



School of Education

2017-18 FULL TIME FACULTY HANDBOOK



SCHOOL OF EDUCATION
NEVADA STATE COLLEGE

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WELCOME FROM THE DEAN



Welcome to Nevada State College and the profession of preparing future educators. We are fortunate to belong to a profession where we can teach, lead, advocate, research, and be a change agent all at the same time. Thank you for joining the School of Education faculty and contributing to preparing future educators – and making a difference!

The handbook is intended to assist faculty with questions, concerns, policies and procedures needed to have a successful employment experience. You will find the SOE Mission and Core Values followed by our framework for teaching as well as information on course preparation and instruction, resources, contact information and frequently asked questions. This handbook serves as affirmation of a sincere commitment by the faculty and administrative leadership of the School of Education to promote your success. The full time faculty handbook and resources are available on the NSC website.

Welcome to NSC and to the School of Education!

Dennis E. Potthoff, Ph.D.
Dean, School of Education

Systems and Administration

Chancellor

John V. White, Chancellor

Board of Regents

Rick Trachok, Chairman
Allison Stephens, Vice Chairman
Dr. Andrea Anderson
Dr. Patrick R. Carter
Cedric Crear
Carol Del Carlo
Mark W. Doubrava, M.D.
Jason Geddes, Ph.D.
Trevor Hayes
Sam Lieberman
Cathy McAdoo
John T. Moran
Kevin J. Page

NSHE Administration

North
2601 Enterprise Rd.
Reno, NV 89512
775.784.4901

South
4300 S. Maryland Pkwy
Las Vegas, NV 89119
702.889.8426

System Institutions

College of Southern Nevada (CSN) 702.651.4000
Desert Research Institute (DRI) 702.862.5400
Great Basin College (GBC) 775.738.8493
Nevada State College (NSC) 702.992.2000
Truckee Meadows Community College (TMCC) 775.673.7000
University of Nevada Las Vegas (UNLV) 702.895.3011
University of Nevada Reno (UNR) 775.784.1110
Western Nevada College (WNC) 775.445.3000

NSC Administration

Bart Patterson, President
Dr. Vickie Shields, Provost
Dr. Anthony Scinta, Vice Provost of Academic Innovation and Student Success
Dr. Edith Fernandez, Associate Vice President of Community Engagement and Diversity Initiatives
Mr. Kevin Butler, Vice President for Finance and Business Operations
Dr. Sandip Thanki, Director of Institutional Research and Associate Professor of Physical Sciences
Dr. Andy Kuniyuki, Dean, School of Liberal Arts and Sciences
Dr. Neal Rosenburg, Dean, School of Nursing
Dr. Dennis Potthoff, Dean, School of Education

College History

As the only four-year, comprehensive public college in the state of Nevada, Nevada State College places a special emphasis on the advancement of a diverse and largely underserved student population. In this role, the college emphasizes high-quality instruction, exemplary service, engaging learning experiences, and innovation as a means to more efficient, effective outcomes in all corners of the campus. During the past ten years, NSC has achieved remarkable success in furthering its mission and core values.

➤ 1998

Political and business leaders introduced the idea of building a new four-year, taxpayer-supported state college with the primary mission of training teachers.

➤ 1999

In December 1999, the Nevada Board of Regents approved the establishment of Nevada State College (originally called Henderson State College). The idea won favor with state lawmakers because growth in student enrollment was about to overwhelm the University and Community College systems of Nevada, as a shortfall of 10,000 college seats was projected for 2010.

➤ 2000

Discussions about state college feasibility began-if funded by the 2001 Nevada Legislature; the four-year state college could begin offering classes in such high-demand areas as education and nursing by September 2001. These and more general classes likely would be taught at a temporary site while work continued on the state college campus.

The Board of Regents approved the University of Nevada, Reno as Nevada State College's sponsoring institution in May 2000.

➤ 2001

Governor Kenny Guinn recommended \$22.8 million in state funding to establish the college, \$6.8 million to open it to 1,000 full-time students in the fall of 2002, and \$16 million to help construct the first campus building.

The new site was located west of the Wagon Wheel Drive exit along U.S. Highway 95's convergence with Boulder Highway. It was noted that a former vitamin company building could be used as the college's first building and that the infrastructure that already existed on the city land would help bring down the cost of developing the entire campus site.

➤ 2002

On September 3, 2002, NSC opened its doors for the first time to 177 students for the fall semester. NSC's physical facilities opened at the Dawson Building, with three classrooms and a library.

➤ 2003

Fall enrollment in 2003 was 569 students, an increase of 222% over the initial year's enrollment during the next two years, policies and procedures were written, curriculum was refined, faculty and student government venues were defined, and marketing was instituted. Various partnerships were formed with the other Nevada higher education institutions, healthcare agencies, and the Clark County School District.

➤ 2004

The official NSC enrollment was 786, and the increase in student population was supported by additional faculty hires. The college celebrated its first commencement ceremony in May with a class of 13 graduates.

➤ 2005

In June, the Nevada Legislature appropriated approximately \$22 million in operating funds to Nevada State College, as well as \$9 million for construction of the Liberal Arts and Sciences building, the college's first permanent building.

Dr. Fred Maryanski was hired as president in February 2005 and spearheaded the formulation of a master plan for the college, focusing on private and public sector partners, as well as accreditation efforts.

➤ **2006**

NSC's enrollment continued to rise with nearly 2,000 students enrolled for classes for the fall semester.

To further meet the growing physical facility needs, NSC leased space in a new building on the corner of Basic and Water Street in downtown Henderson. Basic Road and Water Street I included classrooms, nursing labs, computer labs, and office space.

➤ **2007**

As the fall semester began, NSC ushered in a new era with the groundbreaking for a new Liberal Arts and Sciences building.

Another new building at Basic and Water Street, named Basic and Water II, opened in January 2007. This leased facility provided more space for the growing college, including additional smart classrooms, offices, and a satellite library with a 30-workstation computer lab and media center.

➤ **2008**

On March 4th, NSC celebrated its fifth anniversary as the state's first four-year public college. More than 250 community leaders and college faculty and staff gathered at the Green Valley Ranch Resort & Spa to honor the historic occasion.

The college opened its first permanent building, the Liberal Arts & Sciences Building, on its 509-acre site in August 2008. The 42,000-square-foot building had faculty offices, labs, and seven classrooms. It included five smart classrooms, four state-of-the-art science labs, one computer lab, additional computer workstations, a tutoring center, 43 offices, a conference room, and student study areas.

➤ **2010**

In July, the NSC campus and local community mourned a great loss as longtime president Fred Maryanski passed away after fighting a courageous battle against cancer.

Increasing 18% over 2009, enrollment neared a record number of 3,000 students-the largest percentage increase seen during the year within the entire Nevada System of Higher Education. NSC also increased retention by 13% to reach a record high of 67%.

NSC's Campus Master Plan was approved by the Board of Regents in 2010 and would utilize about 340 acres of the 509 for classrooms and education buildings. The other approximately 170 acres would be used for residential, retail, and commercial purposes.

➤ **2011**

In August 2011, Nevada State College received independent accreditation at the baccalaureate degree level from the Northwest Commission on Colleges and Universities.

➤ **2012**

The Board of Regents named Bart Patterson president in spring 2012.

In April, the Scorpion, NSC's official mascot, was introduced during the Henderson Heritage Parade & Festival.

Celebrating the 10th anniversary of the college, Patterson proudly bestowed degrees on a record number of graduates during the 2012 spring commencement ceremony. The college's total number of alumni leapt to over 1,500.

In its first decade of service, the college has grown to offer more than 24 majors and minors and maintains average class sizes of only 23 students. The fall 2012 semester welcomed 3,200 students to the campus.

Nevada State College Mission Statement

At Nevada State College, excellence fosters opportunity. Excellence in teaching leads to innovative, technology-rich learning opportunities that promote the acquisition of interdisciplinary knowledge and skills. Quality, affordable four-year degree programs open the door to career success and enhanced quality of life for a diverse population of students. Our graduates, in turn, foster the greatest opportunity – the promise of a stronger community and a better future for all of Nevada.

College Values and the Exchange of Ideas

The modern state college fosters the acquisition of knowledge and the distribution of newly discovered information. It enlivens curiosity, cultivates critical judgment, and encourages the contribution of its informed students to the development of American society. Nevada State College is committed to these goals and to the maintenance of an academic environment which advances the free exchange of ideas.

While prohibition of certain kinds of speech can have a chilling effect on the free and open exchange of ideas, a policy of civility and tolerance can protect the environment, which is free of intimidation to promote open debate.

Personal verbal harassment of one individual by another is uncivil behavior, which can taint or pollute the learning climate and discourage open expression of ideas on legitimate academic subjects.

The college is committed to an orderly learning environment, which protects the right of free speech and rejects personal intimidation of any kind.

Accreditation

Nevada State College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through Accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. The criteria for NWCCU Accreditation can be found [here](#).

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052 (425) 558-4224
www.nwccu.org

NEVADA STATE COLLEGE

Campus Buildings



Dawson Building (DAW)
1125 Nevada State Drive
Henderson, NV 89002



Liberal Arts and Science Building (LAS)
1300 Nevada State Drive, Building 100
Henderson, NV 89002



Nursing, Science, Education Building (NSE)
1300 Nevada State Drive, Building 200
Henderson, NV 89002



Rogers Student Center (RSC)
1300 Nevada State Drive, Building 300
Henderson, NV 89002

SOE courses are primarily held at the NSE building but due to limited space may be held at the other campus buildings. Campus maps can be located at the following link: <http://www.nsc.edu/About/Our-Campus/Directions-and-Maps/Index.aspx>

SCHOOL OF EDUCATION

Mission Statement

The mission of Nevada State College School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

Vision Statement

Teacher education and speech pathology candidates will demonstrate knowledge and skills of the profession inherent in the various discipline areas represented. Authentic experiences that emphasize the connection between content and pedagogy are essential to student's learning. The diversity of SOE candidates will reflect the changing and dynamic populations found across the state, nation, and world. Candidates will effectively integrate a variety of technologies that are both inclusive of best practice and support information gathering and communication with a variety of individuals and groups globally. Our practice will be informed by contemporary research and continuous assessment which actively involves internal and external stakeholders local and worldwide. Students and faculty will be connected with peers across the nation and in other countries to enrich their cultural and educational knowledge and bolster their respect for human differences and similarities. Students will participate in multiple opportunities to connect with families and individuals from various cultural, ethnic, academic, geographic, and professional backgrounds to enrich their own knowledge and experience. Candidates will successfully incorporate evidence-based practice, critically analyze information and resources, and creatively integrate the arts into their instructional practice. Our Northern Nevada satellite will be at the forefront of effectively using technology to develop innovative ways to meet the unique needs of those residing in rural areas.

Values

The faculty of the School of Education adheres to the NSC iTEACH Core Values:

- Innovation: We are visionaries and risk-takers.
- Teaching Excellence: We are a collaborative team, educational advocates, scholars and leaders who put students first.
- Economic Development: We are educational recruiters, community partners and fundraisers.
- Assessment: We are researchers who incorporate professional standards and best practices in our courses and who continually reflect and assess our programs.
- Customer Service: We are advisors and mentors to the community; and
- Heritage: We are committed to diversity, equitable practices and social justice.

Outcomes

Upon graduation students will attain proficiency in the following areas:

Intellectual Curiosity and Critical Thinking

Candidates will demonstrate individual pursuits of professionally relevant interests while using reasoned and reflective thinking.

Evidence-Based Practitioners

Candidates will use EBP in their professional roles.

Family and Community Engagement

Candidate will be able to apply skills that build strong relationships between school and families/communities.

Ethical Practice

Candidates will conduct themselves with professional integrity and high ethical standards.

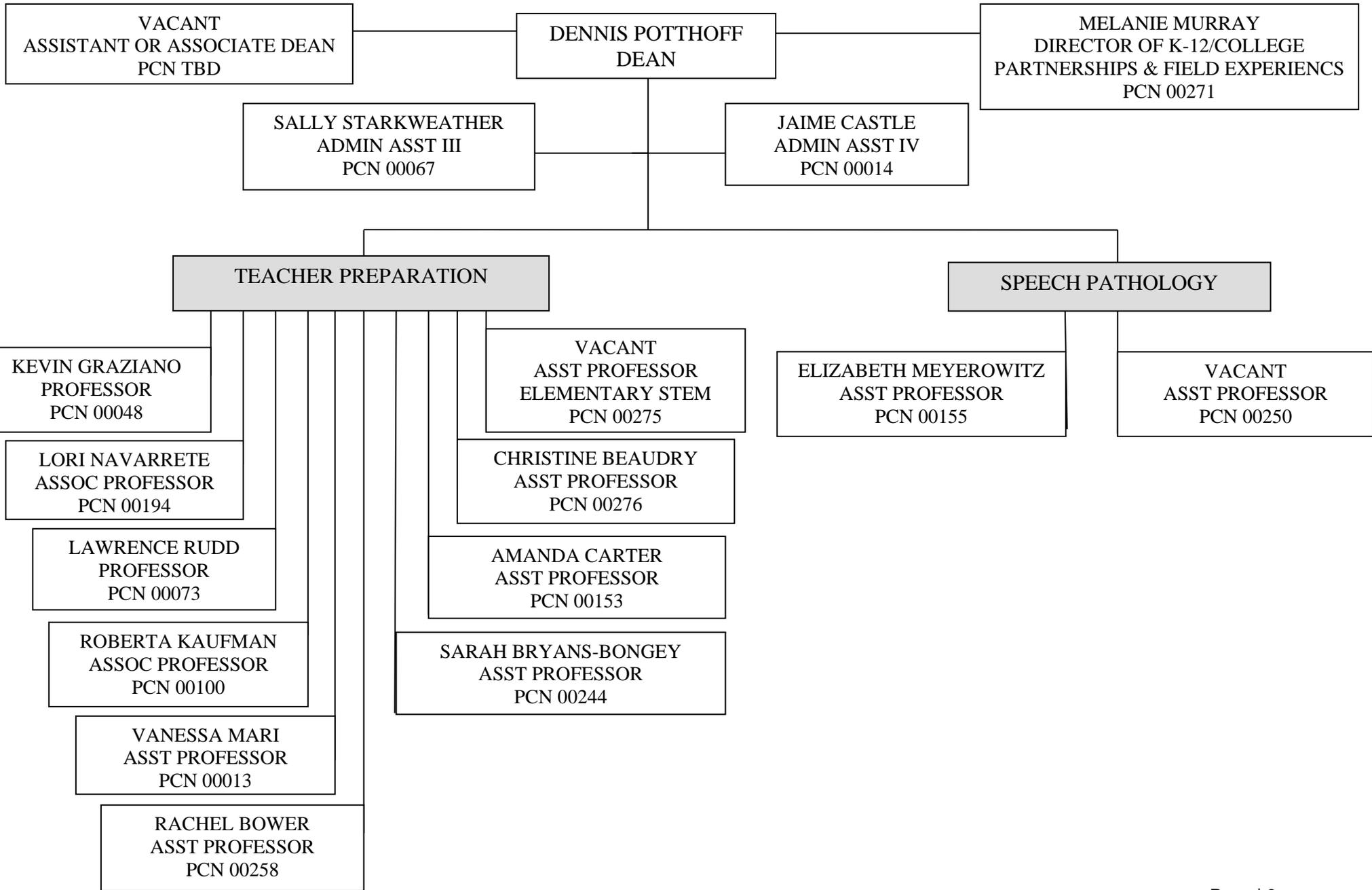
Educational Technology

Candidates will use contemporary technology to enhance instruction, learning, and communication.

Diversity

Candidate will apply skills that demonstrate their understanding of the complex dimension of diversity

NEVADA STATE COLLEGE ❖ SCHOOL OF EDUCATION



SCHOOL OF EDUCATION

Teacher Preparation Program (TPP)

Elementary Education Degrees

The School of Education offers three Elementary Education degrees. Students will be eligible for a teaching license for grades K-8, issued by the Nevada Department of Education.

- B.A. in Elementary Education
- B.A. in Elementary Education with Concentration in Bilingual Education (**ON HOLD**)
- B.A. in Elementary Education with Concentration in Special Education (K-12) (Dual Licensure)

Secondary Education Degrees

The School of Education offers five Secondary Education degrees which will prepare individuals to teach grades 7-12 in a specific content area.

- B.S. in Secondary Education with a Concentration in Biology
- B.A. in Secondary Education with a Concentration in English
- B.A. in Secondary Education with a Concentration in History
- B.S. in Secondary Education with a Concentration in Mathematics
- B.S. in Secondary Education with a Concentration in Physical Science

Post-Baccalaureate Teacher Education Program (TEP)

The School of Education offers course work leading to teacher certification in Elementary Education, Special Education, and Secondary Education for individuals who have earned their Bachelor of Arts or Science in any area. The Post-Baccalaureate Teacher Education Program does not lead to a degree. Students completing the program will need to apply for a teaching license through the Nevada Department of Education.

- Elementary Education
- Special Education
- Teaching Autism
- Secondary Education Biology
- Secondary Education English
- Secondary Education General Science
- Secondary Education History/Social Studies
- Secondary Education Mathematics

Endorsement Programs

The School of Education offers coursework that leads to teaching endorsements recognized by the Nevada Department of Education.

- Teaching English as a Second Language (TESL)
- Education Technology (minor)

Speech Pathology Program (SPP)

Speech Pathology Degree

The Bachelor of Arts in Speech Pathology has been designed to prepare students to apply for a license in Nevada to work with the school-age population.

- B.A. in Speech Pathology

Post-Baccalaureate Speech and Language Education Program (SLEP)

The SLEP program provides the opportunity for students with a bachelor's degree to earn credits towards a Nevada teaching license to teach pupils who have speech and language impairment

FACULTY EXPECTATIONS

Teaching and Course Preparation

The teaching load for full-time faculty teaching in the undergraduate program is defined as 12 credit hours each semester. Faculty may submit a request for a work-load reduction during a semester for purposes of working on other professional activities such as grant projects or innovative teaching or scholarship activities. See NSC Workload Policy on the Faculty Senate website.

Courses are scheduled on campus and off campus at other Nevada System of Higher Education (NSHE) campuses, CCSD sites, or online. Schedules of course offerings are determined in advance by the SOE administration together with faculty, in consideration of student needs and other faculty assignments.

Course Contact Hours

All in-person or hybrid courses should meet for the full amount of time apportioned by the course schedule. Hybrid courses must impart additional course content online that is equivalent to the in-person time schedule.

Office Hours

Faculty in the School of Education are required to hold a minimum of three office hours per week. All faculty are required to respond to students requests via email or phone within 24 hours.

Syllabi

A syllabus must be completed for each course and submitted to the Dean **one week prior to the first day of class for review**. The Dean will return the submitted syllabi to the faculty member with feedback and/or suggestions for revisions. It is a requirement that all faculty email the final copy of the approved syllabus to the SOE Administrative Assistant no later than the first week of each semester. The syllabi are collected for purposes of accreditation and program evaluation. All faculty **must use** the SOE master syllabus template designed for the specific course located on the X-Drive under Department Folders\School of Education\Academic Programs\Syllabi. The course description, objectives, dispositions, key performance indicators, and NSC policies must remain as indicated on the master syllabus.

Academic Calendar

Please review the academic calendar before you begin developing your course syllabus. The academic calendar can be found on the NSC website at the following link: <http://nsc.edu/4906.asp>. Please make sure you do not schedule class sessions during NSC holidays.

Textbooks and Desk Copies

Textbooks should contain current, relevant information for the course, as well as appropriate assignments and supplementary material when applicable. Textbooks should help faculty accomplish the educational objectives of a course. Faculty should exercise their expertise and professional judgment when selecting textbooks, and carefully consider the academic, professional, and ethical implications of criteria used in textbook selection.

Textbook orders are submitted online via a web survey issued by the SOE Dean's Assistant. The Dean's Assistant will email faculty the survey and deadline information each semester.

Deadlines for submission

Summer Sessions - March 1st

Fall Semester - March 15th

January mini-term/Spring Semester - October 15th

Faculty are responsible for ordering their own desk copies and reference materials. The following link will assist you in finding the websites to a variety of publishers: <http://www.directtextbook.com/publishers.php>

FACULTY EXPECTATIONS

Web Campus (Canvas): The NSC Online Course System

Web Campus (Canvas) is an internet-based system for developing and implementing on-line courses.

Username and Password for WebCampus (Canvas)

New WebCampus (Canvas) accounts are requested by the SOE Dean's Assistant and the username/password will be emailed directly to the faculty member.

Support for Online Courses

Support for WebCampus (Canvas) is provided by the Instructional Technology Department (InTech). InTech can be reached at (702) 992-2740 or by email at support@nsc.edu. Web Campus Trainings are also offered by the Instructional Technology Department.

Class Rosters

Faculty can access class rosters via WebCampus (Canvas) or via their faculty center in myNSC.

Grade Rosters

Grade rosters are loaded in myNSC by the Office of the Registrar. Each semester, the SOE Dean's Assistant will email information regarding the deadline for submission and an instruction sheet for loading grades. It is extremely important to adhere to all deadlines established by the Registrar. Failure to turn in grades by the deadline will result in completing the Change of Grade form for each student.

Student Course Evaluations

Courses are evaluated at the end of each semester. All courses are evaluated using an online course evaluation system called *EvaluationKit*. Faculty and students are sent email reminders by the Institutional Research office to prompt students to anonymously evaluate the course and give feedback to the instructor.

Instructors have the opportunity to view students' feedback once the evaluation period has ended.

Incomplete Grade Request

If the extension of an incomplete mark is approved by the instructor, an Incomplete Grade Request Form (**Appendix D**) must be completed prior to the end of the semester and signed by both the instructor and student. The form must include how the instructor would like the student to contact them once the semester has ended. An Incomplete Grade Request Form must be completed, signed and returned to the SOE Administrative Assistant by the last day of the semester. When the student completes the required coursework, the instructor will fill out the online Change of Grade Form. The form is available through the NSC Portal at <http://my.nsc.edu>. **An incomplete grade is only good for one semester following the provided course. All "I's" turn to "F's" at the end of the following semester, if an extension of an "I" is required, please contact the SOE Administrative Assistant.**

Professional Dispositions Expected of All Teacher Candidates

Teacher candidates at Nevada State College are expected to demonstrate professional behaviors. As future educators, it is expected that our students show a commitment to life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience. Students are expected to serve as role models both in the classroom and in the field. Guidelines of these expectations are provided in **Appendix D**. Upon entering the degree program, students are required to sign this form.

Teaching and Learning Center (TLC)

The SOE's Teaching and Learning Center (TLC) is located in the Nursing, Science, Education Building, room 324. The TLC includes computer workstations, juvenile literature, professional materials, videos, kits and devices, textbooks, die-cuts, butcher paper and construction paper.

FACULTY EXPECTATIONS

Marydean Martin Library

As the first “bookless” academic library in the state of Nevada, the Marydean Martin Library focuses its effort on improving outcomes for the College’s largely first-generation, diverse, and underrepresented student population. The library regularly partners with faculty on course design; enhances the affordability of course content with open educational resources; and collaborates with faculty to integrate new technology such as 3D printing services into the curriculum. The Library also has a deep collaboration with the Office of Institutional Research that has led to research findings indicating that students who use the library’s digital collections and services have improved research assignment grades, semester GPA, academic standing, and one-term retention.

The Marydean Martin Library provides many resources and services to instructors at Nevada State College:

- Requesting Items (Interlibrary Loan)
- Library Guides in Canvas
- Placing Items on Reserve
- Suggesting a Purchase
- Assignment Design
- Affordable Textbook Consultation
- Library Instruction

To request assistance with any of the above services please fill out the library service request form online at <http://nsc.edu/library/faculty/index.aspx> or contact library@nsc.edu.

Education Field Experiences

Field experiences are a requirement of all undergraduate education majors. ALL education majors in Nevada State College Teacher Preparation Program must participate in a planned series of field experiences as an integral component of their training. Field experiences begin with the first education course and culminate with student teaching. This enables pre-service teachers to receive guidance and feedback as they apply educational theory and practice in school settings in a timely fashion. Opportunities to gain first-hand experience are provided throughout the program through courses held at partnership schools, Saturday student workshops, and D arranged field work placements. Please see the Field Experience Handbook for detailed information: <http://nsc.edu/3839.asp>

Advising

Advising is one of the most important responsibilities of the teaching faculty. The School of Education faculty are required to advise a core of upper-division students and will be assigned students to advise each semester. New faculty will be paired with a mentor in the beginning to learn the policies and procedures of advising. The number of advisees assigned to a faculty member will vary across and within programs and schools.

In order to fulfill their duties, faculty mentors must:

- Make themselves familiar with the curriculum and courses necessary to meet the program requirements within the college.
- Become acquainted with the various resources available under the Student Services program and elsewhere within the College organizations.
- Maintain and post reasonable office hours, minimum of three weekly each semester, during which students may meet with them, as required, to discuss any aspect of their scholastic career, especially issues related to the student’s progress and plans for subsequent work.
- Familiarize themselves with administrative, college, and school regulations, procedures, and scheduled activities relating to the advising process.

Advising materials, degree plans and sequence of courses can be found on the X-drive under X:\Department Folders\School of Education\Advising.

FACULTY EXPECTATIONS

Procedures for SOE Faculty

When a student reaches 24 credits (Teacher Preparation) and 30-45 credits (Speech Pathology), the Academic Advising Center will encourage the student to compile and submit his/her program application, including all required documentation to the SOE.

If all program admission requirements are successfully met, the student will receive a letter from the SOE indicating their assigned faculty mentor and encouraging them to contact their advisor within 45 days. The purpose of the initial meeting is for the faculty mentor and student to meet, initiate discussion about the student's degree plan as well as for the faculty mentor to review what is missing from the student's TPP/SPP file and offer support. If the faculty mentor has not heard from the advisee within 45 days, he/she is asked to make contact with the student. After the initial meeting, the faculty mentor and student will meet once a semester for coursework advising and monitoring.

After each advising appointment and/or student contact, the faculty mentor is required to document a summary of the advising session on the student's electronic advising sheet located in their student file on the X-drive.

The faculty mentor is the first point of contact when academic or behavior issues arise and may be asked to coordinate meetings between the student and the instructors. The disposition process starts with the faculty mentor.

In addition to advising, faculty are required to read and rate TPP/SPP application essays. Assigned essays must be returned within two weeks.

SOE Faculty Advising Checklist

- _____ Faculty mentor receives an email message from the SOE Administrative Assistant with notification of newly assigned advisees.
- _____ Faculty mentor schedules a meeting with the advisee within 45 days of letter being sent. Contact is initiated by student. Faculty will follow up if student does not make contact in 45 days.
- _____ Faculty mentor, together with the student, reviews and maps out the student's degree plan. Faculty mentor documents a summary of the advising session on the advisee's status sheet in their student file located in the X-drive. Student should leave meeting with a copy of his or her map of the degree plan.
- _____ Faculty mentor reminds student about student teaching or speech pathology practicum and graduation deadlines. Students that intend to complete student teaching or practicum in the fall semester must apply by March 1st and those planning to complete their student teaching or practicum in the spring semester must apply by September 15th. All students must apply for graduation at least two semesters before his or her anticipated graduation date.
- _____ Faculty mentor must meet with each student teaching or practicum candidate to complete the advisor review sheet to meet the required deadlines. In addition to the advisor review, advisors must remind students about important fingerprinting dates/deadlines. Fingerprints are only valid within 6 months of the student teaching or practicum start date.

EMPLOYMENT AND ACADEMIC POLICIES AND PROCEDURES

Workload Policy

Per the NSHE Faculty Workload Guidelines, "...all instructional faculty members are expected to teach; develop curriculum; conduct other instructional activities including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities. In addition, academic faculty are expected to conduct scholarly research or creative activity". It is recognized that "faculty workload cannot and should not be measured solely by the time spent by the faculty member in the classroom."
http://nsc.edu/files/facultySenate/docs/20090818_Policy_Academic_Workload.pdf

Compensated Outside Professional Services

Faculty members are required to obtain pre-approval from the Dean to participate in outside professional services and must self-declare any outside compensated professional services for required external reporting. Definitions and guidelines regarding compensated outside professional services may be found under Board of Regents Policy Title 4, Chapter 3, Section 9:
[http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV274\(2\).pdf](http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV274(2).pdf)

Faculty Senate

The NSC Faculty Senate is a representative group of elected faculty that serves the Nevada State College community by advising the president of the college on matters of policy and procedure.

Mission

We seek to improve the quality of faculty and student life, to foster better communication between administration and faculty, and to facilitate organizational learning.

Our backbone principles of shared governance allow the members of this organization to act as the voice for all faculty members in college-wide decision making processes.

Our efforts also represent NSC in collaborative projects with the greater community.

The Faculty Senate strives to be an inclusive and influential lobbying body that strongly advocates for the advancement of faculty endeavors, that is embedded in the culture of NSC, and that has a recognizable state and national presence.

We are here to serve, not just the college community as a whole, but for the betterment of our student body.

Vision

The Faculty Senate is a representative group of elected faculty that serves the NSC community by advising the president of the college on matters of policy and procedure. We strive to be an inclusive and influential lobbying body that strongly advocates for the advancement of faculty endeavors, that is embedded in the culture of NSC, and that has a recognizable state and national presence.

For more information about the NSC Faculty Senate, visit: <http://nsc.edu/faculty-senate/index.aspx>.

EMPLOYMENT AND ACADEMIC POLICIES AND PROCEDURES

Academic Freedom

NSHE Code, Title 2, Chapter 2

[http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV274\(2\).pdf](http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV274(2).pdf)

Section 2.1 Declaration of Policy

- 2.1.1 Higher Education and the Common Good.** Institutions of higher education are conducted for the common good and not to further the interest of either the individual member of the faculty or the institution. The continued existence of the common good depends upon the free search for truth and knowledge and their free exposition.
- 2.1.2 Academic Freedom.** Academic freedom is essential to these purposes and is applicable to both teaching and research. Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning. Freedom in research is fundamental to the advancement of truth and knowledge. A member of the faculty has freedom and an obligation, in the classroom or in research, to discuss and pursue the faculty member's subject with candor and integrity, even when the subject requires consideration of topics which may be politically, socially or scientifically controversial. In order to ensure the freedom to seek and profess truth and knowledge, as stated in Section 2.3 of the Nevada System of Higher Education Code, the faculty member, as defined in Section 2.2 of this chapter, shall not be subjected to censorship or discipline by the Nevada System of Higher Education on grounds that the faculty member has expressed opinions or views which are controversial, unpopular or contrary to the attitudes of the Nevada System of Higher Education or the community.
- 2.1.3 Academic Responsibility.** The concept of academic freedom is accompanied by the equally demanding concept of academic responsibility. A member of the faculty is responsible for the maintenance of appropriate standards of scholarship and instruction.
- 2.1.4 Acts Interfering with Academic Freedom.** The Nevada System of Higher Education is committed to the solution of problems and controversies by the method of rational discussion. Acts of physical force or disruptive acts which interfere with Nevada System of Higher Education activities, freedom of movement on the campuses or freedom for students to pursue their studies are the antithesis of academic freedom and responsibility, as are acts which in effect deny freedom of speech, freedom to be heard and freedom to pursue research of their own choosing to members of the faculty or to invited guests of the Nevada System of Higher Education.

(B/R 4/02)

Section 2.2 Applicability

Academic freedom is the right of all members of the faculty, part-time or full-time, including graduate assistants and fellows, in the Nevada System of Higher Education. Academic freedom is also extended to the invited guests of the Nevada System of Higher Education.

(B/R 4/02)

Section 2.3 Freedoms and Responsibilities

- 2.3.1 Freedom in Research.** A member of the faculty is entitled to full freedom in research and in the professional publication of the results, subject to the satisfactory performance of the faculty member's other academic duties.

EMPLOYMENT AND ACADEMIC POLICIES AND PROCEDURES

- 2.3.2 Freedom to Publish.** A member of the faculty is entitled to full freedom to publish literary, academic, technical or other noteworthy works as required in the performance of the faculty member's duties and/or obligations to the Nevada System of Higher Education.
- 2.3.3 Freedom in the Classroom.** A member of the faculty is entitled to freedom in the classroom in discussing a subject, but the faculty member should be careful not to persist in discussing matters, which have no relation to the subject taught.
- 2.3.4 Faculty as Citizens.** A member of the faculty is a citizen of the community, a member of a learned profession and an employee of an educational institution. A faculty member speaking, writing or acting as a citizen shall be free from institutional censorship or discipline.
- 2.3.5 Obligations and Responsibilities.** The special position of a member of the faculty imposes special obligations and responsibilities. As a person of learning and an employee of an educational institution, a faculty member should remember that the public may judge the profession and the institution by the faculty member's utterances and acts. Therefore, a faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others and should indicate clearly that the faculty member is not an institutional spokesperson.

(B/R 4/02)

Annual Performance Evaluation

Performance evaluations for academic faculty are conducted each spring by the Dean for the previous calendar year. The areas of evaluation include teaching, scholarship, and service. Faculty will receive a rating of excellent, commendable, satisfactory or unsatisfactory in each area. One of the purposes of the annual performance evaluation is to provide constructive, developmental feedback to the faculty member.

The Dean will observe each faculty member during a class session, at least once a semester. A rubric will be used during observation of in-person classes. The observation form can be found in **Appendix A**. The Dean will have access to all online WebCampus (Canvas) courses for a more complete review of each course. In addition, each faculty member is required to have a peer observe him or her teaching during a class session, at least once a year, and provide feedback in writing. The peer evaluator can be of any rank and in any discipline; the faculty member being observed should provide a rationale as to why the peer was chosen to observe his or her course.

As a part of the evaluation discussion, the Faculty Member must submit the following documents to the Dean in advance of the evaluation meeting. These documents will not be attached to the signed evaluation and will not be placed in the official personnel file in the Office of Human Resources.

- Current Vitae/Resume
- Personal Statements
- Must include a two page narrative per area (teaching, scholarship, service) that indicates the progress towards previously established goals
- Any other lines of evidence as directed by the Dean
- Teaching Evaluations
- Previous Year's Goals (if available)
- Proposed Goals for the Upcoming Evaluation period
- Goals for the upcoming year will be discussed and finalized with the Evaluator
- Peer Evaluation.

EMPLOYMENT AND ACADEMIC POLICIES AND PROCEDURES

Promotion and Tenure and Third Year Review

Promotion and Tenure

Full-time academic faculty in Assistant, Associate, and Professor positions at Nevada State College shall be eligible for tenure and/or promotion as applicable. Tenure-track faculty must apply for tenure no later than the beginning of their 6th academic year.

In order to achieve tenure and promotion to Associate Professor, the applicant must receive an “excellent” in teaching, determined during the P&T process, as well as a minimum of “satisfactory” in areas of scholarship and service to achieve tenure. In order to achieve promotion to rank of Professor, the applicant must receive a rating of “excellent” in the area of teaching as well as a “commendable” in either scholarship or service.

Faculty members may obtain information about NSHE Promotion and Tenure (NSHE Code, Title 2, Chapter 7) at the following link:
[http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV274\(2\).pdf](http://system.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Handbook/COMPLETEHANDBOOKREV274(2).pdf)

Additional policy and template information can be found on the NSC Policy website at:
<http://nsc.edu/provost/policies/index.aspx>

Third Year Review

During the third year, the Assistant Professor will complete a more comprehensive third year evaluation in addition to her or his annual review. The candidate will submit an Application for Third Year Review, including an electronic portfolio with supporting documentation. The Dean will review the application and meet with the faculty member to discuss his or her progress toward tenure and make recommendations, as appropriate. The Dean may choose to include other members in the review process. The candidate will receive a letter from the Provost regarding his or her progress toward tenure.

If the Dean deems the progress toward tenure is not satisfactory, the Dean may recommend remediation or recommend non-reappointment. When the likelihood of meeting tenure standards is negative, the member shall be notified in accordance with policy outlined in the NSHE Code.

Employee Self Service (ESS) System

The ESS system allows employees to view and update their own information. Faculty will need to **register** for an account through Employee Self-Service (ESS) at <https://mustang.nevada.edu/hrip/nsclg.htm>. Faculty will need their employee ID (listed on the employment contract or pay stub) and their PIN number to register. The PIN number is mailed to the employee’s home address shortly after they are hired. If faculty need their PIN number, they will need to contact the NSC Office of Human Resources at 702-992-2320

Payroll records:

- View W-4 tax information
- Print W-2 tax forms
- View check stubs and advices

Direct Deposit:

- Initiate direct deposit
- Manage current direct deposit

Personal Information:

- Update address
- Add emergency contact
- Add alternate address

Employee Records:

- View employment status (hire date, tenure status and retirement)

Pay Periods and Direct Deposit

Faculty are paid once a month, on the first working day of the month. If the first day of the month falls on a weekend or holiday, the faculty will be paid on the next working day. Direct deposit instructions will be provided by the SOE Administrative Assistant. Paper paychecks are no longer available.

ADMINISTRATIVE INFORMATION

NSC Portal

NSC has created single portal at <http://my.nsc.edu> that allows faculty to access multiple systems in one location. Within the portal faculty will have access to WebCampus (Canvas), myNSC, email, network storage files, Employee Self Service and much, much more.

Email

All faculty are provided with a Nevada State College email account. This system is maintained by the Office of Information technology. Faculty are required to use this account as their primary email contact. The email account can be accessed through Microsoft Outlook loaded on their computer workstation. It can also be accessed at home through the NSC Portal.

Please note that your NSC email account is for work/professional use only. It is highly recommended that faculty utilize WebCampus (Canvas) email, instead of NSC email, to correspond with students in their semester classes. Private student email accounts are inconsistent and not secure for relaying course work information. WebCampus (Canvas) email is the best method.

Network Storage

All faculty receive 2GB of network storage titled "My Documents" on their computer workstation. The "My Documents" folder is backed up by the network and is only seen by the faculty member.

The School of Education utilizes a shared drive referred to as the "X drive". The "X drive" is a series of shared folders visible to all SOE faculty and staff and is the primary file storage system for SOE. If a faculty member is looking for something most likely it will be found on the "X drive"!

When off campus, faculty can access all drives via the NSC Portal.

Office Keys

Once employment at NSC has begun the faculty member will be given a key to their office and building key fob. The key fob will give access to the NSE classrooms. If keys are ever lost or stolen, please contact the SOE Dean's Assistant immediately.

Phone and Long Distance Codes

Once employment at NSC has begun the faculty member will be assigned a phone number and long distance code. A long distance code is necessary to place long distance calls from the college. **DO NOT SHARE LONG DISTANCE CODES.** We are required to audit phone bills.

Mailboxes and Out-going Mail

Faculty mailboxes are located in the SOE copy room in the NSE building, office 304. It is requested that faculty check their mailboxes at least once per week.

Also included with faculty mailboxes are slots for out-going intercampus mail and for mail going off campus. Mail is picked up daily in the afternoon and taken to the NSC mailroom to be metered.

Technology

Faculty members will receive a computer, monitor, keyboard, mouse, and mouse pad. FLIP cameras, headsets and webcams are also available to faculty members.

Copying

The SOE copy machine is located in the NSE building break out area next to office 347. An additional copy machine is located in the SOE Dean's Suite.

All faculty members are responsible for making their own course copies. We encourage faculty to post things to WebCampus (Canvas) as much as possible in an effort to reduce copy costs and the consumption of paper on campus.

If you ever have problems with a copy machine, please contact the SOE Administrative Assistant.

ADMINISTRATIVE INFORMATION

Office Supplies

The SOE stores standard office supplies including dry-erase markers, folders, pens, post-its, etc. Each faculty office will be stocked with a variety of supplies. If additional supplies are needed please see the SOE Administrative Assistant.

Business Cards

The SOE Dean's Assistant will purchase business cards on the faculty's behalf. A business card proof will be provided to determine how name, title, etc., will appear.

Faxes

A fax machine is available in office 311 of the NSE Building. Faxes must be business related.

Room Requests

Events and Meetings: Faculty needing to request a room for a meeting, event, or other single-use/specific purpose, will need to contact the SOE Dean's Assistant or the Administrative Assistant.

Classes: Faculty having difficulties with assigned course space and need to request a room change, please contact the SOE Dean's Assistant

Please do not change classrooms for assigned course sections without approval.

Break room

A fridge and microwave are located in the break room of the NSE building, room 351.

Vending machines are available on the 2nd and 3rd floor of the NSE Building. The Rogers Student Center has a food court available to faculty, staff and students.

Security

Nevada State College's mission is to promote a safe and secure campus community. Working cooperatively through an interlocal agreement, the University of Nevada, Las Vegas Department of Police Services provides the primary line of protection and security to the NSC campus in order to help achieve this goal. UNLV police officers are full-fledged Category 1 peace officers who've undergone a 22-week, 750-hour Nevada Peace Officers Standards and Training (POST) program as well as 560 hours of field training. Similar to Henderson Police, UNLV Police possess full law enforcement authority, such as the right to carry firearms and make arrests.

Nevada State College has security protection 24 hours per day and 7 days per week. Through a contract with the UNLV Department of Police Services, law enforcement services are provided to NSC's campus community. UNLV Police actively patrol the NSC campus seven days per week: Monday through Friday, 7:00 a.m. – 11:00 p.m. and Saturday through Sunday, 7:00 a.m. – 7:00 p.m. The Henderson Police Department assists UNLV Police outside of these hours until a UNLV Police officer can relieve them. The college also contracts with Allied Barton for additional daytime security services as well as for coverage overnight. For police assistance in the case of an immediate emergency or crime in progress, dial 911 from a campus landline or 702-895-3669 from a cellphone. For non-emergency situations, call 311 from a campus landline or 702-895-3668 from a cellphone.

NSC Website

The NSC website is a valuable resource for faculty. A great deal of information can be found on the website at <http://www.nsc.edu>. The School of Education has its own web pages located at <http://nsc.edu/education>. On the SOE website faculty members can find the degree and program outlines and sequences, program admission requirements, student teaching/practicum requirements, student resources, etc.

Faculty ID Card

Faculty can obtain an ID card through the NSC Library located at the Rogers Student Center.

SOE FACULTY AND STAFF

Administration

Dennis Potthoff, Ph.D.

Dean of Education
Location: NSE Building, Office 306
Phone: (702) 992-2525
Fax: (702) 992-2516
Email: dennis.potthoff@nsc.edu

Vacant

Assistant or Associate Dean of Education
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Phone: (702) TBD
Fax: (702) 992-2516
Email: TBD

Staff

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Director of K-12/College Partnerships and Field Experiences
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Sally Starkweather

Administrative Assistant
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Teacher Preparation Faculty

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Lawrence Rudd, Ph.D.

Professor
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Amanda VandeHei, Ph.D.

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Speech Pathology Faculty

Beth Meyerowitz, Ed.D. CCC-SLP

Assistant Professor
Speech Pathology
Location: NSE Building, Office 343
Phone: (702) 992-2534
Fax: (702) 992-2516
Email: elizabeth.meyerowitz@nsc.edu

Vacant

Assistant Professor
Speech Pathology
Location: NSE Building, Office TBD
Phone: (702) TBD
Fax: (702) 992-2516
Email: TBD

APPENDICES

APPENDIX A: Faculty Observation Form

APPENDIX B: Incomplete Grade Request

APPENDIX C: Professional Dispositions



Course Observation (In Person)

- Dean Evaluation
- Faculty/Peer Feedback
- Instructor Observation

Instructor: _____ Date of Observation: _____
 Observer: _____ Course: _____
 Observation start time _____ End time _____

All in-person SOE Courses are required to include and use the following four components in WebCampus: syllabus, “Ask the Instructor” component on the discussion board, assignment drop box linked to the grade book, and the mail tool.

Performance Levels:

- Level 4: Performance exceeds standards consistently at a distinguished level.
- Level 3: Performance meets standards and may occasionally exceed standards.
- Level 2: Performance approaches standards and/or does not consistently meet standards.
- Level 1: Performance is below standards and is not satisfactory.

I. PLANNING

Criteria	Performance Level	Not Observed	Comments/Feedback/Suggestions
Syllabus includes objectives that reflect desired learning outcomes, a key performance assignment and policies included on the SOE template.			
WebCampus includes the following four components: <ul style="list-style-type: none"> ▫ syllabus, ▫ “Ask the Instructor” component on the discussion board ▫ assignment dropbox linked to the gradebook ▫ usage of the mail tool. 			
A detailed course schedule outlines the topics and activities presented throughout the course.			
Instructor is prepared with the necessary materials.			

II. MANAGEMENT

Criteria	Performance Level	Not Observed	Comments/Feedback/Suggestions
Involves all students in active participation & calls on students equitably.			
Manages and maximizes the amount of time available for instruction, starts and ends class on time and effectively transitions the class through activities to maintain engagement.			
Manages classroom procedures and organization of physical space.			
Requires students to maintain and display the behaviors outlined on the SOE dispositions.			

III. PEDAGOGY, INSTRUCTION, AND DELIVERY OF CONTENT

Criteria	Performance Level	Not Observed	Comments/Feedback/Suggestions
Provides resources to effectively convey and support course concepts.			
Uses a variety of grouping methods for active learning.			
Possesses the necessary core content knowledge.			
Uses multiple methods, strategies, activities or exercises to allow students to apply and synthesize skills and concepts.			

Uses technology to supplement instruction, i.e. Elmo, LCD, WWW, and Promethean Board, Flip cameras.			
Selects/designs and implements a variety of effective informal and formal assessment strategies to inform students of their learning.			

IV. PROFESSIONALISM

Criteria	Performance Level	Not Observed	Comments/Feedback/Suggestions
Grades and provides students with specific feedback on assignments in a timely manner.			
Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a positive classroom atmosphere of collegiality and respect.			
Respectfully and promptly replies to student emails and concerns.			
Collaborates with part-time colleagues using the PTI Mentoring Center.			
Adheres to SOE deadlines and responds to NSC employee emails.			

Additional Feedback:

Instructor Response to Evaluation:

--

Instructor Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

INCOMPLETE GRADE REQUEST FORM
SCHOOL OF EDUCATION
NEVADA STATE COLLEGE

Student Name: _____ ID Number: _____

Address: _____

Phone Number: _____ Email Address: _____

Course Prefix, Number, and Title: _____ Semester: _____

Student Completes This Section

Note: (1) Your progress in a course must have been satisfactory (passing) before you found it necessary to request an incomplete grade; (2) The circumstances leading to your request must have been beyond your control; and (3) You will be required to provide documentation in order to justify your request.

I request that I be assigned an "Incomplete" (I) for the course indicated above. My reasons for the request are (Write on back if additional space is needed.):

(Note: It is not necessary to register for the course again.)

Instructor Completes This Section (Write on the form or attach additional sheets if necessary.)

1. Description of work to be completed (indicate after each item the date work is due):

All coursework must be completed and submitted to the instructor on or before: _____

If course work is not completed by the above specified date, this agreement authorizes the registrar to verify the final grade as: _____

Marks of "I" are automatically changed to "F" if they are not made up by the last day of the next regular semester (Summer Session excluded).

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Instructor email address for correspondence regarding removal of this incomplete grade: _____

Policy on Incomplete Grades as Stated in the NSC Catalog 2012/13

"I" is a neutral mark and represents incomplete. An "I" is given when a student is performing passing work, but for some uncontrollable reason is unable to complete the course requirements during the instructional period. "I" mark is excluded from grade point average computation. Nonattendance, poor performance or requests to repeat the course are unacceptable reasons for issuance of the "I" mark. When the student's request for an incomplete mark is deemed acceptable, the instructor is required to indicate the specific work that is necessary to complete the course. *Marks of "I" are automatically changed to "F" if they are not made up by the last day of the next regular semester (Summer Session excluded).* Students are not permitted to graduate with an outstanding incomplete mark issued under this policy. The extension of an incomplete mark for one semester must be requested and approved by the instructor. The instructor will need to notify the Office of Admissions & Records at least two weeks before the end of the semester in which the approved "I" mark expires. Students may make up incomplete marks by completing outstanding course requirements before the end of the next regular semester. The requirements must be submitted to the student's instructor, who is responsible for reporting the final grade and acquiring the approval of the Academic Director. The written approvals must appear on the Grade Change Form before the form can be filed with the Office of Admissions & Records.

DISTRIBUTION:

Original to School of Education

Copy to Student

Copy to Instructor



**Nevada State College
School of Education
Professional Dispositions Expected of All Teacher Education
and Speech Pathology Program Candidates**

Teacher and Speech Pathology candidates at Nevada State College are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective teachers and SLP's. The candidate shows a disposition toward and commitment to each of the following:

1. Maintains a positive attitude during class, field work, clinical settings and all other educational environments.
2. Is punctual to and attends the duration of class, field work assignments, therapy sessions and scheduled meetings.
3. Is honest, trustworthy, and respectful in communications and interactions with others.
4. Demonstrates ethical behavior and maintains confidentiality regarding student information and communications.
5. Online discourse and participation in classroom discussion are respectful, tolerant of, and responsive to ideas and views of others.
6. Looks for solutions to problems versus engaging in a pattern of negative behavior.
7. Provides equitable learning opportunities for all students, for example, student does not dominate class discussions and/or instructor's time.
8. Communication and/or actions do not discriminate against any group.
9. Appearance, grooming and personal hygiene are appropriate for working in the school setting.
10. Uses constructive feedback from instructor or peers to improve skills.
11. Appropriate interaction with school age children during field work and student teaching.
12. Uses sound judgment and thoughtful decision making with consideration of the consequences.
13. Collaborates with peers to improve overall learning of students
14. Takes initiative and responsibility for one's own learning.

I understand that I must adequately and consistently demonstrate these dispositions in order to maintain my good standing in the Teacher Preparation or Speech Pathology Program at Nevada State College.

Printed Name: _____ Student ID #: _____

Signature: _____ Date: _____

Updated 3/1/13

SCHOOL OF EDUCATION

Process for Reporting and Processing Dispositional Deficiencies

Any Instructor who becomes aware of Disposition Deficiency during a course will follow these procedures: (Form available in Field Experience and Student Teaching Handbooks and on www.nsc.nevada.edu/teaching)

- Complete Candidate Disposition Deficiency Form (DDF) describing the behavior.
- Meet with the candidate to discuss the behavior and obtain candidate signature.
- Add comments to the form summarizing the conference and record the date.
- Submit the form within three (3) working days of the conference with the candidate to the School of Education (SOE) Administrative Assistant.

All School Mentors

Students in a field experience and student teaching follow the above procedures: (Form available in Field Experience and Student Teaching Handbooks (website link) and submit the DDF to the candidate's College Supervisor at the conclusion of the conference.

The following sequence is followed regarding dispositional deficiency notification:

Level 1

- Request student sign form and discuss concerns.
- Additional infractions in any dispositional area results in movement to next level
- Provide the student with a copy of this form which explains the processing steps.
- Submit the form to the SOE Administrative Assistant for further processing.

Level 2: Upon receipt of a **SECOND** Deficiency form for the candidate,

- Contact the candidate within five (5) working days to schedule a conference, at which time a remediation plan may be developed, if necessary, at the discretion of the advisor.
- Following the conference, date and summarize the conference and remediation plan (if developed) as an addition to the form and submit to the SOE Administrative Assistant for further processing.

Level 3: Upon receipt of a **THIRD** Deficiency form for the candidate,

- Contact the student within five (5) working days to schedule a conference, at which time the candidate's progression in the program will be reviewed along with the written agreement signed by the candidate. At this time the candidate will be advised that a recommendation for the candidate's removal from the teacher preparation program will be sent to the Dean and the Dean will be included in the conference. The candidate will also be advised that he or she has the right to prepare and deliver a written response to the Dean within fourteen (14) days for consideration along with the recommendation.
- Ask the candidate to sign a statement that he or she is aware of the information being sent to the Dean although he or she may not necessarily agree with it.
- Forward copies of all documentation regarding Dispositions for the candidate (including the form indicating awareness of the process) to the Dean along with a copy of the "Removal Recommendation" form to the Dean within 24 hours of the meeting.
- Involve Associate Vice Provost of Enrollment Management in dismissal decisions.

The Dean will take the following actions upon receipt of the "Removal Recommendation" form

- Review all information sent
- Read carefully any written response submitted by the candidate.
- Meet with the candidate and the adviser and designated faculty member within fourteen (14) days of receipt of the RRF form to review all information and make a decision.
- Direct one of the following actions be taken: continuation of the candidate in the program; removal from the program; or insufficient evidence on which to make a decision (in which case the candidate continues in the program)
- The Candidate may further appeal to the Provost within fourteen (14) days of receiving the decision from the Dean

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Level One Reporting Process:

- Request student sign form and discuss concerns. Additional infractions in any dispositional area results in
- Provide the student with a copy of this form which explains the process.
- Submit the form to the SOE Administrative Assistant for further processing.

Level One Disposition Deficiency Form

Please print

Date: _____

Instructor/Cooperating Teacher/Supervisor: _____

Teacher or Speech Pathology Candidate: _____ ID #: _____

Please rate (circle) the consistency of the candidate's behavior in demonstrating each disposition by circling your rating on the following basis:

- C - **Consistent:** The candidate's behavior consistently demonstrates this disposition.
- I - **Inconsistent:** The candidate's behavior is inconsistent in demonstrating this disposition
- D - **Deficient:** The candidate does not demonstrate this disposition. (If a disposition is rated Deficient, A Disposition Remediation Form must be submitted.)

C	I	D	1. Maintains a positive attitude during class, field work, clinical settings and all other educational environments.
C	I	D	2. Is punctual to and attends the duration of class, field work assignments, therapy sessions and scheduled meetings.
C	I	D	3. Is honest, trustworthy, and respectful in communications and interactions with others.
C	I	D	4. Demonstrates ethical behavior and maintains confidentiality regarding student information and communications.
C	I	D	5. Online discourse and participation in classroom discussion are respectful, tolerant of, and responsive to ideas and views of others.
C	I	D	6. Looks for solutions to problems versus engaging in a pattern of negative behavior.
C	I	D	7. Provides equitable learning opportunities for all students, for example, student does not dominate class discussions and/or instructor's time.
C	I	D	8. Communication and/or actions do not discriminate against any group.
C	I	D	9. Appearance, grooming and personal hygiene are appropriate for working in the school setting.
C	I	D	10 Uses constructive feedback from instructor or peers to improve skills.
C	I	D	11. Appropriate interaction with school age children during field work and student teaching.
C	I	D	12. Uses sound judgment and thoughtful decision making with consideration of the consequences.
C	I	D	13. Collaborates with peers to improve overall learning of students.

I understand that it is my responsibility to address these concerns immediately or it will result in a level two disposition.

Teacher Candidate Signature: _____ Date: _____
(Indicates awareness, not necessarily agreement)

Instructor/Cooperating Teacher/Supervisor Signature: _____



Level 2 Disposition Deficiency Form

Instructor/Cooperating Teacher/Supervisor: _____

Date of Conference: _____

Teacher Candidate: _____

ID number: _____

Please Check Dispositional Area/areas of Concern

- D 1. Providing equitable learning opportunities for all students
- D 2. Promoting achievement of students at all levels
- D 3. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- D 4. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
- D 5. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
- D 6. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- D 7. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
- D 8. Collaborating with other professionals to improve the overall learning of students
- D 9. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
- D 10. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
- D 11. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
- D 12. Participating in professional growth activities within and outside the school
- D 13. Maintaining the standards of confidentiality regarding student information and communications
- D 14. Using sound judgment and thoughtful decision making with consideration of the consequences

Please describe the behavior and or language indicating deficiency (attach a separate sheet to this form)

Signatures:

Teacher Candidate: _____ (Indicates awareness not necessarily agreement)

Instructor/Cooperating Teacher/Supervisor: _____



Level 3 Disposition Deficiency Form

Instructor/Cooperating Teacher/Supervisor: _____

Date of Conference: _____

Teacher Candidate: _____

ID number: _____

Please Check Dispositional Area/areas of Concern

- D 1. Providing equitable learning opportunities for all students
- D 2. Promoting achievement of students at all levels
- D 3. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- D 4. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
- D 5. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
- D 6. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- D 7. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
- D 8. Collaborating with other professionals to improve the overall learning of students
- D 9. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
- D 10. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
- D 11. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
- D 12. Participating in professional growth activities within and outside the school
- D 13. Maintaining the standards of confidentiality regarding student information and communications
- D 14. Using sound judgment and thoughtful decision making with consideration of the consequences

Please describe the behavior and or language indicating deficiency (attach a separate sheet to this form)

Signatures:

Teacher Candidate: _____ (Indicates awareness not necessarily agreement)

Instructor/Cooperating Teacher/Supervisor: _____



Level 4 Disposition Deficiency Form

Instructor/Cooperating Teacher/Supervisor: _____

Date of Conference: _____

Teacher Candidate: _____

ID number: _____

Please Check Dispositional Area/areas of Concern

- D 1. Providing equitable learning opportunities for all students
- D 2. Promoting achievement of students at all levels
- D 3. Understanding and involving a wide variety of resources in the school, family, culture, and community to facilitate student learning
- D 4. Seeking out, developing, and implementing the most appropriate methods to meet the diverse learning needs of the students
- D 5. Developing students' skills as problem-solvers as they progress toward becoming independent, self-directed learners
- D 6. Life-long learning and personal growth through reflection, seeking constructive feedback, and willingness to learn from others and past experience
- D 7. Effective planning and classroom organization as tools in maximizing the time available for instruction and learning
- D 8. Collaborating with other professionals to improve the overall learning of students
- D 9. Maintaining his/her position as a positive role model for students and others in regular attendance, grooming, punctuality, and professional demeanor
- D 10. Demonstrating positive work habits and interpersonal skills, demonstrating a positive attitude, dependability, honesty and respect for others
- D 11. Accepting responsibility for what occurs in his/her classroom and for other school-wide responsibilities that contribute to student learning and a safe, orderly environment
- D 12. Participating in professional growth activities within and outside the school
- D 13. Maintaining the standards of confidentiality regarding student information and communications
- D 14. Using sound judgment and thoughtful decision making with consideration of the consequences

Please describe the behavior and or language indicating deficiency (attach a separate sheet to this form)

Signatures:

Teacher Candidate: _____ (Indicates awareness not necessarily agreement)

Instructor/Cooperating Teacher/Supervisor: _____



**Nevada State College
Disposition Remediation Plan**

Candidate: _____

Faculty: _____

Disposition being addressed by this plan: _____

In order to address the deficiency noted above, the candidate will (attach additional sheets if necessary)

Evidence of progress in addressing this deficiency will be shown by (attach additional sheets if necessary)

To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted:

Progress is expected to be observed initially within ____ days and will be monitored for a period of not less than_____.

The candidate has been informed he/she now has ____ Dispositional Deficiency Reports on file and that receiving a total of four (4) Dispositional Deficiency Reports can be grounds for removal from the Teacher Preparation Program at Nevada State College.

Candidates Signature: _____

Candidates Printed Name: _____

ID Number: _____

Faculty Signature: _____

Date: _____



**Recommendation for Removal from
Nevada State College Teacher Preparation Program**

TO: _____, Dean

FROM:

RE:

DATE:

It is hereby recommended that _____ be removed from the teacher preparation program at the Nevada State College at the earliest possible time so as to allow the candidate to pursue other opportunities.

This recommendation is being made on the basis of Dispositional Deficiencies that indicate the candidate might find it extremely difficult to obtain teaching employment upon program completion and, if hired, would find it extremely difficult, if not impossible, to be successful as a classroom teacher.

Not everyone possesses the knowledge, skills, and dispositions to be a successful educator, and it would be a disservice to the candidate and to the program to allow the candidate to continue in the program while unsuitable.

Notice of dispositional deficiencies have been made known to the candidate. In accordance with the NSC teacher preparation disposition assessment process, one or more remediation plans were developed but have not resulted in sufficient proficiency in the disposition(s), thus advancing to the next step, being recommended for removal from the teacher preparation program.

The candidate is aware of the disposition assessment process and understands that he/she can appeal the removal by submitting a written response to this Recommendation for Removal from Program to the Dean within 14 days.

Should that appeal fail, the candidate may file another appeal, this time to the Provost within 14 days of notification from the Dean that the appeal has been denied.

Copies of all relevant information regarding deficiencies of the candidate, including reports signed by the candidate, will be attached to this report as it is submitted to the Dean.

Candidate Signature: _____
(Signature indicates awareness, not agreement)

ID Number: _____

Faculty Signature: _____