



# 2013: A Vision in Progress

by Don Schoening, Ph.D.

The Arizona Western College Vision 2013 is meant to be a fluid, dynamic, ever-changing statement that can be adapted operationally each year as needs change or opportunities arise. Most important of all, it is a future view of Arizona Western College that can be impacted by the thoughts, ideas, and efforts of our staff. The direction of Arizona Western College is, first and foremost, in the creative, strong hands and minds of the professional educational staff who serve the people in Yuma and La Paz counties.

If you do not already have a copy of the “2013: A Vision in Progress” document, please get one from the Vice President for Learning Services’ or President’s offices.

## AWC Core Values

### The President’s Perspective

#### Institutional Values:

- Arizona Western College will provide high quality learning opportunities for its people.
- Arizona Western College will actively seek diverse faculty, staff and students interested in building a lifelong learning community college.
- Arizona Western College’s focus will be community centered and partnership oriented.
- Arizona Western College will be a facilitator of life-long learning within the educational consortium.
- Arizona Western College will become a significant team member in economic development, cultural enhancement and societal improvement.

#### Learning Centered Values:

- Arizona Western College graduates will demonstrate competency in communication, critical thinking, quantitative analysis, and technology applications.
- AWC graduates will demonstrate expertise in their selected fields of learning.
- Arizona Western College graduates will be prepared to interact, communicate and work effectively with partners, teams and networks.
- Arizona Western College graduates will be able to participate with active, discerning commitment in the practical, political, ethical, and aesthetic aspects of community life.

# Our College

## Introduction: History of Arizona Western College

Arizona Western College was the first community college established under the Arizona Community College Law of 1960, sponsored by the late Senator Harold Giss of Yuma. In 1961, an overwhelming majority of the electorate of Yuma County approved the establishment of a community college district. The College became the first institution of higher education established in Arizona since 1921. After considering various sites, the College acquired the use of a 640-acre site from the U.S. Bureau of Land Management ten miles east of the city of Yuma for the new college. Construction of the original thirteen buildings was accomplished during 1961–1963 and the first class of students enrolled for the Fall Semester 1963.

The College has grown substantially since it opened. The College district encompasses 10,000 square miles, the size of the original Yuma County; however, in 1983 northern Yuma County voted to form its own county, creating La Paz County. Thus, the College district now serves two counties with a population in excess of 215,000. Because of the large district, residence halls were built to better serve the students living beyond commuting distance. Additional buildings were built as the need arose and capital funds were available.

Today, thirty-three buildings are on the campus with additional buildings owned or leased in numerous off-campus locations including the Entrepreneurial Center, learning centers in Somerton, San Luis, Parker, and Quartzsite. Additional learning sites are leased from local schools, mobile home parks, and other community agencies.

In 1988, Northern Arizona University and Arizona Western College entered into a collaborative agreement to bring comprehensive postsecondary education to southwest Arizona. Students throughout the area have benefited from the opportunity to attain associate, baccalaureate, masters, and doctoral degrees at the AWC campus near Yuma. The two schools share classrooms, library resources and faculty members to provide a variety of services to students enrolled in both institutions. In 1996, the University of Arizona, Arizona Western College, and Northern Arizona University began a cooperative baccalaureate degree in Agricultural Systems Management.

In 2004, voters in Yuma and La Paz counties passed a \$73.5 million bond election for renovation and new construction on campus, renovation of the La Paz Learning Center, and construction of centers in San Luis, Wellton, and Quartzsite.

AWC enrollment has grown from the original 930 students in the Fall Semester 1963 to more than 12,000 unduplicated headcount a year. The administrative offices on the main campus are open four days a week—Monday through Thursday. Friday and/or weekend classes are offered to meet changing student and community needs.

# Profile of Students **Fall 2007** (as of census day)

		STUDENT HEADCOUNT	PERCENTAGE
<b>Enrollment</b>	Full-Time Equivalent Student	3,780	100%
	Unduplicated Headcount	6,953	100%
<b>Full-Time/Part-Time</b>	Full-time	2,659	38.2%
	Part-time	4,294	61.8%
<b>Gender</b>	Male	2,694	38.7%
	Female	4,133	59.4%
	Unknown/Unreported	126	1.8%
<b>Ethnicity/Race</b> (per Integrated Postsecondary Education Data System <b>IPEDS</b> categories)	Non-resident Alien	792	11.4%
	American Indian/Alaska Native	131	1.9%
	Asian/Pacific Islander	148	2.1%
	Black, non-Hispanic	190	2.7%
	Hispanic	3,652	52.5%
	White, non-Hispanic	1,869	26.9%
	Unknown/Unreported	171	2.5%
<b>Age Groupings</b> (per <b>IPEDS</b> categories)  Average Age 26 Median Age 21	Under 18	546	7.9%
	18–19	1,843	26.5%
	20–21	1,175	16.9%
	22–24	864	12.4%
	25–29	798	11.5%
	30–34	479	6.9%
	35–39	416	6.0%
	40–49	503	7.2%
	50–64	275	4.0%
	65+	47	0.7%
Unknown/Unreported	7	0.1%	
<b>Student Characteristics by Groups</b>	First-time Degree Seeking	1,245	17.9%
	Need-Based Financial Aid	2,937	42.2%
	Developmental Students	2,163	31.1%
	ESL Students	570	8.2%
	Declared Majors	4,907	95.1%
	Undeclared Majors	342	4.9%
	First Generation	2,994	43.1%
<b>Residency</b>	Resident	5,249	75.5%
	Out-of-County	58	0.8%
	Out-of-State	217	3.1%
	California Consortium	238	3.4%
	Western Undergraduate Exchange Program	88	1.3%
	Military	321	4.6%
	Foreign	792	11.4%
<b>Financial Aid Awarded</b>	Total	\$8,909,284.00	
	Number of Students	3,868	
	Number of Awards	5,922	
	Average per Student	\$1,504.00	
	Average per Award	\$2,303.00	
<b>Instructional Staff</b>	Full-time Instructors	110	
	Part-time Instructors	234	



## Purpose

Arizona Western College's mission is to offer educational, career, and lifelong learning opportunities for our students. Generations of students have benefited from the dedication of AWC instructors. The commitment of faculty to their roles as teachers and to the creativity they apply in this capacity will further this tradition and mission. Constructing excellent opportunities for learning requires not only up-to-date discipline specific knowledge, but also sensitivity to individual student learning strengths and a willingness to integrate innovative with familiar teaching tools.

The need for a broad institutional commitment to offering a dynamic curriculum and responsive teaching practices has never been more compelling. Our students' lives are becoming more complex as they attempt to balance family, work, and academic demands. Finally, the explosion of the knowledge base in most disciplines often complicates our attempts as teachers to construct comprehensive presentations using conventional teaching strategies.

A priority for AWC must be to provide both the incentives and resources for every faculty member to take their teaching seriously and to devote the time and energy needed for curricular innovation and interaction with students. This Guide is a step in this endeavor.

We encourage you to make the learning experiences of every student better in the next year.

**Joann Linville, Ed.D.**

Interim Vice President for Learning Services

## This Guide & Your Responsibilities

The purpose of the Associate Faculty Guide is to provide information you need to fulfill your responsibilities in a format that is convenient and easy to use. Associate Faculty guides are updated annually and print copies will be given to faculty every three years. The current guide will be available on the web. It will contain revisions made between printed distributions. The College reserves the right to change any provisions or requirements when such action is in the best interest of the College. Other primary documents containing information relating to our College and your responsibilities include the following:

### **Arizona Western College District Governing Board Policies Manual**

Copies are available in the Library and offices of the President and Vice Presidents.

### **Arizona Western College Procedures Manual**

A copy is available on the Arizona Western College website at [www.azwestern.edu/business\\_and\\_administrative/human\\_resources/ppmanuals/procedure.manual.htm](http://www.azwestern.edu/business_and_administrative/human_resources/ppmanuals/procedure.manual.htm)

### **Arizona Western College Student Code of Conduct: Policies and Procedures**

A copy is available on the Arizona Western College website at [www.azwestern.edu/student\\_services/campus\\_life](http://www.azwestern.edu/student_services/campus_life)

### **Arizona Western College General Course Catalog**

A copy is available on the Arizona Western College website at [www.azwestern.edu/Course\\_Catalog.html](http://www.azwestern.edu/Course_Catalog.html)

### **Learning Services Instructional Operations Handbook**

Copies are available in the Dean and Associate Deans' offices.

If you do not have a copy of any items designated for distribution to each faculty member, please contact your Associate Dean or supervisor. If there are contradictions between the Associate Faculty Guide and other documents, the District Governing Board Policy Manual and Arizona Western College Procedures Manual will prevail.

# Accreditation

Arizona Western College is accredited by the Higher Learning Commission and is a member of North Central Association of Schools and Colleges (NCA). The next comprehensive evaluation of accreditation is scheduled for March 2–4, 2009.

## Arizona Western College Mission Statement

**Arizona Western College offers educational, career, and lifelong learning opportunities through innovative partnerships, which enhance the lives of people in Yuma and La Paz counties.**

## Statement of Purposes

To fulfill its mission, Arizona Western College provides education for transfer, employment, and individual enrichment to its diverse and widely dispersed population through a broad range of classes, programs, and services.

### The College:

- Awards associate degrees and certificates to students who successfully complete programs of study and prepares students for work, for meeting personal goals, or for transition into other studies;
- Enhances the cultural climate through visual and performing arts and offers physical and recreational development to the community;
- Assists students to achieve success by providing support services, including academic advising, career counseling, financial direction, learning support, and activities for student enrichment;
- Creates an environment for growth through impassioned teaching and learning that encourages higher orders of thinking and performance, advocates the free exchange of ideas, and is responsive to changes in technology, delivery structures, and markets;
- Establishes opportunities for lifelong learning through partnerships with public/private schools and colleges, universities, governmental agencies, and economic development organizations and
- Provides access to learning for students, staff, and community through environmentally safe and sound facilities and equipment.



## Partnerships

City, county and educational financial partnerships have produced educational learning “parks” throughout Yuma and La Paz counties featuring life-long learning opportunities for culture, recreation and wellness. Lifetime leisure activities are developed and maintained through shared city, county, and educational recreational complexes maximizing use of facilities and resources. Livability indexes for residents in Yuma and La Paz counties continue to improve, bringing long-term prosperity and growth.

The Academic Library, jointly operated and maintained by the college, university, city, county and K-12 schools at the Yuma learning park, provides more efficient state of the art, immediate access for people with diverse needs for information.

The Arizona Western College’s agricultural partnership with Northern Arizona University and the University of Arizona continues to provide world class agriculture opportunities in vegetable production, animal science, and agribusiness.

Arizona Western College has a strong partnership with Yuma Regional Medical Center (YRMC). The cooperation provides resources as well as the exchange of learning opportunities and teaching labs for AWC students.

As a result of the \$73,850,000 general obligation bond authorized in November of 2004, Arizona Western College students will learn in outstanding facilities for Business and Technology, Communications, Human Services, Languages, Science, Mathematics, Agriculture Science, Social Science, Fine Arts, Public Safety and entrepreneurial studies. Arizona Western College will lead the way in support of child development, teaching foundations, health care, communication, transfer education, and community development.

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# Semester Start-Up

## Bookstore and Textbook Requisitions

The bookstore is a contracted operation with Barnes & Noble and is located in the College Union. The bookstore serves outlying College Learning Centers and other off-campus locations where classes are held by selling textbooks on-site. The bookstore also serves students at NAU-Yuma. In addition to textbooks, the bookstore stocks educational supplies, sundries, soft goods, and gift items. Current bookstore hours are Monday through Thursday 7:30 A.M. to 5:00 P.M. with extended hours during peak times such as registration, drop-add, Weekend College, and book buyback days. These hours are subject to change according to the needs of the College. Go to <http://awc.bkstore.com/bkstore/content> to order books online.

The bookstore's philosophy is to operate as efficiently and economically as possible. Therefore, all employees should cooperate in following the established AWC Bookstore policies and procedures.

## Requisitions

The bookstore staff recommends adherence to the following procedures when ordering textbooks and teaching supplies:

### 1. Placement of Orders

- A. The instructor completes the "Textbook Requisition Form" which is available from their respective Associate Dean's/Dean's office or bookstore.
- B. The requisition form is submitted to the Associate Dean/Dean for approval.
- C. The requisition form is sent directly to the bookstore.
- D. A list of courses not requiring a textbook is submitted to the Associate Dean for transmission to the bookstore.

### 2. The Textbook Requisition Form

- A. One requisition form must be completed for each textbook, study guide, and teaching supplies (such as mineral charts, CDs, dissecting kits, etc.).
- B. All spaces on the requisition form are to be completed with up-to-date information including 5-digit synonym number for course being taught.
- C. The requisition form must indicate whether the textbook or supplies are required or recommended.
- D. Faculty will use approved textbooks.

### 3. Deadlines

- A. The instructor is responsible for submitting the signed requisition forms to the Associate Dean/Dean prior to the deadlines.
- B. The Associate Dean/Dean is responsible for ensuring that all requisition forms are completed, approved, signed, and forwarded to the bookstore by the following deadlines:

Fall Semester ..... March 15

Spring Semester ..... October 15

Summer Semester..... March 15

### 4. Cost and New Editions of Textbooks

Instructors concerned about the cost of textbooks or needing information about new editions should call the AWC Bookstore at (928) 344-7583 and speak with the manager.

**Beginning fall semester 2008, new Arizona state statutes were implemented that impact selection and requisitioning of college course materials by faculty. Pursuant to A.R.S. §15-1891:**

- A. The publisher of course materials shall provide, on request, the following written information to faculty members and any other employees who are in charge of selecting or purchasing course materials for the college whenever the publisher provides a faculty member or employee with information about course materials:
  1. A listing of all course materials offered by the publisher and whether each of the course materials are offered in a bundled package or sold separately.
  2. The suggested retail price, the estimated wholesale price or the price that the publisher makes available to the public for the course materials.
  3. The copyright dates of the previous editions if the copyright dates do not appear in the course materials.
  4. A summary of the substantive content differences between the current edition of the course materials and the immediate previous edition.
- B. The College shall notify faculty and employees of the requirements of this new law and shall adopt policies that encourage a faculty member or employee who is in charge of selecting or purchasing course materials to place orders with sufficient lead time to enable the contract managed bookstore to confirm the availability of the requested materials.

C. No faculty member or employee of the College shall demand or receive any payment, loan, advance, good or deposit of money present or promised for selecting or purchasing specific course materials required for coursework or instruction, except that the faculty member or employee may receive:

1. Free review copies, complimentary teacher editions or instructional materials that are not sold by any faculty, staff or bookstore.
2. Royalties or other compensation from the sale of course materials that include the faculty member's own writing or work.
3. Honoraria for academic peer review of course materials.
4. Training in the use of course materials and learning technologies.

D. A book buyer or vendor of course materials shall not solicit a faculty member or employee of the College for the purpose of selling or trading a free sample copy or complimentary teacher editions provided at no charge by a publisher to a faculty member or employee.

E. Definitions

1. **"book buyer"** means any person or entity, including the College bookstore, engaged in the purchase or sale of course materials.
2. **"bundled"** means one or more course materials that are packaged together to be sold as course materials for a single price.
3. **"complimentary teacher editions"** means a book with information that is meant for the exclusive use of faculty members, commonly labeled as an "instructor edition" or "instructor manual" and that contains answers and solutions, test questions and pedagogical techniques.
4. **"course materials"** means any textbook or other instructional tool published for the purpose of classroom instruction and used for or in conjunction with a College course.
5. **"publisher"** means any publishing house, firm or company that produces course materials.
6. **"sample copy"** means any book that is the same as the regular student edition.
7. **"substantive content"** means portions of a college textbook, including new chapters, additional eras of time, new themes or new subject matter."

## Textbook Policy

Arizona Western College has recently changed procedure 403.1 to detail a newly instituted policy to address the security of college property to include textbooks.

**Procedure 403.1** *Code of Ethics for Employees, Procedure #6*

*From time-to-time, instructors receive free sample textbooks ("sample textbooks") from publishers. In some situations the instructor solicits the sample textbooks; in other situations, such books arrive unsolicited. Whether solicited or unsolicited, instructors generally receive sample textbooks from publishers free of charge because of the instructors' employment relationship with the College and the publishers' desire to influence the instructors' choice of textbooks for use in their courses. It is the policy of the College, and the condition of employment for AWC instructors, that sample textbooks provided to instructors remain at the College for use by the College, its instructors, and/or its students. An instructor who receives a sample textbook shall be entitled to retain and use the sample textbook for as long as the instructor believes he or she has a work-related reason to do so. Thereafter, when the instructor has no further work-related use for the sample textbook, or when the instructor has terminated his or her employment with the College, whichever occurs first, the instructor shall transfer the sample textbook to the Center for Teaching Effectiveness (CTE). An instructor shall not sell a sample textbook to a third party for personal financial gain.*

The procedure is in compliance with Arizona Revised Statute Title 15, chapter 14, 15-1891 passed in the 2008 legislative session.

## Computers for Full-Time Faculty

AWC provides full-time faculty with a computer workstation and printer. On arriving at AWC your office should be equipped with a computer workstation. To activate an E-mail account, you will need to go to Computer Information Services in BA 103 and sign AWC's Appropriate Use Statement and an E-mail account will be set up for you, usually within 24 hours. Should you have any problems, please contact Technology Support Services at the Computer Help Desk.

**Computer Help Desk**

Phone: (928) 317-5892

# Email for Faculty

Once the faculty member is hired, they will be notified by the division secretary when the email account is active. Go to <https://exchange.azwestern.edu> to access your email account from any internet web browser. To change your password, simply go to <https://info.azwestern.edu> and select “**passchange**.”

## Once there—

Enter your **username**. (see below)

Enter your **password**. (see below)

Click the “**reset password**” button.

When you create your new password, it must be at least six characters in length and have a combination of letters and numbers.

## WebAdvisor

Go to [www.azwestern.edu](http://www.azwestern.edu) and under quick links click on “WebAdvisor.” Click “I’m new to WebAdvisor” to get your username and password. If you ever forget your username or your password, you can go back to “I’m New to WebAdvisor” again to get them both.

## Blackboard

Go to <http://awonline.azwestern.edu/current/helpdesk.php> for online Blackboard assistance. You may also call Technology Support Services (Computer Help Desk) at (928) 317-5892 or visit the Academic Complex Computer Lab (ACCL) with regards to problems.

# Course Outline

**Course Syllabus** A course syllabus for each Arizona Western College course, whether on- or off-campus, is to be on file with the Dean of Instruction. The syllabus comprises the officially approved bank of courses offered at the College. Associate Deans and supervisors have the approved format to follow. Go to [www.azwestern.edu/Course\\_Syllabi.html](http://www.azwestern.edu/Course_Syllabi.html) to access syllabi.

**First Day Handout** The first day course handout is considered a contractual agreement between the professor and student. All information found in the official course syllabus is to be included in the first day handout. Each student enrolled is to receive a copy of the course outline/first day handout. Electronic copies of the course outline and first day handout are required to be sent to the appropriate deans’ office by the second week of classes.

**Competencies:** If the competencies and/or course goal are modified in a manner that **does not modify** the course content, course description, title, credits, prefix, number, pre-requisites, or co-requisites, then the syllabus (course) does not have to be reviewed by the Curriculum Committee (CC).

If changes in the competencies and/or course goals **leads to necessary changes** in the course description, title, credits, prefix, number, pre-requisites, or co-requisites then the syllabus (course) must be submitted to the CC via Academic Curriculum Review and Evaluation System (ACRES), on the appropriate form.

*Approved revised syllabus must be submitted by the department to the offices of the Dean of Instruction and Curriculum and Articulation. If a revised syllabus is not submitted the last CC approved syllabus will remain in effect.*

# Semester Expectations Checklist

**As an AWC faculty member, I will:**

## Pre-Semester

- Update my telephone and address information with my Associate Dean/Dean and AWC Human Resources.
- Give my emergency contact to the Associate Dean/Dean. I will also have the emergency telephone number of the Associate Dean/Dean.
- Check my teaching schedule on the AWC Website for accuracy and advise my Associate Dean/Dean if it is inaccurate.
- Provide AWC Human Resources with official transcripts of new additional academic credit.
- Attend the startup all-faculty meeting.
- Obtain Faculty identification card from the Office of Campus Life (bring photo ID).

## During the Semester

- Access my roster of classes via WebAdvisor on the first day of class and the first day after drop/add and check for accuracy. Send students to Registration whose names do not appear on the rosters.
- Electronically send my first day handout for the classes I teach to my Associate Dean/Dean.
- Use an updated generic syllabus from my department for class content.

- Check my AWC email at least once a week. Adhere to the AWC calendar for teaching classes.
- Contact the Associate Dean/Dean if I will miss class and find a substitute.
- Utilize the entire scheduled class time for learning.
- Input FTSE data on time and print a copy for my records.
- Input midterm grades on time.

### Post-Semester

- Input final grades into WebAdvisor on time.
- Provide my Associate Dean/Dean a copy of my grade records and the formula used to reach the final grades by the first business day following finals week each semester.

### Curriculum Development

No course may appear in the catalog, the class schedule, or undergo revision without being processed through the Curriculum Committee. Courses which are numbered 098 or 099 may appear in the class schedule without Curriculum Committee review for a period not to exceed three semesters.

#### How to Get Started:

**Step 1:** Request a user account at:

[az.transfer.org/cgi-bin/WebObjects/acres.woa/walRequestAccount](http://az.transfer.org/cgi-bin/WebObjects/acres.woa/walRequestAccount)

**Step 2:** Receive an email from the ACRES System Administrator (Elaine Groggett, (928) 317-6043) verifying establishment of account.

**Step 3:** Contact your Curriculum Representative for developing and/or modifying a course or program.

**Step 4:** Present the new/modified course/program proposal to the “resident academic community” for approval.

**Step 5:** Log on to ACRES with user name and password:

[az.transfer.org/cgi-bin/WebObjects/acres](http://az.transfer.org/cgi-bin/WebObjects/acres)

**Step 6:** Before beginning a curriculum form, read the ACRES User Guide (on the AWC ACRES home page) to learn how to:

- navigate the ACRES system,
- select the proper curriculum form,
- avoid a “time-out” error,
- save a form in progress, and
- query forms.

**Step 7:** Select a form in ACRES and input information.

- If needed, contact Curriculum Representative or Associate Dean/Dean for clarification of required information.

**Step 8:** Attach syllabus, program check sheet, or other supporting documents and submit form.

**Step 9:** Click on “Final Submit”.

*Turn email notification “on” to be notified of how the form is proceeding in the routing process.*

## Suggestions for a Successful First Class:

- Check your class roster and ask students who are not on your class list to verify their enrollment. If your class has a prerequisite, check to make sure your students have met the prerequisite(s). Get roster from Associate Dean or from WebAdvisor.
- Identify yourself and offer some personal remarks such as preparation and experience in the subject area and/or reasons for teaching.
- Pass out and discuss the course outline and syllabus. Make clear the rules and policies of the class. You should provide a handout that includes due dates of major assignments and tests, policies for late work and attendance, policies for grading, and policies for allowable study aids.
- Identify the required text(s) and the major expectations of the course. Encourage discussion of student concerns about these expectations.
- Announce the location and time you are available to assist students.
- Announce the procedure by which students may contact you. It could be by phone, e-mail, or a message left with your Associate Dean, Program Coordinator, or Learning Center Director.
- Make your first class interesting and keep the students for the full session. Encourage your students to get to know each other because they can be resources to each other during the duration of the course. The learning climate for the whole semester is set with this most important first meeting.

## Keys & Locked Rooms

Keys may be issued to associate faculty. Associate faculty without keys should contact the Campus Police Department at (928) 314-9500 if the scheduled room is locked at your assigned time. For access to rooms at Learning Centers, contact the appropriate Center Director, Program Coordinator, or Associate Dean.

**Process:** Key Request Forms can be obtained from the Facilities Department (928) 314-9470 or the Vice President of Administrative Services (928) 344-7518. Once completed and signed, it should be directed to the appropriate Associate Dean/ Dean for approval and then routed to the Vice President for Learning Services. From there, it will be forwarded to the Vice President of Administrative Services for processing. Once the key is made, it will be made available at Campus Police where it can be picked up with the appropriate identification.

## Office Assignments/Set-Up Assistance

The respective Associate Dean/Dean is responsible for recommending initial assignment of for new full-time faculty to the Vice President for Learning Services who will notify the Director of Facilities Planning and Management of the assignment. In the event that the Associate Dean/Dean is unable to locate an available space, he/she will work directly with the Vice President for Learning Services to secure an assignment. Additionally, the respective Associate Dean/Dean is responsible for providing for the following set-ups:

### **Computer Set-up, Email, Phone, WebAdvisor**

Contact the Helpdesk at (928) 317-5892

### **Signage**

Contact Office of Facilities Maintenance at (928) 314-9470

### **Keys**

Contact your Associate Dean's/Dean's Administrative Support and follow-up with Campus Police to pick-up keys at (928) 314-9500

*It is also recommended the Associate Dean/Dean review the need for and, as appropriate, provide for furniture and business cards.*

## Office Hours

It is recognized that teaching positions require 40 or more hours per week and that much work is accomplished off-campus. However, for full-time instructors, a minimum of 30 clock hours per week is to be spent on-campus or its extensions in positive interaction with students and/or colleagues, or available for such interaction. Faculty are required to complete an approved schedule each semester, provide a copy to their Associate Dean/Dean, and post this schedule on their office door.

A minimum of 5 office hours (clock) is to be included in the 30 hours described above. These 5 office hours are to be identified and adhered to throughout the semester.

If more than 5 hours are identified as office hours, it is expected that the instructor will be in his/her office at those times also. Set office hours are intended to foster availability at specified times. Appropriate online office hours are expected for web-based courses.

Full-time faculty who teach additional courses beyond the 15-16 credit hour load are to increase their office hours by a minimum of 1 additional hour for each 3 hours of load taught beyond normal load. The 30 hour on-campus work week applies only to faculty members who meet the 15-16 hour load. A faculty member who teaches 21 load hours (6 hours beyond normal load) is to be on campus at least 38 hours each week.

Instructors who find it necessary to leave their office for extended periods during their "set" office hours should inform their respective Associate Dean's, Dean's administrative support of their whereabouts. In order to maximize availability, office hours should be distributed as evenly as possible throughout the workday and four-day week.

Associate faculty are encouraged to use the Center for Teacher Effectiveness and other resource areas/rooms available to meet with students as needed. Before or after class contact your Associate Dean/Dean about establishing a meeting place for holding office hours.

The appropriate Dean's office needs a copy of the office hours by the third week of the regular semester and by the first week of the summer session.

## Code of Ethics for Employees

### **Purpose**

The purpose is to outline those standards of conduct with which all employees will comply.

### **Procedure**

1. Employees will strive to maintain a high moral character both professionally and personally by exemplifying honesty, integrity, consideration, and fairness in dealing with all members of the college community and the public at large.
2. Employees will not discriminate on the basis of sex, race, color, age, handicapped status, or creed, nor infringe upon any other right or procedure of due process provided by the U.S. Constitution and/or the Arizona State Constitution.
3. Employees will comply with Arizona States Statutes, District Governing Board Policies, and College Procedures.
4. Employees in their position or official conduct will not disregard the interests of the College in order to seek financial gain for themselves, their families, or any organization with which they are associated.

5. Employees and/or their families will not solicit or receive any gift or favor pursuant to an expressed or implied understanding that their official actions or judgment would be thereby influenced.

**Procedure 403.1**

# Educational Growth for Faculty and Counselors

## Purpose

Continued education directly related to a faculty member's or counselor's job benefits Arizona Western College and the employee. To promote and foster such educational growth, the College will provide Educational Growth Credit for faculty and counselors.

## Procedure

### 1. Scope

- 1.1 Educational Growth Credit may be earned by any full-time faculty member or counselor with prior approval from the immediate supervisor and the appropriate Vice President or designee when the course work, work experience, summer institutes, exhibition, performance, research or other special studies are directly related to the employee's area(s) of principal assignment, qualification, or in which the employee has been requested to work. The same educational growth cannot earn credit in more than one category.
- 1.2 Course work must be at upper division or graduate level. Exceptions to this requirement must be approved in advance by the appropriate Vice President or designee.
  - 1.2.1 Requests for exceptions must be justified in writing and will include how the course will relate to the duties and responsibilities of the position and will be accompanied by a recommendation from the immediate supervisor.
  - 1.2.2 The cumulative number of lower division semester credits counted for educational growth will not exceed 9 credits.
- 1.3 Summer institutes, workshops, seminars (not paid for by the College) will be considered, providing the hours required are at least equivalent to 1 credit hour of classroom instruction. Less than 1 credit hour will not carry forward to subsequent institutes,

etc. Sufficient documentation to evaluate the program, time spent, and effort expended must be submitted to the appropriate Vice President or designee.

- 1.4 Work experience must be of sufficient length to warrant minimum credit evaluation independent of other work agreements. Credit evaluation will be determined based on continuity of assignments and hours of employment verified by official documentation. Work experience does not carry over to subsequent academic years and will be allocated according to the following schedule.

### Credit Evaluation Schedule

Hours worked	Credit
70-140.....	1
141-210.....	2
211-280.....	3
281-350.....	4
351-420.....	5

- 1.5 The production of an exhibition or performance of one's own work must result in professionally acceptable material. Sufficient documentation to evaluate the program, time spent, and resulting outcomes must be submitted to the appropriate Vice President or designee. The number of documented hours of activity will be allocated the same as hours worked in 1.4.
- 1.6 Research of special study may receive Educational Growth Credit when the paper has resulted in acceptance for publication in a professional or trade publication. Educational Growth Credit awarded will be evaluated by the appropriate Vice President or designee prior to publication and credit will not exceed the equivalent of 6 credit hours of course work.

### 2. Request for Educational Growth

- 2.1 A Request for Educational Growth Credit form must be completed by the employee prior to the commencement of the Educational Growth program and submitted to the immediate supervisor and appropriate Vice President or designee for approval of the previously mentioned categories in 1.1.
- 2.2 A Request for Educational Growth Credit form may be completed for an entire degree program and submitted to the immediate supervisor and appropriate Vice President or designee for pre-approval of the entire course of study necessary for the degree.

- 2.3 Each request will be evaluated prior to approval to verify that the selected degree program of course work, etc. clearly relates to the employee's area(s) of assignment or to the area in which the employee has been requested to work or which will enhance the overall teaching and learning process.
  - 2.4 A copy of the signed Request for Educational Growth Credit form will be held in the Personnel Office. Prior to October 15, the employee must provide one of the following to the Personnel Office.
    - 2.4.1 An official grade report and a copy of the request for official transcript.
    - 2.4.2 Official transcript.
    - 2.4.3 Documentation of categories in 1.1.
  - 2.5 Educational Growth Credit will be granted only for college course work resulting in academic credit with a grade of C or better.
3. Salary Adjustments
- 3.1 Salary adjustments will be made to the employee's base salary for fifteen (15) Educational Growth Credits (as shown on the Faculty/Counselor's Salary Schedule and earned after July 1, 1996) on an academic year basis to the maximum of the Faculty/Counselor's Salary Schedule.
  - 3.2 Credit hours earned beyond the maximum will not be compensated.
  - 3.3 A one time incentive award of \$500 will be granted for earning a pre-approved degree. This award will not be added to the employee's base salary.
  - 3.4 Following the submission by October 15, the employee's contract will be amended and the salary recalculated for payroll purposes. Personnel will send the documentation to payroll no later than December 15 of the same year.

**Procedure 415.4** *Approved by Don Schoening April 26, 2001, supersedes 415.4 8/3/97*

## Faculty Appraisal

### Purpose

Faculty appraisal is a process whereby all full-time faculty and associate faculty members are evaluated on their performance

### Procedure

1. The Center for Teaching Effectiveness is responsible for implementing the faculty appraisal procedure.

2. Faculty members will be evaluated on the schedule as established by the faculty appraisal procedure.
3. The appraisal procedure and required forms are available in the Center for Teaching Effectiveness.
4. Any revisions in the appraisal process must be approved by the faculty committee established to review the appraisal system.

**Procedure #440.2** *Approved by Don Schoening September 30, 1998*

## Faculty Contracts

Full-time faculty contracts are generated during the month of May every year. At that time, faculty are contacted by the Human Resources Department for contract signature. Intention Not To Renew Contract Procedure:

### Purpose

The purpose is to outline the procedure for nonrenewal contract for continuing and probationary full-time contractual employees.

### Procedure

1. Definition

Nonrenewal occurs when the contractual employee or the College gives written notice of intent not to enter into a contractual agreement for the next contractual period.

A continuing full-time faculty contractual employee is a faculty member, counselor or professional/administrative employee who has been offered and accepted a full-time contract for a fourth consecutive year.

A probationary full-time contractual employee is a faculty member, counselor or professional/administrative employee who is within the first three-(3) years of consecutive full-time, non-temporary employment and has not been offered a fourth full-time, non-temporary contract.

2. Notification

2.1 The College will give a probationary full-time contractual employee written notification of nonrenewal no later than March 1 preceding the next contractual period. The notice of nonrenewal will either be mailed certified or served in person.

2.2 The College will give a continuing employee written notification of nonrenewal no later than March 1 preceding the next contractual period. The notice of nonrenewal will include the reason(s) for nonrenewal and will either be mailed certified or served in person.

### 3. Appeal

**3.1** The continuing full-time employee may appeal the College's decision to nonrenewal with fourteen (14) calendar days of receiving the notice. (Refer to Due Process: Hearing Panel 450.1) Failure to submit a written request for appeal to the Human Resources Office within the time limit results in forfeiture of any rights.

**3.2** A probationary employee has no right to appeal a nonrenewal.

**Revised Procedure #475.2** *Approved by Don Schoening April 10, 2002, supersedes Procedure #475.2 01/01/99 #1-78 Policy #475*

## Faculty Load Standards

### Equated Load

	College's Load Standards
Weekly Hours Accountable	30
Equated Hours for Teaching Load	30
Duty Days Required	144

## Faculty Teaching

### Learning Equated Load

	College's Load Standards
<b>Lecture</b>	1 hour = 1 load hour
<b>Lab</b>	1 hour = .75 load hour
<b>Clinical</b>	1 hour = .75 (last hour 1:1)
<b>Field Experience</b>	1 hour = .75 load hour
<b>Field Trips</b> (Internship, Work Experience, etc.)	Separate Field Trip Course 1 hour = 1 load hour Minimum enrollment of 12 If part of another course, no additional load
<b>Interactive Television and Online/Internet Courses</b>	.25 additional load for each equated load hour of a course each time it is taught
<b>Open Entry/Open Exit Courses</b>	1 hour = .75 load hour Cap of 30 students
<b>Telecourses</b>	1 hour = .75 load hour for prepackaged courses
<b>Independent Study</b>	.2 load hours per student (3 credit hours per semester maximum in this modality)

## Enrollment and Credit

### Generations Standards

### College's Load Standards

**Minimum Credit Hour Generation per Full-time Faculty**

300 Student Credit Hours per semester per Full-time Faculty

**Minimum Class Size**

12 (at the end of Add/Drop)

**Under-enrolled Classes**

If the class is not cancelled, approved proration is based on the ratio of number enrolled divided by minimum class size. Petitions for full time rate need to be approved by Vice President for Learning Services

**Maximum Enrollments**

If Faculty has generated 300 student credit hours and has classes over 35—award .1 load per/student for # 36–45. (cap at 45)

**Below Equated Load**

If classes are cancelled due to low enrollment and the faculty member is below the load standards, additional duties may be assigned to augment the difference or salary may be prorated

**School Responsibilities**

Maintain a School ratio of 20 FTSE/FTFE (Full Time Student Equivocacy/Full Time Faculty Equivocacy)

## Faculty Overloads

Maximum overload for faculty is 6 credit hours per semester. Assignment of overload is based on the criteria of need, instructor availability, and administrative approval. With the final approval of the Vice President for Learning Services or designee, an additional 3 credit hours of overload may be considered in cases of emergency. (AWC Procedure 601.2)

A faculty member should not be able to schedule an overload with a large number of credit hours during the fall semester which can be carried forward and used to meet load during the spring semester. The goal for each semester is to meet the equated load requirements specific in the Faculty Guidebook (15 load hours each semester) without a carry-forward of load from fall semester to spring semester only.

By adhering to the workload and overload guidelines contained in College Policy and in this Guidebook, it is believed that AWC will be able to offer the essential general education, vocational-technical, and major area courses which are needed to meet student needs each semester.

# Student Appraisal of Faculty

Full-time, probationary faculty experience student appraisal every semester for the first six semesters of their employment. Once a probationary faculty member has been moved to continuing faculty status, he/she experiences student appraisal every two years. Associate faculty experience student appraisal every spring semester.

## Flex Days

Flex-day activities are designed to promote professional development activities that enhance the effectiveness of faculty in their instructional role at the College.

To meet the flex-day, contractual requirement, full-time faculty are required to document fifteen hours of flex activities, attesting that these activities occurred during the fiscal year (May 1–April 30).

### Key Ground Rules:

- Activities listed on the flex-day form must have been, or must be accomplished during non-instructional hours. Flex activities should directly and positively impact the teaching/learning process.
- Regular duties such as correcting papers or reading class textbooks are not flex activities.
- Flex activities for which one receives an honorarium are acceptable unless payment is processed through college payroll.
- An activity cannot be used for the flex and educational growth programs simultaneously.

## Responsibilities & Duties

The primary responsibility of faculty is to prepare people to be lifelong learners and to develop learner mastery of knowledge, skills, and attitudes relative to particular courses of study and general education.

### A full-time faculty member is expected to:

- Model lifelong learning by active involvement in professional development and scholarship
- Build and enhance the spirit of collegiality
- Strive to help each learner realize his or her full potential
- Post and maintain office hours
- Prepare and teach assigned courses, labs, practical, clinicals

- Complete the EDU 250 Community College course within two years of employment.  
**Course Description:** A survey of the philosophy, history, organization, functions, and funding of the American community college. Emphasis will be placed on analysis of student development, instructional systems, current issues and future trends. **CR/NC**
- Identify student learning outcomes; develop process tools for assessment; incorporate results in order to modify instruction and materials in general education, degree program, course cluster, and/or certificate program, in coordination with colleagues.
- Engage in curriculum and instructional development
- Recruit and advise students
- Maintain accurate records and submit in timely manner
- Submit 45-Day FTSE, Mid-term Grade reports, and Final Grade reports by the scheduled date/time
- Promote college advancement through participation in committees, task forces, student activities, partnerships, and community outreach
- Establish and maintain relationships with AWC's educational partners
- Post and maintain office hours
- Assist in registration of students
- Attend department meetings
- Attend the general faculty meetings at the start of each semester
- New Full-time faculty will complete EDU 250—The Community College within two years of initial employment
- Participate in the August 2-day Despegue meeting and the 3-4 follow-up meetings held on Fridays throughout the Fall semester if new fulltime faculty
- Comply with applicable State and Federal laws as well as College policies and procedures
- Perform related duties as assigned

## Mileage Reimbursement for Teaching Assignment

Mileage will be reimbursed at the end of each semester when a teaching assignment requires traveling more than twenty (20) miles round trip per class meeting from the employee's designated post of duty or home, whichever is shorter, to the assigned teaching location. Payment is made only for those

miles in excess of 20 based on odometer readings. To receive reimbursement, a Travel Request must be filed at the by the third week of each semester indicating the beginning and ending dates of the class. Upon completion, or meeting of canceled class, a Teaching Mileage Reimbursement Request must be completed and submitted with a copy of the approved Travel Request to the Travel Specialist. This must be signed by Associate Dean/Dean.

### Examples Key

**POD:** Post of Duty

**ATL:** Assigned Teaching Location

Example A

**POD:** Home in the Foothills

**ATL:** San Luis

**Mileage from:** POD to ATL & return: 60 miles

**Reimbursable mileage:**  $60 - 20 = 40/\text{trip}$

Example B

**POD:** Home in the Foothills

**ATL:** Yuma Main Campus and San Luis

**Mileage from:** POD to San Luis: 60

**Mileage from:** POD to Yuma Main Campus: 10

**Reimbursable mileage:**  $60 - 20 = 40/\text{trip}$

**Reimbursable mileage:**  $10 - 20 = 0$

## Minimum Class Size & Compensation

If the minimum enrollment for your course is not met (12 students for the Main Campus and South Yuma County and 8 students for East Yuma County and La Paz County), the course may not be offered and the College has no financial obligation to you. Your employment is contingent upon obtaining the minimum enrollment and an administrative decision to continue the assignment. A \$25 stipend will be made for meeting a course that is subsequently canceled or re-assigned.

If a course does not meet minimum enrollment you will have the opportunity to decide in conjunction with the Vice President for Learning Services to teach the course on a prorated basis. The assignment of a regular full-time faculty member may take precedence over your assignment. Final payment is contingent upon your submission of all grades and other documents or moneys for which you are responsible. If the assignment is not fulfilled in its entirety, your compensation will be adjusted proportionately based on contact hours.

**Rate of Pay:** You will be compensated based on each "equated load hour" you teach. This figure is multiplied by the current associate faculty load rate (contact the Human Resources Office for current pay schedules). When you have taught

six semesters for AWC, please notify the Human Resources Office so your rate can be adjusted to the higher associate faculty rate. Up to three semesters can be counted in a full year: Fall, Spring and Summer. The Winter term is counted with the Spring Semester.

## Employment of Relatives

Arizona Western College permits the employment of qualified relatives of employees as long as such employment does not create actual or perceived conflicts of interest. This means that if a relative of yours is employed by the College, you may normally continue to work here as long as no supervisory relationship exists between you and your relative.

## Personnel Files

**You are required to have the following on file in the Human Resources Office:**

1. Application materials including official AWC employment application, official transcripts, resume or vita
2. Loyalty Oath
3. Current W-4 and A-4 forms
4. I-9 for those hired after November 6, 1986
5. Statement of Selective Service Registration Form
6. Drug Free Workplace Form
7. Notification of Employment Status Form
8. Information Technology Ethics Statement

**Your personnel file may also contain:**

1. Summaries of student appraisals
2. Letters of application, commendation, etc.
3. Advice(s) for payroll

You have access to your file and only material which you have seen will be placed in your personnel file.

## Sabbatical Leave

### Purpose

Sabbatical Leave is a compensated Professional Development Leave of Absence for the purpose of providing contractual employees at the college community extended alternatives for professional growth. The purpose is to upgrade the services of the College by improving the competency of the Sabbatical Leave participant.

## Procedure

1. Eligibility for Sabbatical Leave
  - 1.1 All contractual employees are eligible after serving six years (12 consecutive semesters) as full-time staff of Arizona Western College.
  - 1.2 Returning Sabbatical Leave participants will be eligible for additional sabbaticals after completing six consecutive years (12 semesters) following the prior sabbatical.
2. Sabbatical Leave Classification/Compensation (All compensation is determined by the base contract of the fiscal year of the sabbatical leave period).
  - 2.1 Faculty
    - 2.1.1 One semester leave at the rate of 100% of the regular semester salary.
    - 2.1.2 Full academic year (2 semesters), at the rate of 50% of the regular contract salary.
    - 2.1.3 Two summers (or more), at the rate of 50% of ten weeks pay (Summer = 10 weeks).
  - 2.2 Professional/Administrative
    - 2.2.1 One half of the base contract year at the rate of 100% of salary that would have been earned during the time period approved to be absent from the position.
    - 2.2.2 One base contract year at the rate of 50% of salary that would have been earned during the time period approved to be absent from the position.
    - 2.2.3 Two summers, at the rate of 50% of two weeks pay. (Summer = 10 weeks)
3. Application and Recommendation Procedure
  - 3.1 Written application for Sabbatical Leave will be submitted to the appropriate Vice President no later than October 15 of the calendar year preceding the fiscal year in which the Sabbatical Leave will be effective.
  - 3.2 Applicants for Sabbatical Leave will submit to the appropriate Vice President a written proposal which will reflect a program of study or a schedule of activities. This document must be of such detail that the selection committee will be able to clearly determine the objectives to be accomplished during the Sabbatical Leave. Guidelines for Application for Sabbatical Leave are available from the appropriate Vice President.
  - 3.3 Applications will be forwarded to the Sabbatical Leave Committee no later than October 21. A Sabbatical Leave Committee will be formed by the appropriate Vice President and will include not less than five (5) members.
  - 3.4 The Sabbatical Leave Committee will review all applications, apply the established criteria and submit its recommendation, in priority listing, to the Executive Committee before December 1. The committee may request additional written and/or oral explanations in support of the proposals.
  - 3.5 Sabbatical Leave recommendations will be presented to the District Governing Board at the January meeting. If the recommendations of the Sabbatical Leave Committee are changed, the committee will be advised prior to the presentation to the District Governing Board.
  - 3.6 Applicants approved for Sabbatical Leave will be notified following the District Governing Board action. Sabbatical Leaves will be contingent upon funds.
  - 3.7 After approval, any changes to the program of study or the schedule of activities will be submitted to the appropriate Vice President for approval.
4. Criteria for Sabbatical Leave Selection

Criteria for selection will include, but are not limited to the following:

  - 4.1 Completion of advanced degrees.
  - 4.2 Value of the activity to the institution's educational program.
  - 4.3 Curriculum and material development.
  - 4.4 Research and publication.
  - 4.5 Planned and approved travel related to the subject field.
  - 4.6 Practical training and job experience in subject related field.
  - 4.7 Updating of knowledge in subject field.  
(Order of listing does not imply priority nor merit)
5. Requirements and Responsibilities
  - 5.1 Upon completion of the Leave, Sabbatical Leave participants agree to work for Arizona Western College for at least one year in the same or comparable position.
  - 5.2 Sabbatical Leave participants who do not return to Arizona Western College to satisfy 5.1 will repay the full amount of the Sabbatical Leave within one year from the date the leave ends unless excused from

this obligation by the District Governing Board. Each Sabbatical Leave participant will sign a promissory note for the full amount of the Sabbatical Leave payment prior to the beginning of the Leave.

**5.3** Failure to comply with the terms of the approved Sabbatical Leave Program or schedule of activities may require that college funds expended to be returned in part or in full, subject to approval of the District Governing Board.

**5.4** Returning Sabbatical Leave participants will file, no later than 60 days after returning, a written report with the appropriate Vice President and the Sabbatical Leave Committee. It is suggested the report be planned in consultation with the appropriate Vice President before leave is taken. An official transcript will serve in lieu of a written report for full-time study programs.

## 6. Benefits

**6.1** Medical and dental insurance coverage for the Sabbatical Leave participant continues as though the employee were still a full-time continuing employee. The employee may continue coverage for eligible dependents by paying for such coverage through payroll deduction.

**6.2** Retirement contributions to the Arizona Retirement System will continue to be made by the College and by the employee through payroll deduction.

**6.3** No benefits such as sick leave will accrue during an approved Sabbatical Leave, but all such previously accrued benefits will be held in abeyance until the employee's return to work on a full-time basis.

**6.4** An employee on Sabbatical Leave is not eligible for a longevity increase based on time when the employee was not actively performing service for the College, but the employee is eligible for any across-the-board salary increases which may be granted to the employee's employee class.

**Procedure #435.5** *Approved by James R. Carruthers  
November 5, 1990, supersedes Procedure #435.5 (10MAW)*

## Salary Deductions/ Garnishments

### Purpose

The Payroll Office withholds money from an employee's pay for payment of garnishments such as child support payments, past due loans for student debts and encumbrances to the IRS.

### Procedure

1. The Payroll Office is notified of the existence of the garnishment and identifies the amount to be withheld each check.
2. The Payroll Office makes the deduction from the employee's pay and forwards it to the appropriate agency.

**Procedure #340.2** *Approved by Don Schoening  
April 26, 1999*

## Records & Reports

### Class Rosters

Faculty are to assist in determining accurate enrollments in respective courses through verification of names on Class Rosters. Rosters are continually updated through WebAdvisor during the semester. Students who continue to attend classes but whose names are not listed on Class Rosters might not be properly enrolled for such courses. Therefore, faculty are to direct these students to the Registrar's Office to verify enrollment records. Students who fail to complete the registration process cannot be allowed to continue attending classes. If students fail to properly enroll, these students' names will not appear on the Final Grade Rosters and instructors are unable to issue grades to those students. Faculty who have questions regarding the enrollment procedures policy should contact their respective Associate Dean, Dean, or the Registrar's Office.

*It is imperative that faculty submit FTSE data, mid-term performance grades, and final grades in accordance with published due dates.*

### Federal Educational Rights and Privacy Act

Under the Family Educational Rights and Privacy Act (FERPA), students enrolled at institutions of higher education are afforded three basic rights:

- Right to inspect and review education records.
- Right to request to amend education records.
- Right to limit disclosure of "personally identifiable information" in education records.

For faculty members each of these rights significantly impact the management of information related to the students in their classes. Please become familiar with the entire FERPA college procedure at [https://www.azwestern.edu/student\\_services/enrollment\\_services/](https://www.azwestern.edu/student_services/enrollment_services/)

1. **Right to review records:** All information an individual faculty member has accumulated about a student is subject to a student's right of inspection and review, since

they may all be deemed part of a student's educational record. This includes not only information used to determine a student's grade but any correspondence, letters, e-mails, recordings or video-tapes that directly relate to a student and that are in a faculty member's possession.

2. **Right to amend records:** Pursuant to a review of his or her record, a student may request that information in the record be changed, if there is an error of fact. FERPA does not stipulate that a student's grade must be changed; however, a student may request that his or her concerns may be entered on the record.
3. **Right to limit disclosure:** The most widely cited aspect of FERPA, this requires that faculty members refrain from disclosing any personally identifying information about students. Included under this requirement is the prohibition against disclosing any information that has to do with a student's performance in class to anyone other than the student, e.g., performance or grades on tests, quizzes, reports, papers, etc. Faculty members may post grades for a class, but they may not use social security numbers or any other number associated with the student. To post grades, a faculty member would need to agree on a random number that is known only to the student and the faculty member.

In addition, information regarding a student's academic performance may not be disclosed to anyone, including parents or guardians, without the student's written consent. Refer requests or for further information, please contact the Registrar at (928) 317-6100.

## Final Exam Schedule

All faculty members are required to administer final examinations and must require all students to take examinations at the time and day they are scheduled. Final examinations may be in the form of a paper-and-pencil test, electronic exam, or any activity that demonstrates students' levels of competence in relation to course objectives.

*Executive Committee May 1994*

Final examinations are an essential and integral component of students' classroom experiences and all students are required to take them. Times and dates of final examinations are published in the course schedule and students must attend their final examinations as scheduled. For web-based classes, final exams must be completed during finals week.

Before the last class meeting, students who are scheduled for more than two examinations on a given day may request permission from one of the instructors to arrange an alterna-

tive time for testing. Otherwise, requests for rescheduling an examination must be made in writing and submitted to the instructor and the Associate Dean/Dean for approval.

*Executive Committee December 1994*

The following guidelines support a Coordinated Final Exam Schedule between AWC & NAU-Yuma.

Finals for evening classes that meet once a week will be administered during regularly scheduled class meeting times during finals week each semester. Students should adhere to the published Final Exam Schedule for examinations in other daytime and evening classes.

A student is not required to take more than two (2) final exams in one day (6:00 A.M.–10:45 P.M.). In case a student is scheduled for three (3) or more exams in one day, he/she should contact the appropriate faculty member or Associate Dean/Dean (AWC) or Area Coordinator (NAU-Yuma) of the middle final(s) to schedule a make-up exam for students who meet these criteria.

*Executive Committee January 1995*

## Grades for Deployed Military Students

In reference to deployment or reassignment of military personnel and the assignment of final grades, each case should be individually handled. Faculty members should consider issuing an "I" (Incomplete) grade to those military enrollees who are deployed or reassigned on a temporary basis, but who are able to complete the work at a later date. For military personnel who are deployed or reassigned and indicate that they are unable to complete the required work at a later date, an administrative withdrawal should be considered.

*Executive Committee October 1990*

## Grading Policies

### System I\*

- A exceptional performance for most learning outcomes...4
- B good performance for most learning outcomes .....3
- C satisfactory performance for most learning outcomes...2
- D unsatisfactory performance for most learning outcomes . 1
- F unsatisfactory performance for all learning outcomes...0

### System II\*

- CR Credit..... not computed into GPA
- NC No Credit ..... not computed into GPA

To earn credit, “CR”, a student must have achieved an equivalent grade of “C” or better for the course. No prerequisite requirement will be satisfied by a grade of “D” or “F.”

Additional grade symbols included in both systems but not calculated into the grade-point average are:

- AU** Audit ..... see Audit Policy in this guide
- I** Incomplete ..... see Incomplete Policy in the catalog
- W** Withdrawal..... see Withdrawal Section in the catalog
- NS** No Show ..... Student Never Attended Class
- R** Repeat ..... see Repeat Policy in the catalog
- IP** In Progress. see Course in Progress Grade Policy in the catalog

*\*Students have the option to select either System I or System II at the time of registration. A change from System I to System II or from System II to System I is permitted prior to the mid-point of the course. It is the responsibility of the student to initiate this procedure and complete the required paperwork.*

A maximum of 24 credits of “CR” may be applied toward graduation from Arizona Western College. A minimum of six credits in Freshman Composition and the required major courses must be completed under System I except upon approval of the Vice President for Learning Services. Courses taken for the Arizona General Education Curriculum (AGEC) must be completed under System I except upon approval of the Vice President for Learning Services.

## Retention of Student Records

Grade records are to be retained for at least one calendar year from the date of issuance. Full-time faculty are responsible for retaining grade records. Should a faculty member leave the College, grade records are to be turned in to the respective Associate Dean/Dean as part of the checkout policy.

*Executive Committee January 6, 1992*

## Student Participation

Students are expected to attend every session of class in which they are enrolled. Class attendance is especially important for academic success at the college level, particularly for laboratory and activity classes since a substantial portion of course content can be learned only through class participation.

## WebAdvisor

In order for faculty to obtain class rosters and enter FTSE midterm performance and final grade reports, an account needs to be established through WebAdvisor. Access to this system is available through the Arizona Western College homepage. Setup, including login and password, and training are available by contacting Computer Information Services at (928) 314-9540

## Withdrawals

After the designated add/drop period and through the first three quarters of the course, or as specified by the Registrar, students may withdraw from one or more classes and receive a grade of “W” on their official academic record. Classes lasting less than an entire semester may have a different withdrawal period. The date a withdrawal notification is received in the Registrar’s Office is considered the student’s last date of attendance in the specified class. Students who totally withdraw from AWC must submit a “Withdrawal Card” to the Registrar’s Office, and subsequently may be eligible for a prorated refund of registration, matriculation, tuition, and special fees. Withdrawal cards are located at the Dean of Instruction’s office.

# Teaching & Learning Support Services

## Academic Freedom

### Purpose

All members of the instructional faculty are entitled to academic freedom.

### Procedure

1. Instructors are entitled to academic freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.
2. Instructors are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the Dean of Instruction.
3. College instructors are citizens, members of a learned profession, and members of an education institution. When they speak or write as citizens they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As educators they should remember that the public may judge their profession and their institution by their utterances. Hence, they should try to be accurate at all times, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate they are not speaking for the institution.

**Procedure #625.1** *Approved by Don Schoening  
February 1998*

## Advisory Committees in Instructional Programs

**Background and Role:** Public education in the United States is maintained to serve needs and perform activities identified as desirable to the general citizenry. The community has always been involved in educational activities through the participation of lay citizens on state and local boards of education. This involvement has insured that educational systems are responsive to the needs identified and prioritized by lay citizens.

The use of advisory committees in technical education programs is a natural and desirable extension of lay participation in education. Technical education programs prepare adults to

enter the labor force immediately following graduation and to supply the means for them to upgrade their skills. In performing this function, instructional programs are reviewed and updated regularly by persons engaged in the various occupational fields to insure that the instructional programs remain relevant. The establishment and use of program advisory committees are efficient and logical ways of providing these critical functions.

Advisory committees play a crucial role in planning, revising, and maintaining career curricula that will prepare students to meet the challenges of the work world. Programs must constantly reflect changes in technology and job requirements. The College must also be alert to technology changes and to design curricula and programs reflecting new areas of growth and demand.

**Functions of an Advisory Committee:** The primary function of an advisory committee is to advise and provide counsel to the faculty and administration of Arizona Western College concerning appropriate career programs. The committee also suggests types of educational and technical services needed by the community and offers advice for the maintenance and development of programs. Additionally, committee members agree to share in the periodic program evaluation, revision, and updating as required.

The committee should be concerned with a particular technical education program. Some of the committee's specific functions are:

1. to list specific skills and suggest related and technical information for the course or program;
2. to recommend competent personnel from business and industry as potential instructors to help evaluate the program of instruction;
3. to suggest ways for improving the marketing of programs;
4. to assist in recruiting, providing internships, and placing qualified graduates in appropriate jobs;
5. to keep the College informed of changes in the labor market;
6. to provide a means for the College to inform the community about its occupational programs;
7. to conduct and review surveys of graduates and employers;
8. to assess program needs in terms of the entire community.

Depending upon the particular occupational education program, an advisory committee might meet monthly but no less than twice a year.

**Service and Terms of Office for Advisory Committee Members:** Advisory committee members serve definite terms of office from one to three years. Provisions should be made for staggered replacement so there are always experienced members serving. When a term has expired, a new commit-

tee member is appointed. Members may also be reappointed for a new term at the request of the College representative. Membership on an Advisory Committee is confirmed when a member is officially notified via written correspondence by a College administrator.

**College Representatives:** The College's representatives will normally be the lead instructor, Program Coordinator, or the Dean responsible for the program and the administrative representative from the instructional unit at AWC. The lead instructor should work cooperatively with the Associate Dean/Dean to coordinate the work of the committee.

**Meetings, Agendas, and Minutes:** A program Advisory Committee must meet no less than twice each academic year according to vocational education guidelines. The meetings should be called well in advance of the meeting date. Although a telephone call may serve for initial contact of advisory members, a formal letter and agenda should follow.

The appropriate Dean's Administrative Support or a member of the Advisory Committee is to prepare minutes of each committee meeting, distribute them with a letter of appreciation to all committee members, and deposit a copy with the designated instructional administrative liaison at AWC.

## Center for Teaching Effectiveness

The Center for Teaching Effectiveness (CTE) operates on the belief that individuals, departments, and institutions have unlimited capacity for growth and development. Based on these beliefs, the faculty, staff and administration make a commitment to assure the resources necessary to provide a comprehensive program that will meet the constantly changing needs faculty face in a multicultural society.

The CTE commits itself to a comprehensive professional development program that makes teaching and learning the focal point of college activities and decision making. The CTE also strives to support the personal development of all college faculty by promoting an environment of mutual trust, respect, growth, and teamwork. CTE coordinates, develops, and implements the following professional development activities:

- Resource Library
- Teaching and Learning Seminars
- Faculty Professional Development Day
- Mentor Program
- Teacher of the Year
- ITN Training

The CTE houses classroom, office supplies, and desk copies of text books for full-time and associate faculty. Faculty or an AWC employee can access office/classroom supplies from the

CTE supply room. Faculty and staff must document the supplies taken on the log inventory sheet located on the CTE secretary's desk. If supplies are not in store, faculty and staff must request them from the CTE secretary and allow 4 college business days to retrieve them.

**Conference Room:** A conference room for meetings of up to 14 people is located in the CTE. Reservation for this room can be made by calling (928) 344-7757.

**Workroom:** The CTE has a workroom for faculty which contains 2 PCs, a flatbed scanner, Scantron machine, and a photocopier. Faculty wishing to make copies will need a Division Code for billing purposes. Codes can be obtained from your Associate Dean/Dean's secretary/assistant.

**Teacher of the Year Recipients:** Since 1990 through 2007, there have been 31 full-time and associate AWC faculty recognized for receiving Teacher of the Year awards.

**NISOD Excellence Award Recipients:** Since 1992 through 2007, there have been 29 full-time and associate AWC faculty recognized for receiving NISOD Excellence awards.

### Center for Teaching Effectiveness

Learning Resources Building, LR 86  
AWC Main Campus  
(928) 344-7757

#### Hours

Monday–Thursday  
7:00 A.M.–8:00 P.M.

(extended hours during semester startup)

## Copyright

### Purpose

All employees will comply with the amended U.S. Copyright Revision Act of 1976.

### Procedure

#### 1. Definitions

**1.1** The Copyright Act is law giving the owner the copyright the exclusive rights to do and to authorize the following, in whole or in part, as it pertains to the copyrighted work: reproduce the work, prepare derivative versions of the work, distribute copies of the work, perform the work publicly, display the work publicly.

**1.2** Fair Use in the copyright law allows the use of a copyrighted work, including such use by reproduction or other means for purposes such as criticism, comment, news reporting, teaching, scholarship, or research. In determining whether any particular case constitutes fair use the following factors must be considered:

- 1.2.1 The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes
  - 1.2.2 The nature of the copyrighted work
  - 1.2.3 The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
  - 1.2.4 The effect of the use upon the potential market for or value of the copyrighted work.
2. The AWC employee must check the Copyright Law before engaging in any activity that might be construed as violating the Copyright Law. Copies of the Copyright Act and relevant materials and information are available in the Arizona Western College Library and the Center for Teaching Effectiveness.
  3. An employee who violates the Copyright Law in the presentation, utilization, and duplication of copyrighted materials may be personally responsible for any legal consequences that ensue.

**Procedure #224.1** *Approved by Don Schoening*  
October 1998

*If you have any questions in regard to Copyright Law, please contact the Vice President for Learning Services at (928) 314-7520.*

## Library & Learning Resources

The Academic Library offers a wide variety of resources to support the research needs of students from the first year to the doctoral level, and their instructors. It offers a circulating book collection, a large selection of periodicals and journals, a reference collection, an Educational Clearinghouse for future and current educator use, government documents, and a variety of electronic databases, electronic books, and Internet research services. In addition, the library offers a large media collection of musical CD's, DVD's, audiobooks, and videos. Group study rooms, copiers, large quiet study areas, and computers are available for public use.

### Academic Library and Learning Resources

Learning Resources Building  
(928) 344-7777

## Mail

The purpose of the Mailroom is to receive, process and distribute college mail in a timely, cost-effective manner.

**Metered U.S. Mail:** Metered mail is defined as official college mail from College offices, departments, student clubs, etc. that the mailroom weighs, affixes postage and posts out. This

includes letter size envelopes, packages, large or overstuffed envelopes and international mail. Metered mail is not for personal use

**Campus Mail:** Mail sent inter-office should contain both first and last name of the recipients as well as the department name if a part-time employee.

**Personal Mail:** The College requires all faculty and staff to receive their personal mail at home or permanent address. Any mail not relating to your job is considered personal and may include, but is not limited to: bank/credit union statements, utility bills, driver's licenses, credit card bills, etc. AWC should not be given as your permanent address unless you live on campus. All mail addressed to Arizona Western College is College property and subject to be opened to identify checks, payments, invoices or other College business.

Outgoing personal mail is handled along with college mail. You may deposit your outgoing personal mail in the mail receptacle in the LR atrium or take it directly to the Mailroom. Outgoing personal mail must be sealed and must have the proper postage affixed **prior** to depositing in the mail receptacle. For your convenience, a limited supply of various denominations of U.S. postage stamps is available at the Mailroom. Do **not** attach cash or coin to your outgoing mail or ask Mailroom personnel delivering in your area to purchase your stamps for you. Be sure to include your return address on all personal mail.

Correspondence with our health care provider is considered personal and must have postage affixed.

Due to the high volume of college business mail, employees are required to mail personal packages at commercial sites off-campus. The time mailroom staff spends processing personal packages is time taken away from the very important task of receiving, sorting and distributing college mail.

**Departmental Cost Center Information:** Metered and Campus mail must have a minimum of the Department cost center in the upper left hand corner for identification purposes. Budget cost center information can be obtained from your Associate Dean/Dean.

AWC's physical address is:

**Arizona Western College**  
2020 S. Avenue 8E  
Yuma, AZ 85365

AWC's mailing address is:

**Arizona Western College**  
P.O. Box 929  
Yuma, AZ 85366-0929

# Organizational Memberships— Professional and Community

## Purpose

Memberships in professional associations provide an opportunity for the College and its employees to maintain contact in professional areas that relate to the mission of the College.

## Procedure

1. The College, as an institution, will be a member of relevant associations and organizations.
2. Institutional memberships will be a line item in the appropriate College Officer or department's budget.
3. The College will allow individual memberships to be paid from the appropriate department's budget only in the following instances:
  - 3.1 If an individual is requested by an officer of the College to represent the College in a particular association or organization.
  - 3.2 If the appropriate vice president approves the membership because no institutional membership is available and the membership is deemed important to the College and the department.

**Procedure #205.1** *Approved by Don Schoening  
September 30, 1998*

# Purchasing

## Purpose

The Purchasing Department is responsible for the procurement of all supplies, equipment, materials, and services necessary for the operation and support of all College programs. It must accomplish its objectives within the framework of the Arizona Procurement Code, Uniform System of Accounting and Financial Reporting for Arizona Community College Districts, and District Governing Board Policies. As a public institution, we are closely scrutinized for effective and ethical management of District Funds. The Purchasing Manual is available online at [www.azwestern.edu/business\\_and\\_administrative/purchasing/purchasing\\_summary.html](http://www.azwestern.edu/business_and_administrative/purchasing/purchasing_summary.html)

## Procedure

In accordance with the authority delegated to the Director of Purchasing, all purchases, irrespective of the sources of funding, will be governed by the regulations/procedures outlined in the Purchasing Manual. The Purchasing Manual provides direction for the selection processes used for purchases at various dollar thresholds and scenarios.

The initial tool of the procurement system is the requisition. The requisition by itself, however, is not a legal document and cannot be used to authorize a vendor to provide materials or services to any person or department within the District, nor can it be used to process payment of an unauthorized transaction. Individuals placing orders without a Purchase Order may be held personally responsible for the purchase.

The Purchasing Department generates Purchase Orders from approved requisitions and depending on the nature of the procurement, sends the Purchase Order to the vendor for fulfillment of the order, to the requestor, or to Accounts Payable for processing.

Shipped goods are received at Central Receiving, checked against the Purchase Order, and distributed to the requesting department.

Once approval for the purchase is given by appropriate Associate Dean/Dean and the funds in the appropriate budget are confirmed, a requisition can be initiated by the Associate Dean's/Dean's Administrative Support. The requisition will then be processed once authorized by the Purchasing Department and the order will be placed and/or confirmed. Items ordered will be delivered to the Purchasing Department and will be distributed out of that area to appropriate individuals.

# Printing Services Lab

Serves AWC and NAU-Yuma faculty and staff with copier, bindery, full-color as well as wide format printing services. There are three self-serve copiers with no charge on standard copy jobs of up to 1000 copies, letter, 20 lb, white paper and up to 500 copies on letter, 20 lb, color paper.

## The Printing Services Lab

Technology Building, TE 110  
(928) 314-9584

## Hours

Monday–Thursday  
7:00 A.M.–5:00 P.M.

Copies can be obtained at the San Luis and Parker sites by contacting the main office personnel. The phone numbers are (928) 314-9420 and (928) 314-9560 respectively.

# Technology & Network Services

There are three units within the Technology and Network Services (TANS) Department: Technical Support Services, Network Services, and Programming.

**Technical Support Services:** The Technical Support Services staff is charged with the purchase, installation, and maintenance of all computers, peripherals, and other technology-related

devices on all AWC campuses. The TANS Help Desk is the point of contact for all faculty and staff technology issues, including hardware, software, e-mail, audio, video, telephones, equipment checkout, and event support.

The primary function of the Help Desk is to provide a one-stop-shop for all technology needs. Technical assistance is available during each fall and spring semester from 7:00 A.M.–10:00 P.M. Monday through Thursday and from 8:00 A.M.–5:00 P.M. on Fridays. To obtain **any** type of technical assistance, please contact the Help Desk.

**Network Services:** Network Services works diligently behind the scenes to maintain the AWC computing infrastructure including server function, network security, system performance, internet access, and AWC web design. To obtain support from Network Services, please contact the Help Desk.

**Programming:** AWC utilizes Datatel, a comprehensive ERP program, to conduct all phases of college business: student records, registration, purchasing, scheduling, payroll, etc. The AWC Programming staff works tirelessly to repair, maintain, and improve the overall functionality of AWC's computing core. To obtain support from Programming, please contact the Help Desk.

#### Helpdesk

Learning Resources Building  
(928) 317-5892  
helpdesk@azwestern.edu

## Testing Services

Testing Services offers placement testing to students, make-up testing and general testing services for faculty. Testing Services also administers other tests such as GED, CLEP, ACT and many other certification tests. For a complete list of our tests and services provided, visit our website: [www.azwestern.edu/student\\_services/enrollment\\_services/testing\\_and\\_placement/](http://www.azwestern.edu/student_services/enrollment_services/testing_and_placement/)

**Placement Testing:** All new, degree seeking students, or those who wish to take a general education course, a math, English or ESL course must take a placement test. Students may test at the main campus or at any AWC site. An admission application must be processed prior to testing.

**Make-up Testing:** Student make-up tests can be administered at the Testing Center. Faculty in need of these services submit a Make-up Testing Request Form along with the test to the Testing Center. Forms are available at the Testing Center.

**On-line testing:** Faculty who teach on-line courses that require a proctored testing environment can also use our Testing Center to administer these tests.

#### Testing Center

Student Services Building  
Phone: (928) 344-7641

## Travel

A copy of the AWC Travel Manual can be found on the Business Office page of the AWC Website [www.azwestern.edu/business\\_and\\_administrative/business\\_office](http://www.azwestern.edu/business_and_administrative/business_office)

The manual provides information regarding travel procedures. Travel related questions can be answered using either the online travel manual or by calling the Travel Specialist. Initial procedures and planning to consider:

- An 8-day, pre/post documentation submission is required on all official travel, unless otherwise approved;
- Budget availability needs to be resolved prior to travel submission;
- AWC currently uses a state contracted travel agency (AdTrav) to make travel arrangements for airlines, hotels, and out of state car rentals. No other travel agency may be used. A profile must be created with AdTrav prior to arranging travel. This can be done on their website [www.adtrav.com](http://www.adtrav.com). Employees should consult the Travel Specialist prior to obtaining an airline ticket through any other sources.

#### Field Trip Travel

Field trips can provide powerful opportunities for engaging students in learning. There are many practical, legal, and financial elements that need to be addressed in advance planning. Appendix A is a list of things that should be done to prepare for a successful field trip. Consult your Associate Dean/ Dean for further guidance. Refer to Appendix A for Faculty Steps for Field Trip Travel.

#### Open-end Travel

Travel Requests and Claims should be processed on a biannual basis by each budget manager. Associate faculty must consult with Associate Dean/Dean.

#### Professional Development Travel for Faculty

The general purpose of Faculty Professional Development (FPD) funds are intended to benefit the College by strengthening the faculty in its various professional capacities. The funds support a wide variety of faculty activities, including: travel to professional conferences and workshops; pedagogical and course development training; and faculty presentations at local, state, and national conferences. The FPD funds also may be used by faculty who wish to develop new skills and expertise consistent with the College's academic mission and the faculty members' area of assignment.

The funds are monitored by the Center for Teaching Effectiveness and administered by the Vice President for Learning Services. Faculty should plan their travel activities in advance in order to meet deadlines and avoid last minute and more costly travel. In order to determine applicability for use of the FPD funds, faculty shall complete a Professional Develop-

ment Travel Proposal (PDTP) form and submit it with their travel request to their supervisor. When available, program descriptions for workshops, conferences, or other activities should be appended to the form. A description of the manner in which the activity strengthens the faculty member in their role or contributes to the development of new skills and expertise and the relationship to the College's academic mission shall be included on the PDTP form. Faculty may be requested to participate in a campus dissemination activity following their participation in the professional development to further broaden the positive impact of these activities on the capacity of the faculty.

Recognizing that going to conferences is an important aspect of one's professional activity, but also recognizing that funds are limited and need to be used for an increasing number of professional development opportunities, proposals for travel that include presentations at major conferences or professional meetings, will be given every possible consideration for funding. The College will seek to provide equitable access to FPD for as many faculty as possible and may, out of necessity, not be able to grant a single faculty members' requests for multiple presentation trips.

### Professional Development Travel Request Procedures

*(This is a summary only and is not all inclusive of the complete Travel Manual)*

1. Submit an **AWC Travel Request** and a **Professional Development Travel Proposal (PDTP)** form with documentation, to your immediate supervisor. If approved, the Supervisor/Director or Associate Dean and Dean will forward the **Travel Request** to the Associate Dean for Learning Support Services who will determine if sufficient funds remain available in the Faculty Professional Development Travel budget. The travel request will then be forwarded to the Vice President for Learning Services for approval. The Vice president will then forward it to the Business Office Travel Specialist for processing. Travel must be approved prior to departure and the approved **Travel Request** should be received by the Business Office Travel Specialist at least eight (8) working days before the trip.
2. Contact AdTrav to make initial travel arrangements for airline, hotel and out-of-state car rental. No travel agency other than the State Contracted Travel Agency, AdTrav may be used. The Travel Specialist will give the Purchase Order number to the Travel Agency after receipt of the approved **Travel Request**.
3. a rental vehicle is needed:
  - Out-of-state:** AdTrav must be used
  - In-state: a.** Any local rental agencies that will accept your P-Card, your personal credit card, or an AWC Purchase Order (PO) *(PO will be called in by the Travel Specialist)*

- b. Rental agencies provide a 30 minute grace period.

**Example:** if you rent a car at 6:00 P.M. today, it will need to be returned by 6:00 P.M. tomorrow but you actually have until 6:30 P.M. with your grace period.

4. Contact the Yuma Schools Transportation Center when a college vehicle is needed.
5. Indicate on the **Travel Request** when an advance of funds is needed. If a P-Card has been issued, no advance will be processed. The only exceptions are for Team Travels or Field Trips. See page #4 of the Travel Manual.
6. Submit **Travel Expense Claims** to the Business Office Travel Specialist within eight (8) working days after completion of travel. When the total allowable travel expenses claimed are less than the amount of an advance, a check payable to AWC for the difference must accompany the claim.
7. Notify the Travel Specialist, in writing, on the first work day following cancellation of a **Travel Request**. In addition, notify the Yuma Schools Transportation Center if a college vehicle was reserved. Also, remember to cancel any other reservations other than airline. Airline reservations will be cancelled by the Travel Specialist.

### Whom to Contact:

- Questions regarding Travel Requests and Travel Expense Claims Travel Specialist, 344-7522
- State Contracted Travel Agency (AdTrav 1-866-862-3952)
- Rental Vehicle reservation:  
Any local rental agencies (that accept your P-Card or your personal credit card or an AWC PO)  
AdTrav: 1-866-862-3952
- College Vehicle Reservation: Yuma Schools Transportation Center, 341-9076
- Travel Policy: Director of Financial Services and Controller, 344-7521
- Change of travel plans during trip: Vice President for Learning Services

## Volunteers

### Purpose

Volunteers at Arizona Western College are a valuable resource and assist the College in accomplishing its mission.

### Procedure

1. Prior to Assumption of Activities.

- 1.1 The department member accepting volunteer services must provide the Associate Dean or Dean the "Volunteer Register" which lists the name of each volunteer, social security number, and type of work to be performed, estimated hours per week and beginning and ending dates of the volunteer service.
  - 1.2 The Associate Dean or Dean approves the Volunteer Register by affixing his/her signature and forwarding it to the Human Resources Office. The Human Resources Office will provide the information to the Business Office and other departments as needed.
  - 1.3 The volunteer's supervisor will notify the Human Resources Office of any change in a volunteer's status.
  - 1.4 Each volunteer will sign a "Render Harmless Agreement" which will indicate that the volunteer understands that no benefits or wages are provided by the College for the volunteer's services. The agreement will be kept on file in the Human Resources Office.
2. The volunteer is not covered by Workers' Compensation until the Volunteer Register and the Render Harmless Agreement are received by the Personnel Office.
3. Restrictions on Volunteers:
    - 3.1 Volunteers will not be issued keys to College facilities.
    - 3.2 Volunteers will not receive nor disburse College funds.

**Procedure #486.1** *Approved by Don Schoening*  
*October 1998*

# Student Support

## Academic Complex Computer Lab (ACCL)

**Computer Support:** The ACCL provides 133 computer workstations and internet access to students of AWC and NAU-Yuma. A lab access account is required to use the computers in the ACCL. Lab access accounts and e-mail addresses are available to students of both institutions. Temporary access accounts are available to users who present a photo ID at the lab desk. A wide variety of software applications on both the PC and Macintosh platforms are available. The lab is also equipped with laser printers and scanners. Lab aides are available to answer computer related questions and render assistance to users of the ACCL. Semester break and Summer session hours are available by calling the ACCL and will be posted on both the door of the lab and the lab's webpage.

### ACCL

Academic Complex Building, AC 156  
(928) 344-7796

### Hours

Monday–Thursday, 7:30 A.M.–10:00 P.M.  
Friday, 10:00–7:00 P.M.  
Saturday, Noon–6:00 P.M.  
Sunday, Noon–10:00 P.M.

## Advising Students

Advising is a core ingredient for student success and is an inherent responsibility of faculty members. Lead Faculty Advisor activities will be coordinated between Learning Services and Counseling Services.

## Academic Counseling & Advisement Services

Academic Counseling/Advising Services assists students with:

- Academic advisement using degree/certificate check sheets online at [www.azwestern.edu/counseling/checksheets](http://www.azwestern.edu/counseling/checksheets)
- Equivalency and transferability of AWC courses to the three state universities using the Course Applicability System (CAS) online at [az.transfer.org/cas/students/index.html](http://az.transfer.org/cas/students/index.html)
- Adjustment and transition to college life

- Orientation and High School Liaison
- **ORI 101** Orientation to College: an AWC course designed to help students understand and apply critical steps to a successful college life

Academic Counselors/Advisors meet with students throughout the year. Students are encouraged to take advantage of the services by periodically checking their progress toward their academic and career goals.

### Academic Counseling & Advisement Services

Student Services Building  
(928) 344-7624  
FAX (928) 344-7710  
[www.azwestern.edu/counseling](http://www.azwestern.edu/counseling)

## Career Development Services

Career Development offers students comprehensive career planning. Services include career exploration and advisement, interest and values inventories, expert assistance in designing a professional resume and cover letter plus guidance in handling the all-important job interview. Students can utilize a job referral/placement system, inquire about internships and volunteer opportunities and avail themselves of many computer and printed resources. Career Development can help students select a college major too! Cooperative Education is housed in this department. “Co-op” enables students to earn academic credit for their paid employment or volunteer experience. Two job fairs are held each year, bringing many employers to campus with information about position openings, internships and volunteer opportunities. Career Development teams with other organizations to put on many student-oriented events each year including the annual Family Night in November. Staff is also available for workshops on a variety of career-related issues.

### Career Development Services

Student Services Building  
(928) 344-7604  
FAX (928) 344-7710  
[https://www.azwestern.edu/student\\_services/career\\_development/index.html](https://www.azwestern.edu/student_services/career_development/index.html)

# International Students

The International Students Program assists students in obtaining visas and advising international students on U.S. Citizenship and Immigration Services (USCIS) regulations. The Coordinator recruits students from all over the world, issues INS documentation, conducts international student orientations and other special services to welcome the international student away from home.

## International Students

Student Services Building

(928) 344-7699

[www.azwestern.edu/student\\_services/enrollment\\_services/international\\_students/index.html](http://www.azwestern.edu/student_services/enrollment_services/international_students/index.html)

# Services for Students with Disabilities (SSD)

The SSD Office provides reasonable academic accommodations for college students with documented disabilities so they can receive a quality education which prepares them for their future careers. The SSD staff work with students in partnership with faculty and community members to achieve a better understanding of the disability while focusing on abilities.

## Services for Students with Disabilities (SSD)

Student Services Building

(928) 344-7629

TTY (928) 317-6007

FAX (928) 344-7710

[www.azwestern.edu/student\\_services/student\\_support\\_services/disability\\_support\\_services](http://www.azwestern.edu/student_services/student_support_services/disability_support_services)

# Single Parents Support Services

The Single Parents Support Services provides limited funds for transportation and general emergency funds, as well as, assistance with referrals and other needs to enhance the career and technical the student's ability to achieve academic and personal success in their pursuit of a vocational/occupational program. If you have students that may be eligible and can benefit from this program please refer them to Counseling and Advisement Services in the Student Services Building or call for more information.

## Academic Counseling and Advisement Services

Student Services Building

(928) 344-7628

# Student Email/WebAdvisor Accounts

Arizona Western College email and WebAdvisor accounts are provided for all enrolled students at AWC main campus and centers. Enrollment is easy but not automatic since it requires students to register. It is recommended you ask your students to register so that you can have a means of communicating with them outside of class. WebAdvisor is used for on-line registration and viewing grades, among other college functions. There is a simple two-step process for students to register for an official Arizona Western College Toro email and WebAdvisor account.

## Email

1. Student ID Cards are issued by the Office of Campus Life located in the College Union. Students will need their registration papers showing that they are a current student. A picture will be taken and put on the ID card and the card will have the student ID number and name on it.
2. Students will be required to have a current Student ID Card when they go to the Academic Complex Computer Lab front desk. A staff member will create your Toro email account at that time. Students' immediately receive their user ID/name and email password.

## WebAdvisor

1. Email [webadvisor@azwestern.edu](mailto:webadvisor@azwestern.edu) from your new email address and include both your registered name with the college and your student ID number in the email. The college will email you at your student email address when your WebAdvisor account has been activated. Below are the instructions that will be in that email.
2. Go to [www.azwestern.edu](http://www.azwestern.edu) Under Quick Links, click on the WebAdvisor link. Click on "I'm new to WebAdvisor" to get your username and password. If you ever forget your username or your password, go to "I'm New to WebAdvisor" again to get them both.

If you get the following error message, the data record did not pass the criteria specified in the rule while trying to register for a class, it is because a registration hold is in place on your account. You must contact Student Services @ (928) 344-7600 to have the hold removed from your account.

# Blackboard

Blackboard is managed by the Office of Distance Education. You can get assistance online at [awconline.azwestern.edu/current/helpdesk.php](http://awconline.azwestern.edu/current/helpdesk.php) or visit the Academic Complex Computer Lab with regards to problems you're having with Blackboard. For further information contact the Help Desk at (928) 317-5892.

## Student Government & Organizations

Supporting the notion that education isn't just for the classroom—AWC encourages the formation of clubs and organizations to create and support opportunities for student leadership and involvement as well as provide ongoing community outreach that promotes intellectual and cultural growth. Through these involvement opportunities, AWC students discover their leadership capabilities, become creative in their approach to problem solving, learn to cope with organizational complexities and enhance their interpersonal relationships.

## Student Grievance Procedure

Arizona Western College is committed to mutual respect among all constituents of the college community. This commitment includes students, faculty, staff, and administration alike. In all concerns about fair treatment, we seek to work together to understand and address those concerns without having to resort to formal grievance procedures. When that is not possible, we are at all levels committed to a fair and reasonable resolution of issues through a formal grievance process guided by the information and documentation provided in the process. The procedure described below guides the orderly procedure of grievance, and attempts at resolution.

The primary objective of a student grievance procedure is to ensure that concerns are promptly dealt with and resolutions reached in a fair and just manner. It is essential that each student be given adequate opportunity to bring complaints and problems to the attention of the college with the assurance that each will be heard and due process afforded the student.

### Procedure

#### 1. Definitions

- 1.1 A *Grievance* is a complaint by an Arizona Western College student involving an alleged misapplication or violation of any College policy or procedure that adversely impacts the student, or any other dispute within the College that directly impacts the student in an adverse manner. A Grievance may include, but

is not limited to, complaints alleging (a) mistreatment by a College employee, (b) errors in the assessment of fees or other financial obligations, (c) registration errors, (d) loss of financial aid eligibility, and/or (e) student housing issues. Notwithstanding the above, a Grievance shall not include complaints or disputes on issues described in paragraph 2 below.

- 1.2 *Student* is an individual who is matriculated or otherwise enrolled to attend class full or part-time at Arizona Western College.
2. Issues and disputes not covered by this student grievance procedure
  - 2.1 Requests to review and challenge contents of student records will be processed according to College Procedure #545.1 Student Record Confidentiality.
  - 2.2 Grievances or concerns involving harassment or discrimination on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability, or Vietnam-era veteran status will be processed according to College Procedure #455.2 Grievance for Specified Civil Rights Grievances.
  - 2.3 Grievances relating to sexual harassment will be processed according to College Procedure #460.1 Prohibition Sexual Harassment.
  - 2.4 Appeals of disciplinary actions will be handled as provided in College Procedure #550.1 Student Code of Conduct.
  - 2.5 Appeals or petition regarding instructional or academic issues will be processed according to College Procedure #551.2 Instructional Grievance Petition.
  - 2.6 Complaints that, on their face, are not subject to possible resolution in a student grievance context. (An example would be a student complaint where the student's requested relief is prohibited by state or federal law).
3. Informal Resolution
  - 3.1 Before initiating the grievance process, the student is encouraged to make every effort to resolve the problem informally with the person(s) alleged to have caused the grievance.
  - 3.2 Alternatively or additionally, the student may present his or her grievance in writing to the person(s) alleged to have caused the grievance. This attempt to resolve the grievance informally should be started as soon as the student first becomes aware of the act or condition that is the basis of the grievance.

- 3.3 If the circumstances are warranted, the student may present his or her informal grievance to the direct supervisor of the person alleged to have caused the grievance. Students uncertain about how to identify this person or determine how to proceed may consult the Dean for Student Retention and Support Services, who shall identify the appropriate person.

#### 4. Formal Resolution

**Filing a formal grievance is a serious matter and should be done thoughtfully. A student with a grievance must follow the process as outlined below.**

- 4.1 If the student is unable to resolve the problem with the person(s) alleged to have caused the grievance, he or she may present the grievance in writing to the appropriate Vice President for the person alleged to have caused the grievance. The Vice President will assign resolution of the grievance to the appropriate next level supervisor. The next level supervisor will conduct an investigation as warranted to resolve any factual disputes.
- 4.2 The supervisor shall conduct a meeting with the student to permit the student to present any information relevant to their grievance. The student will be allowed to have an advisor of his/her choice present in meetings throughout the grievance process. Advisors are not permitted to present the case or otherwise participate in the discussion, but may advise the student. Both the College and the student may seek legal advice at their own expense.
- 4.3 The supervisor's disposition of the grievance shall be reported to the student and the Vice President in writing within fifteen (15) business days from the date the written grievance was received and shall inform the student of the right to appeal the decision as described in #5. below.
- 4.4 If the disposition extends beyond the fifteen (15) business days the supervisor should inform the student of the delay and the expected response date.

#### 5. Grievance Appeal Procedure

- 5.1 In all cases, the Vice President indicated above will be responsible only for addressing appeals by a student who is not satisfied with the response(s) after all review(s) by supervisor(s) indicated above have been completed.
- 5.2 To request an appeal, the student must present an appeal statement in writing, together with all supervisor's written responses to the grievance, to the appropriate Vice President as indicated above within five (5) business days of receipt of the final review and determination.

- 5.3 The Vice President will review all documentation to include records of the case prepared by the supervisor reviewing the grievance, together with any appeal statement, and shall deliver a decision to accept the recommendation of the supervisor or to take another course of action. A written decision shall be made within 10 business days after reviewing the case.

- 5.4 The Vice President's action shall constitute final College action.

#### Procedure #551.1

## Student Grievance for Instructional Issues

### Purpose

The purpose is to outline the procedure of student petitions for resolving grievances for instructional issues.

### Procedure

1. Process
  - 1.1 To appeal any decision, action or inaction pertaining to instructional issues (exclusive of AWC Student Code of Conduct violations), the student should initially discuss the issue in question with the original decision maker, e.g., an instructor or professor.
  - 1.2 If the problem is not resolved to the satisfaction of the student at this level, the student should then determine the immediate College supervisor of the employee or faculty member making and/or enforcing the questioned decision and schedule an appointment with that person. This supervisor may be a director, coordinator, or associate dean. In this informal meeting the student will be expected to verbally explain the situation, indicate concerns and suggest possible solutions. If the next level supervisor is the level of Dean, the student may omit this step and move directly to 1.3.
  - 1.3 If not satisfied with the results of this meeting, the student should repeat this procedure with the next supervisor until the level of Dean is reached. At that point the student should secure a Petition for Instructional Issues form from the Office of Dean of Instruction and prepare the written statement of appeal and submit it to the appropriate Dean within five (5) business days of the decision being appealed.

## 2. Notification

- 2.1 The Statement of Appeal must contain the following information:
  - 2.1.1. the student's name, local address, student ID number and telephone number;
  - 2.1.2. a statement of concerns regarding the original decision;
  - 2.1.3. arguments supporting the student's position;  
**and**
  - 2.1.4. a statement of the requested solution.
- 2.2 The Dean or designee will then conduct such inquiries as deemed appropriate and shall provide a written decision to the student within fifteen (15) workdays. The Dean's decision may bring the matter to closure. The college is committed to a timely resolution of student grievances relating to instructional issues, but circumstances may be present that could delay a decision in some instances. If it appears that the inquiry will require more than 15 working days for a decision, appellant will be notified by the Dean or designee of the necessity of an extension.

## 3. Final Appeal

- 3.1 If not satisfied with the Dean's decision, the student may submit a request for final appeal in writing to the Vice President for Learning Services within five (5) workdays from receipt of the decision of the Dean. This appeal must contain all the original materials submitted in the informal appeal plus a copy of the written decision of the Dean.
- 3.2 The Vice President or designee will conduct inquiries as deemed appropriate and shall provide a written decision to the student within five (5) workdays.
- 3.3 An appeal to the Vice President shall be limited to one or more of the following reasons:
  - 3.3.1 Failure of to follow provisions of this procedure or other applicable procedures with such failure resulting in prejudice to the student;
  - 3.3.2 Unlawful, arbitrary, or capricious action;
  - 3.3.3 Excessively severe sanction(s);
  - 3.3.4 Newly discovered evidence that could not reasonably been discovered prior to the instructor, supervisor, or Deans decision.
- 3.4 The Vice President for Learning Services' decision on the appeal is final.

# Student Success Center/ Writing Center

The Student Success Center offers a variety of academic services. Students can receive help from expert tutoring staff in almost every academic area. In addition to the tutoring staff, the center is equipped with computerized tutorials, which are designed to help students improve their skills in many different subject areas.

Throughout the year, the Student Success Center also offers "Successful Student" seminars where students learn skills that help them navigate their college courses. The goal of the Student Success Center is to serve the student in a way that promotes their successful completion of courses at AWC and beyond.

The Writing Center, located in the Learning Resources (LR) room 95, provides assistance to students at any stage of the writing process in any subject. The purpose of the writing center is to help the writer, not fix the writing. The writing tutors will assist the student with the writing process, focusing on higher level organizational issues, thesis and thesis support, paragraph and sentence construction. In addition, the writing tutors will assist the students with grammar, spelling and punctuation but will not just proofread or edit. Students can choose a particular area to focus on, or faculty can also send information with the student specifying areas in which the session should be focused. \*Students can schedule an appointment by calling (928) 317-6171.

### Student Success Center/Writing Center

Learning Resources Building  
LR 80 (across from the Library)

### Hours (hours subject to change)

Monday–Thursday, 8:00 A.M.–8:00 P.M.

Friday, 10:00 A.M.–3:00 P.M.

Saturday Closed

Sunday, 5:00–8:00 P.M.

### Tutoring Services

Main Campus—(928) 317-6029

Parker—(928) 314-9569

San Luis—(928) 314-9449

Somerton—(928) 314-9450

Wellton—(928) 785-4175

# TRIO Programs (Student Support Services, Educational Talent Search, Upward Bound)

Arizona Western College manages three of the federal TRIO grant programs funded by the Department of Education. The programs serve populations that are (majority) low income, first generation, and/or students with disabilities at grade levels beginning with 6–12th and continuing in postsecondary. TRIO programs were created as part of the Higher Education Act in response to the War on Poverty. Students involved in these programs are empowered to complete their secondary education and matriculate through postsecondary education with the assistance TRIO has to offer.

Student Support Services serves 240 college level students yearly and assist them in graduating from AWC or transferring to a 4-year school. Educational Talent Search serves 600 students from 6th grade through high school in Yuma and La Paz counties at designated schools. Upward Bound serves 70 students in the Parker, San Luis , Yuma, Kofa, and Cibola high schools to graduate from high school and complete a postsecondary program or degree.

If you have students who may be eligible for services offered by Student Support Services, please refer them to:

## **Student Support Services**

Student Services Building, SS 142

(928) 344-7761

[www.azwestern.edu/ss](http://www.azwestern.edu/ss)

# Classroom

## Assessment

Assessment is an ongoing process aimed at understanding and improving student learning. Assessment is not a course evaluation or an evaluation of AWC instructors; it is a process used to evaluate what AWC students have learned.

As an academic institution that strives for excellence, AWC uses assessment to improve student learning. In addition, The Higher Learning Commission (HLC) of North Central Association (NCA) requires accredited institutions to assess and improve student learning.

### Cycle

**Planning:** The AWC Assessment Committee identifies general education competencies that students attain before they graduate, transfer, or complete a program at AWC. The Committee agrees upon the level of which such skills should be performed. The identified general education competencies are:

- Written/Oral Communication Skills
- Technology Skills
- Critical Thinking Skills
- Quantitative Analysis Skills

### Written Communication Assessment Rubric

**Implementation:** Assessment tools are then developed and/or decided upon to measure the level of skills learned.

**Evaluation:** Students are then assessed with the use of the identified tools.

**Analysis:** Student Learning Outcomes are measured and assessed.

**Improvement:** Results are used to improve learning.

### Matrix

An Assessment table with 5 columns. (*see below*)

- **column 1** represents the Statement of Purpose
- **column 2** represents the Intended Student Learning Outcomes
- **column 3** represents the Tools for Assessment and the criteria for Success
- **column 4** represents the Summary of Data Collected
- **column 5** represents the Use of Results

### Assessment Timeline

<b>November</b>	Submit completed matrices through column 5 for the previous academic year to the Director of Assessment and Program Review.  Submit assessment plan for preceding academic year (matrices column 1-3 to the Director of Assessment and Program Review.
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### Written Communication Assessment Table

	5	4	3	2	1
<b>Thesis</b>	Clear, specific thesis and awareness of audience	Clear thesis and awareness of audience	Provides thesis	Does not provide a clear thesis	Does not provide a thesis
<b>Thesis Support</b>	Fully develops examples to support thesis in logical, coherent manner	Develops examples to support thesis in logical, coherent manner	Develops examples to support thesis in somewhat coherent manner	Does not properly develop examples to support thesis	Lacks examples to support thesis
<b>Analysis</b>	Demonstrates original thinking and depth of analysis	Demonstrates depth of analysis	Demonstrates partial depth of analysis	Demonstrates little or no depth of analysis	Demonstrates no depth of analysis
<b>Comprehension</b>	Demonstrates depth of comprehension of material used	Demonstrates comprehension of material used	Demonstrates partial comprehension of material used	Demonstrates little comprehension of material used	Demonstrates no comprehension of material used
<b>Grammar, Spelling, &amp; punctuation</b>	Shows high proficiency in standard English grammar, spelling, and punctuation	Shows adequate proficiency in standard English grammar, spelling, and punctuation	Shows inconsistent proficiency in standard English grammar, spelling, and punctuation	Shows lack of proficiency in standard English grammar, spelling, and punctuation	Shows persistent, serious lack of proficiency in standard English grammar, spelling, and punctuation

**October** Submit final Program/Certificate Assessment Report to Director of Assessment and Program Review.

**December** Conduct General Education Assessment of AWC Graduates

**May** Submit Column 4 of matrix to Director of Assessment and Program Review. Conduct General Education Assessment of AWC Graduates

## LEAP

In May of 2007, the Assessment Committee voted to change the name of the committee. Beginning the 2007–2008 academic year, the Assessment Committee will be known as Learning Excellence Assessment Process (LEAP) Committee. The LEAP Committee provides recommendations to the Vice President for Learning Services through the Dean of Instruction on implementation of the Student Academic Achievement Plan including annual evaluation and updating of the plan. The committee membership consists of the following:

- Chairman—Two-year rotating position elected from the membership
- Seven faculty members with each instructional division represented
- One instructional division Associate Dean
- An off-campus representative
- The Assessment Coordinator
- The Director of Institutional Effectiveness, Research and Grants
- The Director of the CTE (ex-officio)
- Director of Testing Services (ex-officio)
- Vice President for Learning Services (ex-officio)

## Purpose of Instructional Program Review

A program is an organized sequence or grouping of courses or other educational activities leading to a defined objective such as a certificate, degree, license, transfer to another institution, job, career goal, or acquisition of selected knowledge or skills. These instructional programs are identified by the Dean of Instruction in consultation with the Director of Assessment and Program Review and Vice President for Learning Services and scheduled for review.

AWC is a lifelong learning organization grounded in continuous performance improvement. Consequently, all programs are continually reviewed to assure the delivery of quality learning experience to its students. Additionally, each pro-

gram participates in a formal and comprehensive structural review process every six (6) years. The process is referred to as Program Review. Program Review distinguishes itself from Student Learning Outcomes Assessment in that the primary focus of the Program Review activity is to provide an overall description and analysis of the program including, but not limited to, formats and modalities of instructional delivery, facilities and equipment utilization, program expenditures, human resources, scheduling effectiveness and distribution of courses, enrollment patterns, student completion, national and local trends etc. Whereas the primary activity of Student Learning Outcomes Assessment is to focus on student learning.

### Process Timeline

#### August–October

Action	Responsible Party
1. Form Program Review Committee (interdisciplinary faculty)	Associate Dean & Program Review Chair
2. Read previous program review and action plan	Program Review Committee
3. Choose benchmark classes and survey form	Program Review Committee
4. Survey benchmark classes	Program Review Committee

#### September–February

1. Review 6 year institutional data	Program Review Committee
2. Formulate questions and identify possible sources	Program Review Committee
3. Survey sources and collect data	Program Review Committee
4. Reviews Institutional Data, Trends, Surveys, Past Program Review, and Student Outcomes Assessment	Program Review Committee
5. Complete 6E Analysis utilizing data requested	Program Review Committee

#### February–October

1. Write SWOT analysis based on information Gathered	Program Review Committee
2. Establish action items and timeline	Program Review Committee
3. Complete report and turn in to Department of Assessment and Program Review	Associate Dean & Program Review Chair

#### October–January

1. Set up and conduct exit interview with the Vice President for Learning Services and respective Associate Deans and Deans	Director of Assessment and Program Review
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#### Following Fall (1 year later)

1. Review action items	Associate Deans and Program Review Chair
2. Send action plan form to Vice President for Learning Services with information on what has been accomplished	Program Review Committee

## Auditors & Visitors

**Auditors:** Auditors are permitted in classes with the permission of the instructor. An auditor is expected to attend class regularly and participate in general class activities; however, auditors are not required to take examinations or complete class assignments. An auditor must officially register in the course as an auditor but will not receive credit or a grade in the class. In addition to the regular tuition and fee charges, there will be an additional assessment as specified in the Schedule of Fees.

An auditor may not change to credit after the add/drop period, nor may a student enrolled for credit change to audit after the add/drop period. Courses taken as audit may not be retaken for credit.

**Visitors Policy:** Individuals who are not enrolled should not be present in the classroom due to liability concerns.

## Class Attendance & Absences by Faculty

It is important that faculty members meet all scheduled classes or make arrangements for coverage due to an illness or emergency. If a faculty member is unable to meet a class, the Associate Dean/Dean is to be informed of the situation 24 hours prior to the scheduled class. Initially, faculty members are responsible for finding their own substitute from an approved substitute list through the Division Office and must advise their supervisor of the substitute. If this is not possible, the Associate Dean/Dean will seek coverage from other full-time faculty within the department as appropriate or arrange for a substitute instructor if the scheduled faculty member has an extended illness.

**Substitutes:** When an instructor is temporarily absent from the College, arrangements are to be made for coverage of all classes. Faculty are expected to solicit coverage from colleagues in their area. In the case of an emergency, the appropriate supervisor, Coordinator, Director, or Dean is to be available to make the necessary arrangements.

Long-term substitution assignments are defined as those in excess of two weeks which are comprehensive in nature, requiring full lesson preparation, delivery of instruction, preparation of exams, and evaluation. Long-term substitute instructors are compensated on a prorated contract at the appropriate rate.

Short-term substitution assignments are defined as two weeks or less and not intended to go beyond the scope of meeting scheduled classes although such assignments may include preparation of class materials and evaluation of

student assignments. Generally, full-time faculty are not compensated for providing short-term coverage. Associate faculty are currently paid according to the associate (part-time) salary schedule. A Substitute Request form must be signed by the appropriate Associate Dean/Dean in order for the substitute to receive remuneration.

## Class Locations Changes

All classes will meet in rooms originally assigned. Changes in location are discouraged and require prior written approval of your Associate Dean/Dean. If a change in location is necessary, the appropriate Associate Dean's/Dean's Administrative Support will need to be notified. They will generate the proper documentation for the Associate Dean/Dean to approve. If location changes are approved, advance notice to your students is essential.

If a faculty wishes to change the normal class meeting location temporarily for a special occasion, he/she needs to contact the appropriate Associate Dean/Dean via email with the information 24 hours before the requested change.

## Distance Education

### Interactive Television Network (ITN)

Arizona Western College uses the Interactive Television network (ITN) to expand course offerings at its Yuma and La Paz County campuses. Using both microwave and T1 technology, ITN is a fully interactive television system that allows students on one campus to communicate with their instructor and students on another campus as if they were all in the same classroom.

Arizona Western College, in partnership with Northern Arizona University-Yuma, can also use the ITN system to connect with other University and Community College campuses throughout the state of Arizona. Faculty wishing to teach on the ITN system should contact their supervisor to schedule training. Faculty must have training to teach ITN.

## Blackboard

Arizona Western College offers courses online using Blackboard software. There are several ways that faculty can use the Blackboard software: Full online course; Web-Enhanced course; or Mixed Media Blended Course. Each offers both faculty and students an enhanced learning experience. All AWC faculty can use Blackboard as all courses have an online component associated with them that the instructor can use as much or as little as they wish. The Distance Education office provides orientation and comprehensive training for

anyone wishing to use the online medium. If faculty are interested in developing or teaching online, they should contact the Associate Dean for Distance Education at (928) 317-6137.

## Grade Changes

If there has been an error made in a student's grade, the faculty member can correct the error on a Change of Grade form. Change of Grade forms are available at the Dean of Instruction's office. Instructors must hand-deliver the form to the Dean of Instruction's office or send to main campus in an envelope marked "Dean of Instruction—Change of Grade form". Once the card has been approved, it will be hand-delivered to the Registrar's office and the grade change input.

Students are never allowed to pick up Change of Grade cards nor deliver them to the dean's office; however, an Associate Dean's Administrative Support can if they are in a sealed envelope with the initials of the instructor across the flap of the envelope.

## Publications Copied by the Print Services Lab and Sold to Students

### Purpose

Publications copied by the College Print Services Department may be sold to students.

### Procedure

1. All publications copied by the College Print Services Department that are sold to students will be sold through the Arizona Western College Bookstore. No money will be exchanged between students and faculty.
2. The faculty member(s) will be responsible for preparing a camera-ready version of the publication for copying. This may include working with College Publications or other college departments. The camera-ready version needs to be completed far enough in advance of the semester in which it will be used to allow adequate time for copying.
3. With the approval of the Associate Dean/Dean and Bookstore Manager, a printing requisition will be filled out with the budget code of the bookstore. The bookstore is responsible for paying all production costs for the printed materials.
4. When copying is completed, the printed materials will be stored at the Print Services Department. The faculty member(s) will complete book orders for the courses

using the printed materials. As ordered, the printed materials will be sent to the students after adding a minimum markup to the production costs. Each faculty member using the materials may receive a free desk copy of the materials.

5. The disposal of unsold printed materials at the end of the semester is the responsibility of the bookstore. The faculty member(s) will advise the bookstore if the materials will be used in future semesters.

**Procedure #270.2** *Approved by Don Schoening August 1997, supersedes Procedure #1-75*

## Security of College Property

### Purpose

Security of all College property is to be maintained.

### Procedure

1. Responsibilities of College employees
  - 1.1 It will be the responsibility of each employee to ensure the security of their assigned work area(s) and/or classroom(s).
  - 1.2 Associate Deans and other supervisory personnel are responsible for the security of buildings and equipment within their areas of responsibility during normal classroom hours.
  - 1.3 Associate Deans and other supervisory personnel will ensure that each member of their respective areas are made aware of the necessity for the security of buildings and equipment and their responsibility towards that end.
2. Security of buildings and equipment
  - 2.1 Keys will be provided to employees only upon submission of the Key Request form approved by an appropriate Vice President.
  - 2.2 Room or building keys are not to be loaned or otherwise given to students, student employees, or non-students other than those students assigned to a dormitory room. Certain part-time employees may require access to building keys and these cases will be handled on an individual basis and must be approved by the appropriate Vice President by means of the Key Request form.
  - 2.3 Equipment will not be left unattended in classrooms, laboratories, work areas, or vehicles. Equipment will be locked or returned to the Library. Personnel using classrooms, laboratories, or work areas may be assigned keys to these rooms in order to help safeguard this equipment.

### 3. Security of vehicles

- 3.1 Vehicles, keys, and credit cards will be assigned to individuals with submission of an AWC Travel Request form approved by the appropriate vice president and forwarded to the Travel Specialist.
- 3.2 All vehicles will be locked at all times when not occupied.
- 3.3 Authorized users of vehicles and credit cards are not permitted to lend vehicles or credit cards to any unauthorized person(s).

### 4 Responsibilities of Campus Police Department

- 4.1 The Campus Police Department is responsible for the security of all college buildings, equipment and vehicles.
- 4.2 Campus Police will ensure the security of all buildings and rooms between the hours of 10:00 P.M. and 7:00 A.M. Monday–Thursday and all day Friday–Sunday. Access to buildings and classrooms Friday–Sunday is provided by the Campus Police Department. A written request approved by the Associate Dean or other supervisory personnel is required when an individual desires a room opened before 7:00 A.M. Monday–Thursday or anytime Friday–Sunday.

**Procedure 210.1** *Approved by Donald Schoening November 2001, supersedes Procedure #5-86*

## Speakers on Campus

### Purpose

The purpose of having speakers on campus is to provide College students or employees an opportunity to learn from another's point of view or about different work or life experiences.

### Procedure

- 1 Prior to the event, a faculty member will notify the Associate Dean in writing with a copy to the Dean of Instruction and the Vice President for Learning Services stating the speaker's name, subject matter, date, time and place of the guest lecture.
- 2 Prior to the event, employee groups will notify the appropriate Dean and/or President stating the speaker's name, subject matter, date, time and place of the guest lecture.
- 3 The College's role is to provide an opportunity for education; therefore, the College has an obligation to present a balanced view of controversial issues.

**Procedure 250.1** *Approved by James Carruthers September 1990, supersedes Procedure 2-86*

## Student Discipline

It is essential to communicate your expectations of behaviors to students in your course outline. You need to be familiar with the *Arizona Western College Student Code of Conduct* and encourage your students to be conversant with the "Code" as well. There is currently an online referral form at [www.azwestern.edu/student\\_services/campus\\_life/disciplinary/](http://www.azwestern.edu/student_services/campus_life/disciplinary/) that can be used to report behaviors that are in direct violation of the code.

## Code of Conduct

All students are responsible for knowing and understanding the complete contents of the Arizona Western College Student Code of Conduct: Policies and Procedures.

### Student Code of Conduct: Policies & Procedures

This Code obligates students to respect the rights and privileges and property of other members of the College community and visitors to the campus, refrain from actions which would interfere with College functions or endanger the health, welfare or safety of other persons, practice high standards of academic and professional honesty and integrity, and comply with the rules and regulations of the College and its departments. In general, this Code sets forth duties owed by students to each other and to the College. It also sets forth administrative procedures whereby students accused of violating College rules are afforded due process and, if the evidence warrants, receive fair discipline. Finally, this Code specifies procedures by which a student may appeal certain decisions. Students are responsible for knowing and understanding the contents of this Code.

**Disciplinary Authority:** Pursuant to authority granted by A.R.S. §13 2911 and A.R.S. §15-1444, the Arizona Western College District Governing Board has established policies regulating student conduct and student discipline on College campuses and centers and at College events. In accordance with these District Governing Board policies (including without limitation DGB Policy #550) and pursuant to applicable procedures (including, but without limitations, AWC Procedure #550.1), the Vice President for Student Services has primary authority and responsibility for the administration of student discipline. Further delegation of this authority may be made by the Vice President for Student Services to the designee assigned to the role of Disciplinary Hearing Officer as delineated in Section iv. of this Code.

**Faculty Authority for Classroom Situations Including Academic Dishonesty:** Any student who engages in dishonest academic work or who engages in prohibited conduct in the classroom may be subject to action by the instructor. In the event of disruptive student behavior in the classroom, faculty members

have the authority to temporarily exclude a student from the current class session. Persistent disorderly behavior, cases of academic dishonesty, and other violations of the Code may be referred to the Disciplinary Hearing Officer (see Section iv.b.), who has the authority to implement all aspects of the student disciplinary procedures as set forth in this Code.

**Prosecution for Violations:** An individual may be charged and prosecuted for the same alleged conduct by both the College and the criminal justice system. Disciplinary action by the College is not subject to challenge or postponement on the grounds that criminal charges or civil litigation involving the same incident has been dismissed, reduced, or is pending in court. A disciplinary hearing is an administrative, rather than a criminal proceeding; therefore, the principle of double jeopardy does not apply.

### **Prohibited Conduct, Sanctions and Stipulations**

**Articles of Prohibited Conduct:** The following Covered Conduct is prohibited by this Code:

1. **Disruptive Conduct:** An individual shall not engage in disorderly, lewd or indecent conduct or any conduct that is reasonably likely to cause a breach of peace, disrupt, or that does disrupt, any College function, process or activity including teaching, research, and administration of public service functions on or off campus.
2. **Alcohol, Drugs and Drug Paraphernalia:** An individual shall not possess, sell, offer to sell, purchase, offer to purchase, use or transfer illegal drugs, drug paraphernalia or alcohol, or be under the influence of alcohol, drugs or medication (except as prescribed by a physician and used in accordance with the prescription), or furnish alcohol to a minor. The term “drugs” includes any narcotic, dangerous drug, steroid, vapor releasing toxic substance, marijuana, or controlled substance (imitation or otherwise) as defined by law. The term “medication” means any substance that is available legally by prescription only.
3. **Academic Dishonesty:** An individual shall not engage in any form of academic dishonesty, including but not limited to cheating, fabrication, facilitating academic dishonesty, copyright violation, or plagiarism. An individual shall not use or attempt to use the academic work or research of another person (or agency engaged in the selling of academic materials) and represent that it is his or her own or otherwise engage in dishonest academic work. An individual shall not share his or her knowledge or work with another student during an examination, test, or quiz or other academic assignment unless specifically approved in advance by the professor. An individual shall neither bring to an examination any materials nor notes unless approved by the professor nor shall the individual receive

or attempt to receive any test response from another student during an exam or at any time unless expressly authorized by a faculty member.

4. **Threats, Assaults and Fighting:** An individual shall not verbally or physically threaten, abuse, assault or engage in a fight with any student, College employee or any other person.
5. **Defamation:** An individual shall not use defamatory words or phrases or distribute defamatory materials. Defamatory words or materials are those that: (1) are false and expose any person or the College to hatred, contempt, ridicule, disgust or an equivalent reaction; or (2) are false and have a tendency to impugn a person’s occupation, business or office.
6. **Obscenity and Vulgarity:** An individual shall not use obscene or vulgar language or gestures, distribute or exhibit obscene or vulgar materials. Obscene materials, language or gestures are those that an average person, applying contemporary standards of the College community, would find that taken as a whole, appeal to prurient interests and lack serious literary, artistic, political or scientific value.
7. **Initiation and Hazing:** An individual shall not engage in any activity involving an initiation, hazing, intimidation, assault, or other activity related to group affiliation that is likely to cause or does cause bodily danger, physical harm, mental harm, or personal degradation or humiliation. All initiations, including those related to any College club, athletic team, or other groups are subject to the above prohibitions whether or not the conduct occurs on College property.
8. **Fraud, Misrepresentation, Extortion and Theft:** An individual shall not take, use or borrow any property without that person’s permission or otherwise obtain any benefit by fraud, misrepresentation, deception or by express or implied threat. An individual shall not make any false oral or written statement to any person or entity with the intent to mislead or deceive.
9. **Endangering the Health and Safety of Others:** An individual shall not engage in conduct that endangers or reasonably could endanger, or that reasonably appears to endanger, the health or safety of students, College employees or other persons.
10. **Obstruction:** An individual shall not obstruct the authorized use or enjoyment of College facilities by any other individual. Obstruction includes, but is not limited to: (1) interfering with the normal flow of pedestrian or other traffic; (2) use of sound amplifying equipment that unreasonably interferes with the activities of others; (3) disorderly conduct at any College activity; (4) use of facilities

that are assigned to another individual or group; (5) unauthorized interference with any person's access to or from College facilities or events; and (6) participation in any activity with the intent or reasonably predictable effect of disrupting or otherwise depriving a group or individual of the ability to see, hear or otherwise experience a College function or activity.

11. **False Imprisonment:** An individual shall not imprison, detain or exercise unlawful control over the freedom of movement of any person.
12. **Harassment, Stalking, and Discrimination:** An individual shall not harass another person. Harassment includes written or verbal abuse of a serious nature (either as a result of the severity or repetitive nature of the conduct) that humiliates or intimidates another individual and does not otherwise advance matters of public concern. Harassment also includes any conduct that could reasonably be expected to cause fear or apprehension on the part of another individual including persons submitting complaints, serving as witnesses or members of adjudicating committees. An individual shall not engage in conduct that is directed toward another person if that conduct would cause a reasonable person to fear for the person's safety or the safety of that person's immediate family member or close acquaintance, and that person in fact fears for his or her safety or the safety of an immediate family member or close acquaintance. An individual shall not engage in discriminatory conduct on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation, or veteran status.
13. **Sexual Harassment:** An individual shall not engage in sexual harassment which consists of any unwelcome sexual advance, request for sexual favors or other written, verbal, or physical conduct of a sexual nature when: (1) submission to or rejection of the conduct is made either an explicit or implicit condition for access or decisions relating to any College-related opportunities; (2) the expression or conduct substantially interferes with an individual's work or academic performance or creates an unreasonably intimidating, hostile or offensive work, learning or other College-related environment; or (3) the expression of sexual or social interest in an individual continues after being informed that the interest is unwelcome.
14. **Sexual Misconduct:** An individual shall not engage in conduct that constitutes sexual misconduct, whether forcible or non-forcible, including but not limited to rape, sexual assault, public sexual indecency, indecent exposure.
15. **Vandalism, Littering, and Destruction of Property:** An individual shall not damage, destroy or deface any College property or property belonging to any other person, and shall not litter on College property or at a College event.
16. **Forgery:** An individual shall not use or attempt to use the identity or signature of another and represent that it is his or her own to obtain any benefit by fraud, misrepresentation, or deception.
17. **Emergency Alarms and Fire Control Devices:** An individual shall not knowingly activate, use, or tamper with any College fire alarm, safety device or other device provided by the College for use in emergencies, unless the individual reasonably believes that an emergency exists justifying use of the device.
18. **Arson:** An individual shall not willfully or maliciously start, attempt to start, or promote the continuation of any fire or explosion.
19. **Unauthorized Entry and Duplication of Keys:** An individual shall not gain, or attempt to gain, or attempt to gain forceful or unauthorized entry into, or occupation of, College buildings or grounds or designated off-limits areas. An individual shall not possess, reproduce, transfer or sell a key to any College building or facility without receiving express permission to do so from an appropriate College administrator.
20. **Unauthorized Access and Tampering:** An individual shall not, without proper authorization, read, remove, copy, counterfeit, misuse, photograph, forge, alter, destroy or tamper with any College computer equipment (including any computer hard drive or zip drive, computer network or software), disk, file, document, library material, record, telephone message, telephone record or telephone equipment, or otherwise violate College policies pertaining to copyright law, computer software contracts, or computer use. Such prohibited activities are inclusive of (but not limited to) unauthorized entry into a file, transfer of a file, use of another individual's identification and/or password, use of computers to interfere with the work of another student, faculty member or other College employee, sending or forwarding obscene, vulgar, threatening, or abusive messages, files, or website or other links, or otherwise interfering with the normal operation of the College's computer systems.
21. **Solicitation and Posting of Notices:** An individual shall not solicit or post any materials, pictures, or writing on College property without first obtaining appropriate authorization.
22. **Violation of Federal, State or Local Law:** An individual shall not violate any federal, state or local law on or off College property.
23. **Violation of College Policies, Rules or Directives:** An individual shall not violate any College policy, administrative regulation, rule or directive inclusive of the terms and conditions of a disciplinary sanction or stipulation or an

“order to appear” issued by an authorized college official. (Note that this article is also inclusive of, but not limited to, regulations established by the offices of Residence Life, Financial Aid, Athletics, Campus Life, Admissions, Campus Police, Learning Services, Business and Administrative Services, Student Services, Information Technology and Learning Resources, and the President.)

24. **Defiance of Authority and Untruthfulness:** An individual shall obey the reasonable orders of instructors, administrators, and other College employees and shall respond to lawful requests for information from these persons in a truthful manner. An individual shall not obstruct or resist any College official, employee, College police officer or other law enforcement officer in the performance of his or her duty. An individual shall not furnish false information, including false identification, or fail to provide information to the College or to any College employee or agent, including campus law enforcement or security officers or other agents acting in good faith.
25. **Possession of Weapons or Dangerous Items:** An individual shall not possess or use firearms, weapons, explosives, fireworks, dangerous chemicals or any other instrument capable of harming any person or property or that reasonably would create the impression of being able to induce such harm, without express authority from the College administration.
26. **Pets and Animals:** An individual shall not bring pets or animals onto College property or to College sponsored events without administrative approval, with the exception of an animal specially trained to assist an individual with a disability.
27. **Conspiracy and Encouragement:** An individual shall not conspire, encourage, assist, or incite any other person(s) to engage in any conduct prohibited by this Code.
28. **Attempted Violation:** An individual shall not attempt to engage in any conduct prohibited by this Code. An attempted violation of this Code is punishable in the same manner as a completed violation without regard to whether the act was or could have been successfully completed.

# Health & Safety

## Health Services/Campus Nurse

The Health Services (Campus Nurse) office is located in the Music building in MU 104. On-site staff provide nursing services, referral services, health education and coordinate the Employee Wellness Program. Please contact the office immediately for any medical that occurs on campus.

### Health Services Office

(928) 344-7602

911 (if using a campus phone, dial 8-911)

### Hours

Monday–Thursday, 7:00 A.M.–5:00 P.M.

(Closed during summer)

## Campus Police

AWC maintains its own police and security force. The department consists of certified police officers entrusted with enforcement of state statutes and College directives.

Security personnel are utilized in the residence halls during the nighttime hours to aid in the well being of the residence hall students and to help ensure the provision of a safe and secure residential environment.

The department maintains a 24-hour police/dispatch service to respond to emergency calls for service, as well as assist the College community with helping motorists, unlocking doors, providing campus escorts, taking incident reports and maintaining security.

In case of any safety or security concern or other Police Department service call 314-9500 or extension 4-9500 from any campus telephone. Call boxes are located at fifteen (15) locations across the campus for directly requesting immediate police assistance.

### Campus Police

District Services Building

Emergency or Non-emergency: 314-9500

(if using a campus phone, dial 4-9500)

**Note:** 8-911 calls go to local emergency call centers not Campus Police.

## Responding to Disruptive or Threatening Student Behavior

In an ideal world, we would not experience student misconduct that disrupts or obstructs the educational process. Such behavior undermines instruction and, thereby, negatively impacts the student learning environment. Yet, the unfortunate reality is that a small number of students do exhibit disruptive behavior in classroom, labs, offices, learning resource centers, and other educational setting. Should you find yourself confronted with student disruptive or threatening behavior, there are campus resources available to assist you in addressing the behavior while maintaining a safe learning environment for yourself and your students.

If you are presently in need of immediate assistance and support, please contact your Dean or Associate Dean as quickly as possible. These persons often have unique insight into classroom culture and a great deal of knowledge about resources and procedures that exist to provide you assistance. Your Dean or Associate Dean will also provide assistance in initiating the student disciplinary process and assist in determining if the situation warrants immediate removal of the student from your class.

**Main Campus Classes:** If you need immediate assistance in responding to a threat to your safety, or the safety of others, contact the AWC Campus Police Department at 314-9500 (4-9500 from a campus telephone). The Campus Police Department is staffed with armed, certified police officers 24 hours per day and can dispatch law enforcement personnel to assist you at your campus location.

**Classes at Other Campus Centers:** If you need immediate assistance in responding to a threat to your safety, or the safety of others, call 911 to dispatch local law enforcement personnel. Please indicate that this is an emergency when you make this call so the law enforcement personnel can be dispatched immediately. The following law enforcement agency will respond to calls:

<b>Entrepreneurial Center</b>	Yuma Police Department
<b>San Luis</b>	San Luis Police Department
<b>Somerton</b>	Somerton Police Department
<b>Other Yuma County locations</b>	Yuma County Sheriffs Office
<b>Parker</b>	Parker Police Department
<b>Other La Paz County locations</b>	La Paz County Sheriffs Department

*If you need to consult with someone about a student who seems to be showing signs of emotional distress, mental illness, or difficulty adjusting to college, contact Counseling Services at (928) 344-7624. During regular business hours Monday–Thursday 7:00 A.M.–5:00 P.M., a counselor will be contacted by the Counseling Services Office to respond to emergency situations on the main campus.*

# Drug & Alcohol Free Environment

## Purpose

Arizona Western College will provide a drug and alcohol-free environment for its employees and students.

## Procedure

1. On campus possession or consumption of alcoholic beverages or a state of intoxication by any person is prohibited. The manufacture or cultivation, distribution, dispensing, possession, or use of any type of controlled substances (including, but not limited to, barbiturates, opiates, marijuana, amphetamines or hallucinogens) or aiding in the use of such by any persons is prohibited.  
Violations of this procedure will result in disciplinary action which may include but is not limited to suspension, termination, expulsion, removal from campus, and referral for prosecution.  
Employees must notify the appropriate Vice President or President in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after the conviction.
2. Employees and students will be notified annually that the college provides a drug and alcohol-free workplace and learning environment.
3. Employees and students will be made aware annually of the dangers and health risks of drug and alcohol abuse.
4. Employees and students will be provided annually a description of the applicable legal sanctions under local, state, and federal law for unlawful possession, use, or distribution of illicit drugs and alcohol.
5. Employees and students will be provided annually information regarding available drug and alcohol counseling, rehabilitation, and employee assistance programs.
6. The President or designated representative will comply with all required reporting of drug or alcohol violations or convictions to agencies from which the College receives grants or funding.

**Procedure #495.1** *Approved by Don Schoening January 2003, supersedes Procedure 495.1*

## Emergency Procedures

The Office of Facilities Management provides a user-friendly publication of emergency procedures. Procedures are to be available on bulletin boards in each building. If there is not one in your area, please inform your Associate Dean/Dean.

If you need to consult with someone about addressing disruptive or threatening student behavior through the campus disciplinary process, contact the Associate Dean of Campus Life at (928) 344-7580. You may directly initiate a disciplinary referral to Associate Dean of Campus Life by completing and submitting the online form at: [www.azwestern.edu/student\\_services/campus\\_life/disciplinary/](http://www.azwestern.edu/student_services/campus_life/disciplinary/)

If you are in need of assistance in immediately removing the student from your class for the current class session, contact the Campus Police at (928) 314-9500 on the main campus or 911 at the off-campus sites. If the situation warrants initiating procedures for the temporary or permanent removal of a student from your class through the disciplinary process, contact the Associate Dean of Campus Life at (928) 344-7580 as soon as possible during regular business hours Monday through Friday, 7:00 A.M.–5:00 P.M. Campus procedures are in place for this process to occur should the situation warrant this action.

The AWC Student Code of Conduct grants all faculty the authority for addressing student misconduct in the classroom:

*“In the event of disruptive student behavior in the classroom, faculty members have the authority to temporarily exclude a student from the current class session. Persistent disorderly behavior . . . other violations of the Code may be referred to the Disciplinary Hearing Officer (Associate Dean of Campus Life), who has authority to implement all aspects of the student disciplinary procedures as set forth in this Code.” p.2.*

As the course professor, you serve as the primary source of authority in your classroom. You are authorized to establish appropriate academic and behavioral standards. There are a number of ways you can influence how individual student behavior impacts the learning environment. Some strategies that might prove helpful include:

- Set communication standards, including the prohibition of swearing and foul language
- Personally model behaviors students are expected to exhibit
- Firmly and fairly address disruptive behavior immediately
- Hold students accountable for their actions including initiating disciplinary action when appropriate
- Discuss and/or distribute the AWC Student Code of Conduct to your students (available at each school's office or the office of the Vice President for Student Services, (928) 344-7607 located in the Student Services Building Room 112.

A learning environment that incorporates the above elements may better support student in their intellectual and personal growth while contributing to your own sense of safety and well-being.

# Safety Rules and Disposal of Biohazardous Waste

It is important to comply with applicable safety rules and the proper methods for disposal of biohazardous waste. If you have any questions, contact the Director of Facilities Planning and Management. Common items that you are not supposed to throw away in a trash bin are:

- NiCad batteries
- Mercury thermometers
- Fluorescent bulbs
- Ink cartridges for the printer (vendor provides envelope for return)
- Any flammable item that the container is not empty (glues, adhesives, thinners, aerosols, fuels, lubricants, etc. the packaging will indicate flammable on the packaging)
- Any blood borne items containing bodily fluids (blood, vomit, urine, saliva and syringes) If you are unsure whether an item is consider biohazard or not, please contact Facilities Management before disposing.
- **Always** contact Facilities Management in the event of any broken glass so it can be handled additional care.

## Facilities Management

(928) 314-9470

# Prohibition Against Sexual Harassment

## Purpose

Arizona Western College is committed to promoting a cooperative work and academic environment in which there exists mutual respect for all students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the College's non-discrimination policy. Sexual harassment is illegal under federal and state laws and will not be tolerated.

All college employees and students are strongly encouraged to keep College officials informed, through the most confidential and direct means possible, of alleged acts and/or complaints of sexual harassment.

It is the responsibility of the President, officers, deans, lead faculty, directors, managers, coordinators, athletic coaches and all other supervisory personnel to ensure a working and educational environment free of sexual harassment. All persons associated with Arizona Western College including, but not limited to, the District Governing Board, the administration, faculty, staff, students, vendors and members of the public are

expected to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the college community or while on college property shall be considered to be in violation of the College's policy and procedure may be subject to disciplinary measures.

## Definition

1. For purposes of Arizona Western College's policy and procedure, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:
  - 1.1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
  - 1.2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual;
  - 1.3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment; or
  - 1.4. the relationship ends in a way that is not amicable, and either or both parties wish to take action to retaliate against the other party.
2. The type of sexual harassment described in paragraph 1.3 above is frequently referred to as "hostile workplace" or "hostile academic environment" sexual harassment, depending upon whether the victim or victims of the harassment are employees or students. In determining whether hostile workplace and/or hostile academic environment sexual harassment exists, the acts of harassment are viewed from the perspective of a reasonable person.
3. To be deemed a violation of state or federal law, acts of hostile workplace and/or hostile academic environment sexual harassment are required to be severe or pervasive. This College, however, prohibits serious and/or repeated acts of hostile workplace and/or hostile academic environment harassment regardless of whether such acts rise to the level of being considered severe or pervasive.
4. Sexual harassment can occur between individuals of different genders or of the same gender. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and a student, supervisor and employee, or coach and athlete), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example,

a student sexually harassing a faculty or staff member). A lack of intent to harass may be relevant to, but will not be, determinative of whether sexual harassment has occurred.

### Examples of Sexual Harassment

1. Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of harassment include, but are not limited to, the following:
  - 1.1. requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations); or,
  - 1.2. submitting unfair or inaccurate job or academic appraisals or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.
2. Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment. Examples of acts that involve this kind of sexual harassment include, but are not limited to, the following:
  - 2.1. sexual comments, teasing, or jokes;
  - 2.2. sexual slurs, demeaning epithets, derogatory statements, or other verbal or non-verbal abuse;
  - 2.3. graphic or sexually suggestive comments about an individual's attire or body;
  - 2.4. inquiries or discussions about sexual activities, unless such discussions are appropriate for a given academic course, reasonably fall within the curriculum and syllabus of such course, and are made in connection with such course;
  - 2.5. pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
  - 2.6. sexually suggestive letters, emails, text messages, or other written materials;
  - 2.7. sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, fondling; or
  - 2.8. coerced sexual intercourse or sexual assault.

### Consensual Relationships

1. Amorous dating or sexual relationships that might be appropriate in other circumstances, have inherent dangers when they occur between a faculty member, supervisor,

athletic coach, advisor, or other member of the College community for whom he or she has a professional responsibility. These dangers can include situations where:

- 1.1. a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment;
  - 1.2. conflicts of interest may arise when a faculty member, supervisor, athletic coach, advisor, or other member of the College community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship;
  - 1.3. students or employees may perceive that a fellow student or co-worker who is involved in a romantic relationship will receive an unfair advantage; or
  - 1.4. the relationship may end in a way that is not amicable, and either or both parties wish to take action to retaliate against the other party.
2. Faculty members, supervisors, athletic coaches, advisors, and other members of the College community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are prohibited.
  3. For the purposes of this section, an individual has "professional responsibility" for another individual at the College if he or she performs functions including, but not limited to, teaching, counseling, advising, appraising, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid award or other remuneration, or that may impact upon other academic or employment opportunities.
  4. In some cases, individuals who are employees and/or students of the College initially engage in a consensual romantic or sexual relationship, but at some point in time one of the parties desires to end, or does end, the relationship. In such situations, sexual harassment may be found to be occurring if the conduct is no longer welcome by one of the parties yet the other party, in the workplace or other College setting, persists in attempting to resurrect the previous romantic or sexual relationship.

### Academic Freedom

The College's policy and procedure shall not be interpreted so as to constitute interference with academic freedom within the context of federal and state law.

## Sexual Harassment Complaint Procedure

1. The College will make a good faith effort to investigate all allegations of sexual harassment promptly and thoroughly, in accordance with the procedures outlined below:
  - 1.1. Although not required to do so, a College employee or student with a complaint of sexual harassment may first attempt to resolve the problem informally through discussions with the alleged offender. A victim of sexual harassment is encouraged, but not required, to inform perceived offenders of the College's policy and procedure against sexual harassment and that the conduct is offensive and unwelcome.
  - 1.2. Any College employee or student who wishes to file a complaint of sexual harassment should notify his or her immediate supervisor (in the case of an employee) or advisor (in the case of a student). If the complaint involves the immediate supervisor or advisor, the employee or student should contact the next higher level of supervision. In lieu of or in addition to notification of supervisory or advisory personnel, a College employee or student may contact the Office of Human Resources directly to register a complaint of sexual harassment and/or to request advice about a sexual harassment situation or issue.
  - 1.3. Any supervisor or advisor who is informed of an allegation of sexual harassment **must immediately** contact the Office of Human Resources.
  - 1.4. The Director of Human Resources will investigate the allegation(s) or will make the necessary arrangements to have such allegation(s) investigated. In some instances, an outside investigator may be retained. If it is determined that the College's policy and procedure and/or state or federal law has been violated, appropriate discipline and/or corrective action will be taken. Reasonable effort will be made to obtain a fair resolution of the complaint while protecting the confidentiality and privacy rights of all individuals involved.
  - 1.5. In defining conduct that constitutes sexual harassment, federal guidelines address unwelcome conduct, and distinguish sexual harassment from a "particular action of incident (which is a) purely personal, social relationship without a discriminating effect." In determining whether conduct constitutes sexual harassment, the College will examine the record as a whole and the totality of circumstances, such as the nature of the sexual advances and/or conduct and the context in which the alleged incidents occurred. The determination of whether a particular conduct (a) is or is not appropriate in an academic setting,

(b) violates the College's policy and procedure, and/or (c) violates state or federal law will be made based on the applicable facts, on a case-by-case basis.

2. An employee or student who feels subjected to conduct which, under the definitions and guidelines set for herein, allegedly constitutes sexual harassment, should keep a detailed documentary record of the offending conduct (for example, date(s) of incident(s), what was said or done, names of witnesses to the incident(s), etc.).
3. It is a violation of the College's policy and procedure to retaliate against any person who, in good faith, either reports an incident of alleged sexual harassment, who corroborates an allegation of sexual harassment, or who otherwise cooperates in a sexual harassment investigation. Any person found to have retaliated against another individual for reporting sexual harassment will be subject to appropriate disciplinary action, up to and including dismissal.
4. Allegations made in bad faith or use the College's policy and procedure for purposes unrelated to its clear intent are expressly prohibited. Any person found to have done so will be subject to appropriate disciplinary action, up to and including dismissal.

**Procedure #460.1** *Approved by: Don Schoening  
August 2008*

## Smoking

### Purpose

Smoking and non-smoking areas are designated.

### Procedure

1. Definition To smoke or smoking means burning or carrying any lighted cigarette, tobacco, or any other weed or plant or placing any burning tobacco, weed, or plant in any ashtray or other receptacle and allowing smoke to diffuse into the air, except for approved college agriculture or maintenance purposes.
2. Smoking and Non-smoking Areas
  - 2.1 All Arizona Western College buildings are designated as non-smoking areas.
  - 2.2 Smoking is prohibited within 25 feet from of all entrances, exits, and HVAC intakes at Arizona Western College.
  - 2.3 Smoking is prohibited in all college vehicles including golf carts.
3. This policy applies to all students, employees, and visitors to Arizona Western College.

4. Non-smoking signage will be posted on Arizona Western College buildings.
5. Advertising, sponsorship, sale, or free sampling of tobacco products on campus or in college controlled situations, properties, and environments, is prohibited.

**Procedure #280.2** *Approved by Don Schoening  
July 2005, supersedes procedures #280.2 & 280.2*

## Traffic & Parking Regulations

You are expected to comply with all traffic regulations.

Parking areas are designated throughout the campus. Some parking places are reserved for visitors, handicapped, faculty and staff. Campus Police will enforce all posted speed limit signs and ticket any vehicle that is parked illegally or in designated spaces. AWC Campus and Parking Procedures can be found at [www.azwestern.edu/student\\_services/campus\\_police/](http://www.azwestern.edu/student_services/campus_police/)

## Weapons on Campus

It is the policy of Arizona Western College to Prohibit the use of weapons or dangerous items on campus. Specifically as detailed in the Student Code of Conduct (Section III. Article A, #25)

**Possession of Weapons or Dangerous Items:** An individual shall not possess or use firearms, weapons, explosives, fireworks, dangerous chemicals or any other instrument capable of harming any person or property or that reasonably would create the impression of being able to induce such harm, without express authority from the College administration.

# Frequently Asked Questions

## **How do I report an emergency?**

From any campus phone, dial 4-9500, and from any cell phone, dial 314-9500. 911 may be called although this call will be directed to local emergency call centers not Campus Police.

## **Does AWC offer child care?**

The Child Development Learning Laboratory (CDLL) is primarily used for training students working in early child care and education. It provides a day program from 6:50 A.M.–5:10 P.M., Monday–Friday for children 6 weeks to 5 years of age. The program will extend through June 30, 2009 for the academic school year 2008/2009. This CDLL program is available for children belonging to students, faculty, and staff. Members of the Yuma Consortium are also eligible. Call (928) 344-7564 for more information.

## **Can I bring my child to work?**

Employees may not use the College workplace for childcare. For more information, refer to **Procedure #462.3**.

## **Can I bring my pet to work?**

Pets are not allowed on campus. **Definition:** A pet is any animal kept for amusement or companionship. Seeing Eye Dogs and Helper Animals are not considered pets. For more information, refer to **Procedure #285.2**.

## **Are there health and public safety services?**

The Health Services (Campus Nurse) office is located in the Music building in MU 104. On site staff provide nursing services, referral services, health education and coordinate the Employee Wellness Program. Health Services are available only in the fall and spring semesters. Please contact the office immediately for any medical emergency that occurs on campus.

### **Health Services Office**

(928) 344-7602

Health Emergency: 911 (if using a campus phone, dial 8-911)

### **Hours**

Monday–Thursday, 7:00 A.M.–5:00 P.M.

(Closed during summer)

## **Is there a Lost and Found Department?**

Anything found should be turned into Campus Police where it will be held until claimed. Anything you may have lost that was found and turned into Campus Police can be claimed at the Campus Police Office in the District Services Building. If a lost item has not been turned in, an e-mail to AWC users can be distributed asking for assistance finding a lost item.

## **How do I set-up and/or request?**

**Blackboard:** Contact the Distance Education Office at (928) 317-6082.

**Budget:** Work with your appropriate Associate Dean/Dean to receive budget information.

**Business Cards:** Make request to supervisor and then contact the Print Services Lab at (928) 314-9580.

**Computer:** Contact the Helpdesk at (928) 317-5892.

**Datatel:** Contact the Helpdesk at (928) 317-5892.

**E-mail:** Contact Pete Cassidy, Computer Information Services, Computer Operator at (928) 314-9539.

**Food Service:** Work with your appropriate Associate Dean's/Dean's Administrative Support who will assist you in working with Food Service—(928) 344-7575.

**Furniture:** Work with your appropriate Associate Dean/Dean to determine need and budget.

**ID Card:** Contact Campus Life at (928) 344-7576.

**Keys:** Contact your appropriate Associate Dean's/Dean's Administrative Support.

**Library Access:** Contact the Academic Library at (928) 344-7777.

**Office and Classroom Supplies:** Contact the Center for Teaching Effectiveness (CTE) at (928) 344-7757.

**Phone:** Contact the Helpdesk at (928) 317-5892.

**Printing Service:** Contact the Print Services Lab at (928) 314-9580.

**WebAdvisor:** Contact the Helpdesk at (928) 317-5892.

# Appendix A

## Faculty Steps for Field Trip Travel

- Identify an educational objective for the field trip
  - Does it fit within the context of the course?
  - Are the students able to accomplish the objectives?
  - Are they healthy enough?
    - Have you identified any potential health concerns or limitations?
    - Are there any dietary restrictions?
    - Are some students restricted due to physical disabilities?
      - Will they not be allowed to participate?
      - Can you legally exclude them?
  - Do they have enough money to cover their costs?
  - Does the trip require time out of class?
    - Will you require students to attend?
      - What about day care and job related conflicts
- Are there any environmental risks on the trip?
  - Do students realize that the school does not provide health insurance?
  - Do you have a plan if some is injured?
  - Have you identified the nearest hospital?
  - Do you have a basic first-aid kit with you?
    - Are you prepared to perform basic first aid on a student?
  - Do you have extra food and water in case of accident?
  - Are you prepared to cover the costs of food and water for students who neglect to furnish their own?
  - Recognize that field trips possess inherent risks that may not be controllable. However, it should be your goal to minimize any potential risk through careful planning and safe conduct while away from campus
  - Are any of your students minors?
- Contact the place of the field trip to make arrangements for the visit
  - Will they require an honorarium?
  - Does the host require any waivers?
  - Are there admission fees? Will they waive the fees?
  - Where possible, prior to your visit meet with the person who will be guiding you and explain the purpose of the trip and what the objectives are.
- Contact the Bus barn to make sure vans/ busses are available for the dates you desire.
  - Place a tentative hold on the vans
  - Realize this hold is only tentative and is not secure until all paperwork is completed
  - If renting vans, are the types of vans needed available when you need them?
    - 15 passenger vans are hard to obtain
    - During harvest season vans are often scarce
    - Confirm price and pick up and drop off times
    - Will they allow you to pick up the vans the evening before?
    - Make arrangements to be dropped off and picked up from the van locations
- Will you need an additional driver?
  - Are any approved drivers available?
  - Drivers must fill out paperwork with the business office and complete a driver record check with DMV
  - These checks need to be updated on a yearly basis
  - Is the driver comfortable driving a large van with students?
  - Is the driver being paid?
- Is there money in the budget to pay him/her?
- Obtain an AWC travel request (to complete 8 working days before the fieldtrip)
  - Be sure to include the following items:
    - AWC ID#
    - Full name
    - Department/School
    - Budget code
  - Make sure there are funds available in your account
  - Names of persons to accompany you—This should be a print of the course roster from WebAdvisor
  - Brief departure and arrival information
  - If trip is multi-day or more complicated it is advised that a detailed trip itinerary be attached
  - Mode of transportation
    - If using AWC vans indicate how many are being used by placing a number in the space provided rather than a check mark
  - Estimate costs
  - Be as specific and comprehensive as possible
  - Remember to add in prep fees for the vans and busses
  - If using a bus driver remember his stand-by pay and his per diem costs
  - Include admissions, rentals and other costs
  - Will you be claiming per diem for yourself?

- Your drivers?
- The students?
- Within the shaded area include the names and drivers license numbers for any additional approved drivers
- Record you driver's license number
- Attach a copy of your class roster for the students attending
- Sign the form
- Have your supervisor sign and route the forms
- Deliver to supervisor at least two weeks prior to the trip.
- Forms can be filled out weeks or months ahead of time
- For safety reasons, if taking trips during summer may want to include a small amount for ice and water
- Once the paperwork has been approved confirm the status of vans and busses at the bus garage
  - Will you need a gas card for out of town trips?
  - Will you need a gate key to bus garage for early/late returns
  - Reconfirm dates and times with field trip host
  - Update class roster list in case students have added to the class
- Go on field trip, Have fun and be safe
- Make sure all students wear seat belts
- Be aware of potential car sickness on winding roads
  - Move car sick people to front of vehicle as this often helps
- Make sure students are eating and drinking
  - Many students do not/cannot bring money or food
- Never speed
- Check van tires prior to departing.
- If there are ANY safety concerns address them

#### prior to starting

- Meet with students and review purpose of trip, safety concerns, identify rest stops ahead of time if possible, confirm all necessary supplies were brought
  - Don't assume anything (on one camping trip a student showed up without a tent, pad, or sleeping bag and had no cash. He was going to "rough it")
- Do you have a method to communicate between vans when using more than one vehicle
  - If using cell phones, program drivers' numbers into phone before departure
  - If using walkie-talkies are they charged up
  - Have you agreed on how to lead and follow.
  - Will you maintain visual contact at all times. If not plan meeting places.

- Makes sure following van does not follow too closely as it may rear-end the van in the event of a quick stop
- Do not speed to catch up to the lead van. The lead van should slow to allow following van to catch up
- Students sitting in passenger seat in front of vehicle should be required to stay awake and entertain driver. Sleeping passengers should re-main in back. This will prevent driver drowsiness.
- If there is a major problem or accident contact campus security and they can contact the appropriate individuals
- Do you have a credit card and extra cash to pay for problems during the trip?
  - You may be expected to buy a new tire or fix a van and get reimbursed later
- Keep receipts for all expenses
  - Make sure you obtain itemized receipts and not just credit card receipts or grand total receipts
- Make sure all trash is removed from the vans/bus upon return
- Note any safety or damage concerns
- Check to make sure all students return with you (don't leave anyone behind)
- Gather students as a group and confirm all are healthy and no accidents occurred without you knowledge
- Return vehicles promptly. Fill in mileage on forms.
- Complete travel completion paperwork promptly upon return
- Keep a copy for your records.
- Make sure you get reimbursed

# Appendix B

## Responding to Disturbing Creative Writing\*: A Guide for Faculty

### Principles and Purposes

The creative writing program develops the creativity of student writers, which necessarily involves allowing them freedom of expression. Students should not feel that the program monitors and threatens them with disciplinary action for the themes and language they choose. Professors should not feel that they must take on the roles of therapists or police officers roles for which they have no professional training. Occasionally, however, student writing can create an unwelcoming environment for peers or raise questions about the author's mental state, and the professor may feel the need to address these issues. This guide offers a series of questions to help faculty think through the disturbing elements in student writing, and it outlines strategies, resources, and procedures for taking appropriate actions.

Please note that this document deals with disturbing writing only. For problems with behavior, please refer to, "Responding to Disruptive or Threatening Student Behavior: A Brief Guide for Faculty" and the AWC Student Code of Conduct available at [www.azwestern.edu/student\\_services/campus\\_life/](http://www.azwestern.edu/student_services/campus_life/). Disturbing writing in combination with disturbing behavior will heighten concern.

## Identifying Disturbing Writing

Everyone's sense of what is disturbing will differ. We recommend that faculty follow their own instincts and common sense when determining what constitutes disturbing writing. Probably at the core, we're concerned about writing that seems to warn of potential harm to self or others, or writing that reflects a deep desperation. Themes of violence and gruesome details might be markers, but they do not in themselves establish a problem. Outright threats are more problematic. The following questions may help you assess the student's situation and whether what's disturbing reflects creative exploration or something more idiosyncratic.

Is the creative work excessively violent? Do characters respond to everyday events with a level or kind of violence one does not expect, or may even find frightening? If so, does the violence seem more expressive of rage and anger than it does of a literary aesthetic or a thematic purpose?

Are the characters' thoughts as well as actions violent or threatening? Do characters think about or question their violent actions? If one set of characters demonstrate no self-awareness or moral consciousness, are other characters aware of or disturbed by what has taken place? In other words, does the text reveal the presence of a literary sensibility mediating and making judgments about the characters' thoughts and actions, or does it suggest unmediated venting of rage and anger? If the literary sensibility is missing, is the student receptive to adding that layer and to learning how to do so?

Is this the student's first piece of violent writing? If yes, what is the nature of his or her other work? Is violence at the center of everything the student has written, or does other writing suggest that violence is something the student is experimenting with for literary effect?

Are the violent actions in the work so disturbing or so extreme as to suggest they go beyond any possible sense of purpose in relation to the larger narrative? Do they seem to be the point of the piece, or a component? Does the nature of the violence or the nature of the writing overall suggest extreme depression or suicidal inclinations?

Is the writing full of expressions of hostility toward other racial or ethnic groups? Is the writing threateningly misogynistic, homophobic, racist, or in any way expressive of a mindset that may pose a threat to other students?

## Responding to Disturbing Writing

Once you've decided you are concerned about a piece of writing, we suggest you move through the following steps. If you feel even a hint of threat to yourself or other students, however, please do not try to meet with the student alone nor try to solve the problem alone. If the student seems at all threatening, do not meet the student alone. You may ask a campus police officer or administrator to be at the meeting with the student. You should immediately contact your Associate Dean, who can consider and advise on possible next steps.

## Step 1: Professor Talks Informally with the Student

If you suspect that the disturbing features of the writing are literary in nature, talk to the student about the writing. Try to make this discussion as informal as possible. You're after honest and direct give-and-take. It may be best to do this before or after class, or in a common area, rather than having the student come by your office.

It may be a good idea to let the student talk as much as he or she wants. You're after a fuller sense of the person behind the writing. Try to keep an open mind. Listen carefully to the student.

Try to open up the conversation in a way that makes the writer comfortable. One way to increase comfort is to focus on the text itself, not on the student writer. You might consider asking about the inspiration for the piece. Was it inspired by an image or idea, some event in the news or some bit of history, or was it inspired by another piece of writing? Allow the student to contextualize what he or she has written. Most writers will be able to give you some sense of how their writing began and evolved. Ask the student to discuss the motivation of the characters, and their sense of how different imagery or actions will function in relation to the overall effect of the work. Try to touch on any published works the student feels are relevant. If students have read authors such as Stephen King or Anne Rice or Chuck Palahniuk, these influences may give insight into the disturbing material in the writing.

At this point, it may be appropriate to offer your best counsel to the student and to provide as much support as possible in helping the student deal with any issues you perceive as a result of your meeting. If the student offers personal information suggesting a need or wish for help, or if the student seems unable or unwilling to discuss the piece in literary terms, encourage the student to visit the AWC Counseling and Advising Office (928-344-7624, Student Services Building). You should follow through at a later class to see if the student has gone.

Please document your meetings and advice by writing down the date, specific advice given, and outcomes you know.

If after this meeting you continue to be concerned about the student and his or her writing, if you think you are dealing with a student whose writing suggests that he may present a threat to self or other students, move on to Step Two.

## Step 2: Professor Consults with Associate Dean

If your conversation with the student does not convince you that the disturbing features of the writing are literary in intent, consult with your Associate Dean. Share the writing in question, explain the situation in detail, review notes from your meeting with the student, and seek advice about interacting with the student. Try to present a thorough picture of the student and his or her writing.

If the conversation between the Professor and Associate Dean leaves either feeling uncomfortable, the next step is to seek out knowledge of resources beyond the department. You may determine together that it is advisable to confer with

other faculty who have taught this student, both in creative writing, English, and in other classes, in order to determine if there have been other concerns raised about this student's work.

All discussions and decisions should be made with great concern for the student's privacy. All correspondence and conversations should be confidential. At this point, if it is the considered opinion of the professor and the Associate Dean, or one of the other parties contacted in investigating the writing if anyone feels strongly that the student may pose a threat to himself or herself or other students the school should move to Step 3. Our concerns, however, as individuals and as a school should be well considered and determined to be serious before moving on to the next step.

## Step 3: Division Involves the College

The division understands its strengths in teaching English and its limits in mental health diagnosis and treatment and in law enforcement, and for such issues, it seeks the support of specialists beyond the division. The division will seek advice first from the Vice President for Student Services, who may advise or initiate contact with the counseling resources, judicial system, campus police, or some combination of these. This discussion of the student's writing should be undertaken with deep concern for the privacy of the student and his or her right to free expression. The sole concern of this group should be the possibility that the student's writing is so disturbing that further action or intervention may be the wisest course of action.

## Concluding Thoughts

Judging writing and student intentions is an interpretive act. It is impossible to predict behavior on the basis of writing alone. When writing faculty are concerned about a student, their best service is to encourage that student to engage with specialists. We offer these guidelines caring about our students both as developing writers and as human beings. Guidelines help us think through situations, but they cannot tell us what to do in any absolute sense.

*One role of creative writing is to disturb and disrupt comfortable, uncritiqued assumptions. Disruption that leads to new understanding is one of its contributions to culture.*

Some of the greatest writing in the history of our literature, from Catullus to Kafka to Toni Morrison, is deeply disturbing. Intervention with students as a result of writing that pushes limits or is violent should be recommended only when there

is genuine and deep concern upon the part of all involved that the writing in question is more of a call for help or a screamed threat than it is in any sense a literary creation.

Original document available at: [www.insidehighered.com/index.php/content/download/175802/2248407/file/DisturbingWriting\\_8\\_30\\_07.doc](http://www.insidehighered.com/index.php/content/download/175802/2248407/file/DisturbingWriting_8_30_07.doc)

*\*This document was originally developed by Virginia Tech. It has been modified very slightly for use at Arizona Western College. We thank Virginia Tech for their work in this area and their willingness to share the document with other institutions.*

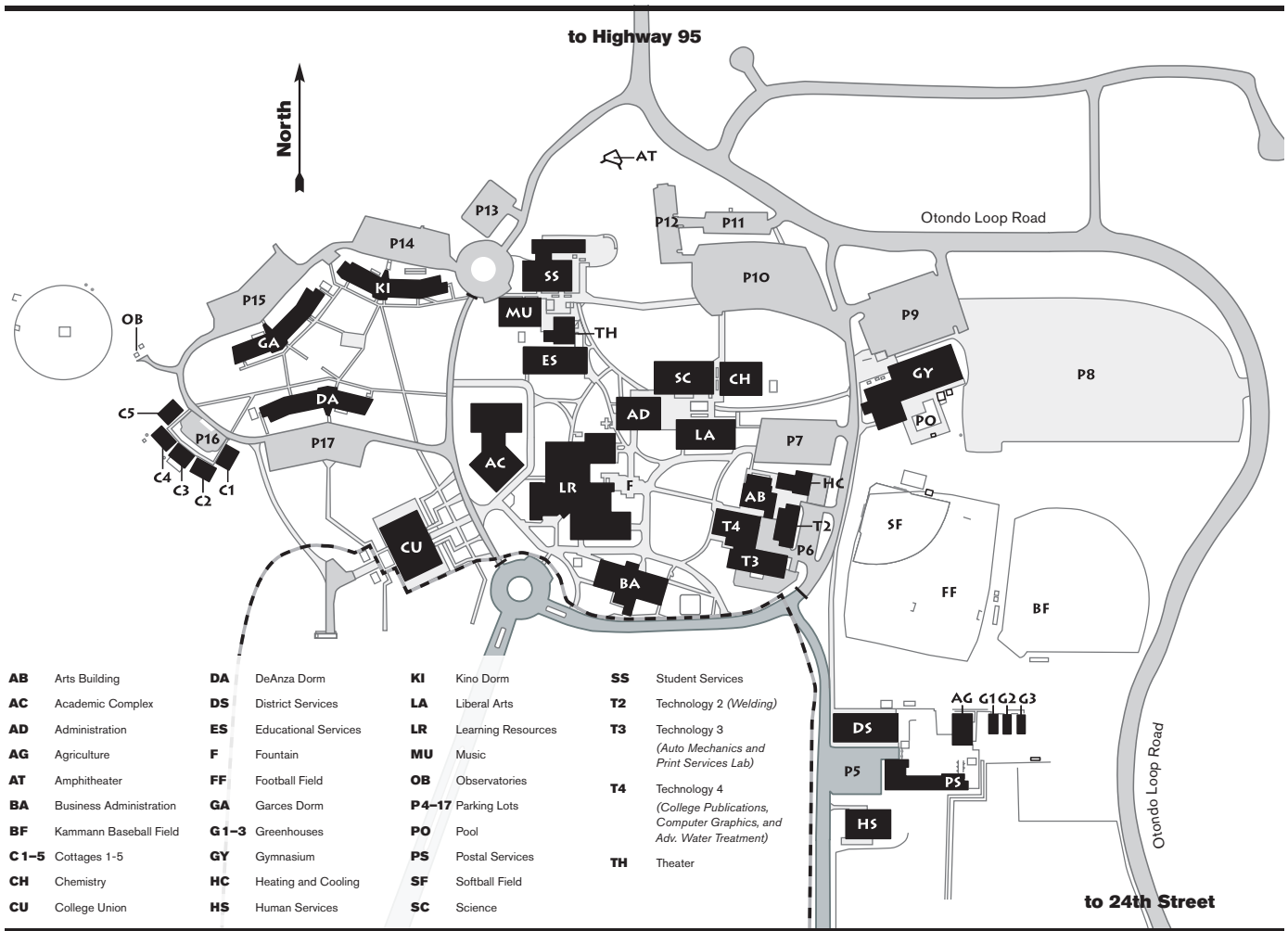
## AWC Final Exam Schedule (Fall and Spring)

	<b>Monday,</b> December 8 & May 11	<b>Tuesday,</b> December 9 & May 12	<b>Wednesday,</b> December 10 & May 13	<b>Thursday,</b> December 11 & May 14	<b>Friday &amp; Saturday</b> December 12-13 & May 15-16
<b>6:00 A.M.– 8:00 A.M.</b>	<b>6:30–7:45</b> classes meeting <b>M–W</b> or 4 days a week	<b>6:30–7:45</b> classes meeting <b>T–TH</b>			Final exam times for Friday and Saturday classes are to begin at the regular class start time and last a two hour period.
<b>8:30 A.M.– 10:30 A.M.</b>	<b>8:00–9:15</b> classes meeting <b>M–W</b> or 4 days a week	<b>8:00–9:15</b> classes meeting <b>T–TH</b>	<b>9:25–10:40</b> classes meeting <b>M–W</b> or 4 days a week	<b>9:25–10:40</b> classes meeting <b>T–TH</b>	
<b>10:50 A.M.– 12:50 P.M.</b>	<b>10:50–12:05</b> classes meeting <b>M–W</b> or 4 days a week	<b>10:50–12:05</b> classes meeting <b>T–TH</b>	<b>12:15–1:30</b> classes meeting <b>M–W</b> or 4 days a week	<b>12:15–1:30</b> classes meeting <b>T–TH</b>	
<b>1:40 P.M.– 3:40 P.M.</b>	<b>1:40–2:55</b> classes meeting <b>M–W</b> or 4 days a week	<b>1:40–2:55</b> classes meeting <b>T–TH</b>	<b>3:05–4:20</b> classes meeting <b>M–W</b> or 4 days a week	<b>3:05–4:20</b> classes meeting <b>T–TH</b>	
<b>4:00 P.M.– 6:00 P.M.</b>	<b>4:30–5:45</b> classes meeting <b>M–W</b> or <b>4:30–7:10</b> classes meeting only on <b>Monday</b>	<b>4:30–5:45</b> classes meeting <b>T–TH</b> or <b>4:30–7:10</b> classes meeting only on <b>Tuesday</b>	<b>4:30–7:10</b> classes meeting only on <b>Wednesday</b>	<b>4:30–7:10</b> classes meeting only on <b>Thursday</b>	
<b>6:15 P.M.– 8:15 P.M.</b>	<b>5:55–8:35</b> classes meeting only on <b>Monday</b>	<b>5:55–8:35</b> classes meeting only on <b>Tuesday</b>	<b>5:55–7:10</b> classes meeting <b>M–W</b> or <b>5:55–8:35</b> classes meeting only on <b>Wednesday</b>	<b>5:55–7:10</b> classes meeting <b>T–TH</b> or <b>5:55–8:35</b> classes meeting only on <b>Thursday</b>	
<b>8:30 P.M.– 10:30 P.M.</b>	<b>7:20–8:35</b> classes meeting <b>M–W</b>	<b>7:20–8:35</b> classes meeting <b>T–TH</b>	<b>8:45–10:00</b> classes meeting <b>M–W</b>	<b>8:45–10:00</b> classes meeting <b>T–TH</b>	

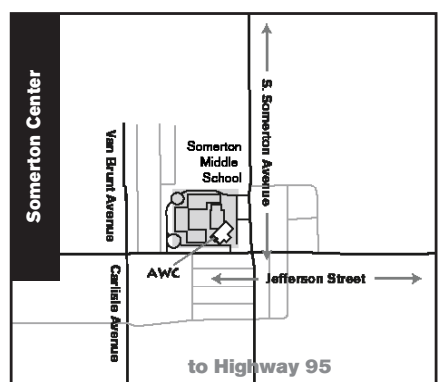
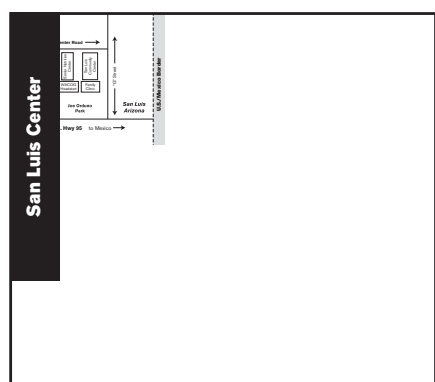
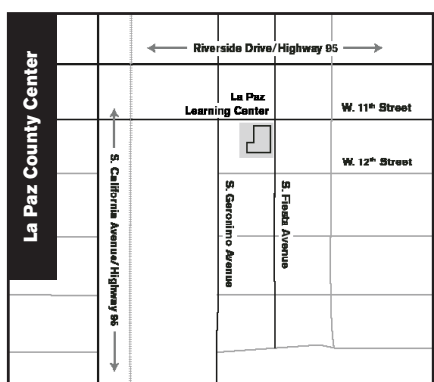
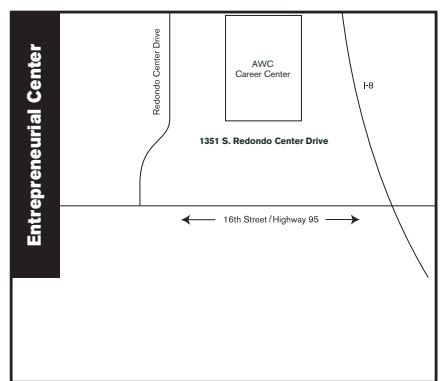
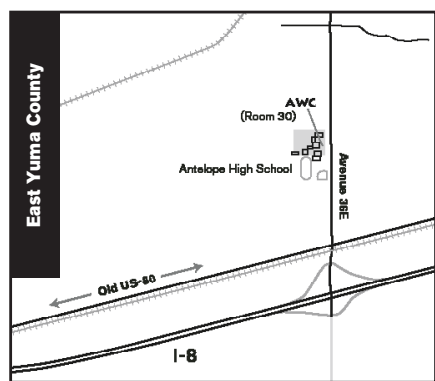
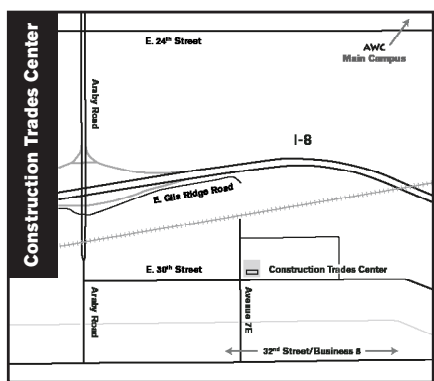
*No student is required to take more than two (2) final exams in one day (6:00 A.M.–10:30 P.M.). In case a student is scheduled for three (3) or more exams in one day, he/she should contact the appropriate faculty member, division chair (AWC), or area coordinator (NAU in Yuma) of the middle final(s), who will then arrange to schedule a make-up exam with the appropriate faculty member.*

## Personal Schedule

Hour	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00–9:15							
9:25–10:40							
10:50–12:05							
12:15–1:30							
1:40–2:55							
3:05–4:20							
4:30–5:50							



**Arizona Western College and Northern Arizona University in Yuma**



**Other AWC Campus Centers**

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