School of Education
2013-14 FULL TIME FACULTY HANDBOOK
TABLE OF CONTENTS

Welcome from the Dean.................................................................................................................. 1

Nevada State College..................................................................................................................... 2-6
  Systems and Administration
  College History
  Mission Statement
  College Values and the Exchange of Ideas
  Accreditation
  Campus Locations

The School of Education (SOE)..................................................................................................... 7-9
  Mission Statement
  Vision Statement
  Values
  Outcomes
  Organizational Chart
  Teacher Preparation Program (TPP)
  Speech Pathology Program (SPP)

Faculty Expectations .................................................................................................................. 10-13
  Teaching and Course Preparation
    Course Contact Hours
    Office Hours
    Syllabi
    Academic Calendar
    Textbooks and Desk Copies
    WebCampus (Canvas)
    Class Roster
    Grade Roster
    Course Evaluations
    Incomplete Grade Request
    Professional Dispositions Expected of All Teacher Candidates
    Library
  Field Experiences
  Student Portfolios
  Advising
# TABLE OF CONTENTS

Employment and Academic Policies and Procedures .................................................. 14-19
  Workload Policy
  Mandatory Unpaid Leave
  Benefits Information
  Compensated Outside Professional Services
  Faculty Senate
  Annual Performance Evaluations
  Promotion and Tenure and Third Year Review

Administrative Information .............................................................................................. 20-21
  Mailboxes
  Email
  Office Keys
  Technology
  Copying
  Phone and Long Distance Codes
  Office Supplies
  Network Storage
  Business Cards
  Faxes
  Room Requests
  Break room
  Security

Contact Information ....................................................................................................... 22

Appendices ..................................................................................................................... 23
  Faculty Observation Form
  NSC Library Reserves
  Incomplete Grade Request
  Professional Dispositions
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!

V. James Garofalo, Ph.D.
Interim Dean, School of Education
Systems and Administration

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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
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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 (NWCCU). The effective date is September 2010.
Campus Locations

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

Liberal Arts and Science Building (LAS)
1025 East Paradise Hills Dr.
Henderson, NV 89002

Basic/Water I Building (BW1)
303 S. Water Street
Henderson, NV 89015

Basic/Water II Building (BW2)
311 S. Water Street
Henderson, NV 89015

SOE courses are primarily held at the BW2 building but due to limited space may be held at the other campus locations. Campus maps can be located at the following link: http://nsc.edu/3400.asp
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.
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
- B.A. in Elementary Education with Concentration in Special Education (K-12 degree) (Dual Licensure)

Secondary Education Degrees
The School of Education offers four Secondary Education degrees which will prepare individuals to teach grades 7-12 in a specific content area.
- B.S. in Biology with Concentration in Secondary Education
- B.A. in English with Concentration in Secondary Education
- B.A. in History with Concentration in Secondary Education
- B.S. in Mathematics with Concentration in Secondary Education

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)
- Bilingual
- Technology

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
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:
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 it myNSC by the Office of the Registrar. Each semester, the SOE Dean’s Assistant will email information regarding the deadline for submission and 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 using an online course evaluation system called *CourseEval*. Courses are evaluated at the end of the semester. Faculty and students are sent email reminders by the Instructional Technology 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 wants 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 Change of Grade Form. This form must be completed, signed and return to the SOE Administrative Assistant for processing. **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.

**Library**

The Nevada State College Libraries’ physical collection includes over 18,000 volumes and over 30 print journals that serve the college in support of its academic mission.
NSC Library offers course reserves, multimedia tools, full semester check out, inter-library loans, bibliographic instruction and research assistance. The NSC Library houses, at the BW2 building, the SOE’s Teaching and Learning Center (TLC). The TLC includes juvenile literature, professional materials, videos, kits and devices, textbooks, die-cuts, laminator, butcher paper and construction paper. Additional information is available online at http://nsc.edu/2784.asp.

Course materials may be placed on reserve in the library. See Appendix B for the NSC Library Reserves form.

**Education Field Experience**

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 are threaded throughout the program as an opportunity for pre-service teachers to receive guidance and feedback as they apply educational theory and practice. Please see the Field Experience Handbook for detailed information: http://nsc.edu/3839.asp

**Student Teaching Portfolio**

Students are required to present a portfolio during their student teaching experience. It is expected that this portfolio will document students’ skills through entries and artifacts that demonstrate competencies in the components and elements of the Charlotte Danielson’s Framework. Instructors need to remind students that assignments from their class can be used to show evidence of this understanding in their portfolio.

**Advising**

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.

Advising is one of the most important responsibilities of the teaching faculty. Faculty are expected to act as more than mere guides through routine scheduling difficulties, such as signing forms in order to drop and add classes, and are to serve as a direct link between the students and NSC College. Furthermore, it is assumed that advisors will assist an individual student throughout the student’s entire undergraduate academic career. Advising forms can be found on the X-drive under Education-Forms-Student Services Forms. Degree Plans and Sequence of Courses can be found on the X-drive under Education-Advising.

In order to fulfill their duties, faculty advisors 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 Procedures**

Transition from the Academic Advising Center (AAC) to faculty advising will occur once the student is accepted into the Teacher Preparation or Speech Pathology Program.
Procedures for SOE Faculty

When a student reaches 24 credits, the Academic Advising Center will encourage the student to compile and submit his/her TPP/SPP 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 advisor and encouraging them to contact their advisor within 45 days. The purpose of the initial meeting is for the advisor and student to meet, initiate discussion about the student’s degree plan as well as for the advisor to review what is missing from the student’s TPP/SPP file and offer support. If the faculty advisor has not heard from the advisee within 45 days, he is asked to make contact with the student. After the initial meeting, the advisor and student will meet once a semester for coursework advising and monitoring.

Faculty advisors have permission to sign the SOE Registration Special Approval form for their own advisees. Students must apply for graduation at least two semesters before student teaching. After each advising appointment and/or student contact, the faculty advisor 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 advisor 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 advisor.

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 advisor receives an email message from the administrative assistant with notification of newly assigned advisees.
- Faculty advisor 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 advisor, together with the student, reviews and maps out the student’s degree plan. Faculty advisor 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 advisor reminds student about student teaching/SPP practicum and graduation deadlines. Students that intend to complete student teaching/SPP practicum in the fall semester must apply by March 1st and those planning to complete their student teaching/SPP 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 advisor must meet with each student teaching/SPP 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 one year of the student teaching/SPP practicum starting date.
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

Mandatory Unpaid Leave
In the 2013-2015 biennium only, the Board of Regents has authorized unpaid leave in the amount of 2.3% (4.5 unpaid leave days) each year. As a result, faculty salaries will be reduced accordingly.

For additional information, contact the Office of Human Resources at 992-2320.

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 8
http://system.nevada.edu/Board-of-R/Handbook/TITLE-4---/T4-CH03---Professional-Staff.pdf

Faculty Senate
The NSC 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.

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/260.asp.
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.
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)*

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**Sexual Harassment**

**NSHE Code, Title 4; Ch 8; Section 13**

ity%20Policy%20and%20Affirmative%20Action%20Program%20for%20NSHE.pdf

**Sexual Harassment is Illegal Under Federal and State Law**

The Nevada System of Higher Education (NSHE) is committed to providing a place of work and learning free of sexual harassment, including sexual violence. Where sexual harassment is found to have occurred, the NSHE will act to stop the harassment, to prevent its recurrence, to remedy its effects, and to discipline those responsible in accordance with the NSHE Code or, in the case of classified employees, the *Nevada Administrative Code*. Sexual harassment, including sexual violence, is a form of discrimination; it is illegal.

No employee or student, either in the workplace or in the academic environment, should be subject to unwelcome verbal or physical conduct that is sexual in nature. Sexual harassment does not refer to occasional compliments of a socially acceptable nature. It refers to behavior of a sexual nature that is not welcome, that is personally offensive, and that interferes with performance.

It is expected that students, faculty and staff will treat one another with respect.

**Policy Applicability and Sanctions**

All students, faculty, staff, and other members of the campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with the NSHE Code (or applicable Student Code of Conduct) or, in the case of classified employees, the *Nevada Administrative Code*. Other, lesser sanctions may be imposed, depending on the circumstances.
Training
All employees shall be given a copy of this policy and each institution’s Human Resources Office shall maintain documentation that each employee received the policy. New employees shall be given a copy of this policy at the time of hire and each institution’s Human Resources Office shall maintain a record that each new employee received the policy.

Each institution shall provide this policy to its students at least annually and may do so electronically.

Each institution shall include this policy and complaint procedure on its website and in its general catalog.

Each institution shall have an on-going sexual harassment training program for employees.

Sexual Harassment Practices.
Under this policy, unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual or gender bias nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status;

2. Submission to or rejection of the conduct is used as a basis for academic or employment decisions or evaluations, or permission to participate in an activity; or

3. The conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment may take many forms—subtle and indirect, or blatant and overt. For example,

- It may occur between individuals of the opposite sex or of the same sex.
- It may occur between students, between peers and/or co-workers, or between individuals in an unequal power relationship (such as by a supervisor with regard to a supervised employee or an instructor regarding a current student).
- It may be aimed at coercing an individual to participate in an unwanted sexual relationship or it may have the effect of causing an individual to change behavior or work performance.
- It may consist of repeated actions or may even arise from a single incident if sufficiently severe.
- It may also rise to the level of a criminal offense, such as battery or sexual violence.
- Sexual violence is a physical act perpetrated against a person’s will or where a person is incapable of giving consent due to the victim’s use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion.

Determining what constitutes sexual harassment under this policy is dependent upon the specific facts and the context in which the conduct occurs. Some conduct may be inappropriate, unprofessional, and/or subject to disciplinary action, but would not fall under the definition of sexual harassment. The specific action taken, if any, in a particular instance depends on the nature and gravity of the conduct reported, and may include disciplinary processes as stated above.

Examples of unwelcome conduct of a sexual or gender related nature that may constitute sexual harassment may, but do not necessarily, include, and are not limited to:

- Rape, sexual assault, sexual battery, sexual coercion or other sexual violence;
- Sexually explicit or gender related statements, comments, questions, jokes, innuendoes, anecdotes, or gestures;
Other than customary handshakes, uninvited touching, patting, hugging, or purposeful brushing against a person’s body or other inappropriate touching of an individual’s body;
• Remarks of a sexual nature about a person’s clothing or body;
• Use of electronic mail or computer dissemination of sexually oriented, sex-based communications;
• Sexual advances, whether or not they involve physical touching;
• Requests for sexual favors in exchange for actual or promised job or educational benefits, such as favorable reviews, salary increases, promotions, increased benefits, continued employment, grades, favorable assignments, letters of recommendation;
• Displaying sexually suggestive objects, pictures, magazines, cartoons, or screen savers;
• Inquiries, remarks, or discussions about an individual’s sexual experiences or activities and other written or oral references to sexual conduct.
• Even one incident, if it is sufficiently serious, may constitute sexual harassment. One incident, however, does not necessarily constitute sexual harassment.

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.
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 much 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 at the following link: http://system.nevada.edu/Board-of-R/Handbook/TITLE-2---/T2-CH07---Tenurefor-State-College-F.pdf

Additional policy and template information can be found on the Faculty Senate website at: http://nsc.edu/299.asp

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/hrrip/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 studs 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. Paper checks will be distributed by the SOE Administrative Assistant. Direct deposit instructions will be provided by the SOE Administrative Assistant. Paper paychecks are no longer available.
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 BW2 building, BW2 classrooms and SOE offices. 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 BW2 building, office 224. 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 twice a day 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 BW2 building, office 224. A copy code is required to use this machine which is available from the SOE Administrative Assistant.

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.
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.

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 Dean’s Assistant.

Business Cards
The SOE Administrative 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 217 of the Basic/Water 2 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 Basic/Water 2 Building and can be accessed
by traveling through office 222.

Vending machines are available on the 1st floor of the Basic/Water 2 Building.

Security
The NSC Campus Community is not immune from theft, vandalism, drugs, alcohol, and other violations of
the law. We highly encourage the NSC community to utilize Public Safety services for issues big or small.
Security does regularly patrol buildings and has a desk located on the 1st floor of the Basic/Water 2
Building. All classroom phones also have a quick dial direct to the security desk.

Anyone may reach security by calling:
B/W 2: (702) 992-2221
Emergency Line: (702) 992-2911
If you have a serious emergency, please dial 911.

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/84.asp. 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.
SOE FACULTY AND STAFF

Administration
V. James Garofalo, Ph.D.
Interim Dean of Education
Location: Basic/Water II Building, Office 219
Phone: (702) 992-2525
Fax: (702) 992-2516
Email: james.garofalo@nsc.edu

Staff
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Assistant to the Dean
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Administrative Assistant
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Interim Coordinator of Student Teaching
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Outreach Coordinator
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Speech Pathology Faculty
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Assistant Professor
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Email: kelly.goodall@nsc.edu

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Associate Professor
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Assistant Professor
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Fax: (702) 992-2516
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Associate Professor
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Email: lawrence.rudd@nsc.edu

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Assistant Professor
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Email: joshua.schulze@nsc.edu

Amanda VandeHei, M.Ed.
Lecturer
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Phone: (702) 992-2526
Fax: (702) 992-2516
Email: amanda.vandehei@nsc.edu
APPENDIX A: Faculty Observation Form

APPENDIX B: NSC Library Reserves

APPENDIX C: Incomplete Grade Request

APPENDIX D: 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Level</th>
<th>Not Observed</th>
<th>Comments/Feedback/Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus includes objectives that reflect desired learning outcomes, a key performance assignment and policies included on the SOE template.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>WebCampus includes the following four components:</td>
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<td></td>
</tr>
<tr>
<td>- syllabus,</td>
<td></td>
<td></td>
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<tr>
<td>- “Ask the Instructor” component on the discussion board</td>
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<tr>
<td>- assignment dropbox linked to the gradebook</td>
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<tr>
<td>- usage of the mail tool.</td>
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<tr>
<td>A detailed course schedule outlines the topics and activities presented throughout the course.</td>
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<tr>
<td>Instructor is prepared with the necessary materials.</td>
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</tbody>
</table>
## II. MANAGEMENT

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Performance Level</th>
<th>Not Observed</th>
<th>Comments/Feedback/Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involves all students in active participation &amp; calls on students equitably.</td>
<td></td>
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</tr>
<tr>
<td>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.</td>
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<tr>
<td>Manages classroom procedures and organization of physical space.</td>
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<tr>
<td>Requires students to maintain and display the behaviors outlined on the SOE dispositions.</td>
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</tr>
</tbody>
</table>

## III. PEDAGOGY, INSTRUCTION, AND DELIVERY OF CONTENT

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

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

**Additional Feedback:**
<table>
<thead>
<tr>
<th>Instructor Response to Evaluation:</th>
</tr>
</thead>
</table>

Instructor Signature: ____________________________ Date: ________________

Evaluator Signature: ____________________________ Date: ________________
NSC Library Reserves Instructions:

- Please fill out this form and present it with the item for reserve to any member of our library staff.

- Remember that we can only host individual items on reserve for a maximum of one semester. Each semester the instructor will have to fill out a new form for the new term or the item will be removed from the collection.

- eReserve: Please have the article or chapter you wish to place on eReserve already scanned, copied, or saved (if it is saved please make sure it is in a location easily accessible by our library staff) and provide that information with this completed form. Please submit items for eReserve at least 2 days prior to the date it is needed for your class.
  - If an item is not already scanned the library staff can assist you. You must be able to provide a duplicate copy (photocopy) of the item to be scanned. Please allow a week prior to the date needed to allow time to process your item. The hardcopy will be reserved for your students

** Please clearly print the owner's name inside or on the reserve item **

Course Record Information:

Instructor’s name: __________________________  Class title & number: __________________________

Classroom location (Please check one): Dawson ___  Basic & Water ___

This is item for (please check one): Physical reserve ____  eReserve ____

Bibliographic Information:

Owner of item (if not the instructor listed above): _________________________________

Owner’s email: _____________________________ or Phone: _____________________________

Title of the item (for more than one item, please fill out a separate for each):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Semester of reservation: ☐ Fall  ☐ Spring  ☐ Summer  End Date: ____________________________

Maximum length is one semester

Copyright Policy:

It is the policy of Nevada State College Library to follow the fair use provisions of the Copyright Law (contained in Title 17 of the U.S. Code). Specifically the Library’s Reserves Policy is guided by the permissions granted within Section 107 of the Copyright Law with respect to making copies for educational purposes. The law states that making multiple copies for classroom use is not considered a copyright infringement. For further Information on the Reserves and Copyright, please visit the library homepage at: http://nsc.nevada.edu/Academics/Library/Index.asp

Signed: ____________________________________________  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.

Original to School of Education Copy to Student Copy to Instructor

DISTRIBUTION:
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.


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
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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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

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: ___________________________