</td>
<td>Two days</td>
</tr>
</tbody>
</table>

4. The Vice President for Academic Services will make the final selection of the candidate who is to be the Division Chair or Department Head. This selection will be made from the names submitted. The Vice President for Academic Services will announce the selection within three working days after the end of the process.
5. The Division Chair or Department Head will serve for a three-year term and is eligible to run for additional terms. Upon completion of the Division Chair or Department Head
assignment, the faculty member will be re-assigned to a full-time faculty position within the division.

**Offices and Communications**

**Building & Classroom Access**

All instructors will be issued keys to the primary building and classrooms where they teach classes. Instructors on the Torrington campus will sign for all keys with the Information Center. Instructors located on the Douglas campus will sign for all keys with the Douglas Main Office. Instructors for Outreach Sites will work with their Outreach Coordinator for key check-out and assignment.

**Campus Offices**

Individual or shared office space will be provided to full-time faculty members at the Torrington and Douglas campus sites. Adjunct instructors will be provided office space as available. Instructors will be issued appropriate keys as necessary.

**Computers & Technology**

Each office is equipped with a computer with local area network and Internet access, and the software supported by the college. Some positions justify a laptop/docking station design, while others will have a desktop model. A printer may be available in your office or you will print to a shared printer or photocopier. Contact Computer Services if you wish to purchase and/or install other software and hardware. Employees have dedicated storage space on the network as well as the local hard drive.

**Telephones**

Instructors utilizing an office will also have a campus telephone available for use. Since the Torrington campus has an integrated system, calls made to other campus phones need only use the last four digits of the phone number. You must dial a 9 to gain access to an outside phone line. If you have been authorized to place long distance telephone calls, you will be issued a four-digit access code by the Information Center. Long distance calls require dialing 9 then 1 plus the 10-digit phone number being called.

The Douglas campus has an integrated system, calls made to other Douglas campus phones need only use the last four digits of the phone number. You must dial a 9 to gain access to an outside phone line. Long distance calls require dialing 9 then 1 plus the 10-digit phone number being called.
When making long distance phone calls between the Torrington and Douglas campuses make sure to use the instructions above and dial the individual’s direct number. Do not use the toll free numbers.

Cellular telephones are issued to employees based on special need. Contact your Division Chair, Department Head or Outreach Coordinator if you need to request cellular service.

Mailroom

The Torrington campus maintains a mailbox in the Copy Center for each full-time faculty member and local adjunct instructors. If a package arrives for you that cannot fit in your mailbox, a notification card will be placed in your mailbox directing you to search the package storage area for your delivery.

The Douglas campus maintains a mailbox for instructors. Instructors at other Outreach sites should contact their Outreach Coordinator about post mail.

Instructors are encouraged to check and clear their mailboxes daily.

Electronic Mail (e-mail)

All employees are issued a LancerNet e-mail account. This online mail service is available from any computer with an Internet connection. Communications from EWC will be sent to your LancerNet e-mail account.

Faculty local to the Torrington and Douglas campuses may also be issued an Outlook e-mail account. Typically, a single computer will be configured with Microsoft Outlook in order for a faculty member to interact with this e-mail system. This system can also be accessed through the World Wide Web.

All e-mail accounts should be checked at least daily, and mailbox size limitations should be observed.

Sending Packages

The Copy Center handles outbound shipping via the US Postal Service (USPS). The EWC Bookstore handles outbound shipping via FedEx or United Parcel Service (UPS). Staff in these areas will facilitate the shipping process and may supply some packaging materials. Shipping fees will be charged to your academic area budget. Be sure to bring a physical address (not P.O. Box) for package delivery.
Photocopiers

Photocopiers are available to all instructors for classroom use (exams, quizzes and other instructional handouts). Instructors will be issued a numeric code to access Torrington and Douglas campus photocopiers. Staff in the Torrington Information Center or the Douglas Main Office can help you copy material if you need assistance. Academic area budgets will be billed for copies at the current rates: $0.04 per page/side for standard copies, $0.20 per page/side for color copies. Instructors at other locations should consult with their Outreach Coordinator regarding photocopy policies at their site.

Academic Area Budgets

Each academic area is responsible for a budget shared by all faculty members of that area. The Vice President for Academic Services, Division Chairs and Department Heads oversee these budgets and must approve most purchases. Your Division Chair or Department Head will provide you with budget numbers to use.

Personal purchases from the EWC Bookstore will receive a 10% discount from the marked price. All other purchases and shipping will be charged directly to academic area budgets. Services provided by the Information/Copy Center and use of campus vehicles will also be charged directly.

Purchasing Processes

Faculty may purchase office supplies, classroom supplies, and classroom and program equipment following the Administrative Rule 6.0.1 Purchasing Procedures under Board Policy 6.0 Purchasing Policy which can be found on the EWC website. The following purchasing processes address only those events that occur frequently. Purchases must be pre-approved by the appropriate Division Chair or Department Head, with the exceptions of office or duplicating supplies charged in the EWC Bookstore or by the Information/Copy Center. All purchase requisitions or vouchers for purchases under $1000 must be signed by the appropriate Division Chair or Department Head. All purchase requisitions or vouchers for purchases over $1000 must be signed by the Vice President for Academic Services. Note: EWC is not required to pay state sales tax. The tax exempt number for EWC is on the EWC cash receipt, purchase order, and voucher.

Placing an Order (Purchase Requisition/Purchase Order)

Be sure to plan ahead for all orders as the order process could take up to two business days.

1. You must complete a purchase requisition (e.g., Appendix G) using valid budget numbers. Include full vendor name, address, and a contact number and/or fax number. All purchase requisitions for purchases under $1000 must be signed by the appropriate Division Chair.
or Department Head. All purchase requisitions for purchases over $1000 must be signed by the Vice President for Academic Services. The purchase requisition Excel file can be downloaded from the Faculty Office area of LancerNet or from the M: drive under Business Office.

2. After obtaining appropriate signature(s), the purchase requisition is submitted to the Business Office and a purchase order (PO) is created indicating a PO number that can be used for reference. A copy of the purchase order is forwarded to you.

3. Normally, the Business Office will mail the purchase order to the vendor. Any special handling of the purchase order (faxing, e-mailing, or calling in the order) is your responsibility.

Receiving an Order (Voucher)

When the order arrives, you need to verify that all items received are in good condition. If not, you need to deal directly with the vendor and also inform the Business Office of any arrangements.

1. Record appropriate information on the packing slip or invoice, sign, and forward it to the Business Office.

2. The Business Office prepares a voucher and forwards it to you.

3. Obtain the appropriate signature(s) again and return the voucher to the Business Office. Your signature on the voucher indicates that all goods and services have been received, and therefore, the Business Office is directed to pay the voucher.

Direct Purchasing (Voucher)

1. After obtaining pre-approval from your Division Chair or Department Head, prepare a voucher (e.g., Appendix H) using a valid budget number. Include full vendor name and address on the form. All vouchers for purchases under $1000 must be signed by the appropriate Division Chair or Department Head. All vouchers for purchases over $1000 must be signed by the Vice President for Academic Services. The voucher Excel file can be downloaded from the Faculty Office area of LancerNet or from the M: drive under Business Office.

2. Once complete, you present a copy of the voucher to the vendor at time of purchase and obtain a detailed receipt or invoice from vendor.

3. You then attach the receipt or invoice to the original voucher, obtain appropriate signature(s), and forward the voucher to the Business Office for payment.
College Credit Card

The Vice President for Academic Services, the Associate Vice President for Outreach & Academic Services, the Division Chairs or Department Heads, and a few additional employees have been authorized to hold credit cards. These card holders may authorize other employees to use his/her assigned card. The credit cards are made available primarily to facilitate travel by providing an easy method of paying expenses while traveling on college business. When you get approval to use a credit card, please follow the credit card usage process outlined below.

Credit cards may be utilized under the following circumstances:

- For travel expenses when such expenses directly concern and relate to college business. Such expenses include, but are not limited to, meals, transportation, registration fees, and lodging costs. A college credit card shall never be used for the purchase of alcoholic beverages, cash advances, motel/hotel movies and mini bar, or personal valet services.

- College supplies or services may be purchased with a college credit card if the use of a purchase order is not possible or highly impractical (i.e. a vendor will not accept a college purchase order AND the goods or services offered by the vendor are not available at a demonstrated better price from another vendor), and the employee has been authorized to make the purchase by their Division Chair or Department Head prior to such purchase.

After obtaining approval to use your Division Chair or Department Head’s credit card, make your travel arrangements or purchases. Submit itemized receipts or invoices for each purchase to your Division Chair or Department Head. The receipt must have the budget number that the purchase will be charged against written at the top. You, as the purchaser, are responsible for the receipt of goods, services, and/or materials and shall follow-up with the vendor to resolve any delivery problems, discrepancies, and/or damaged goods. Report results of any follow-up actions to your Division Chair or Department Head.

Vehicle Use

College vehicles are available to provide transportation for college activities and educational programs. When traveling on college business, faculty must use a college vehicle unless they have obtained permission from their Division Chair or Department Head or the Vice President for Academic Services to use a personal vehicle for which reimbursement will be authorized.

Before you may use a college vehicle, you must complete a driver information form and present your driver’s license to the administrative assistants at the Information Center to be authorized as a driver. The approval process can take up to a full week.

College vehicles should be reserved at least one day ahead from the Information Center. However, vehicles are issued on a first-come, first-served basis, so plan early and reserve a vehicle as soon as you decide you need one.
Completing the Travel Report

A travel bag containing a Travel Report form (e.g., Appendix I) and a gas credit card is issued with each vehicle.

At the start of the trip, record the beginning odometer reading, current date, budget number, reason for trip, location traveled to, number of people traveling, person reserving college, and person driving college vehicle.

At the end of the trip, please fill gas tank before returning vehicle to designated parking area. Be sure to include all gas receipts from use of the gas credit cards in the travel bag. Complete the ending odometer reading and the total mileage on the travel report form and any comments or suggestions concerning the vehicle. Return the travel bag to the EWC Information Center.

Travel Expenses

Expenses incurred while traveling away from campus can be handled by a cash advance before traveling, reimbursement after returning, or paid by a college credit card.

Tax Exempt Status

As an entity of the State, EWC is exempt from paying Wyoming sales tax. In order to take advantage of this status, you will need to present a Certificate of Exemption (Appendix J). This form can be completed and printed from a computer or you can fill it in by hand to present to a merchant when making a purchase. Certificates are also included in the travel bag for college vehicles or can be found on the M: drive under Business Office. It is important to make use of the tax exempt status because you cannot be reimbursed for sales tax expenses incurred within the state of Wyoming.

Receipts

Detailed receipts or invoices must be kept for all travel expenses. Expenses for meals can only be authorized if an itemized statement/ticket/receipt is submitted. For example, a meal receipt must contain a description of the meal, not just the total amount paid. Tips, not to exceed fifteen percent (15%), may be added to the bill by the meal provider. If an alcoholic beverage is purchased during a meal, the employee shall pay for such alcoholic beverage with cash, a personal check, or a personal credit card, under a separate ticket. EWC cash receipts (e.g., Appendix K) are available from the Business Office and used for receipts that do not have any details or where cash is used (i.e. taxi cab expenses, airport shuttle expenses, and tips). EWC cash receipts can be requested prior to leaving for a trip. All receipts must indicate a date.
Travel Advances

A Travel Advance form (e.g., Appendix L) is completed to obtain advance travel money. The form can be downloaded from the Faculty Office area of LancerNet. This form must be submitted to the Business Office at least 5 business days prior to the date advance money is needed.

1. Estimate expenses and complete the form. It must be signed by both you and your Division Chair or Department Head.

2. Submit the form to the Business Office at least 5 business days prior to the date advance money is needed.

3. Pick up payment check in the Business Office on the date needed. Checks will NOT be placed in your mailbox.

Upon return, detailed receipts of all expenditures must be turned into the Business Office, along with any unused money. If actual expenses exceed the advance request, you will retain all additional receipts and complete a Travel Reimbursement Form.

Travel Reimbursement

Before traveling, obtain a Travel Expense/Reimbursement Form (e.g., Appendix M) and record date and time of departure. If using a personal vehicle, also record the beginning odometer reading. The form can be downloaded from the Faculty Office area of LancerNet.

Upon return, record date and return time. If using a personal vehicle, also record the ending odometer reading and calculate the mileage. (Do not record mileage on this form if traveling in a college vehicle. Record college vehicle mileage on the travel form in the travel bag supplied with the college vehicle as explained above.) Provide the remaining information for meals, lodging, and other expenses as appropriate and attach detailed receipts of all expenditures. Both you and your Division Chair or Department Head must sign the form.

Submit the form to the Business Office. A check will be issued to you by the following Monday or Thursday.

Work-Related Injuries

Any injuries connected with your employment with the college should be promptly reported to your Division Chair or Department Head or Outreach Coordinator and an Accident & Injury Report form (Appendix N) submitted to the Personnel Office. The Director of Human Resources should also be notified. Associated costs for medical care or treatment are the responsibility of the injured individual.
Instructional Information

The nature of the institution and of the student body places the highest priority on excellence in teaching and learning. Effective teachers will have command of the subject they teach, understand the learning process, and possess skill in the directing of that process.

Board policies are in place that primarily guide instruction and support services for faculty: Board Policy 4.0—Faculty Rights and Responsibilities and Board Policy 4.1—Educational Design and Board Policy 4.2—Instructional Support. These can be found in Appendix O.

New Faculty Mentoring

Newly hired full-time faculty and adjunct instructors will be assigned a mentor from the pool of current full-time faculty. This mentor will serve as a resource for the new hires for a period of at least a year, with the following duties:

- be a resource for questions, policies, procedures, perspectives, advice, support
- check proactively with the mentee to see how they are doing (at least once a week)
- be a resource for classroom/instruction ideas, problems, issues
- be a resource for help with student advising
- be available to review syllabi—show them one of your own
- invite them for a refreshment break
- provide community resources, information, guidance
- help them develop collegial relationships with others
- be a friend

Academic Freedom

Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for financial benefit should be based upon a written understanding with the authorities of the institution.

Instructors are entitled to freedom in the classroom in discussing material relevant to their subject.

College instructors are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should indicate that they are not speaking for the institution.
ADA Accommodations

EWC is committed to providing information, accommodations services, and agency referral to students with any type of physical or cognitive disability. Our goal is to promote the independence and self-sufficiency of students with disabilities, and encourage the provision of equal opportunities in education for students with disabilities at Eastern Wyoming College as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008.

Any student enrolled at Eastern Wyoming College who has a documented cognitive or physical disability is eligible for accommodative services. Please refer students to the Coordinator of Counseling & Disability Services as soon as you become aware of their situation.

Independent Study Classes

When there are not enough students enrolled in a course for it to run on its own, consideration may be given to allow the course to proceed as independent study. Factors that are weighed for continued course offering include program requirements, possible course substitutions, future opportunity for student enrollment, timing of next offering, availability of distance course offerings throughout the state, and the student’s intent to graduate. Pay or workload credit will be determined by the Vice President for Academic Services or the Associate Vice President for Academic Services. The Vice President for Academic Services must pre-approve the course for independent study. Appendix P has further details about the considerations for offering a class as independent study.

In terms of personal scheduling, an instructor should spend no more than one-third of the time helping students as they would spend in the classroom. For example, a three-credit hour course taught as an independent study should have just a one-hour meeting scheduled with the student each week.

Syllabus

For each class being taught, each instructor is required to have a comprehensive course syllabus available for students the first week of class. One electronic copy and a paper copy must be submitted to the appropriate Division Chair or Department Head or Outreach Coordinator by 5:00pm on the second day of Faculty in-service for the upcoming semester. The Division Chair, Department Head or Outreach Coordinator is responsible for reviewing and submitting those copies to the Vice President for Academic Services. Copies of the required syllabus format are available from the Vice President for Academic Services.

The course syllabus is a brief statement of the main features of a course. The syllabus should provide a comprehensive description of the breadth and depth of the course. Since it serves the informational needs of students, instructors, administrators, registrars, and others, the syllabus should be complete, accurate, and clear.
Each academic area develops course syllabi and instructional material for that area. Adjunct instructors are expected to follow the example course syllabus, the course syllabus format and use the assigned textbook. One may, of course, supplement the instructional material. However, any significant deviation regarding sequence or material should be discussed with the Division Chair, Department Head or appropriate administrator.

Even though courses taught by faculty members must be based upon the departmentally developed common course outlines, individual instructors must still develop the specific syllabus/outline for each semester's contracted offerings. This syllabus must be approved by the Division Chair, Department Head or Outreach Coordinator responsible for the class. Once approved, the syllabus should be saved as a computer file. The file and a printout should be sent to the Division Chair, Department Head or Outreach Coordinator.

In order to assist instructors in the preparation of a syllabus, a course syllabus format including required elements is provided in Appendix Q to this document.

**Textbooks and Class Resources**

Full-time faculty members are responsible for choosing textbook(s) and other resources students will use in classes. When a course is taught by more than one full-time instructor, those instructors are encouraged to reach agreement on the text(s) to be used. In general, adjunct and concurrent instructors will use the same textbook as selected by each department for their sections of the same classes.

Instructor or desk copies are usually provided by publishing companies and must be requested by the individual instructor. If you need help with this, please ask your Division Chair, Department Head or Outreach Coordinator.

Adjunct and concurrent instructors should work closely with their Outreach Coordinator, Division Chair, Department Head, Associate Vice President for Converse County, or Associate Vice President for Outreach & Academic Services regarding textbook selection, submitting an order through the EWC Bookstore online process for student textbooks, and obtaining an instructor or desk copy of textbooks for use while teaching.

The college retains ownership of the instructor or desk copies of textbooks, which should be returned to the Division Chair, Department Head or Outreach Coordinator at the end of the teaching contract.

Faculty members should work with the EWC Bookstore to locate suppliers for other required class resources. Once suppliers and products have been identified, the faculty member must submit an order through the EWC Bookstore online process.
If textbooks are to be bundled with other physical supplies and/or access to online services, be sure to get ISBN information from the publisher for the complete package as well as individual components. In order to meet financial aid requirements, please include this statement in your course syllabus:

This course requires learning materials that may be sold bundled as a single unit (e.g., textbooks bundled with a website access code) or available for purchase as individual items, either new or used.

In order to allow the EWC Bookstore sufficient time to order and stock books and supplies, faculty must complete the online ordering process by April 15 for the fall semester, October 15 for the spring semester, and March 15 for the summer term. All faculty members are responsible for submitting an order to the EWC Bookstore for student textbooks for every class, even to indicate no textbook will be used.

Teaching and Office Supplies

Full-time faculty members may charge their academic area budgets for teaching and office supplies purchased through the EWC Bookstore. Adjunct instructors should talk with their Division Chair, Department Head or Outreach Coordinator about submitting an order to the EWC Bookstore for these supplies.

Chemical Waste & Disposal

Eastern Wyoming College, a comprehensive community college, offers a variety of educational offerings in the various technical and academic arenas. In order to provide a quality, educational experience, EWC quite often must purchase, store and utilize materials that are commonly used in a particular profession but, outside of that profession, may prove to present a hazard to faculty, students, staff and general public. To avoid this danger, proper storage procedures have been established and are followed by those responsible for these materials. When their use is no longer required for educational purposes, it is important that EWC dispose of these materials in a safe, responsible manner. An example of the Chemical Waste & Disposal Form can be seen in Appendix R.

The following annual timetable has been established as a guide for use by those employees of EWC tasked with the proper removal of materials that have been deemed “Hazardous Waste” by the faculty/administration responsible for their initial appearance on the campus.

Timetable

- January/February – Faculty notify Physical Plant 532-8254 of hazardous waste for disposal. A detailed inventory of waste material must be provided to the Director of Physical Plant.
  - Douglas faculty notify Douglas Maintenance staff 358-5622 of hazardous waste for disposal.
- June – Physical Plant will arrange for proper disposal.
Douglas Maintenance staff contact either Memorial Hospital of Converse County or City of Douglas for proper disposal.

- July/August – Hazardous waste disposal takes place.

Office Hours

Not all teaching takes place in the classroom. Much of the teacher's effectiveness results from an informal one-to-one relationship that takes place in student-faculty conferences. Appropriate to such conferences are the discussions of such problems as subject matter, study habits, curriculum choices, career requirements, and transfer to other colleges.

Full-time faculty members are expected to be on campus daily, Monday through Friday, a minimum of 35 hours per week. In addition, office hours are to be held at varying times during the week and should be posted on office doors. Full-time faculty need to schedule a minimum of five (5) office hours per week. Adjunct instructors are expected to make themselves available to their students for the purpose of answering individual questions either before or after class. Please let the Division Chair, Department Head or Outreach Coordinator know what arrangements have been made with students in this respect. If office space is desired, please notify the Division Chair, Department Head or Outreach Coordinator; if space is available, it will be assigned. Online faculty members are expected to work closely with the Instructional Technology office in order to provide a quality instructional experience for students.

Faculty should create and submit a general schedule of their work week to the administrative assistants in the Information Center at the Torrington campus or in the front office of the Douglas campus. See Appendix S for an example.

The First Day and Week of Class

Initial Class Roster

The class roster identifies each student registered for the course. Instructors access their class rosters from the EWC website using LancerNet or by using the Colleague UI. From within LancerNet, click the MyEWC Services link on the black navigation ribbon, then click the “Class Roster” link from the Faculty Tools menu found on the left side of the page. Click the class section name and title link to view the official roster for that class. From the Colleague UI, access the RSTR form, type the term, course, and section information for your class, and click OK. This roster is maintained in real-time and reflects the current, actual enrollment. Contact the Instructional Technology office if you need assistance with this process.

At the first class meeting, please call the roll from the class roster. This will identify students who are not on the roster as well as those who are absent. This is important for the instructor, for Student Services, and especially for the student who may need to change their registration;
through oversight or clerical error, the student may have been put on the wrong class roster. Regardless of the reason, the error needs to be straightened out immediately.

**Extra Students**
- A student may have mistakenly wandered into the wrong classroom – have the student check their class schedule and help the student locate their class.
- Students may appear on the waitlist for your class. Please see the guideline below.

**Absent Students**
- Please notify either Student Services or your Outreach Coordinator regarding any student whose name is on your roster and who does not attend class during the first eight calendar days of the term (four calendar days for 8-week block classes).
- Students whose names still appear on the course roster but have never appeared for class should be immediately reported as “No Shows” to the Student Services Office 307-532-8207.

**Waitlists**

In consultation with your Division Chair, Department Head or Outreach Coordinator, waitlisted students may be fully enrolled in your class. Students are admitted from waitlists in chronological order based on registration sequence. Waitlisted students should continue attending your class until you either enroll or deny them. Please contact either your Division Chair, Department Head or Outreach Coordinator as you decide how to resolve your waitlisted students. Waitlists should be resolved quickly, preferably in the first week of classes.

For distance learning classes, an attempt to resolve waitlists between on- and off-campus sections will be done by the first day of the term.

**Change of Registration**

**Add Period**

For classes that meet the full semester, students may register for a class through 4pm on the fourth business day of the semester. For classes that meet for a period of time less than a full semester (including summer term), students may register for a class through 4pm on the second business day from the beginning of the session. Students wishing to register for a class after this period will have to obtain instructor approval.

**Drop Period**

Students may drop courses without instructor approval during the first eight calendar days of a regular term or the first four calendar days of an 8-week block class or the summer term. However, during this time period, students must get either advisor or Outreach Coordinator approval to change their schedule. After that and until the 29th calendar day of regular term classes (15th day for 8-week block classes or the summer term), students
must obtain a formal “Drop” card (Change of Registration: Appendix T) from Student Services or their Outreach Coordinator and obtain the advisor’s/coordinator’s signature and instructor’s signature and last day of attendance regarding the requested changes. The Drop card must be returned to Student Services or the Outreach Coordinator within 72 hours. For classes that meet for other time periods, please check with the Registrar for waitlist and drop deadlines.

First Class Meeting

Distribute and review the course syllabus with your students during the first meeting. You should also explain to the students any expenses, supplies, special requirements, field trips, etc. Students should be encouraged to begin readings and other course work for your class. Course material may be presented during the first class meeting.

Class Meetings

Be considerate of students; bear in mind that they are contractually entitled to a certain share of instructor’s time. Many of them drive long distances, hire baby sitters, etc., to attend classes. They have the right to expect that class will begin promptly in the assigned location and will continue as scheduled, including reasonable breaks.

Class Meeting Location

Instructors are to use only assigned classrooms in order that students may be able to find classes. Changes are to be made only with the prior approval of the Division Chair, Department Head or Outreach Coordinator. They will coordinate with the Academic Services office for confirmation of room availability. Notification should be left within the classroom and/or on the door of the assigned room indicating the new location of the class.

Class Start Time

Instructors are expected to begin all classes on time and not to dismiss students before the end of the class period. Students will have proper regard for the course if its importance is demonstrated by using every minute available. Instructors may not cancel classes without prior approval of the Division Chair, Department Head or Outreach Coordinator.

If you are detained and unable to begin your class on time, please call the Information Center (Torrington campus) or your Outreach Coordinator (outreach) so that students can be informed of the delay.
Class Breaks

College policy is to allow approximately five minutes of break for each hour of class if scheduled to meet for more than one hour. For example, a three-hour class should include about 15 minutes of break. Some instructors like to schedule two shorter breaks in the class; others prefer to meet continuously and then let everyone out 15 minutes early.

Class Rescheduling

If a class meeting is to be rescheduled, every effort should be made to allow for full student participation. Contacting students is the responsibility of the faculty. Once the meeting has been organized, the Division Chair, Department Head or Outreach Coordinator should be notified at least one week prior to the desired date in order to arrange for building or classroom openings as necessary.

Special Class Meetings

There are situations where you might wish to schedule a study session, additional lab time, or a field trip. For these extra class meetings, the Division Chair, Department Head or Outreach Coordinator should be notified at least one week prior to the desired date in order to arrange for building or classroom openings, or transportation as necessary. Meetings outside the regularly scheduled class time cannot require student participation.

Field Trips

Field trips related to course learning outcomes are encouraged but require approval by your Division Chair or Department Head. Instructors are responsible for arranging all aspects of the trip, including transportation and supervision of students. Academic area budgets will be charged for use of campus vehicles. The Field Trip Report Form (Appendix U) should be completed before the trip. Both sponsors and students are allowed to drive EWC vehicles. Students should sign and return travel waivers (Appendix V) before leaving on the trip. Please see the complete Vehicle Use Policy in Appendix W.

- Car, Van (up to 12 people, including college-approved driver) or Shuttle (up to 14 people, including college-approved driver): contact Information Center at least 14 days in advance, if possible.
- Bus & driver: Contact the Athletic Director at least 30 days in advance.

Consultants and Guest Lecturers

Faculty members wishing to invite volunteer consultants or guest lecturers to their classes may do so without any other administrative consent. Approval by a Division Chair, Department Head or the Vice President for Academic Services is required prior to utilization of paid consultants or
guest lecturers. No full-time employees of the college may be paid by the college for consulting services or as a guest lecturer.

**Intern/Externships**

Some programs provide students with opportunities to work within their field of study in an internship or externship experience. Faculty should work with training work sites so that an understanding of student behaviors and outcomes, and employee expectations can be established. Further, faculty must complete an Externship Agreement (Appendix X) between the work site, the college, and the student for each student enrolled in such an experience.

**Class Cancellation**

Class cancellation should *only* happen because of unexpected circumstances. Normally, instructors will not cancel a class meeting. Consider, instead, arranging for a guest speaker, giving a proctored test or class activity, arranging for another faculty member to deliver your course content, or rescheduling the class meeting. If, however, for some absolutely unavoidable reason an instructor will not be able to meet with a class, the Division Chair, Department Head or Outreach Coordinator should be notified as early as possible. Be sure to also contact the Information Center so that a notice can be posted on the classroom door.

Every effort should be made by the instructor to contact students of a cancellation. An easy way to facilitate this is to construct a teacher/student call list or e-mail list. Contacting students is the responsibility of the faculty and not that of the Division Chair, Department Head or Outreach Coordinator.

**Class Cancellation Due to Weather, Disaster, or Emergency**

You can contact the Information Center at 307-532-8200 regarding school closures or class cancellations. In the event of school closures or class cancellations due to inclement weather or some other disaster or emergency, please see the alert plans for your area below:

**Torrington Campus** - a notice will be posted on the EWC Website and on LancerNet. Code Red (telephone notification) and LancerAlert will be used to broadcast college closure to students and faculty. An announcement will be made on radio station KGOS/KERM (1490 AM / 98.6 FM) and other local stations.

**Douglas Campus** - a notice will be posted on the EWC Website and on LancerNet. Code Red (telephone notification) and LancerAlert will be used to broadcast college closure to students and faculty. An announcement will be made on radio station KKTY (1470 AM / 100.1 FM) and KKTS (99.3 FM).
Outreach Sites – the Outreach Coordinator will contact the Torrington Campus so that notice can be posted on the EWC Website and LancerNet. The Coordinator will also post notice within their community areas on LancerNet as well as attempt to contact all affected faculty and students.

EWC Code of Conduct

Faculty Conduct

Faculty are expected to adhere to the EWC Employee Code of Ethics (Board Policy 3.10), paying specific attention to Administrative Rule 3.10.1 Item #9. See Appendix Y.

With regard to copyright law, instructors are expected to follow the same guidelines outlined in the College Catalog.

Student Conduct

Students are expected to be well motivated and constructive in their pursuit of learning in the instructional situation. Expected student conduct is outlined in the Student Code of Conduct found in the Reference Document section of this handbook.

With regard to copyright law, students are expected to follow the same guidelines outlined in the College Catalog. A reminder of this policy is sent to each student every semester.

Classroom Culture

The culture of the classroom is affected by instructor and student behavior. Instructor behavior directly affects how students learn, so faculty members should exemplify the best possible methods of delivering and assisting instruction. Various student behaviors may challenge a constructive and positive classroom environment, so instructors need to use the best possible methods of controlling a class and limiting troublesome student behaviors.

Student–Faculty Disputes

Although students are generally respectful of faculty decisions, there may be occasions when a student–faculty dispute needs some type of arbitration. Students should be made aware that, should they feel that a dispute with a faculty member is not being resolved, the proper course of action is to visit with the instructor’s Division Chair or Department Head. Usually, instructional issues can be reviewed and handled successfully with consideration of the student and Division Chair or Department Head in concert with the faculty member. If this does not fully resolve
student concerns satisfactorily, students should next schedule an appointment with the Vice President for Academic Services.

Classroom Disruptions

The EWC Student Code of Conduct prohibits students from disrupting the classroom learning environment. That does not, however, eliminate classroom disruptions.

The course syllabus is the first place to start. All instructors are encouraged to include a section within the course syllabus on expected behavior standards. This both alerts students to the instructor’s expectations and also reinforces the right of the instructor to intervene if inappropriate behavior occurs. The most concise statement recommended would be “All students in this course are expected to be respectful of other participants, of the instructor, and of the learning environment. Any disrespectful or disruptive behavior would be inappropriate in this classroom and will not be allowed.”

Should disruptions occur, instructors are encouraged to deal with the disruption as soon as possible. The response should be in proportion to the offense. In some cases, it might be appropriate to talk with the offender privately after class. In other cases, the activity must be stopped immediately to return the classroom to a learning focus. All cases of classroom misconduct should be discussed with the Division Chair, Department Head or Outreach Coordinator. If disruptive or dangerous student behavior is observed in campus hallways, parking lots, or at student activities, faculty should feel free to address students directly or report the incident to their Division Chair, Department Head or Outreach Coordinator. The Student Code of Conduct does provide avenues for disciplining disruptive students.

Procedure for Resolving Student Behavior Problems

| Remember, in case of an emergency, contact 911 emergency services directly (9-911 from a campus phone). Never leave the classroom to call the information center or outreach coordinator—delegate this responsibility to one of the students. |

- When a student displays behavior that may be a **disciplinary violation** of the Student Code of Conduct, the appropriate administrator needs to be contacted for immediate assistance. The administrator will help generate a report after the incident.
- When a student displays behavior that is **imminently dangerous** to self and/or others, the Information Center or Outreach Coordinator should be called immediately and will direct other contacts (EWC Counselor, community agencies, etc.). Administration and the counseling staff will generate reports.
- When a student displays inappropriate behavior that may indicate a **psychological problem**, a counselor or the student’s advisor should be contacted as soon as it is feasible.
This person will collect the necessary written or verbal information and will work with appropriate college personnel and the student to resolve the situation.

Communication with Students

Faculty should communicate with students on a one-to-one basis regarding academic performance or other class-related concerns. When faculty cannot meet with students, contact by phone or e-mail is encouraged. Faculty may collect student contact information during a class meeting.

Student Phone Numbers

Official student phone numbers can be found in student records through LancerNet. While viewing a class roster (as explained above), clicking the link for a student’s name brings up the student profile and lists any collected phone numbers.

It is recommended that faculty maintain a log of phone calls to students.

Student E-mail Addresses

Official student e-mail addresses can be found in student records through LancerNet. While viewing a class roster (as explained above), clicking the link for a student’s name brings up the student profile and lists any collected e-mail addresses.

It is recommended that all e-mail correspondence with students make use of their LancerNet mailing address (of the form username@ewcmail.wy.edu). A copy of all mail sent and received should be kept.

Evaluation of Student Performance

Students should be given many opportunities to achieve course objectives and outcomes. They can demonstrate their proficiency with course content through completion of assignments, papers, projects, class discussion, laboratory experiences, assessments, etc. A sufficient number and variety of these options should be implemented during the course so that students have multiple opportunities for success. Students should be made aware of all grading criteria prior to submission of work. Instructor feedback about student performance should be timely, specific, positive, and constructive.

Student Identification

Efforts should be made to positively determine that an individual submitting class work is, in fact, the student enrolled in the class. For distance classes, although students must login to class with a
username and password, instructors may make use of proctored exams or design assignments and assessments to reduce academic dishonesty.

Plagiarism

Faculty members are encouraged to prevent academic dishonesty by checking student writings for plagiarism (Administrative Rule 3.10.1). Eastern Wyoming College provides access to the OriginalityCheck service from Turnitin.com. This service compares submitted writings against a text comparison database and indicates how much of the writing matches content from that database. Additionally, related source documents or websites are indicated for comparison to student citations. Please contact the office of Instructional Technology for more information.

Make-up Exams

Make-up exams are given at the discretion of the instructor at the location/time the instructor chooses. Instructors may choose to administer the make-up exam themselves or make the exam available in the Testing and Career Services Center on the Torrington Campus or at a local outreach site. The student may make an appointment with the Testing and Career Services Center (Tebbet Room 133, Telephone: 307-532-8214) on the Torrington Campus or with the Outreach Coordinator at individual sites to take the make-up exam. Test materials, instructions for testing center staff, and student expectations should be provided to the Testing and Career Services Center or Outreach Coordinator prior to the test date/time. If the test is for a student with a reader accommodation, two copies of the test are required. Please make certain that policies on make-up exams are included in the course syllabus and explained to students at the first class meeting.

Final Exams

Final Examination times are scheduled for all classes. Although the instructor is required to meet with students during the scheduled Final Examination time, the instructor has the right to determine the appropriate final examination activity within the framework of meeting the educational expectations of the discipline, department, and college. The Vice President for Academic Services has the right to excuse a student from a final exam or to re-schedule a final exam. A student who has three or more final examinations scheduled for the same day may make arrangements with the Vice President for Academic Services to reschedule the exams so that the student has no more than two in a single day.

Advisor Alerts

Process is changing; addendum will be available at a later date.
Academic Alert

LancerNet includes a service called Academic Alert that delivers automated e-mail feedback to students related to their progress in a course or reports to faculty or administration regarding performance trends of students in cohort groups. This service is integrated into the class platform available through LancerNet. Please see the office of Instructional Technology for training and best practices in using this system.

Outcomes Assessment

The purpose of assessment at Eastern Wyoming College is to improve student learning, instructor effectiveness and to reaffirm institutional integrity. Assessment at Eastern Wyoming College refers to the efforts to obtain information about how and what students are learning, the quality of course instruction, and instructional programs. Eastern Wyoming College is committed to maintaining a comprehensive plan of assessment activities that measures how well we meet these goals.

The Outcomes Assessment plan is comprehensive and includes students, teachers, staff and the processes and resources of the college. It is ongoing and integrated across the institution and is useful on a practical level because it is channeled back through the institution.

Assessment outcomes at Eastern Wyoming College are measured at the classroom, course, program, distance delivery and institutional levels. For reliability and validity the measures include testing, surveys, observation and interviews. These results are public and meant to highlight strengths, weaknesses, progress and shortcomings, if any.

Student Learning Outcomes Measures include:

General Education Requirements Assessments
The general education required assessment for graduating AA and AS degree students is the CAAP test. Students are tested in the following areas including writing skills, math, reading, critical thinking, and science.

Perkins Grant Evaluation and Assessment
A goal of the Perkins Grant is to provide increased opportunities for technical faculty to obtain professional development and provide students with experiences and equipment from all aspects of an industry or profession. Through individual program advisory groups, recommendations guide program updates, changes and enhancements based on community and industry requirements. At least two Perkins Advisory Committee meetings are required each year by this grant.

Community College Survey of Student Engagement (CCSSE)
The Community College Survey of Student Engagement is administered in the spring of every odd-numbered year. The results are received in early fall and are studied by the
Outcomes Assessment Committee. An accreditation crosswalk is provided that is being used by the self-study accreditation subcommittees as they explore how the HLC criteria is being met at the college.

University of Wyoming Transfer Students
The University of Wyoming has an online guide for Wyoming community college students transferring to the University. See: http://outreach.uwyo.edu/Wyocatalog/index_search.aspx

The University of Wyoming provides a report on transferring students from Wyoming community colleges at the annual deans’ meeting each fall. The Outcomes Assessment Committee is recommending that transfer data from other institutions, namely Black Hills State and Chadron State College, be requested.

Program Assessments
Program Assessments evaluate how students perform on the various required activities embedded in the overall Outcomes Assessment Plan. Goals and objectives are established for each college program. Then student achievement in skills, values and knowledge directed towards accomplishing those goals and objectives are measured through various required program activities as directed by the faculty members.

Course Assessments
Course level assessments are analyzed for their role in meeting those goals and objectives within a program. Embodied in the courses are the five core competencies as defined by the faculty and staff of Eastern Wyoming College—communications skills, analytical and quantitative reasoning, technology skills, social awareness and information literacy.

Classroom Assessments
Classroom level assessments include results from instructors using instruments called CATS (Classroom Assessment Techniques), to assess student learning in the classroom, learner attitudes, values, and self-awareness, or learner reactions to instruction. The purpose of these various and defined techniques is to improve student learning opportunities.

Annual Reporting
The annual outcomes assessment report demonstrates that assessment activities at EWC are an important part of the educational process. Assessment at EWC is tied to the institution’s mission, vision and goals. Our Assessment consists of multiple measures including both direct and indirect activities. The assessment plan is updated annually by the Outcomes Assessment Committee and can be found online at http://www.ewc.wy.edu/faculty/outcomes.

Eastern Wyoming College’s assessment program is a learning paradigm (measuring student learning). Success under this approach documents achievement of identified goals for learning and
student success outcomes. Assessment activities are designed to measure such achievement. As such, assessment activities are conducted, results are reviewed and disseminated, and changes made in the classrooms, programs, the strategic planning and budgeting process, and in the overall college based on these assessment results.

The Assessment Cycle is a continuous process of analysis of mission, development of goals and objectives, identification of measures of learning outcomes, assessing, collecting and interpreting data, disseminating useful information, proposing changes, and instituting, monitoring, and evaluating those changes.

Classroom Assessment Techniques (CATs)

Each instructor is required to use at least one classroom assessment technique with at least one of their classes each semester. Reporting the use of a CAT is managed through LancerNet.

Eastern Wyoming College is interested in continually improving the educational process to better serve students. Instructors have the unique ability to change elements of course delivery based on observed student performance. By doing so, they can improve the quality of the educational experience for students. Instructors should continually evaluate the effectiveness and appropriateness of lesson presentation, classroom activities, instructional materials, and tests and measurements. This process is facilitated by the use of Classroom Assessment Techniques (CATs) and is directed by the EWC Outcomes Assessment Committee.

Further theory about Classroom Assessment Techniques and example instruments are described in Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed (Angelo & Cross). Copies of this handbook are available in the Academic Services office or the Library, from Division Chairs, Department Heads or any Outcomes Assessment Committee member.

Instructor Evaluation

The responsibility for the evaluation of instructional activities has been assigned to the Office for Academic Services. Your evaluation will consist of:

- one or more classroom observations
- a student evaluation of instruction
- an evaluation of overall job performance and goal attainment

Tenured Full-time Faculty

The appropriate Division Chair or Department Head will manage continued evaluation of tenured faculty. A minimum of one classroom observation will occur every two years. At least one class section will be evaluated by students each semester with the goal of having every course an instructor teaches being evaluated at least once every six semesters. The Division Chair or
Department Head will also schedule a conference with each instructor to develop and review professional growth goals once a year.

Non-tenured and Adjunct Faculty

The appropriate Division Chair, Department Head or Outreach Coordinator will manage continued evaluation of non-tenured and adjunct faculty. A minimum of one classroom observation will occur every semester, except for adjuncts with at least three semesters experience, who will be observed a minimum of every fourth semester. All sections of all classes will be evaluated by students each semester. A conference will be scheduled with each non-tenured instructor to develop and review professional growth goals once a year.

Concurrent Instructors

The school district that employs concurrent enrollment instructors will manage evaluation of those instructors. The Office for Academic Services may request a conference with appropriate school district personnel to discuss any concerns about a concurrent college class or instructor. In addition, EWC will conduct student evaluation of instructors for all sections of all college classes taught by each instructor each semester.

Classroom Observation

Upon completion of a classroom observation, the Division Chair, Department Head or Outreach Coordinator will provide a written summary of the observation. A conference will be held to discuss the observation, and both parties will sign the evaluation form. The completed and signed form will be sent to the Office for Academic Services and also placed in the employee’s personnel file.

Student Evaluation of Instruction

Course evaluation by students is part of an evaluation of instructional activities required by Board of Trustees Policy, 4.0. Specific guidelines for course evaluation are outlined in this handbook. Individual Division Chairs, Department Heads or your Outreach Coordinators will let you know how often and which classes will be evaluated. Normally, student evaluations will be given after the midterm point of the semester but before final exams. Student evaluation forms and instructions for their use will be placed in your mailbox, given to you by your Outreach Coordinator, available online through LancerNet, or can be obtained by contacting the Academic Services office at 307-532-8260. All in-class evaluations shall be conducted by Division Chairs, Department Heads, Outreach Coordinators, or faculty peers. Evaluators shall remain neutral and professional in conducting evaluations. Results from these evaluations will be processed and reported to you the semester following the evaluations. Instructors should keep their own file of all evaluation reports of their classes. Student evaluation questions can be found in Appendix Z.
Evaluation of Professional Growth

Division Chairs, Department Heads or Outreach Coordinators will meet once a year with full-time or adjunct instructors to discuss activities related to professional growth goals and to set new goals. This review will allow for rebuttal and both parties will sign the evaluation form. The completed and signed form will be sent to the Vice President for Academic Services and also placed in the employee’s personnel file.

Instructor Portfolio

These evaluations and observations will contribute toward your continuing contract portfolio. Other items to keep in your portfolio include:

- Resume
- Credentials, certificates, copies of transcripts
- Honors, awards, grants
- List of courses taught, including modality
- Division Chair evaluations (at least three years), including classroom observations and annual conferences
- Student evaluations (selected – to represent all classes taught)
- Advising responsibilities (# of students, involvement in advising activities)
- Committee assignments and involvement
- Campus involvement, student clubs
- Community involvement
- Public relations – press releases, “fuzzies” (i.e., thank you notes from students)
- Other items you deem appropriate and necessary

Midterm & Final Grade Reporting

Students view their final grades through LancerNet. The current credit total, cumulative grade point average, semester grade point average, and a list of all courses completed is displayed on the grade report. Student financial aid is affected by final grades; grades of U, F, X, W, and IP do not count toward successful completion of classes.

Midterm Grade Reports

Halfway through each regular semester, instructors should provide the current grade to each student in their class. The purpose of this midterm grade is to provide the student with a realistic assessment of progress; students often have difficulty in interpreting the quality of their academic accomplishments. There is a tendency for the student to be too optimistic or too pessimistic. Discussion related to the midterm grade can be of great value in academic advising and in counseling.
All faculty should submit a midterm report online, through LancerNet, even if no midterm grade is to be assigned. Instructors may choose to submit a midterm grade (A, B, C, D, F, S, or U), a midterm deficiency notice (DF), or no grade at all. A LancerNet Job Aid is in Appendix AA to provide detailed instructions regarding this procedure.

**Final Grade Reports**

Instructors will assign a final grade to all students enrolled in their classes. These grades will follow the grading scheme for the course as outlined in your syllabus; i.e. a letter grade of A, B, C, D, or F, or Satisfactory/Unsatisfactory (S/U). A grade of "F" or "Unsatisfactory" must be accompanied by a "last date of attendance." Grades must be entered before an instructor’s work for the semester is considered complete. Once the semester is over, an instructor may initiate a grade change if necessary, using the form available in the Student Services office.

Faculty submit final grades online, through LancerNet, but must also submit a printed, signed copy of all grades to Student Services or their Outreach Coordinator. A “last date of attendance” shall be entered for grades of "F" or "Unsatisfactory." Grades entered through LancerNet are considered complete and may not be changed through LancerNet at a later time. If a mistake is made entering grades, you will have to complete and submit a Grade Change form for each student with the correct grade to Student Services or your Outreach Coordinator immediately. A LancerNet Job Aid is in Appendix BB to provide detailed instructions regarding this procedure.

**Special Grades**

**AU – Audit**

Assign this grade to students who are listed as taking your class for zero (0.00) credits. If you mistakenly enter a different grade for an auditing student, their grade will automatically revert to AU.

If a student is unable to complete coursework for any reason, one of the following special "grades" may apply:

**W – Withdrawal**

Assign this grade if you are withdrawing the student rather than assigning a grade for work completed. This grade entry must be accompanied by a "last date of attendance," also recorded in LancerNet.

**X – Incomplete**

Assign this grade if you are willing to make a contract with the student for course completion within the next academic semester. See the EWC Catalog for further details. Instructors must submit a Grade Change form for each student with an actual final grade to Student Services or your Outreach Coordinator immediately after the work is complete. See Appendix CC for an example contract.
Student Confidentiality

The substance of the Family Educational Rights and Privacy Act (FERPA, also known as the "Buckley Amendment") is of critical importance to the college and staff. This act states that any student age 18 or over or attending a post-secondary institution **must give permission before a representative of an educational institution may share confidential information about that student with anyone outside the educational institution.** Record keeping personnel, members of the faculty, and staff with administrative assignments may have access to records and files for internal educational purposes, as well as for routinely necessary clerical, administrative, and statistical purposes as required by the duties of their jobs.

Faculty should not post student grades in any public manner.

Read and understand the EWC Family Educational Rights and Privacy Act of 1974 (see the EWC Catalog), the student handout entitled "Notification of Rights of Parents and Students Under ‘Family Educational Rights & Privacy Act (FERPA).’"

What does one say to concerned parents? No information may be shared from grade books regarding grades or attendance records without a signed release from the student. An instructor may only tell parents what anyone is able to **observe** (e.g. “looks tired,” “haven’t seen him/her for a couple of weeks,” etc.)

Student confidentiality is important! It is the law! Questions about the Family Educational Rights and Privacy Act can be answered by Division Chairs, Department Heads, Outreach Coordinators, and the Vice President for Student Services.

Examples of scenarios regarding FERPA that are most likely to affect faculty and staff are as follows:

**A student asks a staff member about reviewing her individual permanent records.**

Every student has this right and the EWC Student Services Office is prepared to honor any requests. The student simply makes a written request for it at the Student Services Office and makes an appointment with the Vice President of Student Services to review the records. The administrator’s presence is required to explain the information contained in the file.

**A student’s parents—usually concerned, interested, and conscientious parents—call an instructor to talk about their child’s performance in class.**

Under FERPA, we are forbidden to talk with parents, without the student's written permission, regarding any information from the grade book (grades or attendance), or from the student’s permanent records (Colleague computer system or Student Services Office file folder). The Vice President of Student Services and outreach coordinators have a release of information form that may be completed by the student to release information to parents or other third parties. An effective strategy for dealing with this situation includes
explaining our obligation under the law and suggesting a joint conference with the student and the parents. Student Services professional staff members will be happy to help with this type of situation. Also, see the response to question 4 below.

An instructor calls a student to discuss an assignment, grade, etc. The student is not there and the parent asks to take a message.

The instructor may not share with the parents the reason for the call, since this would be breaching the student’s confidentiality, but may leave a message asking the student to return the call. Also, see the response to the question below.

An employer calls or writes for a reference.

The only information that may be released to any third party in person, by telephone, or in writing without the express written consent of the student is “Directory Information” which is outlined in the EWC Catalog and is as follows:

- Name
- Affirmation of whether currently enrolled
- Major field of study
- Dates of enrollment/class
- Full- or part-time status
- Degrees received
- Honors received
- Local address and phone number
- Home address and phone number (permanent)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Date and place of birth
- Previous institutions attended
- Photographs

Unless the student has officially filed a written request with the Vice President of Student Services, that disclosure may not be made without his/her written permission, the above items are considered public/directory information.

Police officers ask for information about a student in connection with the law.

The officer should be referred to the Vice President of Student Services office or the appropriate outreach coordinator. Eastern Wyoming College cannot release information except in the case of a proper subpoena or judicial order, and then only after attempting to notify the student about the request for information.

A student asks to be informed of a grade by telephone.

Since the identity of the caller cannot be definitely determined, this information should not be given by phone.
The best general advice about student confidentiality is not to share information about a specific student with an individual outside the institution. Even within EWC, do not share information regarding a student unless the other individual has a legitimate educational need to know the information.

**Student Authorization to Release Information**

Students grant permission to the College to release certain types of information to specific individuals or institutions by signing an authorization form. This form is kept with the student’s file and consulted upon inquiry. This authorization remains in effect until the student revokes that release of information. One double-sided form covers both authorization and revocation and can be obtained from the Office of Student Services (Appendix DD).

**Student Background Checks**

Courses where students will be interacting with others outside of the control of a classroom or lab, such as preschool or K-12 classroom observations and practicum, healthcare observation and clinicals, or animal handling, require that the student undergo a criminal background check. Students will register for a class (EDUC 2005 or HLTK2005 or VTTK 2005) specifically for the purpose of tracking background checks and then order their background check online through CertifiedBackground.com. The College will bill Certified Nursing Assistant and Education students for this service; Vet Tech students pay at the time they enter their background information. Results of the check can be viewed by the student and pre-approved staff in the Student Services and Academic Services offices, and include a criminal history check in all counties of student residence for the past 7 years along with a nationwide database including sex offender registries. Background check results are good for one (1) calendar year and are placed in the student's academic file. The process can take from 3-10 days to complete.

**Subject Animals for Veterinary Technology Labs**

Veterinary Technology facilities, equipment and supplies are to be used only for the direct educational benefit of EWC students participating in the program. Reimbursement for the cost of procedures performed on privately owned animals will be made to EWC by the animal’s owner.

The priority of animals to be utilized in the vet tech program shall be in the following order:

1. Animals owned by EWC;
2. Animals owned by veterinary technology students;
3. Animals acquired from local humane shelters (non-profit);
4. Animals owned by veterinary technology faculty and staff;
5. Animals owned by EWC faculty and staff;
6. Animals owned by the general public.
Reporting Concerns Regarding Animal Treatment
“Whistleblower Statement”

All animals used at Eastern Wyoming College (EWC) must be handled, housed, treated, cared for, and transported in a humane and ethical manner in accordance with federal law and college rules. Any person having reason to question the treatment of animals at EWC is encouraged to report incidents involving perceived non-compliance without fear of retaliation.

- Any person having reason to question the humane or ethical treatment of animals at the College should contact the Institutional Animal Care and Use Committee at the anonymous number 855-392-2273 (855-EWCCARE). No threat or retaliation will be made against anyone reporting perceived mistreatment or non-compliance. In addition, reports can be made to any standing member of EWC’s Institutional Animal Care and Use Committee.
- All complaints and documentation will be brought to the attention of the Institutional Animal Care and Use Committee (IACUC)*.
- Anonymous concerns are acceptable and all reports will be investigated. Federal laws and college rules prohibit discrimination or reprisal for reporting violations of standards and regulations promulgated under the Animal Welfare Act. All concerns will be discussed by the IACUC and, if warranted, appropriate measures will be taken.
- All complaints, violations and recommendations for subsequent action will be forwarded to the Institutional Official.

*The Institutional Animal Care and Use Committee (IACUC) is a self-regulating entity that, according to U.S. federal law, must be established by institutions that use laboratory animals for research or instructional purposes to oversee and evaluate all aspects of the institution’s animal care and use program. http://www.iacuc.org/
Programs & Curriculum

Curriculum Changes

Processes for curriculum changes will fulfill the expectations of state and federal coordinating agencies. All changes must be submitted to the Vice President for Academic Services, who will review the proposed changes with the Curriculum and Learning Council. Factors such as educational merit, availability of faculty, cost, scheduling, and use of resources will be considered. Forms for adding courses, deleting courses, changing courses, adding programs, and deleting programs will be available from the Vice President for Academic Services. The Board of Trustees will make the final decision on all requests for new programs or for program deletions. Additionally, new program requests must be submitted and approved by the Wyoming Community College Commission.

Program Reviews

Regular program reviews for each program will be conducted by the college at least every three years. The analysis will involve faculty, Division Chairs, Department Heads, advisory committees, and the Vice President for Academic Services in assessing the program’s effectiveness and efficiency. The Board of Trustees will review all program reviews prior to submission to any state or federal agency. Forms specifying the statistical data needed, and the accompanying narrative analysis, will be available from the Vice President for Academic Services.

Credit Hour Definition

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates:
1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by the institution, including laboratory work, externships, practica, studio work, and other academic work leading toward the award of credit hours.

Course Scheduling Guidelines

Classes at Eastern Wyoming College are generally scheduled using 55-minute or 85-minute class meetings, providing for a 5-minute break between classes, according to the following timetable:
### 2-credit Courses

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### Other Considerations

1. Courses meeting on multiple days should meet at the same time each day to avoid additional course conflicts in other time blocks.
2. Courses (such as special interest or vocational courses) in which no student would have a conflict with other scheduled courses could, upon approval by the appropriate Division Chair or Department Head, be offered at a time other than those specified above. Generally, though, all classes should be scheduled in these time slots, so that we do not have one time slot conflicting with two others.
3. Each full-time faculty member will be expected to teach at least two courses outside of the "prime time" block between 9:00 a.m. and 1:00 p.m. This also applies to evening courses. It is also desirable to spread out general education courses and multiple sections of the same course, so that those offerings don’t cluster in that "prime time" block.
4. Scheduling time slots for evening classes are open; however, a class must meet the 800 or 1600 (labs) minutes/per credit hour excluding breaks. Day classes cannot include final week to meet this criteria but night classes can count their last meeting date. The class must meet the last day even if the instructor does not have a final exam.
5. Creative scheduling options outside of the "prime time" block are encouraged, as long as the options are compatible with student schedules and facility resources.
Faculty Support Services

EWC Bookstore

The bookstore’s normal operating hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Extended hours of operation occur during the first two weeks of class at the beginning of each semester. Summer hours are 9:00 a.m. to 4:00 p.m., Monday through Friday.

The EWC Bookstore is located in the Activity Center and is operated by Follett Higher Education Group. Book orders are placed online through the bookstore website as explained earlier in this handbook. All textbooks and supplementary texts, which have been ordered for each course, are carried by the bookstore. In addition, the bookstore carries a full line of classroom supplies as well as other items of interest to both students and faculty. To call the bookstore, dial 307-532-8216.

The bookstore maintains an online store of select items for sale, including textbooks. The website can be reached by following the link from the EWC home page.

Both full-time faculty and adjunct instructors receive a 10% discount on all items purchased at the bookstore.

EWC Library

The Library is open during the following hours when school is in session:

- Monday – Thursday: 8:00 a.m. – 9:00 p.m.
- Friday: 8:00 a.m. – 5:00 p.m.
- Sunday: 2:00 p.m. – 6:00 p.m.
- Summer, Mon – Fri: 8:00 a.m. – 4:00 p.m.

Library cards are available to all faculty members. Please ask the librarians for assistance.

Aside from local holdings, many library resources are made available electronically. Librarians can create a “LibGuide” web page of information, references, and links to specific resources that can be tailored for specific instructors or classes. The EWC Library also offers access to several hundred databases. A variety of subjects are covered from animal science to biology and nursing to veterinary technology with everything in between. The databases can be accessed 24/7 from the library website, located at http://ewc.wy.edu/library. Off-campus users will need a username and password for access. Please contact the library at 307-532-8210 for this information. If you have problems with or questions about the databases, please feel free to contact the library. (Funding for these databases is provided by the Wyoming State Legislature and the Wyoming State Library). Please visit the EWC Library web page for more information on other available online resources.

When planning work for students that involves Library usage, please consult the library staff first so that adequate preparation can be made. Librarians are happy to assist with the services detailed
in this section; for example, providing bibliographic instruction to a class if requested. Please make arrangements at least one week in advance by telephoning 307-532-8210 for classes.

Please check the Library’s holdings before giving students bibliographies of materials to be used. If materials are listed that are not included in the collection, students need to be informed that they will have to use interlibrary loan (ILL) to obtain those specific items. Tell students to plan in advance; it takes at least seven days to get materials via ILL. If possible, the library staff will secure photocopies of required materials not available on campus. A fee may be charged for this service. Please check with Division Chairs or Department Heads before requesting photocopies if a fee is to be charged.

Off-campus instructors please check with your Outreach Coordinator to see what library services may be available in your community. Many of our outreach sites have cooperative arrangements with public school libraries. In addition, county libraries are available for student use. The WYLD system can be accessed via any Internet connection at wyld.state.wy.us. Faculty, staff, and off-campus users may check the website ewc.wy.edu/library in regard to library services.

Some of your students may be shy about asking for help. Please assure them that the Library personnel are more than happy to answer questions and help students locate specific information.

**Reserve Materials**

Instructors may place any library or personal materials on reserve. These materials are kept on the reserve shelves in the Library Office and students need to ask for them at the circulation desk. Reserve materials can be located on the WYLD CAT. Click on “Reserve Desk” in the gray menu bar; at the next screen you can search for items by instructor, course ID and course name. Make a choice from the “Reserve Search Results” to see what is on reserve for that particular course or instructor. Again, make a choice and scroll down the screen to see call #, length of checkout, and if material is checked out. Websites can also be placed on reserve so that a click of the mouse will take you directly to that site. These materials are available for various checkout periods as the instructor directs.

It is recommended that all personal copies of books be placed on “Library Only” reserve. If a personal copy is lost or damaged by a student, the Library cannot be responsible. If a number of students are to use the material, it is advisable that it be placed on “Library Only” reserve.

Insofar as allowed by copyright law, articles may be photocopied and placed in folders to be kept on reserve. Multiple copies may be placed on reserve, according to the copyright law, as long as the copying meets the tests of brevity, spontaneity, and cumulative effect.

Normally, processing of reserve materials takes 1 day (24 hours). This may vary if the material is not readily available. Please plan accordingly.
NOTE TO INSTRUCTORS: Please remember to remove materials from reserve when they are no longer needed by students. Materials on reserve will be removed from the Reserve Shelves at the end of each semester unless the instructor specifically requests that they remain on reserve.

Holdings

Eastern Wyoming College supports the concept of intellectual freedom and materials will be selected for addition to the collection without prejudice or censorship. The college also endorses the Library Bill of Rights as adopted by the American Library Association Council; copies are available in the library.

Patrons wishing to challenge materials in the collection will be requested to complete a Request for Reconsideration Form available from library staff. Requests will be reviewed by the Library Director, instructors within the discipline, Vice President for Academic Services, and the College President with the final determination by the Board of Trustees.

Audio-Visual Equipment & Services

Most classrooms are equipped with a computer with DVD player, speakers, and a projection system. Please check your classroom configuration before requesting AV equipment.

Audio-Visual (AV) equipment and services for classroom use on the Torrington campus are handled through the EWC Library. For AV needs in the AC Gym, please contact the Athletic Director. For AV needs in the cafeteria, please contact the Administrative Specialist for Academic Services. For AV needs in the FA Auditorium, please contact Aaron Bahmer (AV/Library will only provide the laptop/projector).

Equipment Available

- Televisions
- Digital video camera
- VHS players
- DVD players
- Computer projectors
- Laptop computers

Reserving AV Equipment

- Make a reservation by telephone, in person, or by email at least two days in advance or more. When making a room reservation with the Information Center or through the Academic Services office, please request equipment needs on the reservation form.
- For your reservation AV/Library will need your name, type of equipment, the date, time, and room number where the equipment is to be used.
- AV equipment will be reserved on a first-come, first-serve basis.
- Equipment available for off-campus check-out are laptops that are reserved for faculty and staff use and the video camera for EWC events. Not available for off-campus checkout: Televisions, VHS or DVD players.
- Students that require the use of AV equipment for a class assignment may make arrangements through AV/Library with instructor approval.

AV Services in Fine Arts Auditorium

Unless your class is scheduled to meet in the auditorium, you must request use of either the lecture halls or the main seating area through the Information Center.

The lecture halls in the Fine Arts Auditorium are equipped like a classroom with a computer, DVD player, speakers, and projector. Projection screens are lowered and raised by a switch on the wall.

A projector is available for use with the projection screen over the stage for viewing by the main seating area. This projector and related laptop computer or DVD player must be reserved through the Library. If sound is also needed, be sure to indicate that need to the Information Center staff when making the room reservation.

Outreach Site AV

Contact the outreach site coordinator for information on resources available and directions for reserving audio/visual aids.

Computer Services

EWC Computer Services maintains hardware and software for computers on campus. They should be contacted if you encounter any problems with computers, printers, or projectors on campus. You should also contact them regarding all hardware and software purchases.

Most campus computers display an icon for submitting help requests to Computer Services. If this is not available, contact them by phone at 307-532-8324.

Instructional Technology

The office of Instructional Technology supports both faculty and students involved with distance learning as well as supporting faculty with classroom technology. Faculty services include consultation and instructional design for class preparation, production of graphics, audio, video, web pages, and interactive computer activities, and general technical support related to using
technology with instruction. Student services are focused on system access and usage for successful interaction with online class materials.

Instructional Technology staff can provide group and individualized training for all classroom technologies, the interactive television classroom, and the learning management system. The office also has some specialized equipment that can be checked out to faculty for short-term use:

- Apple iPads for faculty development
- Apple iPads for classroom use
- Laptop cart
- Microphones for computers
- Web cameras
- Document camera
- Flip-cams
- Graphics tablet
- 360° Graduated camera pivot
- 360° Graduated turntable

Please contact the office of Instructional Technology for check-out of these items.

**LancerNet for Faculty**

LancerNet is a web-based interface providing access to two different software services:

- **CampusCruiser** provides the overall appearance of LancerNet, acting as the basic web “portal” featuring tools that include e-mail, calendars, task lists, address books, photo albums, chat rooms, message boards, and special EWC communities. Also available is LancerALERT! - an opt-in text-message service to receive emergency announcements and other messages from the college. You can even personalize your LancerNet home page. LancerNet provides a place to prepare online course content for both distance and on-campus classes.

- **WebAdvisor**, from Ellucian, allows you to access student and personnel information contained in the Colleague database used by EWC. Faculty members use this service to enter student grades, view class rosters, and work with their advisees with processes such as registration. Students also have access to this service and can view their grades, financial aid and billing information, and even register online.

The upper portion of any LancerNet web page includes a black navigation ribbon with links to different features of the service. Only a few of the most important tools are discussed below.

**MyLancerNet [link on the black navigation ribbon]**

The “MyLancerNet” page of LancerNet should be considered your LancerNet home page or dashboard. This is the page that appears once you have successfully logged in to LancerNet. This page has been setup with the basic tools and information channels that you will need. You can customize this page to some extent to suit your personal needs. Some of the tools can be reached using the “Quick Menu” icons found at the top right of the page, as shown below. Be sure to take time to locate important areas on this page:
Campus Announcements – This area lists any campus-wide announcements that affect all employees and students about campus or all users of LancerNet. Clicking the title of the announcement will display the full information.

My Classes – This area lists all classes you teach and any in which you are a student. The listing will be for the current term and the most-recent past terms. Indicators will appear immediately below each class title showing new message board postings, new assignments, new assessments, etc. To access a class, just click the title.

My Offices – This area lists all offices to which you belong. Indicators will appear immediately below each office title showing new message board postings or announcements.

My Committees – This area lists all committees to which you belong. Indicators will appear immediately below each committee title showing new message board postings or announcements.

My Generic Communities – This area lists other communities to which you belong. Indicators will appear immediately below each community title showing new message board postings or announcements.

MyEWC Services [link on the black navigation ribbon]

As mentioned before, this area provides information from the Ellucian Colleague student information system. Listed on the left side of this page are some important menus. Each menu features several types of information or tools:

Employee Profile – These items provide information about your employment, including a simple listing of your position, a place to view stipends that you have been issued, a description of your total compensation, and a link to view and print pay advices.

Budgeting – These items provide tools for viewing your academic area budget and expenditures.

Faculty Tools – These items provide tools for working with advisees, viewing class rosters, entering midterm and final grades, viewing your class schedule, and looking up student information.

Faculty Workstation [link on the black navigation ribbon]

The Faculty Workstation provides tools so that multiple tasks can be easily carried out across one or many online class areas. Common tasks include creating class announcements, assignments, assessments, and working with class message boards. For further information and training, please contact the office of Instructional Technology.
Faculty Office (Full time, Adjunct, Concurrent) [MyLancerNet link on the black navigation ribbon → My Communities]

The Faculty Office area includes many types of information, including many of the forms listed in the Appendices of this handbook. You can also find job aids for some faculty tasks and you can find some LancerNet documentation. The office is maintained by the Instructional Technology department, so if you have specific needs or have suggestions for enhancing the area, be sure to contact the department.

Another feature of this office area is a message board for open faculty discussion of matters of interest. Feel free to engage other faculty in conversations about the best practices of teaching or ask questions about procedures at EWC.

Personal Tools [MyLancerNet link on the black navigation ribbon → Personal Tools]

The Personal Tools area allows you to access items like e-mail, calendars, address book, personal files, and your LancerNet profile where you can change your password and upload your picture.

For campus employees, LancerNet provides a secondary e-mail account which you can forward to your campus Outlook mail account. Please contact the office of Instructional Technology for assistance in setting up this forwarding.
Student Learning Resources

Center for Tutoring and Learning

The Center for Tutoring and Learning (CTL) is located in Tebet 140, directly below the Library on the Torrington campus. It provides services to both on- and off-campus students such as peer and online tutoring, organizing study groups, hosting review sessions, and advising students on study skills. All services are free to EWC students, so please encourage them to drop in. The center also includes a computer lab and provides access to audio/visual equipment, study areas, and subject-specific resources. Court Merrigan is the CTL Coordinator and can be reached at 307-532-8378.

Tutoring

All Eastern Wyoming College students can get help from a trained student-tutor in most areas of study. Check the CTL web page for a schedule. Tutors are selected from faculty recommendations, hired and trained by the CTL Director, and available in most subject areas. If there isn’t a tutor available in your subject area, contact Court Merrigan and we will try to find one for you. No appointment is necessary - students can just drop by. Tutors can also be reached by phone, toll-free at 866-392-3478.

Net Tutor

EWC subscribes to Net Tutor, an online tutoring service. All EWC students are entitled to 10 free hours of online tutoring. Net Tutor is accessed through LancerNet. If you would like a tutorial in how to use Net Tutor, or if you have any other questions regarding Net Tutor, please contact Court Merrigan.

Using the Internet to connect students with professional educators, Net Tutor has the online tutoring, writing services, and homework help that students need to succeed. Tutors are available up to 24 hours a day, 7 days a week in a variety of subjects.

Net Tutor’s fundamental objectives are to engage and encourage students in active learning, as well as to enhance their motivation. The tutors strive to help students develop successful learning skills, rather than simply "giving answers" or "doing homework" for them. In a professional and supportive environment, they focus on the power of human interaction and the use of technology to assist a student-centered tutoring process.

Adult Learning Center

The Adult Education (AE) program at Eastern Wyoming College offers instruction in High School Equivalency Testing (HiSET), adult literacy, English as a Second Language (ESL), and citizenship
preparation at all outreach locations within the six county service area. Typically, students are provided with individualized instruction with either an instructor or a college work-study tutor; however, traditional classroom instruction is also available. The AE program works with students to establish a convenient time of study, but it is the commitment of the student that makes the program function successfully. All AE classes, materials, and instructional technologies are free to participants enrolled in our programs. We are committed to making a difference in the lives of the people we help so that they may achieve their academic and career goals.

On the Torrington campus, contact Diane McQueen, the AE Director at 307-532-8399. Off-campus students should contact their Outreach Coordinator.

**Computer Labs**

State-of-the-art computerized classrooms are provided to support the academic needs for software training in accounting, business, multimedia, and word processing. Microcomputer workstations are located in various buildings on the campus and are connected via a high speed network to allow easy access to laser printers, scanners, and a wide variety of Windows based software applications. Available software applications include word processing, spreadsheets, database management, publishing, presentation, and multimedia programs. Application specific software is also available for various academic programs such as accounting and veterinary technology. Students are provided with free access to the Internet and a wide variety of services. Online research materials and search engines are only a click of the mouse away. The computer labs in the Student Center and Library are open to students during regular classroom hours and in the evenings on weekdays. The computer lab in the Library is also open for limited hours on the weekends.

Eastern Wyoming College provides similar computer access and Internet services to students enrolled at the Douglas, Lusk, Wheatland, Upton, Moorcroft, Glenrock, Hulett, Guernsey, Sundance, and Newcastle campuses.

**Torrington Campus Computer Lab Hours: (during the school year)**

- CTC Building: Tuesdays, 9 am to 8 pm, Thursdays, 9 am to 6 pm, Fridays 9 am to 5 pm.
- Center for Tutoring and Learning: Monday – Friday, 7:30 am to 9 pm
- Library: Monday – Friday, 8 am to 9 pm, Sundays 2 pm to 6 pm
- Mechanical Arts Building: Monday – Friday, 8 am to 9 pm
- Student Center: Monday – Friday, 8 am to 9 pm, Sundays 2 pm to 6 pm
- Vet Tech Building: Monday – Friday, 8 am to 5 pm

**Douglas Campus Computer Lab Hours: (during the school year)**

- Contingent upon scheduled classes, labs will available Monday – Friday, 8 am to 9 pm
Center for Testing and Career Services

EWC provides community access to testing and placement services. Academic placement testing such as ACCUPLACER can be scheduled, as well as testing in the areas of HiSET, Work keys, ACT, CLEP, and other tests as required. The Center for Testing and Career Services also administers accommodated testing for students who have been awarded accommodations by the Disability Services Office. Staff will also assist faculty in scheduling makeup tests for students.

The Career Services office offers employment preparation workshops for your classes, as well as one-on-one assistance to students. Topics include resume building, interview preparation, professionalism, success on the job, and job searching. The College Central Network (CCN), an online job board, is available for student and alumni access. The CCN also includes many tools helpful to instructors and students alike as students are preparing their employment documents. Contact the Center for Testing and Career Services Coordinator for more information about the workshops and the CCN.

Counseling and Disability Services

Counselors at EWC are available to work with individual students or groups. In some cases, problems of students will be referred to other staff or agencies best qualified to provide help. Long-term counseling needs will be referred to appropriate agencies outside the college. The Coordinator for Counseling and Disability Services, provides the primary counseling for students and can be reached at 307-532-8238.

The GEAR UP Program at EWC

The GEAR UP grant program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Federal GEAR UP funds are also used to provide college scholarships to low-income students who successfully complete the program. College students in the GEAR UP program participate in retention activities related to the college and community.
Distance Learning

Distance Delivery Modes

The definitions below are influenced by the work of Frank Mayadas, Gary Miller, and John Sener and the Online Learning Consortium, 2015.

Online Courses

It is required that faculty work directly with the office of Instructional Technology to develop an online course for the first time. Student materials for the entire semester should be available prior to the first date of classes. Enrollment is usually capped at 20 students, including up to 8 on-campus students.

Web Conference Online Courses - synchronous class meetings

These can be scheduled either as full time or half-time hybrid, typically with one weekly class meeting of 1 to 3 hours, or two weekly class meetings of 1 to 2 hours. Enrollment is capped at 15 students due to system limitations, with students participating from individual computers. The instructor will typically lead the class from a personal computer either at home or campus office. These classes feature primarily a lecture delivery, though alternative class interaction with instructor and content is suggested. This type of class must be supported by online class materials and activities. If a hybrid design, the online activities should be extensive.

Hybrid/Blended Courses

This course involves the scheduling of on-campus classroom time along with the use of any distance delivery method above. This type of class will typically meet on-campus for only a portion of the time of a standard campus class.

Web-enhanced Courses

This is a typical on-campus classroom course that uses online content to extend the learning environment.

Learning Management System and Tools

EWC uses the learning management system (LMS) contracted from CampusCruiser. This system is integrated with the CampusCruiser portal system and known on campus as LancerNet. All credit classes will have class areas (“shells”) available for presenting online course materials. Online classes will explicitly use the LMS for learner and content management.

WizIQ, a web conferencing tool, is available for use with distance classes. This service can be used with an online class to enhance online office hours or to deliver content in a synchronous environment.
EWC holds an account with Screencast.com to host streaming audio and video for embedding into classes or other EWC web pages. Please contact the office of Instructional Technology to utilize this service.

Distance Course Development

Process

The Distance Learning Committee has developed some documents related to distance course development. They are referenced here and can be found in Appendix EE. Distance courses are developed at the request of faculty, Division Chairs, Department Heads, the Distance Learning Committee, or the Vice President for Academic Services and must be approved by the Vice President for Academic Services. The person making the request should complete the New Distance Learning Course Offering form and present it to the Distance Learning Committee for approval. It will then go to the Vice President for Academic Services for final approval. A faculty member will be identified to prepare the course for distance delivery and the class will be scheduled.

The instructor identified to develop and deliver the course will consult with Instructional Technology staff regarding staff development. If necessary, compensation for staff development will be contracted. The instructor will then work to develop the content for the course and compare it to the Required Course Elements guideline. The instructor will continue to work with Instructional Technology staff until the course is ready for delivery. A diagram has been created to illustrate this process.

Content

When designing or updating your online course, it is important to be able to answer the following questions that affect learning:

- How will your students receive the primary content of the course?
- How will students interact with the content in ways that require exploration, problem solving, research, and application?
- How will students interact with you, their instructor, in relation to the content?
- How will students interact with other students in order to learn from the experiences or viewpoints of others?
- In what ways do your assessment activities correlate to show achievement of the course objectives?
- What is your plan to provide guiding feedback for student responses to course exercises, assignments, or assessments?

All course content for the entire semester should be prepared prior to the beginning of the term when the class is offered and must be reviewed by the Instructional Technology office.
Internet and Web-based Class Materials

Web Pages
Most text-based documents for course content should be web pages. Web pages are simply text files that have been modified using HTML, HyperText Markup Language. HTML is the standard for the World Wide Web and provides the most portable format. File sizes are small, making for quick, easy viewing, and a number of multimedia and visual presentation elements can be easily incorporated. In a perfect world, most online learning materials would be in the basic form of HTML.

Overall, it is suggested to use HTML as the basis for all textual content used in a course. There are a few options to convert your materials into HTML:

- Submit your materials to the office of Instructional Technology well in advance of needing them online. The files will be converted to HTML and presented within templates to provide a common “look” to all pages.
- Use the HTML editor provided within the LMS.
- Use the HTML conversion features of your software. It may not be “pure,” but it will be more user-friendly.
- Use web page editing software such as Adobe Dreamweaver. This program works well with your documents if you copy/paste from one to the other. Other software is available on the Internet in the form of shareware or freeware, but their capabilities may be limited.
- Learn HTML and add the codes to your text documents on your own. HTML codes are simple to use and can be included in any text file by using your word processor – just make sure you save your file as plain ASCII text rather than the default format. If you choose to use any type of HTML editor, you will need to know some HTML so you understand how web pages are formatted.

Adobe Acrobat (PDF)
Adobe Acrobat files are designed to be portable; their extension (.pdf) represents this concept: Portable Document Format. However, Acrobat files are “binary” files as opposed to plain text files like HTML. By nature, these files are typically larger for equal text. The element you gain by using Acrobat files is purely visual and can be especially useful when layout is your purpose. The drawbacks to these files include increased download time and the need for the user to have a reader installed with their browser. Also, there may be some issues with accessibility (there are some with HTML as well). Although many software programs can create Acrobat files, the full Adobe Acrobat software is required to edit and manipulate these documents. Acrobat files cannot easily be converted to HTML nor to any other, editable, file format.

Microsoft Word
You may have created most of your online materials using Microsoft Word, however, not all of your students will have MS Word installed on their computer. If you only post files to your class in this format, there will be some students who will not have access to your content. Unless your course deals specifically with the use of MS Word, you cannot expect or require
students to use that software, especially when HTML is an obvious option. The MS Office products have tools to generate HTML versions of your files, however, these files are littered with unconventional HTML codes that often increase file size without need.

Rich Text Format (RTF)
There are times when a base word processor file is needed by students in order to complete an assignment. If such a need arises, you should save these files as Rich Text Format. Doing so will generally preserve the formatting of the document and provide a file that students should be able to open and edit using any computer.

Microsoft PowerPoint
If you are using PowerPoint to present an outline of material, this is better accomplished with HTML codes for outlines. PowerPoint files are much larger than their HTML counterparts which convey the information in a similar, if not easier to navigate, manner. As with MS Word, PowerPoint files will open easily for those students with the software installed on their computer. Even converting PowerPoint presentations to HTML has its limits and creates web pages tailored to work best (sometimes only) with MS Internet Explorer. Probably the best use of PowerPoint for online learning is to create single, non-animated slides that present learning concepts graphically. These can then be captured as a single image and included on a web page with explanatory text. If you have an animated graphical representation of something, the office of Instructional Technology can try to reproduce that for you using web-friendly Flash technology.

Audio Files
Recorded instructor lectures or explanations should be broken down into topic-specific segments of no more than ten minutes each. Recordings should be edited in their natural format and finally exported as MPEG-3 (.mp3). Files shorter than two minutes may be uploaded with other course materials to the LMS. Files with longer durations should be hosted on the EWC streaming media server or an external media server.

Video Files
Recorded instructor lectures or explanations should be broken down into topic-specific segments of no more than ten minutes each. Recordings should be edited in their natural format and finally exported as Windows Media Video (.wmv) or MPEG-4 (.mov). All video files should be hosted on the EWC streaming media server or an external media server.

Interactive Multimedia Files
Adobe Flash or similar software should be used to develop interactive multimedia files for use with your classes. Please consult with the Instructional Technology office when planning this type of activity.

Embedded Internet Resources or Mash-ups
The LMS has the capability to present resources from other web sites through the use of HTML embedding. This can include audio, video, RSS feeds, Flash games and tools, Java
games and tools, and other Web 2.0 widgets. Instructors are encouraged to make use of such tools for instructional use.

Learning Tools Interoperability (LTI)

The LMS has the capability to link to service providers with LTI integrations. These integrations can provide single-sign-on and limited data sharing between the LMS and the service.

Required Class Materials for Online Classes

A number of web pages should be included in the course materials in order to provide the student with basic information about taking distance classes and being successful with your class. This material is advocated by the Quality Matters project as a “best practice” and helps to assure that students are provided with information that will help them successfully navigate and participate in your class. A basic description of the Quality Matters course expectations can be found in Appendix FF.

For fully online classes, these web pages have already been included in your LancerNet class. Some must be edited to meet your particular needs.

Get Started!

The "Get Started!" learning module is where to put introductory material, including those things that add further detail to the syllabus. This is the place for those things you might explain during your first day of a face-to-face class. The learning module should include at least the following pages:

- The “Welcome” page should introduce the student to the course, provide a simple overview of the process of the course, and encourage the student to read the following pages for their success.
- Instructions on how to print pages from the LMS.
- An “About Your Instructor” page is suggested so that students can get acquainted with who you are professionally and personally.
- Information about technical support resources.
- Your expectations regarding minimum technology and technology literacy requirements based on the needs of your class.
- A reference to the various student support services available from the college, including additional contact information for technical, instructional, and student support.
- Statements about online etiquette and copyright.
- A page that outlines how best to contact you, as well as what the student can expect with regard to response/reply turn-around time for e-mail, discussions, phone messages, assignment grades, etc. This page should also address how students communicate with each other.
- Depending on the complexity of your course and supporting materials, you may wish to include other topics. Here are some other suggestions: “how-to” information regarding the use of publisher websites, textbook CDs, or specialized software, etc. for the course; required
paper formats (and examples); suggestions on organizing time and how best to study for this course; descriptions of what LMS tools will be used for what purposes.

- A page that describes for students how to save files in a compatible format for instructor review.

**Course Delivery Preparation & Refresh**

Class materials can be easily copied from one term to the next by the instructor. Blank class “shells” will be made available to faculty at least four weeks prior to the term start date.

Prior to the start of each term, it is the instructor’s responsibility to refresh online course content and prepare that content for student use. Care must be taken to set access dates for time-sensitive materials so that they are available to students as expected.

**Course Administration, Delivery & Interaction**

**Class Rosters**

Confirm that official class rosters and online class membership agree.

- An official **class roster** can be viewed and printed from within LancerNet. Click the MyEWC Services link on the black navigation ribbon, then click the “Class Roster” link from the Faculty Tools menu found on the left side of the page. Click the class section name and title link to view the official roster for that class. This roster is maintained in real-time and reflects the current, actual enrollment.
- Alternatively, you can use the web-based Colleague UI to run the RSTR process from which you can view and print the official class roster. This roster is maintained in real-time and reflects the current, actual enrollment.
- **Class membership** is viewed from within your online class within LancerNet. Navigate to your class, then hover your mouse over the “Full Menu” link found at the left side of the page, then click the “Member Manager” link from the right-hand column of the slide-out menu that appears. This list is supposed to be maintained in real-time, but may not accurately reflect the current, actual enrollment due to a number of technical factors.
  - Students may be **deleted** from your class by marking the checkbox next to their name and clicking the [Delete] button.
  - Students may be **added** to your class by clicking the [+ New Member] button, then using the [Import Members...] button to select students from the LancerNet users list.
- Waitlisted students will **not** appear in your online class membership until they are officially enrolled. If you wish to add them to your online class prior to enrollment, follow the instructions above to add them. You will need to later confirm that these students have been officially enrolled and delete as necessary.
Tracking Student Access

For online classes, student activity can be tracked according to individual learning tools, number of clicks, and time spent interacting with the online class tools. Tracking student activity can be a useful diagnostic tool with regard to student performance or to determine when a student has abandoned a class. The Financial Aid office will request a “last date of attendance” for students withdrawn from classes or when the grade of “F” is assigned to a student. This date must be reported to Student Services as it may affect student financial aid. Faculty may use their discretion in interpreting student tracking information to determine the last date of attendance; the last date of significant online activity is suggested.

Times should be considered only approximate, as students may view a web page or activate a class tool and then step away from the computer or do other computer tasks without actually interacting with the web page or tool being accessed. From within your online class in LancerNet, hover your mouse over the “Full Menu” link found at the left side of the page, then click the “Student Tracking” link from the center column of the slide-out menu that appears. Once displayed, you see the number of clicks and the total time spent in the class for each student. Graphs indicate the share of clicks and time spent using class tools. Click a student name for a more detailed tracking of an individual student in a new window. Click the “All Activities/Clicks” tab to view a chronological log. The log is ordered from most recent activity to past activity.

Inactive Students – Faculty should check student tracking to determine if students are not actively participating in an online class. A student might be considered a “no-show” if they have never accessed the class or only accessed it once during the early part of the first eight calendar days of a regular term or the first four calendar days of an 8-week block class or the summer term.

Withdrawal – It is up to the faculty member to decide if students who seem to have abandoned the class should be withdrawn. Faculty should use the EWC Catalog policy and their own syllabus guidelines regarding instructor withdrawal of a student. If a student withdraws or is withdrawn by an instructor, faculty should check student tracking to determine the last date of attendance.

Content Presentation

Instructors are encouraged to use a variety of sources in order to present content in visual, auditory, and interactive formats. Content could be text for students to read, aural lectures, video presentations, or tools that allow the student to experiment with variable factors of a situation. Instructors should make sure that their content is current and accurate. You need to decide if student access to course content should be restricted by date, prerequisite content completion, or completely open.
Assignments and Assessments

A sufficient number of student activities should be included for students to interact with concepts and skills related to course content in order to achieve course objectives. Likewise, a sufficient number of assessments should be administered for students to demonstrate their mastery of course objectives. For distance delivery, it is important to provide an adequate window of time for students to submit assignments or complete assessments. It is suggested that assignments have at least a 24-hour window for submission after an adequate time for student preparation (i.e. assignment details are given on a Monday, the assignment tool accepts submissions from 3:00 p.m. on Thursday through 2:55 p.m. on the following Friday). Online assessments should allow at least a 3-day window of opportunity for self-scheduling an attempt at the assessment. Faculty may use their discretion regarding the time allowed within that window of opportunity to complete an assessment.

Instructors may wish to include a statement in their policies regarding assignment and assessment dates. One example is:

**Please Note:** Each distance learning course is designed by the individual instructor. As a result, pay careful attention to due dates for assignments, assessments, discussion boards, etc., as they are also unique to the course and the instructor. It is unacceptable to request an extension for a task because other courses have different due dates and you have them confused.

Instructor Interaction

Instructors should interact with their class on a daily basis, including responding to student messages, grading homework and providing feedback. Students need a sense that the instructor is “present” in their class. This is best achieved by visible activity.

Communication Paradigm

For the purpose of delivering short bits of time-sensitive information to all students, it is suggested to use the “Announcements” tool of the LMS. Students see an indication that new announcements are available to read.

When presenting information that you expect follow-up student questions, use of the “Message Board” tool of the LMS is suggested. Each message posted to this area can be read by all class students.

For personal communications with a single student, it is recommended that you use the “Journal” tool of the LMS. This tool will maintain the thread of comments between instructor and each individual student within the context of the class environment. If you would normally send an e-mail to a student, then this is the suggested alternative.

For other communication with students, outside of the context of a particular class, it is suggested that you use the LancerNet e-mail system and the student’s EWC e-mail address.
General Information

EWC Contact Information

Torrington Campus

The primary campus buildings are typically open from 7:00 a.m. until 9:00 p.m. The Information Center is staffed from 7:30 a.m. until 8:00 p.m. Monday through Thursday and 7:30 a.m. until 5:00 p.m. on Fridays (summer hours differ). The receptionist can assist faculty with using the copier, paging the evening custodian for assistance with unlocking classrooms, or contacting the designated evening administrator in case of an emergency.

Eastern Wyoming College
3200 West C Street
Torrington, WY 82240
Phone: 307-532-8200
Toll Free: 866-327-8996 (866-EAST WYO)
FAX: 307-532-8229

Douglas Campus

The Douglas Campus is typically open from 8:00 a.m. to 9:00 p.m.

Eastern Wyoming College - Douglas
800 South Wind River Drive
Douglas, WY 82633
Phone: 307-624-7000
FAX: 307-624-7007

Administration

Administrators should be contacted only after meeting with your Division Chair, Department Head or Outreach Coordinator in order to resolve instruction issues.

<table>
<thead>
<tr>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Vice President for Academic Services</td>
<td>Roger Humphrey 307-532-8261 307-575-1387 (cell) <a href="mailto:roger.humphrey@ewc.wy.edu">roger.humphrey@ewc.wy.edu</a></td>
</tr>
<tr>
<td>Associate Vice President for Outreach &amp; Academic Services</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President Converse County</td>
<td>Margaret Farley 307-624-7010 307-359-0587 (cell) <a href="mailto:margaret.farley@ewc.wy.edu">margaret.farley@ewc.wy.edu</a></td>
</tr>
</tbody>
</table>

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Division Chairpersons and Department Heads

Division Chairs and Department Heads are available at the Torrington campus during posted office hours. Division Chairs and Department Heads are not normally expected to be available in the evening, therefore, evening faculty should contact them by phone during the day, when necessary.

| Arts, Humanities, Social & Behavioral Sciences | Heidi Edmunds | 532-8296 | heidi.edmunds@ewc.wy.edu |
| Agriculture, Business, Career & Technical Education | Monte Stokes | 532-8273 | monte.stokes@ewc.wy.edu |
| Science | Chris Wenzel | 532-8293 | chris.wenzel@ewc.wy.edu |
| Cosmetology | Christine Chesser | 532-8363 | christine.chesser@ewc.wy.edu |
| Veterinary Technology | Susan Walker | 532-8279 | susan.walker@ewc.wy.edu |
| Nursing | Suzey Delger | 358-7020 | suzy.delger@ewc.wy.edu |

Outreach Coordinators

The Outreach /Community Education Coordinators are responsible for planning courses and offerings in the EWC outreach service area. Specifically, they are responsible for finding instructors, submitting course request forms, preparing contracts, and acting as a liaison between off-campus and on-campus.

Outreach Coordinators are available during normal school hours within each community. They can assist faculty with photocopies, unlocking classrooms, arranging for audio/visual equipment, computer access, and a variety of administrative tasks related to instruction.

<table>
<thead>
<tr>
<th>Community</th>
<th>Coordinator</th>
<th>Work Phone</th>
<th>Personal Phone</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glendo</td>
<td>Sandy Engling</td>
<td>735-4517</td>
<td>331-0380</td>
<td>PO Box 114 Glendo, WY 82213</td>
</tr>
<tr>
<td>Glenrock</td>
<td>Margaret Farley</td>
<td>624-7010</td>
<td>359-0587</td>
<td>800 S Wind River Dr. Douglas, WY 82633</td>
</tr>
<tr>
<td>Goshen County Guernsey Lusk</td>
<td>Kimberly Russell</td>
<td>534-6907</td>
<td></td>
<td>3200 W C Street Torrington, WY 82240</td>
</tr>
<tr>
<td>Moorcroft</td>
<td>Melissa Buckmiller</td>
<td>756-9800</td>
<td>281-1035</td>
<td>PO Box 129 Moorcroft, WY 82721</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Kim Conzelman</td>
<td>746-3603</td>
<td>941-1851 c 746-9601 h</td>
<td>116 Casper Ave. Newcastle, WY 82701</td>
</tr>
<tr>
<td>Community</td>
<td>Coordinator</td>
<td>Work Phone</td>
<td>Personal Phone</td>
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</tr>
<tr>
<td>Sundance Hulett</td>
<td>Brittany Lenz <a href="mailto:brittany.lenz@ewc.wy.edu">brittany.lenz@ewc.wy.edu</a></td>
<td>290-2770 c</td>
<td>290-1060 c</td>
<td>PO Box 850</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FAX 283-1810</td>
<td></td>
<td>Sundance, WY 82729</td>
</tr>
<tr>
<td>Upton</td>
<td>Brandy Donner <a href="mailto:brandy.donner@ewc.wy.edu">brandy.donner@ewc.wy.edu</a></td>
<td>468-2495</td>
<td>629-0931 c</td>
<td>Box 470</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FAX 468-2396</td>
<td></td>
<td>Upton, WY 82730</td>
</tr>
<tr>
<td>Wheatland Chugwater</td>
<td>Kathy Garton <a href="mailto:kathy.garton@ewc.wy.edu">kathy.garton@ewc.wy.edu</a></td>
<td>322-2433</td>
<td>331-3385 c</td>
<td>1350 Oak Street</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FAX 322-3359</td>
<td></td>
<td>Wheatland, WY 82201</td>
</tr>
</tbody>
</table>

**Emergency Procedures on Campus**

For an emergency situation, be practical and do what is prudent. Contact emergency services from a personal phone (911) or a campus phone (9-911) or have a student do so. Inform the operator of 1) who you are; 2) what has happened; and 3) where you are located. Carefully follow all directions from the dispatcher, including vacating the premises if necessary. Only after help is on the way, contact the Information Center so that they are aware of the situation and can help direct emergency responders upon arrival. If the Information Center cannot be reached, you may need to send a student to help direct responders to the scene.

Once emergency response personnel have arrived, allow them to take responsibility for coordination of emergency services.

Be sure to inform the appropriate supervisor about the emergency and complete an accident report form, if necessary.

Please take time to familiarize yourself with the *EWC Emergency Procedures* flip-book, the *EWC Campus Crisis Plan*, and any other emergency resources for the buildings where you teach.

**Campus Facilities – Torrington**

A map of the Torrington campus is included in Appendix GG. The principal building of the EWC Campus is the Tebbet Classroom Building.

**Building Descriptions**

**Animal Holding Facility** – This building is located at the north end of the college property on the east side of C Street, across from the ball field. It houses the large animal lab building and corrals.
Career & Technical Education Center – This building houses the welding and machine tooling, cosmetology, health technology, and agriculture programs and including labs, computer labs, classrooms, a cosmetology clinic floor and some faculty offices.

Faculty Link – This is the primary area designated for faculty offices, the link is located between the Tebbet Building and Fine Arts. This office complex also serves as a weather link between the two areas and features a chair lift for wheelchair accessibility.

Fine Arts – This building hosts the college's auditorium, scene shop, rehearsal room, art room, music room, and some faculty offices.

Tebbet Classroom – This building is the principal classroom and administrative office complex. It houses the library, Center for Tutoring and Learning, and the University of Wyoming Extension office.

Verl Petsch, Jr. Activities Center – This building houses the gym, Fitness Center, cafeteria, Student Center, the EWC Bookstore, athletic offices, and Student Services.

Veterinary Technology – Classrooms and laboratories for the veterinary technology program are housed in this building along with faculty offices.

Residence Halls

EWC is a residential campus, providing single, double, and suite rooms for 213 students.

Eastern Hall – Located south of the Fine Arts building, this facility shares a parking lot with Cosmetology and Torrington Learning Center.

Lancer Hall – Located west of the Tebbet Classroom building, this modern facility provides a collegial atmosphere.

Facilities and Class Schedules

Torrington Campus

In class schedules, Torrington campus buildings are listed using the following abbreviations:

- AHF – Animal Holding Facility
- CTEC – Career & Technical Education Center
- FA – Fine Arts Center
- FAC – Faculty Link
- TEB – Tebbet Classroom
- PAC – Verl Petsch, Jr. Activity Center
- VT – Veterinary Technology Building
Douglas Campus

The Douglas campus has a single building. In class schedules, all Douglas classes are listed using DC- followed by the room number.

Outreach Facilities

Outreach classrooms are designated by the campus site abbreviation. Please see the Outreach Coordinator for specific locations.

CHG – Chugwater
GLE – Glendo
GLR – Glenrock
GUE – Guernsey
HUL – Hulett
LEA – Law Enforcement Academy
LUS – Lusk
MOR – Moorcroft
NEW – Newcastle
SUN – Sundance
UPT – Upton
WHE – Wheatland
WMC – WY Medium Correctional Institution

Parking

Parking is available at all locations. Please observe "NO PARKING" and "HANDICAPPED PARKING" areas. Local law enforcement officers will ticket all vehicles violating parking designations.

Lost and Found

Any item which is lost or found on the Torrington or Douglas campus should be reported to the Information Center. Off campus items may be turned in to the Outreach Coordinator. All items which are turned in are kept until the end of the current semester, at which time the college disposes of unclaimed items.
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BOARD POLICY 6.5: VEHICLE USE POLICY
Adopted 01/08/02
Revised 11/9/05, 2/11/14

Eastern Wyoming College is committed to providing transportation for participants in college activities and educational programs. All employees, students, and program sponsors using college vehicles are expected to adhere to the Vehicle Use Procedures in Administrative Rule 6.5.1.

Administrative Rule 6.5.1: VEHICLE USE PROCEDURES
Adopted 1/9/02
Revised 11/9/03, 10/9/07, 2/11/14

1. College owned vehicles and rental cars are only to be used for college business as provided for in this policy.
2. Personal use of college vehicles is prohibited, other than incidental use while out of town on college business.
3. If employees are including personal business while traveling on college business, they must take their personal vehicle. Employees must maintain liability insurance coverage and understand that their personal vehicle liability insurance is primary coverage.
4. Transportation of passengers is allowed.
5. Students 18 years of age and older may drive college vehicles when a college employee or program sponsor is in the vehicle or in the caravan.
6. Students 18 years and older may drive college vehicles within 40 miles of educational center without a college employee or program sponsor only when performing duties associated with a college activity or program, and under the supervision of a college employee.
7. Where the college provides transportation for activities or programs, students choosing to travel in their own or another student’s personal vehicle shall travel at their own risk.
8. Regardless of whether a college or personal vehicle is used, all employees traveling on college related business must wear seat belts and drivers are expressly prohibited from text messaging or emailing while operating college vehicles, or from using government supplied electronic equipment to text message or email while driving.
9. Pre-approved use of personal vehicles for college business will be generally reimbursed at 48 cents per mile if no appropriate college vehicles are available. If an appropriate college vehicle is available and the traveler still chooses to take a personal vehicle, the reimbursement rate shall be 25 cents per mile. It shall be the responsibility of the traveler’s supervisor to determine the availability of a college vehicle at the time that the trip is being planned. The College President or and Board of Trustee members, are reimbursed at 48 cents per mile.
10. Departmental budgets will be charged 20 cents per mile based on actual mileage as reported on the vehicle checkout form for college-owned, light passenger vehicles. Separate mileage rates will be established for buses and motorcoaches.
11. Mileage for non-recurring trips less than 20 miles will not be charged to departmental budgets.

12. Drivers must obey all traffic laws.

13. Employees, students, and program sponsors must complete an insurance information form and turn it in with a copy of their current driver’s license to the information Center, prior to using a college vehicle.

14. All students participating in a college-sponsored activity or program, where transportation is provided by the college free of charge, are required to sign a liability release, “Eastern Wyoming College Waiver, Consent and Release Form,” to acknowledge that they will not be covered by college insurance should an injury accident occur. However, see number 18 below. Travel waivers are available on the college’s shared network drive.

15. Students opting not to take advantage of free transportation offered by the college for college-sponsored activities or programs must sign another, separate liability release, “Eastern Wyoming College Student Request and Release Concerning the Use of a Private Vehicle.”

16. A parent or guardian must also sign the liability release[s] in the case of students under 18 years of age.

17. The activity or program sponsor shall be responsible for completing and collecting the release of liability forms for all activity or program participants. All forms shall be turned into the EWC Student Records Office or appropriate outreach office.

18. Certain organized academic and vocational fields of study or other college programs such as Welding and Joining Technology, Veterinary Technology, Physical Education, and intercollegiate athletics—use a blanket release of liability form that is valid over a prescribed length of time for all associated activities or programs of said academic and vocational fields of study or other college programs. These blanket releases are valid, in lieu of the liability releases described under number 14 as long as the activity or program in question is specifically related to the academic and vocational fields of study or other college programs that require a blanket release from the student as a prerequisite for participation. If the activity or program is not specifically related, then the liability release under number 14 would have to be obtained from the student. The provisions under number 15 would still apply, nonetheless.

19. For activities or programs that do not involve the use of college-provided transportation at no charge to the student, the use of liability releases to protect the college against injury claims shall be determined administratively on a case-by-case basis.
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Y</td>
<td>Code of Ethics</td>
<td>143</td>
</tr>
<tr>
<td>Z</td>
<td>Student Evaluation of Faculty</td>
<td>145</td>
</tr>
<tr>
<td>AA</td>
<td>Midterm Grade Reporting Job Aid</td>
<td>147</td>
</tr>
<tr>
<td>BB</td>
<td>Final Grade Reporting Job Aid</td>
<td>151</td>
</tr>
<tr>
<td>CC</td>
<td>Example Contract for Incomplete Grade</td>
<td>155</td>
</tr>
<tr>
<td>DD</td>
<td>Authorization to Release Information</td>
<td>157</td>
</tr>
<tr>
<td>EE</td>
<td>Distance Course Development</td>
<td>159</td>
</tr>
<tr>
<td>FF</td>
<td>Quality Matters Description</td>
<td>169</td>
</tr>
<tr>
<td>GG</td>
<td>Map of Torrington Campus</td>
<td>171</td>
</tr>
</tbody>
</table>
Appendix A – Faculty Job Description

POSITION: Faculty

KNOWLEDGE, SKILLS, AND ABILITIES:
Commitment to community college philosophy
Extensive knowledge of discipline
Ability to facilitate student learning
Effective communication and interpersonal skills

EDUCATION AND EXPERIENCE:
Degrees, experience, certification and/or licensure as appropriate to position

RESPONSIBILITIES:
Faculty responsibilities will focus on facilitating student learning and supporting the goals and objectives of the college, with related responsibilities in curricular development and institutional development.

TYPICAL EXPECTATIONS:
1. Facilitate a learning-centered environment
   - Utilize teaching strategies that facilitate student learning and student success
   - Prepare clear objectives, course syllabi, course materials and learning experiences for each course
   - Teach assigned courses in day, evening, distance courses, and alternate time blocks as needed
   - Prepare and maintain laboratory supplies and equipment
   - Provide academic advising for students
   - Maintain appropriate laboratory supplies and documentation
   - Participate in curricular development, documentation and articulation
   - Provide instructional services to the community and outreach sites through various delivery methods, including classroom/laboratory instruction, distance education, and community training center activities
   - Assess student outcomes and use the results to strengthen curricula
   - Maintain office hours

2. Support the goals and objectives of the college
   - Assist in meeting requirements for specific programs and for HLC accreditation
   - Participate in college-sponsored in-service activities and department/division/faculty meetings and committee work
   - Remain current in the areas of assignment and associated technologies
   - Develop and maintain articulation initiatives with regional schools and colleges
   - Promote student recruitment and retention
   - Participate in college operational activities
   - Facilitate the delivery of instructional services to our community and to outreach areas
   - Work collaboratively with colleagues, staff and community members
   - Comply with college policies, rules, and procedures
   - Perform other duties as assigned

PHYSICAL REQUIREMENTS:
   - Ability to deliver lectures
   - Ability to use computers and associated technology
   - Ability to demonstrate and supervise activities appropriate for classroom and laboratory learning in academic and technical applications
Appendix B– Health/Wellness Leave Record

**EASTERN WYOMING COLLEGE**

**NAME:**

**RECORD FOR THE MONTH OF:** ___________________________ **YEAR:** ________

**HEALTH/WELLNESS LEAVE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Personal (Limit - 2 Days)</th>
<th>Medical</th>
<th>Community Service Leave (Limit - 2 Days)</th>
<th>Emergency</th>
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</tbody>
</table>

**TOTAL**

Please fill out this form and return to the payroll office with appropriate signatures on or before the fifth of each month.

**Employee Signature:** ___________________________ **Date:** ____________

**Division Chair or Dept Head Signature:** ___________________________
# Appendix C – Faculty Workload Calculation Worksheet

**FACULTY WORKLOAD CALCULATION WORKSHEET**

**Faculty Member ________________________________**

**Division Chair/Dept. Head _____________________________**

**Date _____________________**

**Semester __________________**

<table>
<thead>
<tr>
<th>Class &amp; Type (ie Lec/Lab)</th>
<th>CREDITS</th>
<th>Workload Credit Worth</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Other Credit Points (explain)

Advisees

Total for Semester

**Semester __________________**

<table>
<thead>
<tr>
<th>Class &amp; Type (ie Lec/Lab)</th>
<th>CREDITS</th>
<th>Workload Credit Worth</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

Other Credit Points (explain)

Total for Semester

**TOTAL workload for year**

<table>
<thead>
<tr>
<th>Overload (if any) paid at adjunct rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Signature</th>
<th>Approved by VP for Learning Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Approved by Division Chair/Dept. Head Signature</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>
Appendix D – Strategic Planning Process

Overview of Eastern Wyoming College’s Strategic Planning Process

In November 2015, the Eastern Wyoming College Board of Trustees developed new strategic directions and vital initiatives to provide guidance for future planning. Along with the strategic directions and vital initiatives, the College President provided a directive for each of the strategic directions. Using these directions and directives, college key functional areas then develop action plans to meet the needs of our constituents and to prepare the college for the next one to five years. The timeline for the strategic planning process is summarized below.

Strategic Planning Timeline

- **November – February**: Strategic Action Plans from the key functional areas of the college are developed or modified.
- **March**: The Board of Trustees hold a retreat to review the Institutional Overall Strategic Action Plans.
- **April**: The Board of Trustees will consider for approval the Strategic Action Plans and approved Institutional Overall Strategic Action Plans are considered for inclusion in the next fiscal year budget.
- **September**: Annual reports of Strategic Actions Plans from the previous fiscal year will be compiled for review.
- **November**: The Board of Trustees hold a retreat to review the annual reports from the previous fiscal year, develop strategic priorities and set goals for the next fiscal year.

The current Strategic Directions, Vital Initiatives, and College President’s Directives are included on the following pages.
2016 Strategic Directions and Vital Initiatives

Strategic Direction #1 - Promote Pride and Unity among College Community.
1. Promote/foster a cohesive, collaborative and professional environment.
2. Promote the addition of services and infrastructure that promote college pride.
3. Attract and retain high quality people.

Strategic Direction #2 - Provide High Quality Programs.
1. Provide professional and safe facilities that are equipped to support quality programs.
2. Responsive to educational and training needs of constituents.
3. Continued support and growth of successful programs.

Strategic Direction #3 - Foster Partnerships.
1. Develop opportunities to provide a skilled workforce.
2. Promotes positive community and alumni relations.
3. Secure alternate funding streams.
4. Work cooperative to enrich college community activities.

Strategic Direction #4 - Empower and Enhance Student Success.
1. Increase student persistence and completion.
2. Provide an environment that helps foster a sense of belonging.
STRATEGIC PLANNING

Strategic Planning - President’s Directives
January 22, 2016

Strategic Direction #1 – Promote Pride and Unity among College Community
- Eastern Wyoming College will optimize personnel, facilities, infrastructure and finances to keep the college viable and moving forward.

Strategic Direction #2 – Provide High Quality Programs
- Eastern Wyoming College will execute appropriate plans to deliver relevant educational services.

Strategic Direction #3 – Foster Partnerships
- The college will promote transparent communication to achieve influence with stakeholders and heighten the prominence of EWC.

Strategic Direction #4 – Empower and Enhance Student Success
- Eastern Wyoming College will maintain current student course completion rate of 84% and increase credit FTE 12% by 2020 while representing the diversity of our district and preserving academic rigor, standards and excellence.
Appendix E – Professional Development

Professional Development Workflow

This is the general workflow for most professional development activities. Requesting approval of a Professional Development Program is slightly different.

1. Complete the Application for Professional Development.
   - Meet with supervisor to get approval and signature.
   - Submit signed application to Academic Services *before* Activity begins.

2. PDC meets and takes action on your application.

3. Participate in activity.
   - Provide verification of activity completion (grade report, Summary Report, or record of publication) to Academic Services within 45 days.

* Publications are the only professional development activity that must be completed before the application process.
### Administrative Rule 3.8.1: PROFESSIONAL GROWTH AND DEVELOPMENT FOR BENEFITTED EMPLOYEES

#### Professional Development Activity Guidelines

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SALARY SCHEDULE UNIT VALUE</th>
<th>APPLICATION REQUIREMENT</th>
<th>METHOD OF VERIFICATION</th>
<th>LIMITATIONS</th>
</tr>
</thead>
</table>
| Academic Credit   | 1 unit for each semester credit hour earned at any accredited post-secondary institution. | Indicate offering institution, start/end dates for class course title, number, and catalog description. | Copy of grade report to Academic Services Office and copy to supervisor. Official transcript to Human Resources Office when degrees are earned. | • Classified staff without a bachelor's degree may earn a maximum of 30 units for undergraduate or graduate credit.  
• Professional staff without a master's degree may earn a maximum of 15 units for undergraduate, upper division credit.  
• Professional staff with a master's degree may earn a maximum of 30 units for graduate credits.  
• Units for academic credits below current degree status may be granted at the discretion of the Committee. |
| Technical Education | • ½ unit for 8 hours of lecture/demonstration/application.  
• 1 unit for each 16 hours of lecture/demonstration/application.  
• 1 unit for each 32 hours of practical laboratory training for which the employee does not earn a wage. | Indicate offering organization, start/end dates for class course title, description, and an estimate of time spent on each type of class activity (lecture, demonstration, application). | Copy of grade report or certificate and appropriate documentation submitted to Academic Services Office and copy to supervisor. | No limit for approved educational activities. |
| Workshop/Seminar/Conference | • ¼ unit for 5-7½ contact hours.  
• ½ unit for 8-15 contact hours.  
• 1 unit for 16+ contact hours. | Indicate offering organization, dates of event, title of event, and a list of sessions you plan to attend, with approximate length of each. | Summary Report using approved template to Academic Services Office and copy to supervisor. | Maximum of 1 unit per activity. Maximum 5 units for one move. |
| Special Project   | • ¼ unit for 8-15 contact hours.  
• ½ unit for 16-30 contact hours.  
• 1 unit for 32 contact hours. | Proposal describing purpose and objective of the project with timeline and how it will benefit the college. | Summary Report using approved template to Academic Services Office and copy to supervisor. | Maximum of 2 units per project. Maximum 5 units for one move. |
| Publication       | • Up to 3 units for published written work, musical composition, sound or video recording, or visual art works based on the Qualification Rubric. | Indicate purpose and objective of the publication, publication date, and how it benefits the college. | Record of publication submitted with application. | Maximum 10 units for one move. |
Qualification Rubric for Publications

All items submitted for consideration must have been peer-, panel-, or board-reviewed, juried, auditioned, or otherwise vetted by an acceptance process befitting the medium and not previously published. Visual art works or other non-publishable work shall be considered.

<table>
<thead>
<tr>
<th></th>
<th>½ unit</th>
<th>1 unit</th>
<th>2 units</th>
<th>3 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Written work</td>
<td>Single book review</td>
<td>Article for non-academic publication; collaborative authorship of textbook</td>
<td>Academic article or literature review for journal or similar publication; chapter for academic textbook or compilation</td>
<td>Academic textbook</td>
</tr>
<tr>
<td>Artistic Written work</td>
<td>Poem, song lyrics or similar short work</td>
<td>Collaborative authorship of novel, short story, or similar work</td>
<td>Chapter for compilation</td>
<td>Novel</td>
</tr>
<tr>
<td>Musical composition</td>
<td>Arrangement of existing short-length work (ie. pep band)</td>
<td>Shortlength work (ie. pep band); arrangement of existing single-movement work; collaborative composition (not including lyrics)</td>
<td>Fulllength, single-movement work</td>
<td>Multi-movement work; musical theater, operatic, motion picture score</td>
</tr>
<tr>
<td>Sound or Video recording</td>
<td>• Performance as supporting cast in motion picture short; performance with musical ensemble in single musical work</td>
<td>• Performance as featured performer in motion picture short; featured soloist in single musical work</td>
<td>• Performance as supporting cast in feature-length motion picture; performance with musical ensemble or occasional soloist in multi-movement work; Assistant director, producer, or technician for album or feature-length motion picture</td>
<td>• Performance as lead performer in feature-length motion picture; featured soloist in multi-movement musical work with multiple solos; Director, producer, lead technician for album or feature-length motion picture</td>
</tr>
<tr>
<td>Visual Art work</td>
<td>Art work accepted into a national/international juried show/exhibition.</td>
<td>Art work accepted into a group show consisting of between two to four artist at a regional gallery/museum.</td>
<td>A solo exhibition of the artist's work at a regional gallery/museum/exhibition center.</td>
<td>A solo exhibition/retrospective of the artist's work at a nationally-prominent gallery, museum, or exhibition center.</td>
</tr>
</tbody>
</table>
APPLICATION FOR PROFESSIONAL DEVELOPMENT

SALARY SCHEDULE UNITS, PROGRAM APPROVAL, RECOGNITION, or COST REIMBURSEMENT

Name ______________________________________ Dept/Division ______________________ Date ____________

1. Information on activity:
   Title/Name of activity: ___________________________
   Sponsor: ______________________________________
   Date(s) of activity: _____________________________
   Employee Classification: □ Faculty □ Non-faculty
   Check category of professional development activity:
   □ Academic Credit □ Technical Education
   □ Special Project □ Workshop/Seminar/Conference

2. Action Requested: (mark all that apply)
   □ Approve Salary Schedule Units.
     Indicate the number of units requested:
     (Refer to Professional Development Activity Guidelines for criteria)
   □ Approve Professional Development Program.
   □ Accept activity that is already part of my approved Professional Development Program.
   □ Approve for Recognition and addition to your personnel file.
   □ Approve Cost Reimbursement:
     (Not to exceed $1,000/year per individual)

<table>
<thead>
<tr>
<th>Expense Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Total

3. On a separate sheet of paper, respond to each of the following as applicable:
   a. Describe your proposed professional development activity. Define specialized acronyms and provide specific details. Careful proofreading and grammatical accuracy facilitate committee discussion and action.
   b. For salary schedule units, explain how the proposed activity relates specifically to your current assigned duties. Review the Professional Development Activity Guidelines and also attach the required application materials for the activity type indicated above.
   c. For professional development program approval, include the list of program courses, your anticipated enrollment terms, and anticipated program completion date (month & year).

4. Signatures:
   □ I agree to repay the money allocated to me for any cost reimbursement if:
     a. I am unable to provide evidence of my activity to the Professional Development Committee, or
     b. I do not return to fulfill my regular contract for ________ (contract year)
   Applicant: ____________________________
   □ This proposed activity has been discussed with and
   □ approved □ disapproved
   by the appropriate supervisor. Date: ___________
   Print Name: ____________________________
   (Supervisor)
   Supervisor: ____________________________

(FOR COMMITTEE USE ONLY)

□ Approved for _____ Salary Schedule Unit(s)
□ Approved Professional Development Program
□ Approved Professional Development Program Activity
□ Approved for Recognition
□ Not approved

□ Approved Cost Reimbursement for $ __________
□ Not approved

Compliation Initials: ______ SSUs recorded ______ Recognition filed ______ Payment initiated

Form Revised: 5/4/2016 - PDC
BOARD POLICY 3.8: PROFESSIONAL GROWTH AND DEVELOPMENT
Adopted 7/20/05
Revised 8/13/13, 8/13/13

The Eastern Wyoming College Board of Trustees encourages professional growth and development of its employees.

Administrative Rule 3.8.1: PROFESSIONAL GROWTH AND DEVELOPMENT FOR BENEFITTED EMPLOYEES
Adopted 7/20/05
Revised 11/8/05, 8/7/07, 8/13/13, 6/9/15, 7/25/16

Benefits. Professional growth and development benefits include: reduced tuition for EWC classes, cost reimbursements for educational activities (e.g. workshops, conferences, credit course, etc.), opportunity to receive pay increases, formal recognition of some professional development activities, and short and long term professional development leave for benefitted employees of Eastern Wyoming College.

Process. EWC employees are eligible for salary schedule moves resulting from approved professional development activities. Salary schedule moves will be reviewed by the Human Resources Director by March 1st and the related approved activities must be scheduled for completion and verified by June 30th of the current year in order to be considered in the next fiscal year’s budget. Salary schedule moves cannot be granted until verification of approved activities. Salary schedule moves are subject to the availability of funds and board approval.

For the purposes of this policy, contracted faculty are defined as all benefitted employees whose primary function is related to direct teaching duties or direct teaching support and who are assigned instructional duties by employment contract. This definition specifically includes Division Chairpersons and other instructional personnel who may have less-than-full-time teaching responsibilities.

Professional Growth and Development

General Criteria

A. Applications for professional development must be approved and signed by the appropriate supervisor and submitted to the Professional Development Committee prior to the start of the activity for academic credit, technical education, workshops, seminars, conferences, and special projects; applications for professional development from publications must be submitted after publication has occurred.

B. If the activity is not approved and signed by the supervisor, the individual may appeal to the College President.

C. Verification of participation must be submitted within 45 days of the completed activity. Please see the “Professional Development Activity Guidelines” located [above] for methods of verification.
D. Applicants seeking a degree must present a plan of their program to the Professional Development Committee for approval at the point of acceptance to the degree program. Any changes to a previously approved program must be submitted to the Professional Development Committee. Employees changing to a different degree program than originally approved must submit the new program for approval.

1. Professional development activities applicable toward salary schedule moves (salary schedule units)
   a. The activity must be directly related to the applicant’s current position; however, a degree program (and all included coursework) that advances the applicant’s highest-earned degree may be considered regardless of current position.
   b. All costs of the activity must be paid by the employee, by employee tuition waivers, or by Cost Reimbursement from the Professional Development Committee.
   c. Faculty members with doctorates or an Ed.S. and qualifying professional and classified staff may use salary schedule units to move horizontally two steps on the salary schedule for each 15 units earned up to the salary range maximum. See “Example Salary Schedule” within this rule.
   d. Faculty may use salary schedule units to move vertically one level on the salary schedule for each 15 units earned. Degree requirements at levels 3 (Master’s) and 7 (Doctorate) must be met. See “Example Salary Schedule” within this rule.
   e. Faculty members with doctorates, classified employees (Bands A and B), and professional employees (Bands C and above) each have a maximum lifetime limit of two salary schedule moves during their employment at those levels.

2. Professional development activities for formal recognition (See [above])
   a. The activity can relate to any aspect of the employee’s career or personal interests.
   b. Approved activities must be completed during the current fiscal year.

3. Cost Reimbursement
   a. Cost Reimbursement is not contingent on approval for salary schedule units or formal recognition of professional development activities.
   b. Expenses for event registrations, tuition, course fees, books, and required supplies for classes will be approved as funds are available. Expenses for entrance exams, tools, meals, lodging, or transportation will not be approved.
   c. Expenses for sports, games, or hobbies will not be approved unless they are part of an approved professional development program.
d. Each employee may receive up to $1,000 reimbursement within a fiscal year as funds are available.

e. Approved expenses must be verified before payment will be made, and payments will be disbursed for actual amounts if less than the approved amount.

f. Sixty percent of the Professional Development budget will be allocated for faculty use and forty percent for use by non-faculty.

g. Unused Professional Development funds remaining on the first Monday in May will be available to applicants of either faculty or non-faculty classifications, regardless of the funds' designation.

Example Salary Schedule
Based on EWC Salary Structure adopted 2011

**Faculty**

<table>
<thead>
<tr>
<th>Range</th>
<th>Education</th>
<th>Current Step</th>
<th>Step+1</th>
<th>Step+2 (+15 units)</th>
<th>Step+3</th>
<th>Step+4 (+15 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bachelor's Degree</td>
<td></td>
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<tr>
<td>2</td>
<td>Bachelor's +15 units</td>
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<td>3</td>
<td>Master's Degree</td>
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<td>4</td>
<td>Master's +15 units</td>
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<tr>
<td>5</td>
<td>Master's +30 units</td>
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<td>6</td>
<td>Master's +45 units</td>
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<td>7</td>
<td>Doctoral Degree or Ed.S.</td>
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</table>

**Non-Faculty**

<table>
<thead>
<tr>
<th>DBM Wage Band</th>
<th>Current Step</th>
<th>Step+1</th>
<th>Step+2 (+15 units)</th>
<th>Step+3</th>
<th>Step+4 (+15 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>$ Y</td>
<td>skip</td>
<td>Y * 5.0%</td>
<td>skip</td>
<td>(Step+2) * 5.0%</td>
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<td>B</td>
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<td>Y * 5.0%</td>
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</table>
**Administrative Rule 3.8.2:** LONG TERM PROFESSIONAL DEVELOPMENT LEAVE

*Adopted 7/20/05*
*Revised 11/8/05, 8/13/13*

Long Term Professional Development Leave is defined as leave for more than ten working days. Short Term Professional Development Leave is defined as leave for ten working days or less. Professional development leave of absence is provided for Eastern Wyoming College personnel in order that they may engage in educational pursuits that will contribute to their professional development and to the needs of the College.

A member of the faculty, college staff, or administration shall become eligible for a long term professional development leave after his/her fifth year of continuous fulltime service to the College. A recipient of a Long Term Professional Development Leave shall not become eligible to apply for a subsequent professional development leave for five years from the date of return to duties at the College.

1. Any eligible employee may apply for up to: (a) one-half of their contracted year with full pay or (b) one contracted year with half pay. An employee could also apply for a third option (one-half release time with full pay for up to one contracted year) as long as the total cost of sabbatical coverage (salary and benefits for the current employee and for replacement employee) does not exceed the cost of options (a) or (b) above. An application, on an approved form, must be submitted to the appropriate department Administrator before January 15, to the Chief Academic Officer before January 31, and to the Professional Development Committee by February 15, if Long Term Professional Development Leave is desired during the following fiscal year.

2. Final approval of a leave proposal is contingent upon availability of necessary replacement personnel and final budget approval. Replacements will be approved, and associated costs will be funded through the normal budget process.

3. Approval for Long Term Professional Development Leave is, therefore, delayed until May 15 for the following academic year. After final approval of a leave proposal, no major changes in the recipient’s leave program may occur without mutual agreement between the recipient, the Professional Development Committee and the department supervisor.

**All Eligible Personnel**

1. All applications are reviewed by the Professional Development Committee, chaired by the Chief Academic Officer, three Division Chairs, Human Resources Officer, Classified Staff Representative, and Professional Staff Representative. Recommendations of the Committee shall be based on the applicant's professional development leave proposal and the needs of EWC. Recommendation will be submitted to the President of the College, who will recommend action to the College Board.
2. Long Term Professional Development Leaves are granted with the understanding that the recipient will return to the College for at least one year after the leave has been taken. Upon return to service, the staff or faculty member will be reinstated in the position held at the time leave was granted.

Within sixty days after a leave recipient returns to duty, he/she is required to submit a written report to the Chief Academic Officer and present a minimum of a one hour seminar open to the general public covering the period of leave. Accompanying the report should be a transcript or other evidence of completion of the planned program.

3. Normal salary increment and other benefits as follows will continue during the time of leave:
   a) Health/Wellness Leave accumulation
   b) Retirement (based on salary received for time of leave)
   c) Insurance
   d) Tuition Waiver
   e) Fitness Center
   f) Admission to Athletic Events

4. Long Term Professional Development Leave recipients who receive remuneration from another agency, institution, or organization while on leave will have their college salary reduced an amount equal to any remuneration received. Direct expense reimbursements; personal gifts; or educational grants, scholarships, and/or research, teaching or similar fellowships paid to recipients while on leave will not result in a reduction of college salary. College salary will not be reduced by the amount of remuneration paid to recipients while on leave that normally maintain other employment on an ongoing basis, provided that the recipient was actively employed outside of the college prior to accepting the professional development leave. Should the recipient fail to complete the approved leave program, he/she will be required to repay any costs incurred as a result of his or her absence within the first year after returning to service. The College Board may excuse repayment for emergency or extenuating circumstances.

Administrative Rule 3.8.3: SHORT TERM PROFESSIONAL DEVELOPMENT LEAVE
Adopted 7/20/05
Revised 11/8/05, 8/13/13

All Eligible Personnel

1. All EWC benefitted personnel are eligible for short term professional growth and development activities. Applications for short term leave, professional development units, or educational assistance payments, are reviewed by the Professional Development Committee. Recommendations of the Committee shall be based on the professional development proposal. The appropriate individual department supervisors must approve any related
absences and their department will fund any needed replacements. Normal salary and benefits will continue during the time of leave.

**Administrative Rule 3.8.4: TUITION CHARGES FOR EMPLOYEES**

*Adopted 7/20/05*
*Revised 11/8/05, 8/13/13, 4/14/15, 4/4/16*

Benefitted employees of the college may enroll in EWC credit courses tuition free. Non-benefitted teaching faculty may take tuition free one course with unlimited credits or multiple classes not to exceed three credit hours per semester during the semester in which they are employed.

Permanent non-benefitted non-teaching employees may take one EWC class with unlimited credits or multiple classes not to exceed three credit hours per semester. Class must be taken outside of scheduled work hours. Activity, Use and Course fees must be paid at the full rate by all employees.

The immediate family of a benefitted employee of the college may enroll in all credit courses at one-half the tuition rate. Activity, Use and Course fees must be paid at the full rate. The immediate family is defined as the employee's spouse or children. Children must be 22 years of age or younger.

Outreach Coordinators and bookstore personnel shall be regarded as benefitted employees of the college, and their immediate families will receive the same tuition benefits as families of other EWC benefitted employees.

Benefitted employees may enroll in a credit course during regularly scheduled work hours, with day and time of class approved by the supervisor. This course, may be taken without penalty to the employee. Additional courses may be taken but the employee will be expected to make up the time lost. Faculty may not be excused from a normally scheduled teaching hour to enroll in a class.

Any EWC course taken as a requirement of employment at Eastern Wyoming College is exempt from the requirements of this policy, and becomes part of the employee's work day. Employee tuition waivers are subject to availability of space in a class. Employee tuition waivers will not apply if there is a waiting list of students who are paying tuition or have tuition waivers other than employee waivers.
Appendix F – Division Chair and Department Head Job Description

POSITION: Division Chair

KNOWLEDGE, SKILLS, AND ABILITIES:
Commitment to community college philosophy
Commitment to working collaboratively with faculty and administration
Knowledge and understanding of college practices and programs
Ability to support student learning
Effective communication and interpersonal skills
Leadership skills

QUALIFICATIONS:
Full-time, tenured faculty member within the division

RESPONSIBILITIES:
The Division Chair’s duties include being a half-time instructor and half-time administrator. The Division Chair is the key link between faculty and administration. Responsibilities will focus on curriculum development, supervision of faculty/staff, and institutional development. In addition to the regular length contract, twenty-two extra duty days will be expected during the year.

TYPICAL EXPECTATIONS:
1. Maintain and support a learning-centered environment
   • Disseminate information to faculty, including policies and procedures, through regularly scheduled division meetings, e-mail, and other means as appropriate
   • Supervise and evaluate faculty and staff and provide appropriate documentation
   • Coordinate development, review, and revision of curricula
   • Coordinate class schedules and faculty assignments and make recommendations to the Vice President for Academic Services
   • Retain confidential information
   • Assess the equipment and facility needs relevant to the fulfillment of divisional goals and objectives
   • Collect, review, and assist in the development of standardized course syllabi

2. Support the goals and objectives of the college
   • Manage the division and departmental budgets in conjunction with the Vice President for Academic Services
   • Participate in personnel hiring and training processes
   • Promote student recruitment and retention
   • Promote relationships with colleagues, both local and state
   • Review, document, and facilitate the processing of complaints and grievances from division faculty and students of division faculty according to EWC Personnel Policy Grievance Procedure
   • Perform other related duties within area of responsibility
   • Facilitate program review process
   • Participate in program advisory committee meetings

PHYSICAL REQUIREMENTS:
   Ability to use computers
POSITION: Department Head

KNOWLEDGE, SKILLS, AND ABILITIES:
Commitment to community college philosophy
Commitment to working collaboratively with faculty and administration
Knowledge and understanding of college practices and programs
Ability to support student learning
Effective communication and interpersonal skills
Leadership skills

QUALIFICATIONS:
Full-time, faculty member within the division

RESPONSIBILITIES:
The Department Head’s duties include being an instructor and administrator. The Department Head is the key link between faculty and administration. Responsibilities will focus on curriculum development, supervision of faculty/staff, and institutional development. In addition to the regular length contract, eleven extra duty days will be expected during the year.

TYPICAL EXPECTATIONS:
3. Maintain and support a learning-centered environment
   - Disseminate information to faculty, including policies and procedures, through regularly scheduled division meetings, e-mail, and other means as appropriate
   - Supervise and evaluate faculty and staff and provide appropriate documentation
   - Coordinate development, review, and revision of curricula
   - Coordinate class schedules and faculty assignments and make recommendations to the Vice President for Academic Services
   - Retain confidential information
   - Assess the equipment and facility needs relevant to the fulfillment of divisional goals and objectives
   - Collect, review, and assist in the development of standardized course syllabi

2. Support the goals and objectives of the college
   - Manage the division and departmental budgets in conjunction with the Vice President for Academic Services
   - Participate in personnel hiring and training processes
   - Promote student recruitment and retention
   - Promote relationships with colleagues, both local and state
   - Review, document, and facilitate the processing of complaints and grievances from division faculty and students of division faculty according to EWC Personnel Policy Grievance Procedure
   - Perform other related duties within area of responsibility
   - Facilitate program review process
   - Participate in program advisory committee meetings

PHYSICAL REQUIREMENTS:
Ability to use computers
Appendix G - EWC Purchase Requisition

EASTERN WYOMING COLLEGE
PURCHASE REQUISITION

VENDOR ADDRESS:

Name
Address
City, State, Zip
Phone (contact or fax)

VENDOR NUMBER

PURCHASE ORDER NO. (For office use only)

DATE: 07/20/11

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
<th>UNIT PRICE</th>
<th>EXTENDED PRICE</th>
<th>BUDGET NUMBER</th>
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REQUESTED BY: Your Name

AUTHORIZED SIGNATURE

Business Office Signature
### Appendix H - EWC Voucher

**VOUCHER**

**EASTERN WYOMING COLLEGE**

3200 WEST C STREET

TORRINGTON, WYOMING 82240-1699

PHONE (307) 532-8200

An Equal Opportunity Employer

**VENDOR ADDRESS**

Name: __________________________

Address: _______________________

City, State, Zip: ________________

**SHIP TO THE FOLLOWING ADDRESS**

**QUANTITY** | **UNIT** | **DESCRIPTION** | **UNIT PRICE** | **EXTENDED PRICE** | **BUDGET NUMBER**
---|---|---|---|---|---

**TOTALS:**

| | | | | | |
---|---|---|---|---|---|

**MUST**
MARK ALL PACKAGES, INVOICES AND PACKING LISTS WITH OUR PURCHASE ORDER NUMBER!

**SHIP VIA:**

| | | |
---|---|---|

**SHIP DATE:**

**REQUESTED BY:**

---

**INSTRUCTIONS TO VENDOR:**

READ AND COMPLY WITH THE FOLLOWING FOR PAYMENT:

1. **Do not include state or federal taxes on your bill.**
2. **Attach copy of invoice.**
3. **Vouchers must be fully itemized.**
4. **Certification must be signed and dated.**
5. **Return completed voucher to EWC for payment.**

---

**CERTIFICATION**

I certify, under penalty of perjury, that this voucher and the items included hereunder *in full payment* are correct and just in all respects.

(INGRADING AGENT)

VENDOR: Fill in orders line if approved by purchasing agent.

---

**SIGNATURE OF CLAIMANT**

(Signature)
Appendix I - Travel Report

<table>
<thead>
<tr>
<th>Date:</th>
<th>Vehicle Number:</th>
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<tbody>
<tr>
<td>Mileage:</td>
<td>Budget Number for Expense Allocation:</td>
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<tr>
<td>Ending:</td>
<td>________________________</td>
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<tr>
<td>Beginning:</td>
<td>________________________</td>
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<tr>
<td>Total:</td>
<td>________________________</td>
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<tr>
<th>Reason For Trip:</th>
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<tr>
<th>Location Traveled To:</th>
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<tr>
<th>Comments/Suggestion</th>
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Please Fill Gas Tank Before Returning Vehicle To Designated Parking Area

WE HAVE A CHARGE ACCOUNT WITH THE FOLLOWING MERCHANTS
FRONTIER MART
SINCLAIR
TORRINGTON TRAVEL TERMINAL – 24 HOURS

Person Reserving College Vehicle ____________________ Person Driving College Vehicle ____________________
Appendix J – Tax Exemption Form

Certificate of Exemption

This is a certificate form. Not all states allow all categories listed. Be sure to call the state income tax line or your local tax assessor office to determine if your organization qualifies for a filing exception to tax in the state. The seller may be required to provide this exemption certificate at the time of sale to a purchaser as listed on the back of this form or to the fiscal agent on the back of this form if the purchaser is not eligible to claim this exemption. A seller may accept a certificate of exemption for an entity-based exemption without further verification. Such a form may be further verified by an agent authorized to verify the certificate.

1. [ ] Check if you are submitting the Title (Name) Statement form.

2. [ ] Check if this certificate is for a single purchase and enter the related invoice number here.

3. Please print

   Name of purchaser
   EASTERN WYOMING COLLEGE
   Address
   3200 WYTH STREET
   Cheyenne, WY 82009

   Purchase order number
   123456

   Name of invoice
   AB123

   Date of invoice
   01/01/2023

   State of issue
   WY

   City
   Cheyenne

   Zip Code
   82009

4. Type of business. Circle the number that describes your business.

   01 Accommodation and food services
   02 Agricultural, forestry, fishing, hunting
   03 Construction
   04 Finance and insurance
   05 Information, publishing and broadcasting

   06 Manufacturing
   07 Mining
   08 Real estate
   09 Retail and wholesale trade

   10 Health care

5. Reason for exemption. Circle the letter that identifies the reason for the exemption.

   A Federal government (department)
   B State or local government (name)
   C Tribal government (name)
   D Foreign government
   E Charitable organization
   F Religious or educational organization
   G [ ] Other

6. Sign here, showing that the information on the certificate is correct and complete. The certificate is valid until [date].

   Signature of Authorized Purchaser
   [Name]
   [Title]

   [Date]

   [State]

   [Signature]

   [Name]

   [Title]
Appendix K – EWC Cash Receipt

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
<th>$</th>
<th>Tips</th>
<th>$</th>
<th>Total</th>
<th>$</th>
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</table>

EASTERN WYOMING COLLEGE
Torrington, Wyoming
— CASH RECEIPT —
Tax Exempt No. — 83-6000874

Purchased from:

Date

EMPLOYEE SIGNATURE

Total

EWC CODE NO.

Paid by
Appendix L - Travel Advance Form

Eastern Wyoming College
Travel Advance Form

Name ____________________________ Position Title ____________________________

Dates of Absence ____________________________ Destination ____________________________

Purpose of trip _______________________________________________________

Leaving Date/Time ____________ am ____________ pm

Returning Date/Time ____________ am ____________ pm

List names of ALL people traveling in this request (circle drivers)

All drivers must be pre approved by the college insurance carrier.

TRAVEL ADVANCE WORKSHEET

Estimated Cost

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Air Fare</td>
<td>$________</td>
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<tr>
<td>Auto Mileage</td>
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<tr>
<td>Meals</td>
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<td>Motel</td>
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<tr>
<td>Registration</td>
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<tr>
<td>Other</td>
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</tr>
</tbody>
</table>

Total Cost $__________

If requesting advance money, please enter:

Total Amount $__________

Date Needed ____________

Budget Number ____________

Budget Number ____________

Indicate only the amount of cash needed.

If requesting advance money, please return this form completed and sign to the Business Office 5 days prior to date advance money is needed.

Supervisor/Division Chair ____________________________ Date ____________________________

Individual Signature ____________________________ Date ____________________________
# Appendix M – Travel Expense/Reimbursement Form

## TRAVEL EXPENSE/REIMBURSEMENT FORM

1. This form is to be used for requesting reimbursement for travel expenses. Complete and return this form to the Business Office after you return from your travel.
2. Reimbursement will be allowed if you have receipts showing place and date of expenditure. Receipts for meals, lodging, commercial travel, registration fees, and necessary parking and toll fees are required. Cash register receipts are not considered receipts unless the business name appears on it.
3. For overnight travel, you may choose to use per diem for meals instead of keeping receipts, however you must stay consistent and choose either receipts or per diems, not both. Per diem is not available for same day travel.
4. If you are requesting reimbursement for more than yourself, you must list those individuals. A space is provided for this.
5. Breakfast will not be allowed if you leave after 6:00 a.m. nor will dinner be allowed if you arrive by 7:00 p.m.
6. You may request reimbursement for mileage only. Mileage is allowed only with complete odometer readings.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DESTINATION</th>
<th>PURPOSE OF TRIP</th>
<th>DEPARTURE DATE</th>
<th>RETURN DATE</th>
<th>AM/PM</th>
<th>AM/PM</th>
</tr>
</thead>
</table>

**Meals per Receipts**

- Total for all meals as per attached receipts: $____
- **Meals Per Diem** (Not allowed for same day travel)
  - Indicate number of Breakfasts: ___ times $5.00 (per diem allowance)
  - Indicate number of Lunches: ___ times $6.00 (per diem allowance)
  - Indicate number of Dinners: ___ times $10.00 (per diem allowance)
  - **Per Diem Meals**: Total $____

**Lodging**

- Receipts are required: Total $____

**Mileage** (Supervisor approval is required for the use of personal vehicles. To claim the $0.48 per mile rate, supervisors must verify that no appropriate college vehicle was available from the EWC Motor Pool. If an appropriate vehicle was available and you chose to use a personal vehicle, mileage will be reimbursed at the $0.28 per mile rate. For multiple mileage claims, obtain Mileage Reimbursement Form from the Business Office.)

- **Starting Odometer**: _____
- **Ending Odometer**: _____
- Total Miles: _____
- **X Rate ($0.28 or $0.48)**: _____
- **Total**: $____

**Other**

- Car rental (receipts are required): $____
- Parking (receipts are required): $____
- Tips (receipts are required): $____
- Taxi & Bus Fare (receipts are required): $____
- Miscellaneous: $____

**BUDGET NUMBER**

- **Total of Expenses**: $____
- Minus Money Advanced: $____
- Total amount of Claim: $____

Names of individuals traveling

---

**Division Chair/Supervisor Signature**

**Claimant Signature**

Date: ____________

Effective 12/13/07
Appendix N – Accident and Injury Report

EASTERN WYOMING COLLEGE
INSTRUCTIONS FOR COMPLETING ACCIDENT AND INJURY REPORT

1. Injuries
   Division or Department Head:
   a. Complete one report for each accident or injury, retain one copy, send one copy to the Payroll Office, one to the employee injured, and one to the Division or Department Head.
   b. On lines 1 through 13, the report should contain all pertinent information. Be specific. Explain in sufficient detail what happened, how it happened, what was involved or contributed to the injury—tools, equipment, machinery, materials, substance, weather conditions, objects, floor, other persons, and any other contributing factors.
   c. *Describe the injury—strain, sprain, fracture, burn, amputation, puncture, cut, bruise, or abrasion; indicate the part of body affected—arm, eye, ear, head, neck, back, leg, finger, hand, toe, or whatever; describe what was done to care for the injured.

2. Accidents, No Injury:
   a. All accidents should be reported in which breakage or losses occur or incidents where persons could have been injured.
   b. Fill out two copies: retain one, send one to the Division or Department Head.
   c. Circle the word “ACCIDENT” on line 6 and describe the accident. This report shall show all pertinent information and details of the accident. Be specific. Describe how it occurred, what occurred, persons involved, and how the persons were involved. Describe what was involved—tools, equipment, machines, materials, substances, objects, weather conditions, and walking and working surfaces.
EASTERN WYOMING COLLEGE
Torrington, Wyoming 82240

Accident and Injury Report

A. TO BE COMPLETED BY DEPARTMENT HEAD OR DIVISION CHAIR

1. Name____________________Age_________Date of Accident____________________
2. EWC Address____________________________________________________________
3. Name and Address of Person to Notify________________________________________
4. Accident Location________________________________________________________
   (Office, dept., bldg., room no.)
5. Time of Accident: hour__________minute________ a.m./p.m.
6. *Type of Injury or Accident_________________________________________________
7. *Type of Work Operation___________________________________________________
8. *Description of Accident__________________________________________________
    _______________________________________________________________________
9. Type of First Aid Rendered__________________________________________________
10. Time Lost_______________________________
11. What Action Did the Person in Charge Take?__________________________________
12. Detailed Report (Use reverse side if necessary)_________________________________
    _______________________________________________________________________

_____ Check here if more detailed report is necessary and is to follow.
Indicate date report will be made___________________________________________

_____ Investigation required.

Signature of Injured Party ______________ Signature of Person in Charge

B. TO BE COMPLETED BY ATTENDING PHYSICIAN OR NURSE (if necessary):

13. Injury:_________________________________________________________________
    _______________________________________________________________________
    Treatment or Disposition:___________________________________________________
    _______________________________________________________________________
    Sent: Back to Class or Work__________Home__________Hospital_____________

Signature of Person in Charge
Appendix O – Instructional Board Policies

Instruction and Supportive Services
Policies and Administrative Rules

Each of the following Board Policies are supported by this Faculty Handbook.

**Board Policy 4.0:**  FACULTY RIGHTS AND RESPONSIBILITIES
Adopted 5/8/01
Revised 11/8/05, 7/8/14

Faculty responsibilities focus on facilitating student learning and supporting the mission, vision, goals and objectives of the college. Faculty members will provide appropriate learning opportunities as it relates to the discipline and course content. EWC supports the concepts of academic freedom and intellectual freedom in higher education. The Board of Trustees require that the president/administration provide leadership, guidance and support in the instructional areas of the College. Guidelines, administrative procedures, and practices are found in the Faculty Handbook which is updated annually.

**Board Policy 4.1:**  EDUCATIONAL DESIGN
Adopted 5/8/01
Revised 11/8/05, 7/8/14

Processes for reporting outcomes, curriculum and program design and changes will fulfill the requirements for the state and federal coordinating agencies. Programs will be reviewed regularly by the Board of Trustees. The Board of Trustees will approve new programs or the deletion of programs.

**Board Policy 4.2:**  INSTRUCTIONAL SUPPORT
Adopted 5/8/01
Revised 11/8/05, 7/8/14

EWC will provide instructional support services appropriate for facilitating student learning.
Appendix P – Independent Study Considerations

INDEPENDENT STUDY CONSIDERATIONS

What is an independent study class?
It is a class which does not have enough students in it to be a regularly offered course. Furthermore, it is a class which the instructor should spend no more than 1/3 the time helping students than they would spend in the classroom. For example, a three-credit hour course taught as an independent study class should have a one-hour meeting time scheduled with the student each week.

When do we agree that a class should or could be taught via independent study?
- It must be pre-approved by the Vice President for Academic Services.
- Is it a requirement of a program?
- Is there a logical substitution that could be made?
- Is it the only chance the student has to take it?
- Will it be offered the next semester?
- Is there a distance learning option from another college ie WyClass that could be taken?
- Is the student expecting to graduate in the current semester?
- Does the instructor agree to take on the task of teaching an independent study course when it becomes a portion of their course load?

What should we pay instructors of independent study classes?
- Pay is determined by the Vice President for Academic Services or the Associate Vice President for Academic Services
- Options include:
  - Amount of tuition collected
  - One third the amount of the regular workload credits (adjunct pay divided by 3)
  - Some other amount which has to be determined

What are the additional requirements of an independent study class?
For outreach, a course request must be submitted. A complete course syllabus is also required. For on-campus classes, a complete course syllabus is required.

Updated July, 2013
Appendix Q – Course Syllabus Format

Eastern Wyoming College

COURSE SYLLABUS FORMAT

It is important that EWC course syllabi contain enough detailed information to provide direction and structure for the student. The information is also essential for assuring that multiple sections of a course fulfill all college expectations for the course and that the same course taught by different faculty still continues to meet all the college requirements for an approved course. Although the order of information may be changed, the following items should be included in all EWC syllabi. The Mission, Vision, and Student Philosophy statements may be included.

1. COURSE INFORMATION
   - Course number, title, and section
   - Number of credit hours and contact hours authorized for the course
   - Semester and year identification

2. INSTRUCTOR INFORMATION
   - Name
   - Contact information (office room number, office telephone number, office email address); instructors may also wish to state their preferred method of contact.
   - Scheduled office hours + “other times by appointment”

3. COURSE CONTENT INFORMATION
   - Catalog description for the course
   - If the course meets a general education requirement, please include this statement:

   This course meets the following general education category:

   (please fill in from list on pages 26-27 of the catalog)

   - Rationale for the course
   - Course objectives (specific and measurable)
   - Resources to be used, such as
     o Textbook—Author last name, Author first name. Title. Place of publication: Publisher, date of publication. (ISBN)
     o Reading list & Materials on reserve in library
     o Other media (software, films, Internet resources)
     o Field trips, guest speakers etc.
     o Turnitin—is a cloud-based text review service utilized by EWC for originality checking, including improper citations or potential plagiarism. Student work in this course may be submitted to and retained by this service, though the student
retains copyright of their written work. Students can view information regarding Turnitin’s privacy and copyright policy at http://www.turnitin.com/en us/privacy-center/overview.

- If using any course materials that can be bundled by a publisher or otherwise could be purchased in any combination of individual items, either new or used, include the following statement in your materials.

  “This course requires learning materials that may be sold bundled as a single unit (e.g., textbooks bundled with a website access code) or available for purchase as individual items, either new or used.”

- Course schedule: an outline of the major topics covered in the course and the tentative amount of time devoted to each topic. This is critical to helping students know the content to be covered, and their corresponding responsibilities.
  o reading assignments for each topic
  o assignment and project due dates
  o test dates including final exam date and time

4. COURSE EXPECTATIONS

- Evaluation criteria
  o Grading scale that will be used, including how the final grade will be determined
  o How late projects, assignments, tests will be handled
  o Instructor policy on incomplete grades, instructor withdrawals, student withdrawals, and plagiarism
  o Standards for written work or projects
  o Policy for extra credit

- Classroom expectations: participation, behavior, attendance or tardiness, and appropriate appearance

- Safety rules as appropriate

5. Include the ACCOMMODATION STATEMENT

  ADA Accommodations:
  Eastern Wyoming College is committed to providing reasonable accommodations for qualified individuals with disabilities. If a student has a disability and desires a reasonable accommodation for such disability, the student should contact the EWC Director of Counseling & Disability Services 307-532-8238 or Ed Meyer, EWC Human Resources Director 307-532-8330 as soon as possible so that arrangements may be made.

6. DISCLAIMER STATEMENT

  Although this is not an EWC requirement, several faculty members have asked about wording for a disclaimer. Two options have been used by colleagues.

- The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in the course schedule or activities. All changes will be announced in class.
• Information contained in this syllabus is, to the best knowledge of the instructor, correct and complete when distributed for use at the beginning of the course. However, this syllabus should not be considered a contract between Eastern Wyoming College and the student. The instructor reserves the right, acting within the policies and procedures of EWC, to make changes in course materials and course schedules.

Ms://Instruction/public/forms/curriculum and contracts 8/14/2015
Appendix R – Chemical Waste & Disposal Form

EASTERN WYOMING COLLEGE

Chemical Waste & Disposal Form

This form is to be completed when chemicals/hazardous materials at Eastern Wyoming College are no longer used for educational or other purposes on the Torrington or Douglas campus. It is important that EWC dispose of these materials in a safe, responsible manner.

Date of Request: __________
Name (Who is Completing the Form): ____________________________
Title/Contact Phone: ____________________________
Description of Material for Disposal: ____________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
**Attach a copy of the MSDS form with this request (if available).
Location of Material for Disposal: ____________________________
________________________________________________________________
Quantity of Material for Disposal: ____________________________
Preferred Date/Time for Disposal: ____________________________
Other Information: ____________________________
________________________________________________________________
________________________________________________________________

Signature ____________________________ Date __________

*This form should be completed and forwarded to the Director of Physical Plant. A copy of this request will be sent to your supervisor. Someone from the Physical Plant will contact you with follow-up information regarding disposal details. If you have questions regarding this form or the proper disposal of chemical waste, call the Physical Plant Director at (307) 532-8255.
### Appendix S – Example Faculty Schedule

**RICK VONBURG**  
**DIVISION OF BUSINESS & TECHNOLOGY**  
*Class and Office Schedule, Spring 2015*  
*Office Phone: (307) 532-8299  e-mail: rvonburg@ewcmail.wy.edu*

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8-9</strong></td>
<td>STAT 2050</td>
<td>Division Work</td>
<td>STAT 2050</td>
<td>Division Work</td>
<td>STAT 2050</td>
</tr>
<tr>
<td><strong>9-10</strong></td>
<td>ON-LINE</td>
<td>Class Prep</td>
<td>ON-LINE</td>
<td>PDU Committee AC Conf</td>
<td>ON-LINE</td>
</tr>
<tr>
<td><strong>10-11</strong></td>
<td>Office Hour TEB 212</td>
<td>Office Hour TEB 212</td>
<td>Office Hour TEB 212</td>
<td>Office Hour TEB 212</td>
<td>Office Hour TEB 212</td>
</tr>
<tr>
<td><strong>11-12</strong></td>
<td>Division Work</td>
<td>Class Prep</td>
<td>Class Prep</td>
<td>Class Prep</td>
<td>Division Work</td>
</tr>
<tr>
<td><strong>12-1</strong></td>
<td>Lunch</td>
<td>AG/ Division Meetings AC Conf</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td><strong>1-2</strong></td>
<td>STAT 2050 TEB 115</td>
<td>STAT 2050 TEB 115</td>
<td>STAT 2050 TEB 115</td>
<td>STAT 2050 TEB 115</td>
<td>Office Hour TEB 212</td>
</tr>
<tr>
<td><strong>2-3</strong></td>
<td>ECON 1020 TEB 114</td>
<td>Class Prep</td>
<td>ECON 1020 TEB 114</td>
<td>CURRICULUM &amp; LEARNING Committee AC Conf</td>
<td>ECON 1020 TEB 114</td>
</tr>
<tr>
<td><strong>3-4</strong></td>
<td>Class Prep</td>
<td>Division Work</td>
<td>Class Prep</td>
<td>Class Prep</td>
<td>Class Prep</td>
</tr>
<tr>
<td><strong>4-5</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix T – Change of Registration Example

### VALID FOR 72 HOURS ONLY
STUDENT'S REQUEST FOR CHANGE OF REGISTRATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Sample Student</th>
<th>Date Issued:</th>
<th>3/12/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drop:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HN00V</td>
<td>1000</td>
<td>05</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2/14/14</td>
</tr>
<tr>
<td>Add:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HN00V</td>
<td>1050</td>
<td>02</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you receiving financial aid?</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Approved:</td>
<td></td>
<td>Yes:</td>
<td></td>
</tr>
<tr>
<td>Reason for Drop/Add Changes:</td>
<td></td>
<td>Need additional credit.</td>
<td></td>
</tr>
<tr>
<td>Student:</td>
<td>Sample Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Returned:</td>
<td>3/14/14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Changes go into effect on the date returned)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix U – Field Trip Report Form

Field Trip Report Form

All instructors taking students away from the college for field trips, athletic events, judging contests, skill competitions, musical performances, etc. will complete this form and submit to the Learning Office at least one day before the scheduled date.

Name of Instructor(s)__________________________________________________________

Course Name & No. or Activity____________________________________________________

Departure Date & Time__________________________________________________________ AM/PM

Return Date & Time____________________________________________________________ AM/PM

Destination_______________________________________________________________

List of Students Attending Activity

1. _____________________________ 16. _____________________________
2. _____________________________ 17. _____________________________
3. _____________________________ 18. _____________________________
4. _____________________________ 19. _____________________________
5. _____________________________ 20. _____________________________
6. _____________________________ 21. _____________________________
7. _____________________________ 22. _____________________________
8. _____________________________ 23. _____________________________
9. _____________________________ 24. _____________________________
10.___________________________ 25. _____________________________
11.___________________________ 26. _____________________________
12.___________________________ 27. _____________________________
13.___________________________ 28. _____________________________
14.___________________________ 29. _____________________________
15.___________________________ 30. _____________________________

8/31/2011
Appendix V – Travel Waivers

EASTERN WYOMING COLLEGE
Waiver, Consent and Release Form

I, ____________________________, born __________________ am a
Printed Legal Name Birth Date
student attending Eastern Wyoming Community College (hereinafter referred to as “EWC”). I desire to participate in _________________________________, an activity or program that is administered by EWC.

I hereby, acknowledge that in such endeavor, there are inherent risks, including travel, and that I could be injured and could even be killed. Accordingly, I, on behalf of myself and my heirs, hereby release EWC, its Board of Trustees, employees, administrators, and agents from any and all liability of every kind and description which may result from my travel to and from and my participation in the above-mentioned activity or program. I understand that this waiver, consent and release shall be in full force and effect at all times that I am traveling to and from and/or am participating in the above-mentioned activity or program.

This Waiver, Consent and Release Form is voluntarily signed by myself and I am under no undue influence and am competent to sign this document. I knowingly and willingly sign this document and fully understand the consequences of my signing this document.

Dated this _____ day of __________________, 20____.

_________________________________  ______________________________
Printed Student Legal Name Signature of Witness

_________________________________  ______________________________
Student Signature Parent or Guardian Signature
(If student is under 18 years of age)
EASTERN WYOMING COLLEGE
Student Request and Release Concerning the
Use of a Private Vehicle

(This form must be completed and filed with the appropriate administrator 1 week prior to travel)

I, ______________________, was born on the ___ day of ____________, _____.

I request to drive my own vehicle for the following activity or event:

____________________________________________________________________

A copy of my driver license and proof of insurance is attached.

I, on behalf of myself and my heirs, do release Eastern Wyoming College (EWC), its Board of Trustees, employees, administrators, and agents from any and all liability of every kind and description which may result from my travel in my own vehicle. I understand and agree that I am wholly responsible for any other person riding with me while I am driving in relation to the above-mentioned college function. Further, I release EWC from and shall indemnify EWC against any and all responsibility and liability for any passengers, which I invite or accept to ride with me.

I certify that the vehicle, which I am using on this trip, is mine or has been legally provided to me and that it is insured so as to meet the minimum auto insurance requirements of the State of Wyoming (as shown by the attached proof of insurance card).

Dated this ______ day of __________________, 20__.

____________________________  __________________________
Signature                  Witness

ENDORSEMENT FOR MINORS

As a parent and/or guardian of the above named minor, (i.e. under age of 18 years), I have read the above release. I hereby agree to all the provisions thereof. In witness whereof, I have hereunder set my signature on this ______ day of _________________, 20__.

____________________________
Parent/Guardian
EASTERN WYOMING COLLEGE
Student Request and Release Concerning
Riding in a Private Vehicle

(This form must be completed and filed with the appropriate administrator 1 week prior to travel)

I, ____________________________, was born on the ___ day of ____________, ______.

I request to ride in the private vehicle, driven by ____________________________
for the following activity or event:

________________________________________________________________________

I, on behalf of myself and my heirs, do release Eastern Wyoming College (EWC), its
Board of Trustees, employees, administrators, and agents from any and all liability of every kind
and description which may result from my travel in a private vehicle driven by someone else. I
understand and agree that I am wholly responsible for my actions while traveling in relation to
the above-mentioned college function. Further, I release EWC from and shall indemnify EWC
against any and all responsibility and liability for any other passengers riding in the vehicle with
me.

Dated this ______ day of __________________, 20__.

____________________________  __________________________
Signature                  Witness

ENDORSEMENT FOR MINORS

As a parent and/or guardian of the above named minor, (i.e. under age of 18 years), I
have read the above release. I hereby agree to all the provisions thereof. In witness whereof, I
have hereunder set my signature on this _______ day of ____________________, 20__.

____________________________
Parent/Guardian
Appendix W – Vehicle Use Policy

**BOARD POLICY 6.5: VEHICLE USE POLICY**
Adopted 01/08/02
Revised 11/8/05, 2/11/14

Eastern Wyoming College is committed to providing transportation for participants in college activities and educational programs. All employees, students, and program sponsors using college vehicles are expected to adhere to the Vehicle Use Procedures in Administrative Rule 6.5.1.

**Administrative Rule 6.5.1: VEHICLE USE PROCEDURES**
Adopted 1/8/02
Revised 11/8/05, 10/9/07, 2/11/14

1. College owned vehicles and remal cars are only to be used for college business as provided for in this policy.

2. Personal use of college vehicles is prohibited, other than incidental use while out of town on college business.

3. If employees are including personal business while traveling on college business, they must take their personal vehicle. Employees must maintain liability insurance coverage and understand that their personal vehicle liability insurance is primary coverage.

4. Transportation of passengers is allowed.

5. Students 18 years of age and older may drive college vehicles when a college employee or program sponsor is in the vehicle or in the caravan.

6. Students 18 years and older may drive college vehicles within 40 miles of educational center without a college employee or program sponsor only when performing duties associated with a college activity or program, and under the supervision of a college employee.

7. Where the college provides transportation for activities or programs, students choosing to travel in their own or another student's personal vehicle shall travel at their own risk.

8. Regardless of whether a college or personal vehicle is used, all employees traveling on college related business must wear seat belts and drivers are expressly prohibited from text messaging or emailing while operating college vehicles, or from using government supplied electronic equipment to text message or email when driving.

9. Pre-approved use of personal vehicles for college business will be generally reimbursed at 48 cents per mile if no appropriate college vehicles are available. If an appropriate college vehicle is available and the traveler still chooses to take a personal vehicle, the reimbursement rate shall be 28 cents per mile. It shall be the responsibility of the traveler's supervisor to determine the availability of a college vehicle at the time that the trip is being planned. The College President or and board of Trustee members, are reimbursed at 48 cents per mile.

10. Departmental budgets will be charged 20 cents per mile based on actual mileage as reported on the vehicle checkout form for college-owned, light passenger vehicles. Separate mileage rates will be established for buses and motorcoaches.
11. Mileage for non-recurring trips less than 20 miles will not be charged to departmental budgets.

12. Drivers must obey all traffic laws.

13. Employees, students, and program sponsors must complete an insurance information form and turn it in with a copy of their current driver's license to the Information Center, prior to using a college vehicle.

14. All students participating in a college-sponsored activity or program, where transportation is provided by the college free of charge, are required to sign a liability release, "Eastern Wyoming College Waiver, Consent and Release Form," to acknowledge that they will not be covered by college insurance should an injury accident occur. However, see number 18 below. Travel waivers are available on the college's shared network drive.

15. Students opting not to take advantage of free transportation offered by the college for college-sponsored activities or programs must sign another, separate liability release, "Eastern Wyoming College Student Request and Release Concerning the Use of a Private Vehicle."

16. A parent or guardian must also sign the liability release[s] in the case of students under 18 years of age.

17. The activity or program sponsor shall be responsible for completing and collecting the release of liability forms for all activity or program participants. All forms shall be turned into the EWC Student Records Office or appropriate outreach office.

18. Certain organized academic and vocational fields of study or other college programs such as Welding and Joining Technology, Veterinary Technology, Physical Education, and intercollegiate athletics—use a blanket release of liability form that is valid over a prescribed length of time for all associated activities or programs of said academic and vocational fields of study or other college programs. These blanket releases are valid, in lieu of the liability releases described under number 14 as long as the activity or program in question is specifically related to the academic and vocational fields of study or other college programs that require a blanket release from the student as a prerequisite for participation. If the activity or program is not specifically related, then the liability release under number 14 would have to be obtained from the student. The provisions under number 15 would still apply, nonetheless.

19. For activities or programs that do not involve the use of college-provided transportation at no charge to the student, the use of liability releases to protect the college against injury claims shall be determined administratively on a case-by-case basis.
Appendix X – Externship Agreement

Eastern Wyoming College
Externship Agreement
Terms and Conditions of Externship

This agreement is made and entered into between Eastern Wyoming College (“College”) and __________________________ (“Training Site”). The purpose of this Agreement is to create an understanding between the “College” and “Training Sites” which are committed to preparing students for employment by providing learning experiences for students enrolled in the __________________ program.

- As part of their studies, students are required to participate in paid or unpaid work externships.
- Students will establish their work schedules with the “Training Site” coordinator based upon their class schedule. Students are to treat their externship as a job and therefore are to report to their supervisor for work, absences from work, and evaluation of skills.
- Students should be made aware of dress code requirement, sexual harassment/workplace policies, liability issues, confidentiality, and other expectations to meet the standards set by the “Training Site.”
- The “Training Site” should include as many learning opportunities as possible for students.
- As with any new employee, students should be monitored and mentored before being assigned independent tasks. Some on-the-job training will be required, and observation should be included along with hands-on tasks.
- Selected students will participate in the externship at the “Training Site” during specified times from __________ to __________. Upon acceptance of a student into an externship program, each “Training Site” will receive a copy of this contract and an evaluation form to be completed by the student’s Training Site representative. Once the final evaluation is complete, the “Training Site” is no longer responsible for providing work experiences, monitoring, or evaluation.
- The EWC Training Site coordinator should require the externship student to complete necessary employment forms as required by the Training Site (e.g. confidentiality forms, employment forms, etc.)
- The College is not liable for actions taken by externship students while at a “Training Site.” However, the College’s crime insurance extends to the student and location of the “Training Site,” for loss of or damage to money, securities, and other property sustained by the “Training Site resulting directly from theft committed by an identified student, acting alone or in collusion with other persons. The coverage reimbursement limit is equal to the loss, less the applicable deductible.
- The “Training Site” does not waive its immunity by entering into this Agreement, and the “Training Site” specifically retains all immunity and all defenses available to it pursuant to state laws.
- The “College” does not waive its immunity by entering into this Agreement, and the “College” specifically retains all immunity and all defenses available to it pursuant to state laws.

<table>
<thead>
<tr>
<th>Printed Name of EWC Training Site Coordinator</th>
<th>Signature of EWC Training Site Coordinator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of Training Site</td>
<td>Complete Address of Training Site</td>
<td>Phone</td>
</tr>
<tr>
<td>Printed Name of Training Site Representative</td>
<td>Signature of Training Site Representative</td>
<td>Date</td>
</tr>
<tr>
<td>Printed Name of Participating Student</td>
<td>Signature of Participating Student</td>
<td>Date</td>
</tr>
</tbody>
</table>

141
Appendix Y – Code of Ethics

**Administrative Rule: 3.10.1:  CODE OF ETHICS – GENERAL PRINCIPLES**

*Adopted 7/8/14*

While this Code of Ethics cannot enumerate every responsibility or foresee every contingency, the following are essential parts of an ethics statement within the context of our College community. Employees have the responsibility to:

1. Respect and act in accordance with the rights of all members of the College community in freedom of thought, opinion and conscience, freedom of speech and expression, and freedom of association.

2. Treat all members of the College community with equal consideration and respect regardless of age, race, gender, ethnicity, religion, sexual orientation, or disability.

3. Refrain from harassment of or illegal discrimination against any individual or group of individuals.

4. Comply with all College policies and procedures like the Family Educational Rights and Privacy Act, the Information Security Program, Drug Free Workplace, and copyright infringement and conscientiously fulfill assigned duties and responsibilities.

5. Maintain confidentiality of educational and other official records and privileged information.

6. Make the well-being of students the fundamental value in all decision-making and actions.

7. Avoid using College positions for personal gain through political, social, religious, economic, or other influences.

8. Refrain from the possession, distribution, sale or use, or being under the influence of illegal drugs while on College premises, participating in College-sponsored activities, representing the College, or performing job duties. Illegal drugs, as referred to in this administrative rule, include drugs that are not legally obtainable, as well as drugs that are legally obtainable but used for illegal or unauthorized purposes.

9. Refrain from engaging in or creating the appearance of potentially exploitative relationships with a student particularly if the employee has an academic or supervisory responsibility for the student or is in a position to confer any benefit to or make any decisions affecting the student.

10. Take appropriate precautions to ensure academic integrity among students with respect to plagiarism; cheating and stealing, or misappropriation of institutional resources; and refer such matters for disciplinary action when such are known to have occurred.
Appendix Z – Student Evaluation of Faculty

Name of Instructor
Department Course No. Section No.

INSTRUMENT A
Eastern Wyoming College
Student Evaluation of Faculty

1. What is your class standing?
   A. Freshman       B. Sophomore       C. Other

2. Which best describes this course for you?
   A. Major requirement or elective within major field.
   B. Minor requirement or required elective within major field.
   C. College requirement, prerequisite course, but not part of major.
   D. Elective, not required in any way.

3. Using the scale below, as honestly as possible rate the effort you have put into this class.
   A great deal
   C
   D
   E
   Little to None
   A
   B
   E
   F

4. What grade do you expect to receive in this course?
   A
   B
   C
   D
   F
   Other

5. Did you make an effort to let the instructor know if and when you were having difficulties with this course?
   Almost always
   C
   D
   E
   Never
   A
   B

6. Did the instructor adequately respond to your questions during or outside of class?
   Almost always
   C
   D
   E
   None Asked
   A
   B

7. Did the instructor make effective use of class time?
   Almost always
   C
   D
   E
   Almost never
   A
   B

8. Was the basis for the grading scheme in this course clear to you?
   Very clear
   C
   D
   E
   Not very clear
   A
   B

9. How would you evaluate the presentation of the material in this course?
   Presented well
   C
   D
   E
   Poorly presented
   A
   B

10. Did the instructor encourage you to think for yourself?
    Almost always
    C
    D
    E
    Almost never
    A
    B

11. How much did you learn in this course:
    I learned a lot
    C
    D
    E
    Not much
    A
    B

12. What is your overall assessment of this course?
    The course was great
    C
    D
    E
    Not very good
    A
    B

13. What is your overall assessment of the instruction in this course?
    The instructor was great
    C
    D
    E
    Not very good
    A
    B

14. Would you recommend this instructor to other students?
    Highly recommend
    C
    D
    E
    Would not recommend
    A
    B

15. Please write any comments you may have regarding this course.
   (Comments may be written to the side of the question or on the back of this sheet.)
Appendix AA – Midterm Grade Reporting Job Aid
Faculty Job Aid: Reporting Midterm Grades
Updated: September 22, 2014

NOTE: All instructors are urged to submit “deficiency” midterm grades for those students doing less than satisfactory work (below a “C” grade).

Procedure:

Complete your midterm grades online using LancerNet.

1. Login to LancerNet and click “MyEWC Services.” Your position summary will display on the right.

2. Click “Grading” from the Faculty Tools menu at the left of the window. The grading process will display.

3. Select the current semester from list, then click “Submit.”

4. Select “Midterm/Intermediate” from list.

   ![Selecting Midterm/Intermediate](image)

   Note: This step is easy to forget!

5. Mark the circle of a single course to grade, then click “Submit.” You will see the roster of students for this class including any who have withdrawn. You should see a last date of attendance for withdrawn students.

---

~ 1 ~
Faculty Job Aid: Reporting Midterm Grades

6. Fill in grades of “DF” (deficiency grades), or “W” (withdrawal) if you have already decided to withdraw a student. If you withdraw a student, you must include a last date of attendance. If a student has not attended class since the end of the first week of classes they need to be deleted NOT withdrawn, mark the “Never Attended” checkbox. You may enter an actual letter grade (A, B, C, D, F, S, U) if you prefer. Grades may be entered in either upper or lowercase letters.

<table>
<thead>
<tr>
<th>Midterm Grades</th>
<th>Last Date of Attendance</th>
<th>Never Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: To complete the student withdrawal process or if a student never attended, you must contact Student Services by in person, by phone, or by email.

7. Submit the grades. These grades are transcripted immediately and cannot be changed online once you click the “Submit” button.

8. A “Grade Confirmation” screen will display. Click “Ok” to continue.

---

Notes:

✔ Be sure to “Log Out” of LancerNet and close your web browser when finished.
✔ Please do not use the browser’s “Back” button while entering grades.
✔ You may enter grades for all classes before logging out.

For technical support, please contact Aaron Bahmer at (307) 534-2912 or toll-free at 877-392-4678, option 3.
Appendix BB – Final Grade Reporting Job Aid

Faculty Job Aid: Reporting Final Grades
Updated: September 17, 2013

NOTE: Please enter your final grades as soon as possible after your last class of each semester. If you are unable to enter your grades by the deadline established each semester because the class has a late end date, you must enter an “IP” (In Progress) grade for each student in the class.

Procedure:

1. Complete your final grades online using LancerNet.
   a. Login to LancerNet and click “MyEWC Services.” Your position summary will display on the right.

   
   ![LancerNet](Image)

   b. Click “Grading” from the Faculty Tools menu at the left of the window. The grading process will display.

   c. To make the grade printing process easier, click the “Open in New Window” button. The process will re-appear in a new window.

   d. Select the current semester from list, then click “Submit.”

   ![Faculty Tools](Image)

   Note: For year-long classes, please select the fall term when the class began.

   e. Select “Final” from list.

   ![Grading](Image)

   Note: This step is easy to forget!

   f. Mark the circle of a single course to grade, then click “Submit.” You will see the roster of students for this class including any who have withdrawn. You should see a last date of attendance for withdrawn students.
Faculty Job Aid: Reporting Final Grades

1. Fill in grades of A, B, C, D, F, X (incomplete), or IP (in progress) as needed, or “W” (withdrawal). If you withdraw a student or issue an “F” grade, you must include a last date of attendance. If a student has not attended class since the end of the first week of classes they need to be deleted NOT withdrawn; mark the “Never Attended” checkbox. Grades may be entered in either upper or lowercase letters.

Note: Nothing should be entered in the “Expire Date” column.

Please do not click “Submit” at this point.

Note: Please double-check all grades.

h. Print the grades you are viewing by either pressing Ctrl-P, clicking the File menu and selecting Print, or clicking the printer icon from the browser toolbar. Please be aware of the potential to print to public printers; protect your students’ FERPA rights.

i. Submit the grades. These grades are transcripted immediately and cannot be changed online once you click the “Submit” button.

j. A “Grade Confirmation” screen will display. Please do not print grades from this screen—it does not contain all student information. Click “Ok” to continue.

2. Prepare and submit your printouts for verification.
   a. Sign the printed grade roster(s) and place in the Student Services mailbox, give them to your Outreach Coordinator, or mail them to Student Services, Eastern Wyoming College, 3200 West C Street, Torrington, WY 82240.

Notes:

✓ Be sure to “Log Out” of LancerNet and close your web browser when finished.
✓ Please do not use the browser’s “Back” button while entering grades.
✓ Enter an “X” grade for individual students who have not yet completed the course requirements. An Incomplete Contract must accompany the printed grade sheet. If the grade has not been changed within one year from the last day of the semester, it will revert to a “W” (Withdrawal).
Faculty Job Aid: Reporting Final Grades

✓ Do Not Use the Following Grades: The grade of “TW” is only for those students who have been “Institutionally Withdrawn” by the EWC Records Office. An “IP” grade for those courses which are still “in progress” past the end of the semester (dates beyond the semester). Audit (“AU”) grades are part of the registration process, rather than a grade that may be assigned at this point in the semester.
✓ You may enter grades and print all classes before logging out.

For technical support, please contact Aaron Bahmer at (307) 534-2912 or toll-free at 877-392-4678, option 3.
Appendix CC – Example Contract for Incomplete Grade

Dear (student),

Let this memo indicate a contract for the completion of coursework in __DEPT 0000__, __(name of class)__.

The following assignments must be completed by __(date prior to end of upcoming semester)__ or scores of 0 points will be recorded in the gradebook:

● (list of assignments, activities, etc.)

A grade of “X” (incomplete) will be issued for the completion of the __(current)__ semester and appear on your EWC grade report until grades are re-submitted after __(date from above)__.

Signed:__________________________________ (instructor)

Signed:__________________________________ (student)
Appendix DD – Authorization to Release Information

Eastern Wyoming College
Authorization to Release Information/Records

The Family Educational Rights and Privacy Act (FERPA) prohibits an educational institution from releasing confidential, non-directory information about a student without his/her consent. Students can waive this right for a third party, including a parent, guardian, or spouse, to have access to this information by completing written authorization, such as this form.

PLEASE NOTE: Students are not required to complete or submit this form. EWC provides this form for the convenience of our students only. Releasing any information is THE STUDENT’S decision based on his/her needs.

STUDENT INFORMATION

- FULL LEGAL NAME: Last, First, M.I.
- EWC Student ID Number
- Address (include apartment number)
- Social Security Number (Last 4 digits)
- City, State, Zip
- Phone Number (include area code)

AUTHORIZATION

I hereby authorize Eastern Wyoming College and/or its employees to release confidential information such as grades, academic progress reports, financial aid, disciplinary actions, and financial account information to the person(s)/agency(ies) listed herein. This authorization shall be considered as a waiver of any and all my rights and/or privileges as provided under the FERPA, as amended.

I understand that my confidential information will only be released upon receipt of a request for specific information and that I may cancel this Authorization at any time.

I authorize the following to be released (check all that apply):

- Business Office
  Includes student account information such as billing information, amounts due, sources of payment, refund information and any other accounts receivable information

- Financial Aid Office
  Includes file status, award and disbursement information, Satisfactory Academic Progress status, income information, and any other information in the financial aid file

- Admissions/Records
  Includes application status, assessment scores, transcripts, registration/ info, grades, attendance, Academic Progress status, residency information, and any other documentation in academic records

- Student Affairs
  Includes disciplinary records, academic dishonesty, conduct or behavior records

- All of the above

Counseling and/or disability records are considered medical records and are not covered under FERPA rules. A separate release form must be obtained to release information from those records.

Persons to whom my information may be released:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Relationship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Relationship:</td>
</tr>
<tr>
<td>Name:</td>
<td>Relationship:</td>
</tr>
</tbody>
</table>

CERTIFICATION AND SIGNATURE

By signing this form, I authorize EWC to release and disclose information from my education records as specified. This authorization remains in effect until I revoke it in writing or by completing the reverse side of this form.

Student Signature: ____________________________ Date: __________________

Updated 6/2013
Appendix EE – Distance Course Development

Distance Course Development Process
Eastern Wyoming College
Update April 2012

Course Identified for Distance Delivery

Instructor Identified

is Staff Development Needed?

Yes

Staff Development Compensation Negotiated

No

Instructor Participates

Instructor Develops Course

Instructor Works with Inst Tech

is Course Ready?

No

Yes

Class Scheduled

Class Delivered
New Distance Learning Course Offering

1. Instructor Information:

   Proposed Instructor’s Name: ____________________________________________

   Distance Learning Teaching Experience:
   ___ Never    ___ New to Current Delivery Methods    ___ Using Current Delivery Methods

2. Course Information:

   Dept. Name: ___________________________ Course No.: _____________

   Course Title: ___________________________ Credit Hrs.: _____________

   Prerequisites: ______________________________________________________

   Semesters Offered (Check all that apply):
   ___ Fall  ___ Spring  ___ Summer  ___ On Demand
   ___ Odd   ___ Even   ___ Every

   First Offering Term: ___________________________ Method of Delivery: ________________

   Blended/Hybrid Delivery: ___ No    ___ Yes*

   *If yes, describe how student needs will be met at a distance ____________________________

   ____________________________

   Laboratory Requirement: ___ No    ___ Yes*

   *If yes, describe how student lab needs will be met at a distance ____________________________

   ____________________________
Program of Study Requirement: ___ No ___ Yes*  
*If yes, list program(s) ____________________________________________
__________________________________________________________

General Transfer Degree Requirement: ___ No ___ Yes*  
*If yes, list category(s) ____________________________________________
__________________________________________________________

3. List Any Supported Learning Platforms That May Be Used: (e.g. My Math/Writing Lab, Aplia)

4. Impact Analysis: What will be the impact on students (on-campus and off-campus), resources (e.g. Library, computers, facilities), personnel, and FTEs (attached 3-year rotation/workload table)?

5. Approvals:
Submitted by: ___________________________ Date: ___________

Reviewed: ___________________________ Date: ___________
Division Chair

Recommendation: ___ Approval ___ Non-approval

Reviewed: ___________________________ Date: ___________
Chair, Distance Learning Committee

Recommendation: ___ Approval ___ Non-approval

Reviewed: ___________________________ Date: ___________
VP, Academic Services

Decision: ___ Approved ___ Approved with changes as noted ___ Not Approved ___ Pending: changes/clarification requested

For Office Use Only:
___ Computer Services has been informed of any special software needs.
### 3-Year Rotation/Workload Table

<table>
<thead>
<tr>
<th>Semester: Odd Fall</th>
<th>Semester: Even Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class &amp; Type</td>
<td>Delivery Method</td>
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<tr>
<td>Total for Semester</td>
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<th>Semester: Even Fall</th>
<th>Semester: Odd Spring</th>
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<td>Class &amp; Type</td>
<td>Delivery Method</td>
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<tr>
<td>Total for Semester</td>
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<table>
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<tr>
<th>Semester: Odd Fall</th>
<th>Semester: Even Spring</th>
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<td>Class &amp; Type</td>
<td>Delivery Method</td>
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<tr>
<td>Total for Semester</td>
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</tr>
<tr>
<td>MEETS CONSIDERATION</td>
<td>EXAMPLE/ GUIDANCE (WHERE APPLICABLE)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

(1) The Syllabus (NOT included) linked to the actual course syllabus.

(2) The Syllabus and schedule (see consideration #2) should be in Adobe Acrobat (.pdf) format. This fixed document format prevents students from altering these documents.

For an explanation of the various file types recommended for use within LancerNet, see the "Distance Course Development" section of the EWC Faculty Handbook.

(3) Other Course Content Icons not being used are removed from the welcome page.

(4) The Schedule icon is linked to the actual course schedule. If this icon is NOT used, it's removed from the welcome page.

Removing Course Content Icons involves modification of the HTML code. It is used to create the Welcome Page. Please contact the Instructional Technology office if you need assistance with removal of unused Welcome Page Icons.

(5) The Get Started section to your liking. You will be able to "import" this area to all of your other classes — and even "copy it forward" to future classes you'll teach! After importing or copying this area to your other courses, you can still make any further changes or particular course customizations you desire.

Examples of useful banner information are: (1) book information (e.g., ISBN); (2) a welcome greeting; and (3) a note about the non-placeholder material.
<p>| Date to begin working on course material. | After your class begins, text in this area can emphasize important work and/or offer words of positive encouragement. | Students will generally see course material placed on the welcome page as especially important. Consider putting all learning content within its applicable course unit. If your course design requires that you put new material or media on the welcome page each week, consider moving the covered material to its appropriate course unit. | Appropriate channel labeling will assist students in developing an awareness regarding your course structure and format. | If you have taught the course before, the import feature allows you to easily copy your previously-used assignments to the current term’s course. After you import an assignment, you will have to update its available and due dates, and may wish to double-check the accuracy of its visibility settings and point value for the current term. | First time teaching a course? Even if you only know an assignment’s title, point value, and/or available and due date, consider creating the assignment anyway. You can set it as hidden to students and the gradebook, and you can return as the semester progresses to fill in the assignment description and |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>make it available to students.</th>
</tr>
</thead>
</table>
| (8) Assessments are built, published with correct settings, and available and due dates are specified (according to the instructor’s course design). | If you have taught the course before, you may use the import feature to easily copy your previously-used assessments to the current term’s course. After you have imported an assessment, you will have to update its available and due dates, ensure it is NOT published (until you desire), and verify the relevance/applicability of its questions and points value to the current term.  
First time teaching a course? Even if you only know an assessment’s title, point value, and/or available and due date, consider creating your assessments anyway. Until you publish your assessment, it will remain in draft mode – and not visible to students. You can return to update it as you wish. |   |
| (9) Message board: forums/topics that are not slated for use in the course are deleted or hidden from students. | If you use the message board in your course, consider building this area “from scratch” each semester, rather than importing message board topics from previously-taught classes. The message board area will be less cluttered, easier for you to manage, and much easier for students to navigate. If you use a class message board channel on your welcome page, links to newly-created topics will appear in this area, allowing students a direct and efficient navigation link to the week's current discussion.  
You can keep a Word document that contains the message board discussion questions you wish to use in your course each week. Simply create a new message board forum each week, write a subject for your topic, and paste in your discussion question. |   |
<table>
<thead>
<tr>
<th>LEARNING UNITS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10) The course units display properly and their status settings (e.g., draft, hidden) are set appropriately. Units with placeholder material are set to hidden or draft.</td>
</tr>
<tr>
<td>(11) The “What to do” page for each course unit exists and is available to students. The page includes placeholder information.</td>
</tr>
<tr>
<td>(12) Measurable course unit objectives are provided within the unit (instructor discretion).</td>
</tr>
<tr>
<td>(13) Details of all unit activities to be completed by students are apparent within the unit (instructor discretion).</td>
</tr>
<tr>
<td>(14) Sub-units created within each course.</td>
</tr>
</tbody>
</table>

- Double-check all sub-units to ensure they have the appropriate content from previous units to study.
- If you have these items elsewhere in your unit, use the landing page to clearly articulate where.
- When developing course unit objectives, consider replacing vague terms like “understand…” with terms that are measurable, such as “list and briefly define…”.
- Creating sub-units that link directly to assessments, assignments.
| Message board discussions, etc., are an efficient way to make unit navigation more efficient. Additionally, sub-units help to centralize the unit, making it easier for students to study and link unit concepts and activities. |

**Additional Comments on the considerations above:**

Unit topics are labeled appropriately and link to the correct content, activity, or LassenNet tool.
**Part II. Intended Plan for Delivery:** Self-reflection on planning and maintaining the course throughout the semester.

To the extent feasible, my initial action plan for (A) keeping the online course relevant throughout the semester, and (B) keeping students engaged and providing feedback, is as follows:

<table>
<thead>
<tr>
<th>Consideration #A</th>
<th>Examples/Guidance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consider small actions you can perform to help keep the course updated and timely. Keeping your course relevant symbolizes the importance you place on the pace of the course, content availability and coverage of topics, and exam/assignment due dates.</td>
</tr>
<tr>
<td></td>
<td>Examples might include: I plan to (1) update the banner for each Unit; and/or (2) refer students to the shared documents or outside sites as appropriate for the content of the Unit, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consideration #B</th>
<th>Examples/Guidance:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By interacting and communicating with students, you will model an expectation of engagement and dialogue. This can have very positive and significant implications — especially for students learning online, who might have no other academic, social, and/or career support system.</td>
</tr>
<tr>
<td></td>
<td>Examples might include: I plan to (1) turn around student work within a week of submission and/or (2) give students individual feedback with major assignments.</td>
</tr>
</tbody>
</table>
Appendix FF – Quality Matters Description

QUALITY MATTERS and Distance Learning Education

Quality Matters (QM) is a professional, faculty-centered organization that seeks to ensure quality in distance learning education. The table below summarizes an extensive rubric developed by QM, which is based on best practices, research literature, and principles of instructional design. By incorporating the considerations for each component into the design of your online course(s), you can build an effective foundation for your online teaching and learning experience.

<table>
<thead>
<tr>
<th>Component:</th>
<th>Considerations:</th>
</tr>
</thead>
</table>
| (1) Course Overview and Introduction | - Clear instructions for students to find course components;  
- A statement of the course purpose;  
- Areas for students and the instructor(s) to introduce themselves;  
- Expectation levels of “netiquette”, student academic preparedness for the course, and required technical skills. |
| (2) Learning Objectives | - Overall course and individual unit learning outcomes are clear and measurable;  
- Learning objectives are appropriately designed for the course, with stated instructions on how to meet such objectives. |
| (3) Assessment and Measurement | - Means of assessment are consistent with course activities and measure stated learning objectives;  
- Specific and descriptive evaluation criteria are provided and the overall course grading policy is clear;  
- “Self-check” practice assessments are available to students. |
| (4) Resources and Materials | - All instructional materials are relevant in helping learners achieve the overall stated course and unit learning objectives;  
- Clear explanations help demonstrate the link between selected course materials and learning activities;  
- All resources used in the course are properly cited. |
| (5) Learner Engagement | - Activities engage learners with each other, the instructor, and course content;  
- Standards exist for student interaction and instructor availability and responsiveness to inquiries. |
| (6) Course Technology | - Chosen course technologies clearly support learning objectives, are easily navigated, accessible to students, and meet current standards for online learning;  
- Selected tools and media guide students to become active learners. |
| (7) Learner Support | - Options (such as links) for technical, academic, or general support assistance are apparent and easily accessed. |
| (8) Accessibility | - Course incorporates ADA standards and conforms with institutional policy regarding accessibility;  
- Course materials are readable on screen, and provide auditory and/or other visual alternatives. |

For more in-depth information regarding any of the eight components summarized above, please stop by the Instructional Technology office (AC 113).
Appendix GG – Map of Torrington Campus
# Academic Advising Handbook

## 2017 – 2018 Edition

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<tr>
<td>Appendix 3 – Example Academic Advising Syllabus</td>
<td>16</td>
</tr>
</tbody>
</table>
Academic Advising

At Eastern Wyoming College, advising duties are shared by faculty, professional staff and administrators. Effective performance of advising duties include: 1) a willingness to be available to students for consultation; 2) helpfulness in guiding students in academic procedures, career counseling, academic and personal concerns; and 3) a familiarity with the current college and program requirements. Although it is listed as one of the duties in the generic faculty job description, it is not defined further. Therefore, this advising handbook is intended to help the first-time advisor as well as the more experienced advisor.

Academic advising is a developmental process which assists students in the clarification of their life/career goals and in the creation of education plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary.  

In What Works in Student Retention? Habley and McClanahan, 2004, (p. 6) indicate that:

---

Retention practices responsible for the greatest contribution to retention in two-year public colleges fall into three main categories:

- **Academic advising**: including advising interventions with selected student populations, integration of advising with first-year programs, and increased advising staff.
- **Learning support**: including our Center for Tutoring and Learning; required remedial/developmental coursework; tutoring program; and math, writing, and reading center.
- **Assessment**: including mandated course placement testing (ACCUPLACER).

**Academic Advisor Responsibilities**

The academic literature describes the various roles of an advisor. Among these are the following:

- Be knowledgeable about EWC programs, placement test requirements, academic probation/suspension policies, and graduation requirements.
- Encourage and guide students to develop an educational and career goal to help create an academic plan.
- Refer students to all the campus resources available at EWC.
- Explain the FERPA (Family Educational Rights and Privacy Act) policy to students.
- Assist students with selecting courses based on their interests and major.
- Assist students in the use of LancerNet to register themselves for classes.

**Working with First Time Advisees**

Some advisees are under-prepared for college coursework, first-generation students, undecided about their major, or unsure about even attending college. These students will take more of your time than other students as you help them decide on a pathway to their educational goals. Be sure to allow an appropriate amount of time for students to discuss their plans, programs, courses, academic progress, and other subjects related to their educational program. Ask leading questions about their educational and career goals. In addition, you may work with students who will not be your regular advisees; such as during a summer registration program. You will want to answer their questions and encourage them to maintain close contact with their regular academic advisor throughout the semester.

**Number of Advisees**

The number of advisees will vary from advisor to advisor. Advisees are assigned to program faculty whenever possible. General advisors work with the undeclared or Interdisciplinary Studies majors. Faculty advisors with more than 15 advisees, who are enrolled for 6 hours or more, will have a calculation made to their workload. Also, see the Faculty Handbook for related information.
Professional Relationship

An advisor must maintain a professional and ethical relationship with their advisees. It is never appropriate to have a sexual relationship with a student or to date a student. Please beware that electronic media should be used cautiously. Facebook may leave an impression of a personal relationship that is not appropriate for the professional student/staff role. Please see the policy manual (EWC website), Sexual Harassment Section (sec.3.12), for further details. Also, review the Professional Conduct Guide from the Wyoming Professional Teaching Standards Board in Appendix 1.

Advising Services

Advising services are provided to all EWC students who desire them. This includes full-time, part-time, distance, outreach, and on-campus students. Advising sessions may take place during summer pre-registration days, during the regular school year, in-person, and via telephone or email. Keep notes of your advising sessions and maintain an appropriate student file with these notes and other pertinent information.

An advisor should know how to utilize college resources such as the college catalog, student handbook, residence handbook, transfer guides, electronic resources, Colleague student information services database (if accessible), LancerNet, the EWC website, and other appropriate college resources. Training is available upon request for any of these areas. Care should be taken that privacy and protection of student information is maintained.

Legal Responsibilities

Academic advisors must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. EWC provides access to appropriate legal advice for academic advisors as needed to carry out an assigned advising responsibility. If you have a question that may require legal assistance, please contact the Vice President for Student Services, Dr. Rex Cogdill or Dr. Michelle Landa, Vice President for Academic Services.

Eastern Wyoming College provides opportunities and recognizes the talent of all people within the institution. There is a commitment to a policy of equal employment opportunity for all persons on the basis of merit without regard to race, color, national origin, marital status, sexual preference, gender, religion, political belief, veteran status, or disability.
Developmental Studies Courses

Students often have ACT or ACCUPLACER test scores that require them to take one or more developmental level courses. Nationwide, almost 2/3 of all students need one or more remedial course before they can take the college-level (1000) or higher course work. At Eastern Wyoming College, developmental courses are offered in mathematics, English, and reading. A deficiency in an appropriate reading level is recognized as the single biggest factor in the lack of college success. Therefore, a student should be advised that they will be required to take the appropriate developmental studies course in their first semester at college. This often means that a student may take up to 15 – 20 hours of developmental studies courses. When advising students, keep in mind that they must enroll in at least one program-required course per semester to be eligible for financial aid.

The ACCUPLACER placement test is used at EWC and provides a printout of what courses should be recommended to a student. Developmental studies course credit does not count toward an Associate of Arts or Associate of Science degree. These are considered transfer majors and therefore the receiving institution would not allow credit for these courses.

See the ACCUPLACER, ACT & HOAE Placement Guide sheet in Appendix 2 or in the College Catalog.

Communication

Effective communication is both oral and written and includes communicating personal and academic strengths and weaknesses that may affect a student’s academic plans. It also includes utilizing campus technology resources such as LancerNet email. Please note that advisors should always use the student’s LancerNet email address in discussing student confidential information.

Advising Tips

Responsibilities

Students and advisors assume a shared responsibility in the advising process. The advisor assists students to make the best academic decisions possible by encouraging identification and assessment of academic alternatives and consideration of the consequences of their decisions.

See the Academic Advising Syllabus sheet in Appendix 3.
FERPA Considerations

See the FERPA (Family Educational Rights and Privacy Act) information in the Faculty Handbook. Students may authorize a release of their information or records to people and organizations outside the college by completing the release form from Student Services, as shown in Appendix 4.

Catalog Information

Review the EWC catalog and read the section on “Academic Procedures and Regulations.” Understand how an Audit differs from a letter grade and what requirements the student must fulfill. Find out the difference between an “In Progress” (IP) grade versus an “Incomplete” (X) grade. The College’s auditor requires that we ensure that an Incomplete Contract form accompany the grade sheet. Please do not issue an “X” grade until the contract is totally completed.

Academic standing:
   0 = Not Applicable (attempted under 12 credits)
   1 = Good Standing
   2 = Probation
   3 = Suspension
   4 = Dismissal

Remember, there is a distinct difference between Academic Probation, Suspension, and Dismissal and Financial Aid Probation and Suspension. Students may only be on Probation academically, and yet be suspended from Financial Aid.

Registration Procedures

1. The Records Office handles veteran services. The Director of Counseling provides disability accommodation services, including ADA compliance issues. Physical disability issues are also handled by the Director of Counseling. If you advise a student who is a veteran or who indicates they have disabilities, please refer them to the appropriate individual. Remember it is the College’s legal responsibility to provide reasonable accommodations for students with documented disabilities. It is critical that instructors and advisors know and understand the process of providing reasonable accommodations. Reasonable accommodations can only be approved by the Director of Counseling.

2. For full-time students, it is best to use the trial schedule first to develop a class schedule.

3. Registration forms are color-coded as follows:
   Fall – Yellow
   Spring – Green
   Summer – Pink

4. Please have the student complete the registration form clearly and completely, whether registering online or using the paper form. An important question to ask, “Do you intend
EWC Academic Advising

to graduate this semester?” If the student answers ‘Yes’, tell them to request and turn in Intent to Graduate cards and have a degree evaluation done by mid-November for Spring and Summer graduation, or by March for December graduation. Also remind them about the Outcomes Assessment requirement for their major.

5. Keep in mind that students can and should register themselves on LancerNet whenever possible. You may give your advisees the advisor key which enables them to complete the registration process. When the student enrolls themselves on LancerNet, they select and register for classes online. It is critically important that you or the student submit the completed paper registration form to the Records Office. Remind the students they can access their grades on LancerNet, as well as their account information, financial aid status, view their transcripts and placement testing summary. Most problems encountered during the online registration process will require intervention by a registration clerk. If they need log-in assistance, they should contact the Help Desk in the Instructional Technology Office located in the lower level Activities Center.

See the LancerNet Online Registration form in Appendix 5.

Encourage students to complete the ‘Ethnicity’ area, Residence Status and Student type along with other requested information.

Utilize the Majors codes listed on the back of the registration form to list the major on the student’s registration form and explain the difference between AAS/AA/AS/Certificate to students when they initially register. Make sure you note that distance learning degrees have a major coded as well. (ex: BSDL Bus. Admin Distance Learning). See Appendix 6 for the current list of codes.

If you are assisting a student who has a different advisor, be sure to sign and date the registration form for the ASSIGNED advisor. If you are just helping a student complete a trial schedule, please sign or initial it at the bottom so Student Services know who to contact with any questions about the registration.

ACCUPLACER cut-off scores should be followed precisely. A one- or two-point difference in the cutoff scores in these areas can represent significant deficiency areas. The points on ACCUPLACER are not percentages. Students may take the ACCUPLACER exam an additional time; although, multiple re-testing is discouraged. Exceptions may be approved by the Vice President for Academic Services.

The Veterinary Technology department has their students take the HOAE (Health Occupations Aptitude Exam) upon enrollment which provides an aptitude score that is used to route students into an appropriate field within their program.

If a student registers for a class that is ‘To Be Arranged’ (TBA), the student should contact the instructor.
Eastern Wyoming College will abide by the SEVIS rule that non-immigrant students are only authorized to enroll in 3 credit hours per semester of online or distance education.

If a student registers for a class that is closed and is on the Waitlist, be sure to tell him/her to attend all of those classes during the first week, until it is determined if he/she is either enrolled in the class or not. The student will be notified by the Records Office regarding his/her waitlist status changes.

Specific Course or Program Notes

Encourage students registered for distance learning classes to contact the instructor for further information. As general rule, students must check into their distance class within the first week. Introductory information is also available before the class starts.

Check for pre-requisites and co-requisite courses and familiarize yourself with the correct course sequencing (see EWC catalog). Courses that involve any classroom/health facility observation time require a co-requisite of EDUC 2005 ‘Pre-Screen for Field Experience’ or HLTK 2005 ‘Pre-Screen for Healthcare Workers.’ Some cooperating health care facilities require a more extensive background check. The backgroundcheck.com information sheets may be obtained in the Student Services Office or from any of the Outreach Coordinators.

Remember some courses are NOT necessarily sequential although they may appear as such. Check the EWC catalog for pre-requisites. Humanities courses have at least English 1010 as a pre-requisite.

The Principles of Biology (BIOL 1000), Environmental Science (GEOL 1470) and Introductory Chemistry (CHEM 1000) may be utilized as a lab science for non-science and non-math majors in place of BIOL 1010 or CHEM 1020.

PEAC 1032, most lab sciences and some VTTK courses require a lab. Make sure to add it to the trial schedule even though the lab has zero credits.

Suggest PEAC 1032 – Fitness Center for first-time students. Students must have 12 credit hours on the schedule before adding the Fitness Center in order to waive the Fitness Center fee.

Please notice the HMDV 1050 – Study Skills course in the HMDV section of the class schedule. Students who do not seem quite prepared for college level coursework should be encouraged to take this course.

REMEMBER, HMDV 1000 – College Studies, is required for all students who do not already have 30 college credit hours (transfer credit hours). Stress the importance of taking HMDV 1000 during their FIRST semester. A college orientation is best if taken in the beginning of the college experience and can help with retention of the student. Orientation to Distance Learning (HMDV 1025) is an accepted substitute for the College Studies (HMDV 1000) course and may be
appropriate for the student who is taking mostly distance learning courses. Other courses can be substituted to meet this requirement as well: HMDV 1250 Students by Design or HMDV 1500 Human Development: Empowerment.

Reading courses are typically individualized classes with required attendance. If you are working with a student who tests into a reading class, please advise the student into the class during the first semester of attendance. Reading levels are the most significant indicator of student success or lack of success. Reading classes include HMDV 0510 – Fundamentals of Reading I and HMDV 0520 – Fundamentals of Reading II.

The Summer Bridge program is recommended for students who have low ACCUPLACER scores, tested into more than one developmental studies courses or have other risk factors. This one or two week long intensive program is designed to help students improve math, English, and reading levels, as well as to provide strategies for successful transition to college. If you advise a student who might benefit from this type of program, please notify the Center for Tutoring and Learning Coordinator, Court Merrigan.

Helpful Tips for Students

Encourage new students to attend the New Student Orientation, which is typically held the Monday before classes start in the fall semester. A shortened version is held the first week of the spring semester.

Remind students to look at their transfer institution’s requirements as soon as they have made the decision to transfer. Eastern Wyoming College has articulation agreements with many four-year institutions.

Rodeo participants with an NIRA card must have a minimum of 12 core hours. The EQST Rough Stock and Timed Events courses are NOT core classes. Students should check with Rodeo Coach, Jake Clark, if they have questions about their credit load.

Financial Aid for developmental courses is not available unless such courses are required for their major. Students must be degree- or certificate-seeking in order to qualify for financial aid.

Students need to be reminded of the importance of deadlines, such as the last day to drop classes and receive a refund. Check in the EWC catalog for those specific dates for the school year.

The faculty’s diligence in sending Advisor Alerts, midterm deficiencies, and letters requesting withdrawal of students due to excessive absence to the Records Office is critical to the EWC Financial Aid Office and Veterans Services. In most cases, the staff have no way of knowing how a student is progressing and yet they often disburse various forms of aid throughout the semester. You may wish to contact your advisee when you receive one of these alerts. An example of correspondence can be found in Appendix 7.
Deficiency notices for students with grades of ‘D’ or ‘F’ at midterm are important to notify the student, advisors, and the EWC Financial Aid Office that they are not making satisfactory progress and are in jeopardy of failing. You should make contact with your advisees who receive deficiencies. Appendix 8 shows the typical letter from Student Services regarding deficient grades.

Finally, overload signatures must be issued by the Vice President for Academic Services to allow a student into an ‘overload’ schedule whenever a student is enrolled for more than 18 credit hours per semester. Students should not be enrolled in more than 21 credits. The Registrar must be notified of this permission to allow the student to complete the enrollment process on LancerNet.
Appendix 1 - Professional Conduct Guide

The Best Way to Teach is by Example - Einstein

The following examples of appropriate professional conduct are presented by the Professional Teaching Standards Board in support of Wyoming educators’ commitment to ensuring safe, healthy environments for students. The Professional Teaching Standards Board strongly recommends that all school staff become knowledgeable of their local district’s policies regarding professional conduct. Support a school culture of professionalism by helping to create a culture of intolerance for unprofessional behavior. Ignoring unprofessional conduct sends the message that such behavior is acceptable.

HEALTHY BOUNDARIES: All students have the right to be safe emotionally, physically, and intellectually. More than ever, kids need healthy, clearly-defined relationships with adults. Educators are mentors; and as such, have the responsibility to model, teach, encourage, and support positive, healthy human relationships.

- Maintain a professional relationship with students inside and outside of school property.
  - Going to parties or socializing with students is inappropriate.
  - Assigning or requesting students to do favors is inappropriate.
  - Inviting students to your home, especially when no one else is present, is inappropriate.
  - A pattern of writing passes, making excuses, or rides home, for a particular student, or students is inappropriate.

- Use caution in the way you touch students.
  - Lingering massages or touches, kisses, or asking for a hug are inappropriate.
  - Do not engage in, solicit, or consummate any inappropriate written, verbal, or physical relationship with a student.

- If you need to speak with a student privately, leave your classroom door open.

- Maintain a professional relationship with students at extracurricular activities. Loose, inappropriate boundaries set the stage for inappropriate gender and harassment issues.

- Ensure that a chaperone is present and available to students during off-campus school sponsored activities. It is recommended that there is a male chaperone for male students and a female chaperone for female students.

- Remind students of the limits of your relationship as an educator.
  - Affirm the helping nature of your relationship with students.
  - Assist students to obtain the additional supports they may need; counseling, medical interventions, etc.
  - As an educator you are a role model, not their friend, not their confidante, or surrogate parent.

- Model appropriate language for students. The use of profanity, vulgarity, put downs, sarcasm, or name calling is inappropriate at all times in the presence of students.

- Student-educator communications should be open and void of any “hidden messages”.

- Dress professionally – regardless of current trends. Dress in a manner in which you can be active involved in student learning and activities.
  - Clothing with vulgar statements, sexual innuendos, discriminatory put downs, or that promote the use of illegal and unauthorized drugs or alcohol should not be worn at school.

- Students need to be supervised at all times while in your classroom.

- Do not use, possess, be under the influence of, or encourage the use of alcohol, illegal drugs, or the unauthorized use of drugs while on school property or at a school sponsored activity involving students.
  - Do not encourage the use of or supply any illegal or unauthorized drug to students.

TECHNOLOGY

- Do not use your personal phone to text or call students. If required to use – or recommended to use – by your school, request that the school issue you a phone specifically to use with students.

- Email students via your school sponsored web site, computer, or email. Do not use your personal email account. Consider all emails public.

- School computers are to be used for school purposes at all times – whether used at school or away from school.
  - Do not download sexually explicit or any inappropriate or questionable material on school computers.
• My Space, Facebook: If you don’t want the Superintendent reading it aloud to you in a meeting don’t post it.
  o Be aware, once you post something it is there forever. You may take it off – but information you want deleted may already be on the internet – without any future control by you.
  o Set up your site as private. (Understand that “privacy” on the internet is an oxymoron.)
  o When adding photos select the option “do not share photos”.
  o Delete any off-color comments made by friends.
  o Do not “tag” your photos with your name or the names of others. Tagging photos means listing the people in the photos by name, either partial or full. “Tagged” photos automatically link to others’ sites.
  o Keep blogging work friendly. Do not use names of co-workers, bosses, or students in a rant about a bad day at school.
  o Do not allow students into your site.
  o Do not give out personal information.
• Movies, TV programs, internet sites, reading material, etc. used at school by you for students need to comply with school district policy.

PROFESSIONAL EDUCATOR
• Maintain confidentiality.
  o Grades, test scores, reports from related services personnel (school psychologist’s reports, nurse, etc.) and information from community agencies (Department of Family Services, police department, etc.), and sensitive information shared by family members to you are confidential.
  o Disclosure of information to persons who do not have both a right and a need to know is a violation of the law.
• Respect differences: plan for inclusive groupings for instruction and other school activities.
  o Assign leadership roles equitably.
  o Be careful not to group on the basis of race, gender, family, social, or cultural background, national origin, political or religious beliefs, or disability.
  o Actively participate in and comply with Individual Educational Programs (IEP) and 504 plans.
  o Students should not be labeled based on race, gender, sexual orientation, family, social, or cultural background, national origin, political or religious beliefs, or disability. Do not undermine a student’s beliefs by criticizing, making fun of, or “subtle” sarcasm.
• Adhere to federal and state laws, professional licensure requirements, and local school policies.
• Recommend for employment only those educational professionals who have demonstrated professional and ethical behavior.
• Act with honesty and integrity in administering standardized tests.
  o Follow the directions for administering the test explicitly.
  o Do not read sections that students are required to read independently.
  o Do not lead a student to the correct answer.
  o Do not falsely answers or copy and teach to specific test items on the test.
  o Do not edit or change any student answers or results.
• Conduct financial business with integrity and by honestly accounting for all funds committed to the educator’s charge and collect and report funds consistent with the school and district policy.
• Comply with inquiries regarding investigations and hearings initiated by the Professional Teaching Standards Board.
• Provide truthful information on all documents and applications for licensure.

Wyoming Professional Teaching Standards Board

Additional References:
Wyoming Rules and Regulations Governing Licensure of School Personnel, Ch 9
(http://pbp.state.wy.us/RulesRegulations/tabid/52/Default.aspx)

Code of Ethics of the Education Profession:
http://nasa.org/aboutnasa/code.html

1920 Thomas Ave, Suite 400
Cheyenne, WY 82002
Phone: (307) 777-6261
Fax: (307) 777-8718
Website: http://ptsb.state.wy.us

Created January 2010

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Appendix 2 – ACCUPLACER, ACT & HOAE Placement Guide

INTREPETING YOUR PLACEMENT SCORES
ACCUPLACER and ACT Course Placement Guide
2016-2017

Locate your ACT or ACCUPLACER score in the chart below. The course or courses you are eligible to enroll in are listed at the far right in the corresponding Placement Level column. Your advisor can help you select the appropriate class.

<table>
<thead>
<tr>
<th>ACT Math</th>
<th>or ACCUPLACER</th>
<th>Placement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-13</td>
<td>Arithmetic 0-34</td>
<td>MATH Placement 1 Referral to Adult Education department to work on mathematical skills. You will be eligible to enroll in MATH 0903 Bridge Math once your ACCUPLACER score improves enough to meet the course entrance requirements.</td>
</tr>
<tr>
<td>14-18</td>
<td>Arithmetic 35-80</td>
<td>MATH Placement 2 MATH 0903 Bridge Math</td>
</tr>
<tr>
<td>19-20</td>
<td>Arithmetic 81-120 or Elementary Algebra 40-54</td>
<td>MATH Placement 3 MATH 0920 Elementary Algebra MATH 1515 Applied Technical Mathematics BADM 1005 Business Mathematics</td>
</tr>
<tr>
<td>21</td>
<td>Elementary Algebra 55-84</td>
<td>MATH Placement 4 MATH 0930 Intermediate Algebra MATH 1000 Problem Solving VTTK 1751 Pharmaceutical Calculations</td>
</tr>
<tr>
<td>23</td>
<td>College Level Mathematics 0-62</td>
<td>MATH Placement 5 MATH 1100 Math for Elementary Teachers I (ACT 21) MATH 1400 Pre-Calculus Algebra MATH 1450 Algebra &amp; Trigonometry</td>
</tr>
</tbody>
</table>
| 25 | College Level Mathematics 63-102 | **MATH Placement 6**  
MATH 1405 Pre-Calculus Trigonometry |
| 26 | College Level Mathematics 63-102 | **MATH Placement 7**  
MATH 2350 Business Calculus |
| 27 | College Level Mathematics 103-120 | **MATH Placement 8**  
MATH 2200 Calculus I |

**ENGLISH**

<table>
<thead>
<tr>
<th>ACT English</th>
<th>or ACCUPLACER Sentence Skills</th>
<th>CLASS PLACEMENT</th>
</tr>
</thead>
</table>
| 0-10        | 0-30                         | **ENGLISH Placement 1**  
ENGL 0620 Foundations of Grammar |
| 11-14       | 31-55                        | **ENGLISH Placement 2**  
ENGL 0630 Grammar & Writing Improvement |
| 15-17       | 56-86                        | **ENGLISH Placement 3**  
ENGL 0640 Writing Skills  
TECH 1005 Applied Technical Writing |
| 18          | 87-120                       | **ENGLISH Placement 4**  
ENGL 1010 English I: Composition |

**READING**

<table>
<thead>
<tr>
<th>ACT Reading</th>
<th>or ACCUPLACER</th>
<th>CLASS PLACEMENT</th>
</tr>
</thead>
</table>
| 0-8         | 0-25         | **READING Placement 1**  
Referral to Adult Education (AE) department to work on your reading skills. You will be eligible to enroll in HMDV 0500 Bridge Reading once your ACCUPLACER score improves enough to meet the course entrance requirements. |
| 9-20        | 26-75        | **READING Placement 2**  
HMDV 0500 Bridge Reading |
| 21          | 76-120       | **READING Placement 3**  
No reading improvement required |
### Veterinary Technology Placement Guide

#### Automatic Placement in Vet Tech Program

<table>
<thead>
<tr>
<th>Test</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT: Math</td>
<td>21 or above</td>
</tr>
<tr>
<td>ACT: Writing</td>
<td>18 or above</td>
</tr>
<tr>
<td>HOAE</td>
<td>50 or above</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Test</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUPLACER: Elementary Algebra</td>
<td>55 or above</td>
</tr>
<tr>
<td>ACCUPLACER: English</td>
<td>56 or above</td>
</tr>
<tr>
<td>ACCUPLACER: Reading</td>
<td>76 or above</td>
</tr>
<tr>
<td>HOAE</td>
<td>50 or above</td>
</tr>
</tbody>
</table>

Students with scores falling below the above categories will be considered on an individual basis by the veterinary technology staff, which may include an interview.

It is preferred that students take the HOAE exam at Eastern Wyoming College. However, arrangements may be made for off-site testing on an individual basis. For more information about the HOAE, contact the Center for Testing and Career Services at (307) 532.8288.

(HOAE -- Health Occupations Aptitude Exam)
Appendix 3 – Example Academic Advising Syllabus


Advising Syllabus 101
Tonya McKenna Trabant
Cross-College Advising Service
University of Wisconsin – Madison

What is an advising syllabus and why should it be utilized? An advising syllabus, whether used by individual advisors or by whole units, offers many benefits that can enhance our work with and for students. In addition, creating an advising syllabus can be the catalyst that leads to important explorations and questions about the role of advising on our campuses.

In essence, an advising syllabus is a tool which allows individual advisors or offices to outline the advising relationship and experience for their advisees. Use of this tool is grounded in our understanding that advising is essential to the educational mission of our institutions. On the majority of our campuses, course syllabi are a regular part of every student's classroom education. However, the role of our advisees' co-curricular experiences is not often as clearly defined even though literature indicates that student success highly correlates to activities outside of the classroom (see Cress et al., 2001, Higbee, 2002, Pascarella & Terenzini, 1991).

Advisors often help students navigate between curricular and co-curricular issues; an advising syllabus is one way we can help students close the gap between the two. For example, advisors model and teach life and professional skills that support student academic success. Additionally, advising is one of the few resources students find consistent from semester to semester; thus it is at the center of student education.

Generally speaking, most advising syllabi have eight main elements.

1. First and foremost, an advising syllabus must be relevant to the specific campus, office or advising philosophy. Some situations may call for a short two-page overview while others may require a longer, more detailed review.
2. The advising syllabus should adhere to the course syllabus guidelines used by campus faculty. It is important to use the tool in a recognizable and consistent format for students and campus stakeholders.
3. The syllabus should include a three to five sentence definition of advising and/or the advising mission statement used on campus. Some campus syllabi include historical definitions of advising (see http://www.nacada.ksu.edu/Clearinghouse/Research_Related/definitions.htm), while others use a definition crafted for their specific campus or student population.
4. Clear contact information is necessary so students can easily contact the correct advising office.
5. An advising syllabus should include a set of student expectations and/or responsibilities; when these are clearly delineated we can legitimately hold students responsible for their part of the advising relationship.
6. Likewise, an advising syllabus should include a corresponding list of responsibilities and/or expectations for advisors; if we expect to hold students accountable then we must do the same ourselves.
7. Advising syllabi should include expected outcomes of advising. Students must easily understand how advising impacts their success. These outcomes may differ widely from office to office or campus to campus, but they are an important method for communicating and measuring our impact on students' lives.
8. The final element includes tools, resources, and/or recommendations for students. For example, a syllabus can include calendars of advising events and appointment times, book or Web site recommendations, detailed location descriptions, or a blank line for advisors to personalize the syllabus with a recommendation.

Why should we define the advising relationship for our advisees? How do we communicate our expectations to them? Benefits of advising syllabi range from the discussion of large philosophical issues to the delineation of concrete, everyday ways to help students. Creation of a syllabus encourages us to write and commit to an advising philosophy and a definition of our work. Although these statements of our beliefs may not differ significantly from the departmental mission (and it is important that they not conflict), crafting of such statements is a useful way to communicate with various stakeholders. Advisees benefit from knowing how advisors define advising; parents appreciate knowing what they can and cannot expect from their child's advisor. In addition, an explicit explanation of the work of advising can be an invaluable tool to communicate with colleagues and administrators.

The U.S. worldview is predominantly western; this means that we have strong preferences for explicit, written expectations and instructions. An advising syllabus caters to this preference by collecting expectations and pertinent advising information in one uncomplicated format. Without an advising syllabus, students often are left to "figure it out" on their own; this practice means that students can overlook key information.

If we fail to share our procedures and expectations with advisees, we miss an opportunity to carve out a place for advising in the student's education. When we state a dual set of expectations, we hold ourselves and our students accountable for the appropriate parts of our relationship. If we take a developmental view of advising (see http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/dev_adv.htm), an advising syllabus can support students' active engagement in their education. Instead of simply receiving information, students are explicitly expected and encouraged to fully participate in the advising relationship. Furthermore, when we state expectations and outcomes we naturally create assessment parameters.
An advising syllabus also helps counter inappropriate expectations. Some questions that may be addressed include "Will my advisor tell me what classes to take?", "What can I talk about with my advisor?", and "How are advisors different from my high school guidance counselor?" Furthermore, since syllabi are widely used on most campuses, we benefit from the familiar format; students, faculty, and administrators recognize that syllabi define a certain experience and are educational tools.

As with any tool, advising syllabi present both benefits and challenges. While the benefits may outweigh the challenges, it is important that we actively discuss the challenges in order to reap the most benefit from an advising syllabus.

- The first challenge is that until we introduce an advising syllabus on campus, no one expects to find one.
- One logical place to distribute an advising syllabus to all advisees may not exist.
- The institutionalization of an advising syllabus may require a cultural shift in your office or campus.
- The syllabi format was designed for another purpose. As such, some of our colleagues may feel that we are inappropriately co-opting a strategy that does not fit our work. Some faculty advisors respond positively to the idea of an advising syllabus because it is a familiar format while others are alienated by our use of a classroom tool.
- Students may note that the consequences for not meeting the expectations laid out in an advising syllabus differ from the consequences for missing an exam or a class assignment. Since co-curricular experience is neither time nor evaluation bound in the same ways as a course, consequences are difficult to articulate in a syllabus.
- It can be difficult to be comprehensive in an advising syllabus; finding a balance between everything students need to know about advising and a summary of vital information is crucial.
- While the outcomes we develop for our advising syllabus can help us assess our work, it may be difficult to assess the efficacy of an advising syllabus itself. How will we know if the actual syllabus helped our students understand the outcomes and their responsibilities?

Addressing these challenges can be daunting; however, with patience and persistence we can create another beneficial way to advocate for advising and our advisees. Despite, and perhaps because of, these challenges, an advising syllabus is a worthy consideration for all advisors. Its many benefits help us create an understanding that advising is essential to the education and success of our students.

Find examples of advising syllabi currently in use in the Clearinghouse of Academic Advising Resources at http://www.nacada.ksu.edu/Clearinghouse/Links/syllabi.htm

References


**Read More About It!** Bibliography of resources addressing the topic

**For syllabus design information**

Academic Advising Syllabi via the *Clearinghouse*

**For creating student learning objectives**
Overview on how to construct student learning objectives

**Resources**
- Clearinghouse Web Resources dealing with student learning objectives
- NACADA CD and Pocket Guide

**For exploring advising as teaching related topics**


**For exploring learning outside the classroom**


For important historical views on the role of advisors as educators

Appendix 4 – Academic Release of Information Form

Eastern Wyoming College
Authorization to Release Information/Records

The Family Educational Rights and Privacy Act (FERPA) prohibits an educational institution from releasing confidential, non-directory information about a student without his/her consent. Students can waive this right for a third party, including a parent, guardian, or spouse, to have access to this information by completing written authorization, such as this form.

PLEASE NOTE: Students are not required to complete or submit this form. EWC provides this form for the convenience of our students only. Releasing any information is THE STUDENT’S decision based on his/her needs.

STUDENT INFORMATION

FULL LEGAL NAME: Last            First          M.I.                      EWC Student ID Number

Address (include apartment number)          Social Security Number (Last 4 digits)

City, State, Zip          Phone Number (Include area code)

AUTHORIZATION

I hereby authorize Eastern Wyoming College and/or its employees to release confidential information such as grades, academic progress reports, financial aid, disciplinary actions, and financial account information to the person(s)/agency(ies) listed herein. This authorization shall be considered a waiver of any and all my rights and/or privileges as provided under FERPA, as amended.

I understand that my confidential information will only be released upon receipt of a request for specific information and that I may cancel this Authorization at any time.

I authorize the following to be released (check all that apply):

[ ] Business Office          Includes student account information such as billing information, amount due, sources of payment, refund information and any other accounts receivable information

[ ] Financial Aid Office     Includes file status, award and disbursement information, Satisfactory Academic Progress status, income information, and any other information in the financial aid file

[ ] Admissions/Records       Includes application status, assessment scores, transcripts, registration/ info, grades, attendance, Academic Progress status, residency information, and any other documentation in academic record

[ ] Student Affairs          Includes disciplinary records, academic dishonesty, conduct or behavior records

[ ] All of the above

[ ] Other: _______________________

Counseling and/or disability records are considered medical records and are not covered under FERPA rules. A separate release form must be obtained to release information from those records.

Persons to whom my information may be released:

Name: _____________________________ Relationship: _____________________________

Name: _____________________________ Relationship: _____________________________

Name: _____________________________ Relationship: _____________________________

CERTIFICATION AND SIGNATURE

By signing this form, I authorize EWC to release and disclose information from my education records as specified. This authorization remains in effect until I revoke it in writing or by completing the reverse side of this form.

Student Signature: _____________________________ Date: _____________________________

Updated 6/2013
# Appendix 5 – LancerNet Online Registration Tool

## Express Registration

<table>
<thead>
<tr>
<th>Subject Session</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Term</th>
</tr>
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**Submit**
Appendix 6 – List of Majors
Appendix 7 – Example Advisee Alert Letters

Current Date

Dear _______________

You are listed as one of my on-campus advisees, and I have received an advisor alert from at least one of your instructors. Advisor alerts are issued for a variety of reasons such as: poor attendance or tardiness, failing test or course grades, or classroom behavior or attitude. The advisor alert I received was for the following class and had these additional notes:

___________________________________________________________________________

I’m sure you want to be successful in your college courses. Students sometimes have a difficult time with college classes for a variety of reasons such as: a heavy course load; outside demands on time by activities, jobs, or families; or inefficient study strategies.

Please feel free to call me and/or visit with your instructor about what you will need to do to improve your grade. For example, we have peer tutoring available in the Learning Skills Lab for many subject areas. In addition to attending class on a regular basis, one of the best things you can do for yourself is to study with a friend who is in the same class with you.

If you believe that you cannot finish the class with a successful outcome, then please be aware that the last day to withdraw from a regularly scheduled semester class with a guaranteed grade of “W” is insert current withdrawal date. If you decide to withdraw from the college course, please get in touch with the outreach coordinator to complete a “drop” card.

If you would like to call me to visit about the advisor alert, then feel free to call me at insert phone number. I would be happy to visit with you about strategies to help you finish the semester successfully.

Sincerely,

Name
Title
Dear ________________

As an off-campus student, you are one of my advisees since I work with all off-campus students. I have received an advisor alert from at least one of your instructors. Advisor alerts are issued for a variety of reasons such as: poor attendance or tardiness, failing test or course grades, or classroom behavior or attitude. The advisor alert I received was for the following class and had these additional notes:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

I’m sure you want to be successful in your college courses. Students sometimes have a difficult time with college classes for a variety of reasons such as: a heavy course load; outside demands on time by activities, jobs, or families; or inefficient study strategies.

Please feel free to call me and/or visit with your instructor about what you will need to do to improve your grade. For example, we have peer tutoring available in the Learning Skills Lab for many subject areas. In addition to attending class on a regular basis, one of the best things you can do for yourself is to study with a friend who is in the same class with you.

If you believe that you cannot finish the class with a successful outcome, then please be aware that the last day to withdraw from a regularly scheduled semester class with a guaranteed grade of “W” is insert current withdrawal date. If you decide to withdraw from the college course, please get in touch with the outreach coordinator to complete a “drop” card.

If you would like to call me to visit about the advisor alert, then feel free to call toll free, 1-800-658-3195 at extension 8346. I would be happy to visit with you about strategies to help you finish the semester successfully.

Sincerely,

Name
Title

c Appropriate Outreach Coordinator
Appendix 8 – Example Midterm Deficiency Letter

Dear Student:

MIDTERM DEFICIENCIES

Midterm Deficiencies are given by EWC instructors to those students whose grade in a class is currently at a failing level (grade of “D” or “F”). Deficiencies/grades can be checked on your LancerNet account and will be posted starting Tuesday, March 20th. REMEMBER: Not all instructors choose to post Midterm Deficiencies/grades. If you have a question regarding your current grade in a class, contact your instructor.

Please use the following “map” to check to see if you have a Midterm Deficiency for the Spring semester.

1) Login to LancerNet.
2) Click the black "MyEWC Services" tab.
3) Look to the menus on the left - click "My Grades."
4) Select the term to view (Spring, 2015), scroll to the bottom of the page.
5) Click "Submit"

Midterm Deficiencies are identified by a “DF” in the Grd 1 column (or the Midterm column).

Please call, stop by or e-mail if you become aware of students not being able to access their midterm deficiencies.

Rex

Dr. Rex J. Cogdill, VP for Student Services
% Eastern Wyoming College
3200 West C Street
Torrington, WY 82240
Phone: (307) 532-8257
Appendix 9 – Characteristics of a Good Advisor

A Good Advisor:

1. Is personally and professionally interested in being an advisor.
2. Listens constructively, attempting to hear all aspects students’ expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him or her.
4. Knows college policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered response to be made.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
8. Shares advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his or her advising role.
10. Willingly and actively participates in advisor-training programs, both initial and in-service.

“Competent Advising Requires Resources, Just as Competent Classroom Instruction Does”
Appendix 10 – How You and Your Student Advisee Should Work Together

1. The student should ..........contact and keep in touch with their advisor.
   The advisor should ..........post office hours and keep them.

2. The student should ..........make and keep appointments or call to change it.
   The advisor should ..........keep appointments or call to change it.

3. The student should ..........come with specific questions in mind.
   The advisor should ..........provide accurate and specific information.

4. The student should ..........come with their advising folder (ACCUPLACER scores, transcripts,
                          grade reports).
   The advisor should ..........keep necessary materials in a specific place (catalog, class
                          schedule, registration forms).

5. The student should ..........ask about other sources of information.
   The advisor should ..........suggest other sources of information.

6. The student should ..........be open concerning school work, study habits, academic
                          program, and other responsibilities.
   The advisor should ..........listen to the student and help solve problems.

7. The student should ..........build a schedule free of conflicts of time.
   The advisor should ..........check the student’s schedule for appropriate courses.

8. The student should ..........make decisions concerning careers, choice of majors, and
                          selection of courses.
   The advisor should ..........suggest options concerning careers, choice of majors, and
                          selection of courses.
Appendix 11 – Advisor Alert

EASTERN WYOMING COLLEGE
ADVISOR ALERT
(Instructor—Please complete this form and return to the Records Office)

Student: Home Phone: Advisor:
Course (Title, No. & Sec.) Date
Reason(s) for Advisor Alert (Check appropriate items and provide comments regarding negative performance or change):

A. ☐ Attendance:
B. ☐ Missed 3 Consecutive Classes:
C. ☐ Consistent Tardiness:
D. ☐ Assignments:
E. ☐ Quiz(zes):
F. ☐ Exam(s):
G. ☐ Participation:
H. ☐ Classroom Behavior:
I. ☐ Attitude:
J. ☐ "At Risk" Due To:
K. ☐ Other:

This form and the comments on it may be shared with the student.

Further comments:

Instructor Signature: Date:
Appendix 12 – Community Resource List

EWC Torrington Campus Resources
Academic Services: Michelle Landa 532-8260
   Admissions: Marisol Chavez 532-8230
   Counseling: Michelle Ogburn 532-8238
   Financial Aid: Susan Stephenson 532-8224
   Food Services: Laurie Mueller 532-8241
   Gear-Up: Judy Brown 532-8269
   Information: Dixie Kroenlein 532-8200
   Outreach: Mike Durfee 532-8346
   Records: Amy Smith 532-8334
   Registration: Sue Schmidt 532-8207
   Residence Halls: Kellee Gooder 532-8336
   Student Activities: Lance Petsch 532-8338
   Student Center: Elaine Rush 532-8314
   Student Services: Marisol Chavez 532-8230
   VA Representative: Amy Smith 532-8334

Doctors
   Banner Medical Clinic 532-2107
   Community Hospital 532-1818
   Goshen County Public Health 532-4069
   Medical Office Building 532-8758

Pharmaceuticals
   Community Drug 532-3060
   Shopko Pharmacy 532-1011
   Vandel Drug 532-2214

Dentists
   Family Dentistry 532-4448
   Griggs, Lance D.D.S. 532-3227
   Hartman Family Dentistry 534-1988

Optometrists
   Eastern Wyoming Eye Clinic 532-2060
   Torrington Vision Source 532-4114

Mental Health
   New Hope Counseling 532-2119
   Peak Wellness Center 532-4091

Employment
   WYO Workforce Services 532-4171

Emergency Services 9-911
   Poison Control 1-800-955-9119
   Family Violence/Sexual Assault 532-5050
   Hospital Emergency Room 532-4559
   Sheriff Office 532-4026
   Torrington Ambulance Service 532-7052
   Torrington Police 532-7001

Social Services
   Alcohols Anonymous 534-2172
   Caring and Sharing 532-2796
   Diversified Services, Inc. 532-5911
   Goshen County Ministerial Association 532-2977
   Goshen County Victim’s Assistance 532-4428
   Land of Goshen Ministries 532-3884
   Overeaters Anonymous/Alanon 532-7603
   Salvation Army 532-7181
   Veteran’s Administration 1-800-827-3188
   Wyoming Legal Service 1-877-432-9955

Family Services
   Child Care Finder 532-1122
   Department of Family Services 532-2191
   Family Care Giver Support 532-2796
   Family to Family 532-8871
   Family Violence/Sexual Assault 532-5050
   Goshen County WIC Program 532-5881
   Goshen County Youth Alternative 532-7784

Preschools
   1st Steps Christian Preschool 532-5801
   Wee Pals Preschool 532-4377
   Torrington Learning Center 532-7068

Schools
   Valley Christian School 532-3133
   Goshen County School District 532-4046
   St. Joseph Children’s Home 532-4197

Higher Education
   UW Outreach 532-8371
   Division of Vocational Rehab 532-4431
It is sometimes said that we can’t really train someone to be an advisor; it’s just “learn as you go.” While this has some validity, there certainly are things new advisors should know as they embark on this wonderful career path. The following list contains ten tips to ease the new advisor’s transition into the field or to remind veteran advisors of the things they should keep in mind when working with new colleagues.

Tip 1: Observe experienced advisors and use them as a resource.

Advisors should not be afraid to ask for help from more seasoned advisors. Few situations are completely new; there will always be another advisor who has been through something similar. Even new advisors in “one person shops” can find mentors from another college who can offer new perspectives and unbiased advice through networking across campus, at conferences, or on the NACADA new advising professionals listserv.

Tip 2: Remember That Advising is an Experiential Process.

“New advisors must realize that...the art of advising...is in large part learned in the advising chair” (Folsom, 2007, p. 13). Many advisors have little or no professional training when they enter their jobs. Advisors can use the resources available not only in their office, but across campus, and throughout the association. NACADA has a wealth of resources available to advisors online and at events. If an advisor sees a need for training from someone outside the campus, the NACADA Consultants and Speakers Service can provide assistance.

Tip 3: Set and Evaluate Professional Goals.

As a new advisor, writing in a journal can make it easier to articulate goals and gain motivation to take steps to reach those goals. Goals become a road map for the journey to excellence. Advisors should be careful not to just write down goals, but should take time to reevaluate the goals periodically and give themselves credit for goals they have attained.

Tip 4: Take Part in Professional Development Opportunities Whenever Possible.
Advisors should attend presentations available on their campus as well as local, regional, and national conferences. Memberships in state and national organizations give advisors access to resources that are otherwise unattainable (journals, online clearinghouses, etc). Advisors should challenge themselves to present and publish once they have joined these groups, starting small and working up to greater involvement. Creating and continually updating a professional portfolio is also a great way to develop and measure progress. (Find out more about professional portfolios in the NACADA Clearinghouse of Academic Advising Resources.)

**Tip 5: Know When, Where and How to Refer.**

“Seldom do new advisor training programs address the art of referral” (Jordan, 2007, p. 86). Advisors need to acknowledge their own limits and create partnerships across their own campuses. Even the most seasoned advisor should not be afraid to send a student somewhere else for help. Effective referrals help students develop self-advocacy and awareness as they obtain the most valid information (see referral tips).

**Tip 6: Advisors Must Take Care of Themselves.**

One advisor can’t do everything. Take a lunch, leave work in the office, and build breaks or down time into the schedule. Don’t wait for special occasions; take time to celebrate the little things.

**Tip 7: Find a Niche Within the Office.**

There is more to advising than helping students plan their class schedules. Brochures, newsletters and presentations must be created, Web sites need to be maintained, research on changing student populations must be undertaken, and assessments must be done. New advisors who volunteer for these crucial tasks make themselves invaluable.

**Tip 8: Stay Positive About Students and Advising.**

Advisors often receive notes of affirmation from students and coworkers; they should place these notes in their professional portfolios. Computer screens are great places for favorite quotations. Student success stories should be published on-line and in brochures and newsletters. Above all, advisors should display a ready smile and a sense of humor.

**Tip 9: Read a Variety of Books.**

There are a multitude of available reading selections within the field and outside it; check coworkers’ bookshelves, campus libraries, and on-line book lists, e.g., the NACADA Journal Book Reviews. Don’t limit reading selections to only professional books and Web sites; check out memoirs and fictional books for inspiration.

**Tip 10: Be Flexible.**
Advising is never dull. While that fact should be celebrated, it also means that a great deal of flexibility is required of professionals within the field. Advisors never know what lies on the other side of the door and thus should be prepared to change course multiple times within the work day.

Conclusion

Advising is a special field that provides us with the opportunity to make significant differences in students’ lives. Stepping into the role of advisor can be overwhelming especially when a new advisor doesn’t know where to begin. With the help of this list and the resources noted here (including the New Advisor Guidebook see), advisors can begin their careers with a feeling of confidence and positive anticipation.

Erin Justyna
Student Disability Services
Texas Tech University
erin.justyna@ttu.edu

Rebecca Daly Cofer
Student Development Specialist
Abraham Baldwin Agricultural College
rcofer@abac.edu

References


Appendix 14 – Academic Advising Tracking Sheet

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This degree requirement sheet is not a substitute for meeting with your academic advisor. The credits outlined on this sheet are the minimum for graduation from Eastern Wyoming College. Ultimately, the responsibility for fulfilling all requirements is the student’s. The EWC catalog is the final document for determining courses and requirements.
Appendix 15 – Enhancing Student Motivation

Enhancing student motivation
Steven R. Starks

Motivation is often inferred from observable behavior. When students study diligently and manage their time wisely we tend to describe them as motivated. When struggling students do not implement the advice they’ve been given to improve their academic situation, we usually label them unmotivated. This overly simplistic view of motivation fails to account for the internal processes that we cannot see.

Barriers to Enhancing Student Motivation

Academic advisors need to understand that some students may lack confidence (self-efficacy) or the skills necessary for academic success. Students may also struggle with competing motivations, wavering between multiple courses of action, each with perceived costs and benefits. It is important to acknowledge, then, that perception is not reality; it is judgment based on one’s interpretation of external events. Labeling students unmotivated amplifies these negative perceptions when, as academic advisors, we should be highlighting students’ positive intentions.

Discovering and understanding a student’s motivation is a prerequisite for enhancing it (see A Word on Motivation). Unfortunately, it is not uncommon for academic advisors to bypass this step and adopt a “cheerleading approach”, saying things like you can do it, you just gotta keep working hard, and I know that you have what it takes. These are positive messages indeed, yet they can also be verbal band-aids for significant challenges that may warrant further discussion. As Moskowitz and Grant (2009) noted, “setting specific difficult goals (e.g., write 20 pages of the book every day) is more motivating (i.e., produce better performance, higher persistence, mobilization of more effort) than urging people to do their best” (p.281).

Another ineffective method is the “salesman approach” in which academic advisors sell their students on the benefits of education prior to understanding what the student considers to be a benefit. Students who invest little time and energy into their academic pursuits are not necessarily unmotivated, they may be motivated for other things or possibly feeling discouraged. Convincing them that education will have a positive impact on their future dreams may seem irrelevant when compared to their immediate concerns. A much more effective approach is to adopt a stance of curiosity and genuine interest in the student’s experience while eliciting motivation rather than instilling it.

Techniques for Enhancing Student Motivation

“As a person argues on behalf of one position, he or she becomes more committed to it” (Miller & Rollnick, 2002, p. 21). Invite students to argue on their own behalf by eliciting self-
motivating statements. Listen carefully for statements of Desire, Ability, Reason, and Need (DARN) and reflect, affirm, and amplify them. Desire statements include words such as want, wish, and hope (e.g. I hope to start a business, I want to be a role model to my kids). Expressions of ability sound like I can, I am able to, I am going to, and I am capable. Reason statements articulate benefits (e.g. If I have a degree, then...) whereas need statements are typically expressed as strongly stated desires using words such as must, need, and have to get to.

Eliciting self-motivating statements is achieved by the following techniques:

1. **Open Questions** – Directly ask for statements of desire, ability, reason, or need (e.g. what reasons do you have for, what do you hope to achieve by earning a college degree? What keeps you going?)
2. **Elaboration** – Get details to reinforce DARN statements (e.g. How so?, Tell me more about X, give me an example of X)
3. **Querying Extremes** – Request the extremes of concerns (e.g. What is the best thing about... or what is most important about...)
4. **Looking Back** – Invite students to discuss past successes or missed opportunities (e.g. Tell me about a time you handled this issue successfully, What has prevented you from receiving promotions in the past?)
5. **Looking Forward** – Encourage students to think about the future (e.g. Talk to me about how your life will be different with a degree?, What effect do you think having a degree will have on future employment opportunities?)
6. **Exploring Goals and Values** – inquire about how a degree is connected to values or goals (e.g. What goals are you hoping to achieve with a college degree? What does your degree mean to you?)
7. **Selective Attention** – Selectively attend to DARN statements and ignore other statements (e.g. I hear you saying that you want to drop out but talk to me about the part of you that still wants a degree)
8. **Reflect Feeling** – Being emotionally invested is crucial for persistence; strategically reflect emotion to reinforce motivation to persist (e.g. I get the sense that part of you is disappointed because you really do want your degree, you seem so proud when you talk about pursuing your degree)
9. **What If** – Evoke new possibilities by asking what if questions (e.g. What if you were able to improve your writing/research/time management skills so that you could improve your grades? What do you think about that?)
10. **Combinations** – Combine multiple techniques in one (e.g. What if this was the most difficult time... and a year from now you look back on how you successfully overcame this challenging time by persevering? How would you feel about yourself?)

The Latin root word for education, educare, means to bring up, to raise, or to rear. Closely related is the Latin root word educere, meaning to bring out or bring forth what is latent or
within. The implication is that education is not a process of instilling, but rather a process of evoking or eliciting that which is already within the student (see article on minimally invasive education). Similarly, enhancing student motivation is a process of drawing out motivation from within the student rather than convincing or telling students why they should be motivated.

**Article References:**

**Suggested Reading**


**Source**
Articles from Distance Advising