

WESTERN
DAKOTA



TECHNICAL COLLEGE

2024-2025
FACULTY HANDBOOK

V 1.0

Approved by WDTC Cabinet July 2024

Western Dakota Technical College prepares students to be highly-skilled professionals through accessible, career-focused programs to improve their lives, while adapting to community workforce needs and positively impacting our economy.

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SECTION I: INTRODUCTION TO THE COLLEGE

ACCREDITATION

Western Dakota Technical College is accredited by the [Higher Learning Commission](#) (HLC), located at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604.

HISTORY

In 1966, the South Dakota Office of Vocational Education was established, and area vocational technical schools were instituted. The Black Hills Area Vocational Technical School, Rapid City, was approved by the State Board of Vocational Education in 1968. Two years later, Area-Five Vocational Technical School, Sturgis, was approved. In 1973, Area-Five was renamed Northwestern Vocational Technical School.

In July 1976, the two schools were placed under one administration. In 1978, the existing school names were disbanded, and Western Dakota Vocational Technical Institute became the official name with the Meade School District Board maintaining fiscal responsibility for the Institute. In 1981, the Institute became a single-entity operation free from the governance of a K-12 district. The governing body became the Board with the Director designated as the chief administrative officer. In 1985, the Rapid City Area School District assumed governance of the Institute.

In 1993, the term vocational was withdrawn from the title and the school became Western Dakota Technical Institute. In 2017, the Board of Technical Education was established. Today, Western Dakota Tech is governed locally by the WDTC Board of Trustees and at the state level by the Board of Technical Education. On July 1, 2020, the school's name officially changed to Western Dakota Technical College.

STUDENT POPULATION

One of the characteristics that contribute to the quality of education at WDTC is the diversity of the student population. As an instructor, you will interact with individuals of different ages and ethnic origins coming from varying backgrounds.

Based on student population statistics from 2023, the WDTC student population is 42 percent male and 58 percent female. The average age of degree-seeking students is approximately 26.7 years of age, and the average age of all students, including high school students taking dual enrollment classes, is 24.1 years of age. Students who report their race as American Indian or Alaska Native represent 13.2 percent of the degree-seeking student body and veterans represent 6.1 percent of the degree-seeking student body.

SECTION II: COLLEGE ENVIRONMENT

MISSION, VISION, AND STRATEGIC PRIORITIES

WDTC Mission

Western Dakota Technical College prepares students to be highly-skilled professionals through accessible, career-focused programs to improve their lives, while adapting to community workforce needs and positively impacting our economy.

WDTC Vision

As an integral community partner, Western Dakota Technical College leads the region by providing innovative education and advocating technical excellence to drive career development and economic growth.

Diversity, Equity, Inclusion and Belonging

Western Dakota Technical College respects the uniqueness of every individual who works at, attends, or visits WDTC and is committed to diversity, equity, inclusion, and belonging. We know and acknowledge all of us have different strengths and backgrounds that contribute to the success of us as individuals and WDTC as a whole. We believe everyone should have equitable access to technical education and the professional career pathways it provides. Thus, WDTC strives to provide a supportive and inclusive environment for all employees and students, regardless of areas of difference, so individuals can find both personal and professional success at WDTC.

Strategic Priorities

- Leadership Area 1: *Innovating in Technical Education*
- Leadership Area 2: *Advocating Technical Excellence*
- Leadership Area 3: *Driving Economic Growth*

INSTITUTIONAL OUTCOMES

Institutional Outcomes are essential employability skills that are comprised of transferable skills, attitudes, and abilities expected to be mastered by all WDTC graduates. They are integrated throughout the learning experience through courses, lessons, and cocurricular activities.

The following Institutional Outcomes are derived from the objectives of WDTC:

Critical Thinking- able to deliberately and systematically process information for better understanding and/or determine sound decisions.

Technical Knowledge and Skills- able to apply technical knowledge, demonstrate technical skills, and use technology.

Communication- able to communicate effectively in both oral and written forms.

Professionalism- able to conduct themselves in a professional manner.

Institutional Outcomes Performance Indicators

Critical Thinking- able to deliberately and systematically process information for better understanding and/or determine sound decisions.

- a. Observe
- b. Analyze
- c. Interpret
- d. Reflect
- e. Evaluate
- f. Infer
- g. Explain
- h. Problem solve
- i. Make decision

Technical Knowledge and Skills- able to apply technical knowledge, demonstrate technical skills, and use technology.

- a. Conduct oneself in a safe manner
- b. Apply theoretical knowledge of industry
- c. Complete tasks in accordance to industry standards
- d. Use industry equipment

Communication- able to communicate effectively in both oral and written forms.

- a. Identify purpose of communication
- b. Organize information
- c. Apply appropriate guidelines of written or oral communications
- d. Choose appropriate channels

Professionalism- able to conduct themselves in a professional manner.

- a. Model industry appropriate social norms
- b. Conduct oneself ethically
- c. Practice effective teamwork
- d. Comply with industry standards
- e. Exhibit organizational skills
- f. Demonstrate effective time management

SECTION III: FACULTY RESPONSIBILITIES

Instructors at Western Dakota Technical College are professional educators whose total efforts both in class and outside of class while at WDTC are expected to reflect the mission, vision, and goals of the College. Your input and participation in shaping the future of the College and its services to our clients is both appreciated and expected.

ACADEMIC ADVISING

Each instructor (does not apply to adjunct faculty) is responsible for academic advising. Being familiar with the WDTC Student Handbook and WDTC Academic Catalog is imperative to successful advising. As academic advisors, faculty are expected to meet with students each semester to develop and monitor a plan of study, grant registration clearance, assist with registration, and track non-registered students to encourage timely registration. It is the faculty's responsibility to advise students in their program to ensure the correct courses are taken. Faculty should refer students to the Student Success Center to address personal and academic concerns documented in Success 360.

ACADEMIC FREEDOM

Academic freedom and responsibility are fundamental characteristics of WDTC's learning environment. They are the guardians of integrity and quality in higher education. Academic freedom is necessary so faculty members can teach their own courses and so students can acquire the learning they need without fear of reprisal.

Academic Freedom - Faculty and Students

- Faculty and students have the right to express their views—in speech, writing, and through electronic communication, both on and off campus—without fear of sanction or retaliation unless the manner of expression substantially impairs the rights of others or, in the case of faculty members, those views demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise.
- Faculty members and students have the right to study and research topics they choose and to draw what conclusions they find consistent with their research. It does not prevent others from judging whether their work is valuable and their conclusions sound.
- Political, religious, or philosophical beliefs of politicians, faculty, students, administrators, and members of the public will not be imposed on any member of the WDTC community.
- Faculty members and students have the right to seek remedy or request a hearing if they believe their rights have been violated.
- Faculty members and students have the right to disagree with administrative policies or proposals without fear of reprisal.
- Faculty members and students have the right to challenge one another's views and not be penalized for holding these views.

Academic Freedom - Faculty

- A faculty member's authority to assign grades to students, so long as the grades are not capricious or unjustly punitive, will be protected. More broadly, academic freedom encompasses both the individual and institutional right to maintain academic standards.
- Faculty members will be protected from unfounded student complaints or charges. WDTC will provide a proper grievance process where the burden of proof lies with those who brought the charges.
- Faculty members have substantial latitude—within the bounds created by WDTC policy, approved curriculum, and each course's master syllabus—in deciding how to teach the courses for which they are responsible.
- Serious charges against a faculty member will be heard before a committee of his or her peers. Faculty members will be provided the right to due process, including the assumption that the burden of proof lies with those who brought the charges. Faculty have the right to present counter-evidence and confront their accusers and be assisted by an attorney in serious cases if they choose.

Faculty Responsibilities in Regard to Academic Freedom

- Faculty will carry out assigned teaching, research, and service duties in a professional manner.
- Faculty have the responsibility, as teachers, to refrain from introducing material which is not consistent with their teaching duties and professional competence and which has no significant bearing on the subject matter of the course as approved by WDTC.
- Faculty have the responsibility to pursue excellence and intellectual honesty in teaching, research, other creative endeavors, and service activities.
- Faculty have the responsibility to teach courses within the scope of WDTC policy, approved curriculum, and each course's master syllabus.
- Faculty have the responsibility to encourage students and colleagues to engage in discussion and inquiry and to evaluate student and colleague performance on a scholarly basis.
- Faculty have the responsibility to work in a professional manner with appropriate individuals and bodies to encourage the search for knowledge, its exposition, and WDTC's continuing quest for excellence.
- Faculty have the responsibility to carefully differentiate their official activities as faculty members from their personal activities as citizens. Faculty also must, when the situation warrants, make it clear that they do not speak for WDTC when they speak as private citizens.
- Faculty have the responsibility to establish goals for student learning that cultivate intended learning and assess student achievement while working collaboratively with colleagues in their departments as well as with relevant administrators to achieve these goals.

- Faculty have the responsibility to develop the personal qualities of students such as a strong sense of responsibility, being able to accept criticism from others, tolerance of ambiguity, and understanding and accepting the importance of academic honesty.

ADA/504 ACCOMODATIONS

Students' Rights to Assistance or Accommodations: Western Dakota Technical College (hereinafter WDTC) does not discriminate on the basis of disability. If you have a disability as defined by federal or state law, including a temporary disability related to pregnancy and/or parenting as a result of a medical necessity due to childbirth, WDTC will provide reasonable accommodations including but not limited to architectural access, aids and services necessary for effective communication, and modification of its policies and procedures. To request ADA/504 accommodations, students must contact the Disability Services Coordinator who is located in the Student Success Center. The Disability Services Coordinator will work with the student and the student's instructor(s) to establish approved accommodations. For a full list of WDTC ADA/504 guidelines, see the [WDTC Disability Services Handbook](#).

Refer to [Policy 4003](#) for complete procedures.

If a student discloses a disability to a faculty member, the faculty member has the responsibility to direct the student to the Student Success Center and notify the Disability Services Coordinator of the disclosure. As noted in the WDTC Student Handbook, students with disabilities have the responsibility to follow institutional policies and procedures.

ACADEMIC INTEGRITY HONOR CODE

Purpose/Mission:

WDTC expects the entire campus community to conduct themselves and maintain relationships in a manner that is characterized by honesty, integrity, authenticity, and dignity. Every member of the WDTC community is responsible for upholding the highest standards of honesty at all times.

In order to establish and foster an environment where incidents of misconduct are socially unacceptable, all students are expected to adhere to the Western Dakota Technical College Academic Integrity Honor Code. This Code is intended to support the shared responsibility of faculty and students in maintaining the academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, scholarship, and practice.

Please see the Academic Integrity Honor Code in [Appendix C](#).

ATTENDANCE

Student success is a priority at Western Dakota Technical College. To support student success, WDTC has designated itself as an institution that is required to take attendance in accordance with Federal Title IV regulations. ([Policy 3011](#))

On-campus Class

On-Campus Class Attendance must be taken for on-campus classes and entered into My.WDT the same day the class meets.

- A student must either be in class or have engaged in an academic activity to be counted as present or absent-excused. Examples of engaging in an academic activity include but are not limited to handing in an academic activity, contacting the faculty member with an academic related question, attending an academic competition, and participating with a study group or group project.

Faculty-Led Clinical

Attendance must be taken for faculty-led clinicals and entered into My.WDT the same day the clinical meets.

- A student must either attend clinical hours or have engaged in an academic activity to be counted as present or absent-excused. Examples of engaging in an academic activity include but are not limited to handing in an academic activity, contacting the faculty member with an academic related question, attending an academic competition, and participating with a study group or group project.

Online Class (Distance Education)

Attendance must be taken for online classes and entered into My.WDT every day through 80% of the Drop Period for the course as posted by the Academic Calendar.

- A student is counted present on the days in which he/she has engaged in an academic activity.
- Activities that do qualify as academic engagement include attending a synchronous academic activity where there is the opportunity to interact with the instructor, submitting an academic assignment, taking an assessment, participating in interactive computer-assisted instruction, participating in a study group, group project or online discussion, or interacting with the instructor about academic matters.
 - Logging into a course and/or posting an introduction on the discussion board do not qualify as an engagement activity.
- Attendance must be taken and entered into My.WDT every Wednesday after the Census Date.
 - A student is counted as present if he/she has engaged in the course sometime within the last week (Wednesday to Wednesday).
- WDTC online courses are required to provide faculty-initiated, regular, and substantive interactions between faculty and students.

- Interactions must be initiated by the instructor.
- Interactions must be scheduled and predictable.
- Interactions must be academic in nature and relevant to the course.

Internship/Preceptor-Led Class

Attendance must be taken for internship / preceptor-led classes every day through 80% of the Drop Period for the course as posted by the Academic Calendar.

- A student is counted as present on days in which they engage in an academic activity.
- Activities that qualify as engagement include submitting an academic activity including setting up the internship or completing required paperwork, working at the internship, and engaging with the instructor regarding course content.
- Attendance must be taken and entered into My.WDT every Wednesday after the Census Date.
 - A student is counted as present if he/she has engaged in the course sometime within the last week (Wednesday to Wednesday) or if they have completed all requirements of the internship and have earned a final grade.

CAMPUS SAFETY/SECURITY

Any activity that may jeopardize the safety of students or staff or the safe operation of WDTC should be reported immediately to an administrator. In the event the safety of a person is severely compromised, emergency services officials should be summoned. In such emergencies, call 911 and then report your action to administration.

Shop areas must never be left unsupervised when students are engaged in activities in those areas. These areas must be locked when not in use as a part of the normal day. Any visitors to the shop areas must be equipped with safety glasses/equipment required for the environment.

Visitors to the classroom/lab/shop should be allowed only as a part of a special event (such as open houses and information days) or tour and accompanied by a WDTC staff member. Student spouses, significant others, friends, and children are not allowed to visit during a scheduled class. This is a disruption to the learning environment.

When reporting emergencies, give emergency personnel your correct location:

Mickelson Building
800 Mickelson Drive
Rapid City, SD 57703

Badlands Building
500 Mickelson Drive
Rapid City, SD 57703

Whitewood Location
1016 Meade Street
Whitewood, SD 57793

Philip Location
330 Scottie Avenue
Philip, SD 57567

Hot Springs Location
2500 Minnekahta Ave
Hot Springs, SD 57547

CHEATING AND PLAGIARISM

Faculty need to include the Academic Integrity Pledge and address consequences of cheating and plagiarism in their Instructor Syllabi. For details on cheating and plagiarism, see *Student Code of Conduct* found in the WDTC Student Handbook and the Academic Integrity Honor Code in [Appendix C](#).

COURSE SYLLABI, GOALS, AND OBJECTIVES

Faculty are required to distribute a Master and Instructor Syllabi to students during the first class session and review the syllabi with students, stressing evaluation and grading procedures, test dates, attendance, and assignments. Copies of your Master and Instructor syllabi must be uploaded to your course in My.WDT by the first day of class and you should follow the syllabus given to your students. If you must make a change, put it in writing, provide it to students, and post an updated copy to My.WDT and to the shared drive. ([Policy 3003](#))

The required format for syllabi is found in [Appendix A](#).

DISCRIMINATION AND HARASSMENT

All employees, non-employees, and students have a responsibility to maintain a positive learning, work and school activity environment by reporting all incidents or suspected incidents of discrimination and/or harassment involving themselves or others.

Notice of Non-Discrimination:

WDTC will not tolerate racism, discrimination, harassment, exploitation or victimization of students, school employees, non-employees, or any person who is an invitee of WDTC for any reason, including but not limited to race, color, ethnic background, national origin, pregnancy, marital status, religion, creed, age, sex, citizenship, political affiliation, mental and/or physical challenge, disability, sexual orientation, genetic information, gender identity, gender expression, status as a veteran, or any other status protected under applicable federal, state or local law. WDTC is committed to providing an environment free from harassment and other forms of discrimination for students, employees, non-employees and its invitees. The following person has been designated to handle inquiries or complaints regarding the non-discrimination policies: VP for Institutional Effectiveness and Student Success who serves as the Title IX Coordinator.

Title IX at Western Dakota Technical College:

Title IX of the U.S. Education Amendments of 1972 ("Title IX") is a federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Western Dakota Technical College (WDTC) does not discriminate on the basis of sex in the education programs or activities that it operates including admissions and employment.

Under Title IX, discrimination on the basis of sex can also include sexual harassment which is defined as conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the College conditioning the provision of education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the institution's education program or activity; or
3. Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the WDC Title IX Coordinator, or by any other means that results in the WDC Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number, electronic mail address, or by mail to the office address listed for the WDC Title IX Coordinator. The following person has been designated to handle inquiries regarding the non-discrimination policies and/or laws: Kelly Oehlerking, Title IX Coordinator; 800 Mickelson Drive, Office D206, Rapid City, SD, 57703; 605-718-2931; Kelly.Oehlerking@wdt.edu.

WDC Policies 2001/4001, 2001/4001.Procedure.001, and 2001/4001.Procedure. 002 provide information on WDC's grievance procedures and grievance processes, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how WDC will respond.

Policy - <https://www.wdt.edu/assets/docs/uploads/about/policies/4001.pdf>

Procedure. 001

<https://www.wdt.edu/assets/docs/uploads/about/policies/4001procedure001.pdf>

Procedure. 002

<https://www.wdt.edu/assets/docs/uploads/about/policies/4001procedure002.pdf>

Inquiries about the application of Title IX may be referred to the WDC Title IX Coordinator, to the Assistant Secretary, or to both. The Assistant Secretary contact information is U.S. Department of Education, Office of Postsecondary Education, 400 Maryland Avenue, S.W., Washington, DC 20202, Main Telephone: 202-453-6914.

DRUG-FREE WORKPLACE

Western Dakota Technical College believes that the illegal use of drugs and alcohol presents a serious health and safety hazard to the College community and interferes with educational and occupational success. The College fully complies with the Drug Free School and Communities Act of 1989 to prohibit the illegal possession, consumption, and distribution of drugs and alcohol on college property, during classes and at activities officially sponsored by the College. Students, faculty, and staff may not consume alcoholic beverages on college property, during classes, or in connection with activities officially sponsored by the College except by permission of the President.

Western Dakota Technical College supports all federal, state, and local ordinances pertaining to alcohol and drugs and will fully cooperate with law enforcement authorities to protect the students, staff, and faculty of the College from the illegal possession, purchase, sale, and manufacture of controlled substances and alcohol. The College will refer offenders to the proper civil authorities. Regardless of whether the legal action is pursued by the College or outside agencies, disciplinary action will be taken by the College for violations of the law, college policy, or college conduct regulations. All students, faculty, and staff should be familiar with the Drug Free Workplace Policy and abide by it. ([Policy 2012](#))

Although some forms of marijuana may be legal at the state level, marijuana is considered a Schedule I drug under federal law, even when recommended by a certified physician. Accordingly, students, employees, visitors, and guests, including those with a medical card, are prohibited from possessing, distributing, using, or being under the influence of marijuana on college property and in connection with its programs and activities off campus. Those caught in possession, using, or being under the influence of cannabis are subject to disciplinary action and possible legal action.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

All WDTC employees must complete annual FERPA training to ensure compliance and protect student rights. Faculty are also responsible to know and follow the FERPA rules in the WDTC Student Handbook and [Policy 4004](#).

Faculty may communicate non-directory (protected) information such as grades and attendance only to the student to whom the record pertains. Faculty may communicate in person or through the student's and the faculty member's official WDTC email accounts only. Non-directory (protected) information cannot be shared via phone, fax, or with anyone other than the student without the Registrar's approval.

Faculty do not have open access to student files/records. A request must be made and approved prior to a review of an educational record maintained in the Registrar's Office.

FIELD TRIPS AND OFF-CAMPUS ACTIVITIES

Field trips and off-campus activities that involve faculty and students require a field trip form to be submitted to the Instructional Support Coordinator before the trip or activity. Students are required to sign a waiver of liability. The forms for field trips are available at <https://www.wdt.edu/users/pages/teaching-and-learning/>. Completed student waiver forms should be collected by the instructor and then sent to the Director of Accounting.

GRADE REPORTS AND CLASS LISTS

Cumulative grades will be entered into the student information system by the posted deadlines at four weeks, midterm, and end-of-semester. A grade must be assigned to every student listed. Classes that have not officially started at the four-week or midterm point must have an "IP" entered for each student on the roster. The grade of Incomplete should be reserved for situations beyond the student's control which have prohibited completion of the course. Grades of Incomplete must be pre-approved through the Vice President for Teaching and Learning. If an Incomplete grade is not changed within two weeks of the end of a term, it will automatically change to "F."

Course grade changes may *only* be made within the first two weeks of the following term and must have the approval of the Vice President for Teaching and Learning. Grades for exams/projects/assignments are NEVER to be posted publicly. It is a FERPA violation to post this information in any forum that would provide personal identification information.

Class Rosters are available to instructors in My.WDT. Due to changes in student registrations, instructors should review class rosters daily until the Drop/Add period ends.

INSTRUCTIONAL TEAMS AND TEAM LEADERS

The academic programs are assigned to instructional teams. Each team is supervised by a Team Leader. Instructional teams are designed to enhance communications and collaboration among faculty across program areas, with the Vice President for Teaching and Learning, and with the campus community as a whole. Instructional teams work together as faculty professionals to promote excellence in instruction and top-quality programs.

Team Leader Definition:

Team Leaders are viewed as campus leaders who strive to ensure program quality, expert faculty, and academic excellence. Team Leaders supervise the faculty within their teams in conjunction with the Vice President for Teaching and Learning. A Team Leader's teaching workload will be 15 credits per academic year and Team Leaders will receive an annual stipend of \$5,000.00.

Team Leader Responsibilities:

1. Supervise faculty
 - a. Conduct goal setting and performance reviews
 - b. Ensure faculty meet published deadlines.

- c. Observe classroom instruction
 - d. Assist faculty with instructional techniques, methods, curriculum content, and delivery
 - e. Collaborate with Human Resources as needed
2. Serve as a faculty mentor
 3. Ensure program quality through assistance with planning, reporting, and budget processes
 - a. Coordinate completion of Unit Reports and Program Reviews
 - b. Evaluate Unit Reports and Program Reviews
 - c. Provide guidance to program planning in SPOL to support the WDTC strategic plan
 - d. Evaluate and approve program budgets
 4. Ensure effective program assessment in conjunction with the Assessment Coordinators and the Assessment Committee
 - a. Provide guidance to programs in their assessment efforts
 5. Evaluate assessment plans and assessment reports
 6. Monitor teaching workloads of faculty members
 7. Monitor Quality Matters Rubric reviews for instructors teaching online and face-to-face courses
 8. Ensure accurate and timely communications
 9. Work with the Vice President for Teaching and Learning to ensure program quality, expert faculty, and academic excellence
 10. Collaborate with Program Directors, Vice President for Teaching and Learning, and Registrar's Office to create course schedules and staffing of courses.

INSTRUCTIONAL TECHNOLOGY

Western Dakota Technical College expects faculty to have sufficient technology literacy skills to utilize computer and classroom technologies as appropriate for instruction and job duties. WDTC also expects faculty to model appropriate technology skills for our students. If you believe you need additional technology training in any area, please contact your Team Leader, the Director of Instructional Support and Professional Development, or the Vice President for Teaching and Learning.

LEAVE PROVISIONS

For procedures relative to sick leave, personal leave, leave without pay, professional leave, etc., consult the current copy of the Employee Handbook. Leave provisions apply only to contracted faculty and must be submitted and approved through the Vice President for Teaching and Learning prior to the absence.

NEW COURSE DEVELOPMENT

Curriculum development is the responsibility of faculty as part of their normal workload. New course development is defined as creating a new course for the College that has not been taught before. This does not include book changes, software updates, or modification to current curriculum. An online course is defined as a course that is delivered primarily using

computer/web-based interaction between the student and the instructor, and the student and the instructional material. All courses developed by WDTTC faculty for WDTTC curriculum are the property of the College.

Upon approval by the Program Director, Vice President for Teaching and Learning, and the President or President's designee, a faculty member may be assigned the development of a new course and/or an online or hybrid course. Compensation for new course development shall be provided accordingly to one of the following options as determined by the Vice President for Teaching and Learning:

1. Course Load Reduction – Shall be calculated by a one (1) credit hour load reduction for each credit hour value of the proposed course (i.e., developing a three (3) credit hour course equals a three (3) credit hour load reduction). Course development must pass Quality Matters Rubric requirements and be approved by the Vice President for Teaching and Learning prior to the course being taught the first time.
2. Stipend – A faculty member will be provided a stipend rate of \$300.00 for each credit hour value of the proposed course (i.e., developing a three (3) credit hour course equals a \$900.00 stipend). Course development must pass Quality Matters Rubric requirements and be approved by the Vice President for Teaching and Learning by the end of the semester the course is taught for the first time.

Compensation for developing a current face-to-face course into an online course shall be provided according to one of the following options as determined by the Vice President for Teaching and Learning:

1. Course Load Reduction – Shall be calculated at a maximum of half (1/2) credit hour load reduction for each credit hour value of the proposed course (i.e., developing a three (3) credit hour course equals a one and one-half (1 ½) credit hour load reduction). Course development must pass Quality Matter Rubric requirements and be approved by the Vice President for Teaching and Learning prior to the course being taught the first time.
2. Stipend – A faculty member will be provided a maximum stipend at the rate of \$150.00 for each credit hour value of the proposed course (i.e., developing a three (3) credit hour course equals a \$450.00 stipend). Course development must pass Quality Matters Rubric requirements and be approved by the Vice President for Teaching and Learning by the end of the semester the course is taught for the first time.
 - a. Instructors (including adjunct instructors) must complete ED116 Online Teaching Methods course to develop or teach online or hybrid classes at WDTTC. A one-year grace period may be allowed if approved by the Vice President for Teaching and Learning.

NEW FACULTY MENTORSHIP PROGRAM

The New Faculty Mentorship Program at WDTC is designed to assist new instructors transitioning into technical education. The program is a minimum of one year in length and is intended to help new faculty navigate WDTC processes and procedures. More details on the requirements and schedule of the New Faculty Mentorship will be provided to new faculty members by the Vice President for Teaching and Learning upon hire.

ONLINE COURSES – TITLE IV REQUIREMENTS

WDTC distance education- (online) courses are required to provide faculty-initiated, regular, and substantive interaction between faculty and students.

1. Faculty initiated – faculty are required to guide the flow of the course learning activities and to actively initiate interaction and communication with students as individuals and groups.
2. Regular interaction – interactions must be scheduled and predictable. Faculty are required to be actively engaged in the online course activities no less than several times a week, responding to student correspondence within 24 hours and grading with meaningful feedback within 72 hours excluding weekends and holidays.
3. Substantive interaction – interactions must be of an academic nature that furthers the learning or the assessment of learning. Merely grading a test or paper without instructor-provided feedback is not considered substantive. Providing feedback and comments on assignments, projects, and tests and actively participating in the discussion board with students is considered substantive. Substantive interaction includes at least two of the following:
 - a. Direct instruction
 - b. Coursework assessment or feedback
 - c. Information about the course content
 - d. Group discussion of the course content
 - e. Other instructional methods approved by the institution's accreditor

Faculty are encouraged to use weekly Announcements in My.WDT to guide the flow of the course. It is the faculty's responsibility to be able to show/provide evidence that their courses meet the requirements of Title IV up to three years after the course has concluded.

Faculty are also required to take attendance per the online attendance guidelines (page 10) to remain in compliance with Title IV.

PROGRAM DIRECTOR

Definition:

The Program Director serves as the coordinator of an academic program. Faculty members designated as Program Directors will receive an annual stipend of \$1,000.00 per technical program and for each of the following General Education disciplines: Arts and Humanities, Communications, Computers, Mathematics, Natural Sciences and Social Sciences. If a technical program or General Education discipline chooses to divide the Program Director duties, the stipend will be divided accordingly.

Responsibilities:

1. Work with the Team Leader and the Vice President for Teaching and Learning to fulfill program mission
2. Coordinate and communicate program assessment activities with program instructors including adjunct instructors
 - a. Document assessment activities in Strategic Planning Online (SPOL) system
 - b. Complete program's Annual Assessment Report
3. Coordinate and communicate strategic plan activities with program instructors
 - a. Document strategic planning activities and updates in SPOL
 - b. Complete program's Annual Unit Report
4. Supervise adjuncts
 - a. Assist with recruiting and hiring of qualified adjunct faculty in collaboration with the Director of Human Resources
 - b. Provide course materials for adjunct instructors
 - c. Serve as a point of contact for course-related questions
 - d. Conduct course observations
 - e. Review course evaluations with adjunct instructors as needed
 - f. Review Quality Matters Rubric reviews with adjunct instructors as needed
 - g. Ensure adjunct instructors meet published deadlines.
5. Manage the program's budget and program resources in coordination with the Vice President for Teaching and Learning and Vice President of Finance and Operations
 - a. Upgrade and purchase new items and services as necessary by going through the proper approvals and purchasing procedures
 - b. Evaluate new items to replace old ones and/or determining how to use outdated or dilapidated material
 - c. Coordinate program web development and promotional campaigns with the Director of Strategic Communications & Marketing
6. Manage marketing of the program
 - a. Coordinate coverage at special events such as open houses and career fairs
 - b. Meet with guests who want to know more about our programs
7. Manage the course curriculum

- a. Coordinate the changing of and updating of textbooks
 - b. Coordinate updating courses to include deleting and adding new courses
 - c. Meet with the Curriculum Committee when changes are requested
8. Coordinate and conduct two advisory meetings each academic year per advisory board constitution and bylaws
 9. Collaborate with Team Leader, Vice President for Teaching and Learning, Instructional Support Coordinator, and Registrar's Office to create course schedules and staffing of courses

PROGRAM DIRECTOR FOR AN ACCREDITED PROGRAM

Definition:

Programs Directors of accredited programs have the same duties as other Program Directors plus the additional duties and responsibilities associated with respective programmatic accrediting bodies which are briefly described below.

Additional Responsibilities:

Ensure quality and integrity of the program including but not limited to:

1. Clinical/internship requirements to comply with programmatic accreditation such as:
 - a. Training of clinical/internship preceptors
 - b. Verify preceptor credentials
 - c. Inspect clinical/internship sites
 - d. Verify completion of student clinical/internship requirements
2. Curriculum review and revision to comply with programmatic accreditation in the following areas:
 - a. Program learning outcomes
 - b. Program competencies
 - c. Program requirements
 - d. Program student handbook
 - e. Clinical/internship preceptor manual
3. Faculty qualifications to comply with programmatic accreditation such as:
 - a. Maintain required industry credential(s) and verify all program faculty hold appropriate credential(s)
 - b. Maintain memberships in state and national professional organizations
 - c. Maintain knowledge of current industry practices and laws
4. Lab facility requirements to comply with programmatic accreditation such as:
 - a. Maintain lab technology to meet or exceed industry standards
 - b. Maintain lab facility and appropriate supply inventory to meet the needs of current program student population
5. Outcomes tracking to comply with programmatic accreditation such as:
 - a. Analyze certification pass rates
 - b. Track graduate placement rates

- c. Implement and analyze student, graduate, and employer satisfaction surveys at appropriate intervals
- d. Maintain student and program records for appropriate required timeframes
- 6. Accreditation reporting to comply with programmatic accreditation such as:
 - a. Prepare and complete accreditation reports at appropriate intervals
 - b. Prepare for and complete accreditation site visits as required per accreditation agency
 - c. Update administration on accreditation standards, requirements, and changes
- 7. Program effectiveness to comply with programmatic accreditation such as:
 - a. Evaluate and revise program plan annually or as required
 - b. Evaluate and revise all processes and policies related to the program, including but not limited to recruitment, acceptance, enrollment, testing, attendance, and conduct
- 8. Other duties as assigned per accreditation requirements

STUDENT RETENTION

Each Western Dakota Technical College employee shares responsibilities for student retention. While we require that students successfully complete their requirements, we also recognize that a variety of factors can account for a student's decision to leave the institution.

It is important to remember that students are at the greatest risk of dropping during the first couple of weeks of the semester or during their first semester of study. Please be aware of early indications that a student may be considering leaving. These indications include excessive absence, complaining, indifference to class activities, lack of attention, and other behaviors. If you see a student demonstrating these behaviors, please talk to the student to determine what might be occurring. After speaking with the student, document the interaction in Success 360. If the concern and/or behavior continues, submit an alert directly to the Student Success Center so a Student Success Coach can follow up with the student immediately.

Odessa College has had a dramatic increase in their retention numbers based on four simple concepts.

1. Commit to knowing each student by name from the first day of class.
2. Commit to closely monitoring student behavior and progress and intervene immediately if anything should go amiss.
3. Commit to having one-on-one meetings with each student early in the semester to ensure a personal connection with the student is established.
4. Commit to developing a highly structured course with clear and understood penalties for missed exams, late assignments, etc. but be flexible with the penalty when appropriate.

WDTC commits to acknowledging the progress and success of students to create an environment that believes in positive outcomes.

TASKS

As an adjunct instructor or full-time faculty member, your job responsibilities include:

- Teach classes as assigned and in accordance with the catalog description, the master syllabus, the stipulations of the College, and the interests of industry.
- Meet with each class as scheduled and hold classes for the time frame as designated in the class schedule for the duration of the assigned semester.
- Complete required tasks by designated due dates.
- Prepare lectures, lessons, presentations, lab activities, tests, assignments, quizzes, and exams.
- Meet and maintain Quality Matters Rubric standards in My.WDT for online and face-to-face courses.
- Set up labs, classrooms, shops, etc. to deliver lessons to students.
- Complete the Annual Adjunct Faculty Development Training course within My.WDT before the start of the semester (Adjunct Instructors only).
- Provide each student (during the first class session) with:
 - An approved master syllabus found on the WDTC website or on the wdt-share server in the WDT Syllabi - “MASTER SYLLABI-DO NOT CHANGE” folder. Master syllabi stored in other locations have not been approved and therefore may not be used. The instructor must post a copy of the master syllabus under the Syllabus tab in My.WDT.
 - An instructor syllabus that includes: course information, instructor contact information, textbook, methods of instruction, grading procedures and evaluation methods, course schedule, attendance policy, make-up policy, communication policy, academic dishonesty, Academic Integrity Pledge, and available support services. (See [Appendix A](#) or templates on the wdt-share server in the WDT Syllabi folder.) The instructor must post a copy of the instructor syllabus under the Syllabus tab in My.WDT.
- Prepare and deliver course materials that have been endorsed by the department.
- Return graded student work and assignments within 72 hours excluding weekends and holidays. Input 4-week grade, mid-term grade, and final grade into My.WDT according to the academic calendar. If an instructor is utilizing a third-party vendor for assignments (i.e. Mind Tap, SAM, Cengage, etc.) all grades within the external system must also be consistently captured within My.WDT.

- Plan and administer a fair grading system that meets the program policy within the parameters set by WDTC administration. See “Grading System” in the WDTC Student Handbook for approved grading scales.
- Ensure grading scale and grading details in the syllabus and My.WDT match and are accurate.
- Maintain attendance and grade records as prescribed by WDTC administration and submit records as required.
- Work with the Student Success Center to support student retention efforts.
- Submit 360 alerts when students are struggling with academics, attendance, or personal issues.
- Be familiar with the WDTC Student Handbook and WDTC Academic Catalog found on the WDTC website and in My.WDT.
- Sign and return all required documents as directed in the time frame required. Examples of items are drop/add forms, test-out forms, grade changes, course substitution forms, tool lists and book lists, as well as grades and attendance information.
- Review and propose new instructional materials as necessary.
- Ensure all new course development for online and face-to-face courses pass the Quality Matters review process and receive approval by the Vice President of Teaching and Learning.
- Post a digital copy in Word format of your instructor syllabi on wdt-share in the designated syllabus folder by the end of the drop/add period. The naming scheme for your syllabi is as follows:

Course Number Course Name Section Your Initials

e.g. PSYC101 General Psychology 01 MH

- Attend all designated meetings - committee, staff, program, in-service, advisory board, etc. (Does not apply to adjunct instructors.)
- Assist with public relations and recruiting efforts. This may include visiting with prospective students, participating in admissions efforts such as trade shows, visits to schools and industry, expos, camps, and participating in informational settings. (Does not apply to adjunct instructors.)

- Serve on standing committees and work groups as appointed by the Vice President for Teaching and Learning or designee. (Does not apply to adjunct instructors.)
- Serve as academic advisor, as appointed, to students. (Does not apply to adjunct instructors.)
- Meet with program advisory committees as requested no less than two times per year (one time in the fall semester and one time in the spring semester) to review curriculum and program specifics. Advisory board meeting dates must be preapproved through the Vice President for Teaching and Learning to ensure no overlap among programs occur so that an administrative representative can attend. Advisory Board Constitution and Bylaws must be followed. (Does not apply to adjunct instructors.)
- Submit all requested curriculum changes for the following academic year no later than September 30, 2024, to the Chair of the Curriculum Committee.
- Conduct planning and activities that support the WDTC Strategic Plan each academic year. Create meaningful Unit Plans in SPOL, complete activities, and write a Unit Report summarizing your data and progress toward supporting the strategic plan. (Does not apply to adjunct instructors.)
- Act in a professional manner as delineated in the South Dakota Code of Professional Ethics for Teachers and WDTC Policy 1013. ([Appendix B](#))
- Maintain professional classrooms, shops, labs, and office areas. Areas should be clean, clutter free, and inviting to prospects and guests. They should promote the excellence of WDTC programs. Out-dated equipment, books, supplies, tools, etc. need to be disposed of following WDTC disposal policies and guidelines. The Vice President of Finance and Operations can provide details of disposal methods.
- Maintain the South Dakota state post-secondary faculty credential. (Does not apply to adjunct instructors.)
- Check email and voicemail on a daily basis and use these communication tools in a responsible, professional manner. Respond to messages from students, faculty, and staff within a 24-hour time period excluding weekends and holidays.
- Maintain work calendar in Outlook to include class schedules, office hours, meetings, and so forth. Outlook will be used to call meetings, and it is imperative that your calendar is up to date for coordination purposes.

- Share your Outlook work calendar with the Vice President for Teaching and Learning and your Team Leader.
- Dress in a professional manner. Business casual attire or clothes related to working environment are appropriate (i.e., scrubs can be worn in a medical lab or simulation or jeans, work shirt, and boots can be worn in a shop lab). WDTC logo attire is also appropriate. Shorts are acceptable during in-service and special events where casual wear is appropriate such as an all-school picnic.
- Conduct program-level assessment, store activities and results in SPOL, and close the loop each year. Complete the Annual Assessment Report to capture your assessment and follow-up activities.
- Conduct Program Reviews when requested. Program Reviews are normally done every 5 years. There may be times when a program is asked to do Program Reviews on a 1-, 2-, or 3- year cycle.
- Leave all course materials with the Vice President for Teaching and Learning upon leaving employment with WDTC. Courses developed for WDTC are the property of WDTC and not the instructor. All electronic course and program files need to be stored on the wdt-share in the Faculty Share folder for your program.
- Follow WDTC [policies and procedures](#).
- Complete other duties as assigned within the scope of the hiring agreement, contract, and Employee Handbook.

TEST PROCTORING POLICY

The purpose of the policy is to ensure academic integrity and to maintain fairness in the evaluation of student learning at WDTC while adhering to NC-SARA and HLC online learning requirements. WDTC recognizes the importance of proctoring as a means of verifying student identity and ensuring that academic work is done independently and under appropriate conditions. ([Policy 3009](#))

TITLE IX – SEXUAL HARASSMENT

All employees, non-employees, and students have a responsibility to maintain a positive learning, work and school activity environment by reporting all incidents or suspected incidents of discrimination and/or harassment involving themselves or others. Faculty are required to complete annual training in Title IX-Sexual Harassment.

All student reports of sex discrimination or sexual harassment need to be reported to the Title IX Coordinator immediately. ([Policy 2001/4001](#))

WORK HOURS

WDTC strives to maintain an open campus for contract faculty. Contract faculty have the freedom to move on and off campus when such movement does not interfere with work requirements. Full-time faculty are expected to be available on campus for work assignments between the hours of 7:30 a.m. and 4:30 p.m. on contract days. There may be times when courses will be scheduled before 7:30 a.m. and after 4:30 p.m. and will be considered part of the faculty member's regular workday. If a faculty member cannot attend a required work function, the appropriate leave must be submitted to the Vice President for Teaching and Learning for approval.

Refer to the Employee Handbook for more complete information on work hours and requirements.

WORKLOAD

Workload for full-time faculty should be thought of as total professional effort and not based solely on course or teaching hours. This is critical to achieving and maintaining excellence in faculty performance. Faculty are responsible for the following work assignments:

- Faculty teach 30 workload credits per fall/spring academic year ([Appendix D](#))
- In the event an individual faculty member falls below 30 workload credits in an academic year, additional duties will be assigned that are equivalent to the deficit of workload credits as determined by administration
- In the event an individual faculty member teaches more than 30 workload credits in an academic year, extra duty pay will be given after census data is collected in the spring semester. Extra duty pay is based on the faculty member's degree level and number of workload credits above 30 (Appendix D)
- Workload will be decreased for Program Directors who have individual accredited programs by three (3) workload credits in a non-site visit year and six (6) workload credits in a site visit year.
- Faculty must offer five (5) posted student office hours per week and be available to students during those hours without requiring students to make appointments.
 - Student office hours will be listed in course syllabi, posted on the instructor's Outlook calendar, and posted adjacent to the instructor's work area.
 - Posted office hours are not to be held from noon to 1 p.m. as this time is left open for meetings as needed. Office hours before 7:30 a.m. or after 4:30 p.m.

should be limited to better serve students. Faculty are to help students outside of posted office hours as needed.

- Faculty must schedule three (3) Institutional Effectiveness office hours per week to dedicate toward program assessment, strategic planning, and other compliance requirements.
 - Institutional Effectiveness office hours will be posted on the instructor's Outlook calendar.

SECTION IV: ADMINISTRATIVE MATTERS

ABSENCE OF INSTRUCTOR

If an emergency arises and it becomes necessary for the instructor to be absent from work, notification should be made by sending an email to the Outlook distribution group named “Sick Leave”, leaving a voicemail with the Instructional Support Coordinator (718-2909) and the Director of Human Resources (718-2402), or in-person to a member of the Leadership Team or the Instructional Support Coordinator. Students should receive an email notification from you as well. Provide details to your classes regarding assignments or make-up classes as necessary. An appropriate leave request must be submitted within two days of returning to work after the leave occurs.

ADDRESS AND PHONE NUMBER CHANGES

All staff are required to report any change in address or phone number promptly to the Director of Human Resources.

COMPENSATION

Faculty are paid in accordance with their faculty contract. Questions regarding benefits, deductions, and other payroll issues should be directed to the Director of Human Resources.

COMPUTER AND OTHER TECHNOLOGY REPAIRS

If you have a computer, phone, projector, etc. that needs repair, please make a request with the IT department by submitting an IT Helpdesk ticket.

COURSE DELIVERY FORMATS

Western Dakota Technical College offers courses categorized as distance education and non-distance education. Distance education, based on federal definition, is education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The following is a breakdown of WDTC’s course delivery formats and codes.

Distance Education Course - 75-100% of the instruction and interaction occurs using one or more alternative delivery methods where faculty and students are physically separated from each other. These alternative delivery methods may include: The internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communications devices; audio conference; or other media.

- Online. There are no required face-to-face sessions within the course and no requirements for on-campus activity. These courses consist entirely of online elements and must meet federal regulations and guidelines for faculty-initiated, regular, and substantive interactions.
 - Delivery of online content may be synchronous or asynchronous.

Course Code	Description
ON	Course is delivered 100% online

Non-Distance Education Course - All courses that do not meet the definition of a distance education course.

- Face-to-face (in-person). These courses are measured by the number of hours spent in required in-person class meetings in various formats, such as lectures, studios, workshops, laboratories, field trips, clinicals, internships, or other traditional face-to-face activities. Course activity is organized around scheduled class meetings that may be on-campus or off-site.
 - Examples of different face-to-face options include:
 - Lecture courses
 - Lab courses
 - Unsupervised clinicals/preceptorships/internships

Course Code	Description
DD	Face-to-face courses that take place between 7: 00 am – 3:59 pm
NN	Face-to-face courses that take place at or after 4:00 pm
DE	Dual-enroll courses that take place off-site
UC	Unsupervised clinical or preceptorship
FC	Faculty-led clinical
IR	Internship
IN	Independent study

- Hybrid – Classroom meetings are combined with online activity that replaces a significant percentage, but not all required face-to-face instructional activities. Hybrid courses may replace up to 50% of classroom experiences with online experiences.
 - Examples of different hybrid options include:
 - A course that traditionally meets in a classroom two times per week, might use online sessions to replace one of the traditional weekly classroom sessions.
 - A course that contains a lecture and a lab portion, might deliver the lecture entirely online while running the lab in the classroom.
 - A course that contains a lecture and an internship portion.
 - Faculty-led clinicals/preceptorships/internships that also have an online component.

Course Code	Description
HB	Hybrid course with a set, consistent schedule
HS	Hybrid course with variable schedule

COPYRIGHT LAW

In producing material originated by others, individuals must be careful not to infringe on the rights of the originator, which are protected by copyright laws. Faculty are responsible for following all copyright laws and [Policy 3010](#).

EMERGENCIES/ACCIDENTS/INJURIES

The fire alarm is wired directly to the city fire department. Any time the alarm goes off in the building, the city fire trucks will be dispatched. Any time the alarm sounds, you and your students must evacuate the building. Everyone must remain outside of the building until told to return.

If you or any student suffers an accident or injury while on any school property, the accident should be reported immediately to the Director of Human Resources for yourself or to the Director of Student Success for a student. Accident forms must be completed and filed.

In the event of a serious illness or injury on campus, call for help. WDTC employees do not need permission to call 911 and are encouraged to do so if they believe emergency services are needed. Do not leave the victim alone if at all possible; give appropriate first aid until emergency personnel arrive. Do not move the victim unless absolutely necessary. Designate someone to wait at the designated entrance to guide emergency personnel.

Please note that although WDTC operates a Practical Nursing program, a Registered Nursing program, a Medical Assistant program, and a Paramedic program, there is no provision for any of those instructors to assume responsibility as “the school nurse.” Accidents and injuries must be treated by local medical practitioners.

FACULTY DEVELOPMENT

WDTC supports the professional development of our faculty and staff. Funds are available for tuition (credit courses) reimbursement on a limited basis. Funds may also be available for workshops, seminars, conferences, etc. Contact the Director of Human Resources for details and limitations.

Travel expenses and other expenditures must be approved by your supervisor and the President before the event. Forms to request funds are available at <https://www.wdt.edu/users/home/>. Requests not involving airline travel need to be made at least 10 workdays in advance of the event. Requests involving airline travel need to be made at least 50 days in advance of the event. The Travel Handbook can also be found at <https://www.wdt.edu/users/home/>.

FORMS

Staff Development forms, Credentialing forms, Curriculum Change forms, etc. can be found at <https://www.wdt.edu/users/home/>.

LIBRARY

A wide variety of resource materials are available for students to complete projects, papers, and assignments. Faculty are encouraged to review materials available both in the physical library and virtually in My.WDT, and request materials that may enhance student achievement. Faculty are encouraged to utilize the Student Success Center to help with resources and ideas for courses and student learning.

ORDERING EQUIPMENT AND SUPPLIES

- Routine office supplies such as pens, notepads, printer cartridges, etc. that can be purchased at the WDTC Campus Store require preapproval of the Program Director.
 - Items not considered to be office supplies such as WDTC apparel, coffee mugs, gifts, etc. that can be purchased at the WDTC Campus Store require preapproval by the Program Director and the Vice President for Teaching and Learning before purchase.
 - Faculty who would like to give a guest speaker, advisory board member, etc. a token of appreciation must go through the Marketing & Website Coordinator to obtain a WDTC gift.
- All other purchases (purchases through outside vendors) require preapproval from the Program Director and the Vice President for Teaching and Learning. The Business Office will guide you through the proper paperwork.
- Program Directors are responsible for keeping spending within the approved budget and monitoring budget reports on a monthly basis to ensure accuracy.

PHOTOCOPIES

WDTC strives to be a paperless campus. When copies are needed, the instructor can either use the copier in the Distribution Center, submit copy requests to the Distribution Center, or use any of the copiers on campus with follow-me printing. Please plan in advance and allow for turn-around time, particularly at peak times of the year—generally the beginning of any term.

You must abide by the federal copyright laws when reproducing materials for class use. If there is a doubt as to whether or not what you wish to copy is protected by copyright, seek permission from the publisher before copying. ([Policy 3010](#))

SCHOOL CLOSING

The President or designee may close WDTC for weather emergencies, health emergencies, physical plant emergencies, or other events that would cause interruption to normal business operations. Closures that affect WDTC will be announced in one of the following two ways:

1. Campus Closed to All Students
 - Faculty may arrange to work from home; however, faculty are expected to report to campus for any scheduled meetings and will teach all online classes as scheduled.
2. Campus Closed to All Students, Faculty and Staff

You will find closure announcements on the WDTC website, on the WDTC Facebook page and through your official work email. If you are teaching evening classes, cancellation of classes will normally be announced by 3 p.m. of that day if appropriate.

STANDING COMMITTEES AND TASKFORCES

Faculty members are required to serve on standing committees, on taskforces, and/or in a work group. Each year, faculty members are given an opportunity to select their top three preferred committees/taskforces. The Vice President for Teaching and Learning will make committee/taskforce assignments based on the selected preferences. New faculty members are not assigned to standing committees/taskforces in their first year of teaching.

TEXTBOOKS

Ordering textbooks is the responsibility of individual instructors in cooperation with program staff. The WDTC Campus Store will assist with the ordering process upon request. If you wish to change an approved textbook, you will work with the Campus Store Coordinator to make this change. Most textbook publishers will provide textbooks free of charge to instructors. Contact your book representative or the WDTC Campus Store for assistance. If a textbook cannot be provided free of charge, it must be purchased as a supply item with the preapproval of the Program Director and the Vice President for Teaching and Learning.

SECTION V: FACILITIES

ALCOHOLIC BEVERAGES

Possession or consumption of alcoholic beverages on campus is prohibited unless the scheduled event has prior approval for alcohol to be served. Faculty performing duties as assigned cannot use school funds or club funds to purchase alcoholic beverages.

FOOD AND DRINK IN ROOMS

Food and drink may be allowed in the classroom as long as the privilege is not exploited. Food or drink is not permitted at workstations in computer labs. Maintenance of a clean environment is expected.

PARKING

WDTC employees and students are required to park in designated parking areas as directed by campus signage. Students are not allowed to park on the east side or the north side of the building (the area with the shop doors for Welding, Automotive Tech, HVAC, and Electronic Trades) or in the shops/labs unless there is a work order in place.

TOBACCO AND SMOKE-FREE CAMPUS

Western Dakota Technical College is committed to providing a healthy and comfortable learning environment that is conducive to the physical and mental well-being of the campus community. To enrich and support this atmosphere, WDTC is a Tobacco and Smoke Free Campus. This policy applies to all employees, students, visitors, and contractors. Smoking and the use of chewing tobacco, vaporizers, or electronic cigarettes are prohibited anywhere in WDTC buildings or on any WDTC-owned property with the exception of within the confines of personal vehicles. Violation of this policy will result in disciplinary action.

Information regarding a tobacco cessation program or other options is available through the South Dakota Department of Health at: <https://quittobaccosd.com/> The South Dakota QuitLine is another excellent resource: <https://www.sdquitline.com/>

USE OF SCHOOL FACILITIES

Unauthorized entry or use of school property is not allowed. Personal items beyond basic office/classroom décor cannot be stored/housed on school property without the approval of the Vice President for Teaching and Learning. Requests to use facilities beyond scheduled classes and the designated conference rooms must go through the Instructional Support Coordinator to ensure proper policies and procedures are followed.

VEHICLE USE

School vehicles may be available for business use including field trips. To request a vehicle, please contact the Director of Facilities.

Students are not allowed to operate school vehicles unless it is for a particular course. Courses that allow operation of school vehicles will include police vehicles for the Basic Law Enforcement Training program, ambulances for the Paramedic program, and fleet vehicles of the Automotive Technology Program. College employees will not coordinate carpools for students to commute to job sites, clinicals, or other activities required by the program curriculum. However, employees should encourage voluntary carpooling in these instances.

Refer to the Travel Authorization Policy for prior approval requirements.

APPENDIX A

Syllabi

Syllabi Procedures

All courses will have a master and instructor syllabus that utilizes the approved format (see below). The two syllabi follow:

1. *Master Syllabus* – this is considered the blueprint for the course. It provides continuity of student outcomes for all sections of a course regardless of instructor.
 - a. Official record of the course
 - b. Approved through Curriculum Committee
 - c. Created and maintained for each course within their department’s course numbers (e.g. Business is responsible for all BUS courses)
 - d. May not be modified without department approval and Curriculum Committee or Curriculum Committee Chair approval
 - e. The instructor must post a copy of the master syllabus under the Syllabus tab in My.WDT

2. *Instructor Syllabus* – all instructors must abide by the master syllabus, but instructors need to also establish individual course policies, evaluation methods, and teaching methods.
 - a. Needs to be submitted electronically to the office of the Vice President for Teaching and Learning or uploaded on wdt-share in the appropriate semester’s syllabi folder by the end of the drop/add period.
 - b. The instructor must post a copy of the instructor syllabus under the Syllabus tab in My.WDT.

**Western Dakota Technical College
800 Mickelson Drive
Rapid City, SD 57703-4018**

Master Syllabus

Course Number:

Course Name: (list complete official title)

Credits:

Contact Hours: (break down into lecture and lab hours such as 1 Lecture; 4 Lab)

Course Description: (must be the exact same as the current catalog description)

Prerequisites: (if none, enter None)

Textbooks: <http://wdt.ecampus.com>

Materials: (indicate any required materials other than textbooks such as software, equipment, or tools – DO NOT PUT SOFTWARE VERSIONS ON THE MASTER – the information may be included on the instructor syllabus)

Course Learning Outcomes:

- identify measurable skills and abilities that the student will develop to successfully complete this course
- the objectives must relate directly to program competencies
- instructor syllabi and instructors may not deviate from stated objectives
- start each SLO with a Bloom's verb
- maximum of five SLOs

Class Commitment:

According to WDTC Policy 3005, the minimum amount of time that a student needs to devote to this course is an average of X hours per week with X of these hours being covered by the class meeting times. The remaining X required hours are the responsibility of the student and may include, but are not limited to, homework assignments, reviewing the book or other course resources, and studying for tests. The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge and study skills.

Assessment: (identify which of the Institutional Outcomes will be addressed in the course – e.g. Critical Thinking, Technical Knowledge and Skills, Communication, and Professionalism will be assessed throughout this course.

**Western Dakota Technical College
Instructor Syllabus**

Date: (semester and year)

Course Number:

Section: *(include all section numbers even if the same instructor syllabus is used for multiple sections)*

Days/Time:

Classroom:

Instructor:

Office Phone:

Email:

Office Hours and Location:

Textbook: *(Per the Higher Education Act: List the specific textbook students need for the course including title, author, edition and ISBN # if possible. If your program uses Cengage unlimited include the access code students need for this course only.)*

Methods of Instruction: *(indicate the methods of instruction that will be used to meet the course objectives such as lectures, group activities, readings, hands-on, etc. – individual instructors may use their discretion in determining the methods they will use to ensure students realize the stated course goals/objectives in the master syllabus)*

Grading Procedures and Evaluation Methods: *(provide the grading scale approved for the program and an explanation of how students' progress is to be evaluated such as assignments, student participation, quizzes, tests, etc.)*

Course Schedule: *(list the outline or schedule of assignments and exams in the order they will be presented including quizzes, due dates for papers or presentations, field trip dates, etc. – put "subject to change" or "tentative" to allow for flexibility)*

Attendance Policy: *(explain how absences and tardiness will affect students' progress in the class – refer to the "Class Attendance" section of the student handbook when writing)*

Make-up Policy: *(be specific)*

Communication Policy: *(explain your preferred channel of communication whether that is email, office phone, mobile phone, discussion board or text. Also explain when students can expect to receive a response from you during the week and/or on the weekend.)*

Academic Integrity Pledge: Integrity is an essential quality for all students at WDTC. Students commit to completing their own work and adhering to all guidelines outlined by their instructor. Students pledge they will not give or receive any unauthorized assistance on exams or assignments.

Academic Dishonesty: *Refer to the student handbook or write a compatible statement*

Available Support Services: You may obtain additional help outside of class through your instructor, the library, the Student Success Center, and peer tutors at no charge to you.

(Please follow the order established in the template for required items; you may add other items at instructor discretion after the above required elements.)

APPENDIX B

Code of Ethics

Policy 1013 - Code of Ethics for Faculty, Staff, and Administrators
Western Dakota Technical College Policy Number: 1013

I. Purpose

The purpose of this policy is to establish that Western Dakota Technical College (WDTC) employees will exemplify integrity and dignity, and they should expect and encourage such conduct by others.

II. General Statement of Policy A. This policy is to acknowledge that institutions of higher education are entrusted by society with great resources and great responsibilities for creation, dissemination, and preservation of knowledge. Higher education faculty, staff, and administrators play a key role in assuring that high standards of ethical practice are applied to the custody and use of those resources. Employees are expected to adhere to legal, moral, and professional standards of conduct in the fulfillment of their professional responsibilities. Each employee's personal and professional conduct reflects on the College, the collective profession, and higher education at large. To guide employees in setting and practicing high standards of ethical conduct, Western Dakota Technical College has adopted the following code of ethics. WDTC embraces the values expressed in this code and advocates their observance by its employees.

WDTC faculty, staff, and administrators will adopt and be faithful to professional values that:

- Convey respect to self and others;
- Preserve honesty in actions and speech;
- Provide fair and just treatment to all;
- Respect and protect privileged information to which they have access by virtue of their position;
- Aspire to achieve quality;
- Refuse conflict, or the appearance of conflict, between personal and institutional interests;
- Embrace forthright expression of one's own views and tolerance for the views of others;
- Act with competence and strive to advance competence, both in self and in others. To this end, employees should continually enhance their own professional competence, encourage professional growth and development of colleagues, and promote excellence in public service;

- Understand and support WDTC’s objectives and policies, be capable of interpreting them within and beyond the College, and contribute constructively to their ongoing evaluation and reformulation;
- Communicate to colleagues the content of this code of ethics and strive to ensure that the standards of professional conduct contained therein are met;
- Adhere to all codes of ethics and behavioral expectations set by the State of South Dakota and any professional organization to which any faculty member, staff member, and administrator belongs;
- Adhere to all codes of ethics and conduct established by Western Dakota Technical College as published by the College and to professional standards of the employee’s position.

In discharging their duties in accordance with this code of ethics, WDTC employees will benefit from the following rights:

- The right to work in a professional and supportive environment;
- The right to have a clear, written statement of the conditions of their employment, procedures for professional review, and a job description outlining duties and responsibilities;
- The right to exercise judgment and perform duties without disruption and harassment within the scope of their authority and policy;
- The right to freedom of conscience and the right to refuse to engage in actions that violate the ethical principles contained in this code or provisions of law.

B. It shall be a violation of this policy if faculty, staff, and administration do not adopt or are not faithful to the professional values set forth in this policy.

III. Definitions

None

IV. Reporting Procedures

None

V. Dissemination of Policy and Training

A. This policy shall appear on the Western Dakota Technical College website on the policy webpage.

Legal References

None

South Dakota Code of Professional Ethics for Teachers

Office of Accreditation & Teacher Quality

Professional Teachers Practices and Standards Commission

CODE OF PROFESSIONAL ETHICS FOR TEACHERS

24:08:03:01. Obligations to students. In fulfilling their obligations to the students, educators shall act as follows:

1. Not, without just cause, restrain students from independent action in their pursuit of learning;
2. Not, without just cause, deny to the students access to varying points of view in the classroom;
3. Present subject matter for which they bear responsibility without deliberate suppression or distortion;
4. Make a reasonable effort to maintain discipline and order in the classroom and the school system to protect the students from conditions harmful to learning, physical and emotional well-being, health, and safety;
5. Conduct professional business in such a way that they do not expose the students to unnecessary intimidation, embarrassment, or disparagement;
6. Accord just and equitable treatment to every student, regardless of race, color, creed, sex, sexual preference, age, marital status, handicapping condition, national origin, or ethnic background;
7. Maintain professional relationships with students without exploitation of a student for personal gain or advantage;
8. Keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
9. Maintain professional relationships with students in a manner which is free of vindictiveness, recrimination, and harassment.
10. Not engage in or be a party to any sexual activity with students including sexual intercourse, sexual contact, sexual photography, or illicit sexual communication.

24:08:03:02. Obligations to the public. In fulfilling their obligations to the public, educators shall act as follows:

1. Take precautions to distinguish between their personal views and those of the local school district or governing body;
2. Not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions;

3. Not interfere with a colleague's exercise of political and citizenship rights and responsibilities;
4. Not exploit the local school district or governing body for public or personal gain;
5. Not exploit the local school district or governing body to promote political candidates or partisan political activities;
6. Neither accept nor offer any gratuities, gifts, services, or things of value that impair professional judgment, offer special advantage, or provide personal benefit;
7. Engage in no act that results in a conviction;
8. Exemplify high moral standards by not engaging in or becoming a party to such activities as fraud, embezzlement, theft, deceit, moral turpitude, gross immorality, sexual contact with students, illegal drugs, or use of misleading or false statements; and
9. Not misuse or abuse school equipment or property.

24:08:03:03. Obligations to the profession. In fulfilling their obligations to the profession, educators shall act as follows:

1. Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
2. Maintain confidentiality of professional information acquired about colleagues in the course of employment, unless disclosure serves professional purposes;
3. Discuss professional matters concerning colleagues in a professional manner;
4. Accept a position or responsibility only on the basis of professional preparation and legal qualifications;
5. Adhere to the terms of a contract or appointment unless the contract has been altered without the consent of the affected parties, except as provided by law, legally terminated, or legally voided;
6. Use sound professional judgment in delegating professional responsibilities to others;
7. Not interfere with the free participation of colleagues in the affairs of their associations;
8. Not use coercive or threatening means in order to influence professional decisions of colleagues;
9. Not knowingly misrepresent their professional qualifications;
10. Not knowingly distort evaluation of colleagues;
11. Not criticize a colleague before students, except as unavoidably related to an administrative or judicial proceeding;
12. Cooperate with authorities and the commissions regarding violations of the codes of ethics of the South Dakota Professional Teachers Practices and Standards Commission and the Professional Administrators Practices and Standards Commission;
13. Perform duties in accordance with local, state, and federal rules and laws.

APPENDIX C

Academic Integrity Honor Code

Purpose/Mission:

WDTC expects the entire campus community to conduct themselves and maintain relationships in a manner that is characterized by honesty, integrity, authenticity, and dignity. Every member of the WDTC community is responsible for upholding the highest standards of honesty at all times.

In order to establish and foster an environment where incidents of misconduct are socially unacceptable, all students are expected to adhere to the Western Dakota Technical College Academic Integrity Honor Code. This Code is intended to support the shared responsibility of faculty and students in maintaining the academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, scholarship, and practice.

WDTC Academic Integrity Pledge:

- Integrity is an essential quality for all students at WDTC. Students commit to completing their own work and adhering to all guidelines outlined by their instructor. Students pledge they will not give or receive any unauthorized assistance on exams or assignments.

Academic Integrity Defined

Students of WDTC are committed to the highest standards of academic integrity and assume full responsibility for maintaining those standards. All members of the WDTC community are expected to exhibit the qualities of honesty, loyalty, and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community.

Intellectual growth and development require honesty, responsibility, and initiative. Taking ideas or words from others (plagiarism) is dishonest and will not only result in disciplinary actions, but- perhaps more importantly – impedes ability to gain the knowledge and skills required to be a successful lifelong learner.

The Academic Integrity Honor Code prohibits cheating, plagiarism, fabrication, collusion, and other forms of academic misconduct and applies to any work performed by any current or former WDTC student.

Types of Violations:

- Cheating: A form of academic dishonesty in which the person misrepresents his or her mastery of the course content or clinical experience. Cheating applies to examinations,

- labs, written assignments, clinical experiences, online discussions, and any other form of student assessment. Examples of cheating include, but are not limited to the following:
- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination
 - Unauthorized access to or use of someone else's computer account or computer files to complete an assignment
 - Possessing or obtaining an examination without the instructor's authority or prior knowledge
 - Submission of an assignment purchased from a commercial entity (e.g., term papers, software programs, etc.)
 - Unauthorized preprogramming of and/or access to electronic devices or learning management systems
- **Plagiarism:** A form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Both the intentional and unintentional use of another's work constitutes plagiarism. Examples of plagiarism include, but are not limited to the following:
 - Directly quoting another person's words without the use of quotation marks and/or acknowledging the source
 - Paraphrasing, or restating, another person's ideas, opinions or theories without acknowledging the source
 - Using facts, statistics, or other material taken from a source without acknowledging the source
 - Failing to properly cite an original source when using a secondary source
 - Self-plagiarism occurs when a student uses his or her own previous work to fulfill assignment(s) without permission or knowledge of the current instructor(s).
 - **Fabrication:** A form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive. Examples of fabrication include, but are not limited to the following:
 - Citing information not taken from the source indicated
 - Citing a source that does not exist
 - Intentionally distorting the meaning or applicability of data
 - Listing sources in a bibliography or reference list that were not used in the project
 - Inventing or falsifying data or source information in experiments, research projects, or other academic assignments

- Listing hours worked or activities performed during a clinical or service learning experience that did not occur
- Misrepresenting one's contribution to scholarly research and/or publication
- Misrepresenting or falsifying a resume or curriculum vitae
- Collusion: A form of dishonesty involving two or more persons acting in a manner intended to misrepresent individual effort, learning and/or contributions to course assignments. Examples of collusion include, but are not limited to the following:
 - Allowing another student to copy from your work
 - Completing an assignment for another student
 - Allowing another student to complete an assignment for you
 - Unauthorized sharing of examination questions and/or answers before or after an examination
 - Unauthorized collaboration with another person during an examination or other assignment
- Other Examples of Academic Integrity Violations:
 - Posting another's work on the internet without that person's permission
 - Unauthorized or inappropriate access to use of another's computer account, access codes, or electronic files
 - Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work, or the taking of an examination, or to request an incomplete or administrative drop in the course

Sanction Process:

In the event evidence shows a student is in violation of the Academic Integrity Honor Code, faculty will determine the appropriate course of action defined by, but not limited to, guidelines outlined in the program handbook (if applicable), policies in the course instructor syllabus and/or Student Code of Conduct – WDTC Policy 4014.

Guidelines to Prevent Cheating:

- Classroom Management Considerations:
 - Increase instructor presence in the online classroom.
 - Foster ongoing interactions by regularly engaging with students to humanize the learning experience.
 - Intentionally build community

- Vary assessments and provide choice
- Set realistic, high standards
- Communicate expectations in multiple ways at multiple times
- Apply policies consistently
- LMS Considerations and Settings: When Assessments are administered online via My.WDT or a publisher’s website, consider the following settings and their appropriateness for your assessment:
 - Use a question bank for multiple-choice tests and randomize questions for each exam.
 - Randomize sections of questions and question choices on multiple choice exams.
 - Deliver questions 5 or fewer on a page to discourage printing or taking a screenshot of a series of questions to share with others
 - Set time limits for the assessment to minimize use of resources such as a textbook, the Internet or another person.
 - Aim for exam times of 2 hours or less as long testing sessions run the risk of hitting session timeouts and other network interruptions.
 - Set appropriate open/close dates.
 - Consider the student’s ability to change answers, along with the “only allow forward progress” option in our online assignment type. Is it appropriate for them to go back and change answers?
 - Consider whether the retake setting is appropriate and the highest, lowest or average score setting that coordinates with this setting.
 - Consider use of the Respondus Lock Down Browser to prevent looking up information on the web using the same device or printing the assessment with the same device used for completing the assessment. This setting is available both during the taking of the assessment and the review of it. Be prepared to troubleshoot this if a student is kicked out of the assessment while the lock down browser is being used. Students must have clean machines without bothersome temp files and a lack of updates to their systems. It is best that a low stakes quiz is given to test the compatibility of the lock down browser on student machines BEFORE the assessment you wish to use it. Students would then have time to troubleshoot the lock down browser install prior to your test session.
 - Use feedback during the assessment (for hints and tips) or as a review setting for incorrect and correct answers.
 - Wait to show correct answers until after the due date, or after all students have completed the assessment. Consider if students will have

to make up the assessment prior to allowing correct answers to be displayed to the class.

- Utilize a variety of test question types that test more than rote memory.
- Multiple choice, true/false and other objective exams that can be scored by the online test system within the LMS are easier for students to look up answers. Do not design all assessments using this assessment type. Objective exams are those in most need of timing, randomizing and pagination settings.
- Consider more challenging essay questions that ask for a unique answer, so students operate at a higher level of understanding on Bloom's Taxonomy. Use SMART action verbs such as "Solve", "Describe", "Analyze", "Explain" or "Distinguish" to lead a student on the path of higher learning.
- Consider writing challenging assessments with authentic questions that cannot be easily found through an online search. These could also be open book/open note. If a student must synthesize, solve or provide a response that would necessitate already knowing basic facts, he or she will be unable to look up answers.
- Consider using a test proctoring service. Contact the Director of Instructional Support and Professional Development for details on test proctoring

APPENDIX D

Workload Calculations Guide for Full-Time Faculty

Course Delivery Method	WL Credit to Credit**
Lecture	1 to 1
Lab	1.25 to 1
Faculty-Led Clinical	1.5 to 1
Unsupervised Clinical	.33 to 1
Internship	1 to total credits

Full-time Faculty status = 28 to 30 WL credits per academic year; 30 WL credits is the expectation; Extra duty pay past 30 WL credits per year is based on faculty degree pay rate:

- BS/BA or lower = \$700 per WL credit
- MA/MS = \$800 per WL credit
- Doctorate = \$1000 per WL credit

Independent Study
\$110 per credit per student

Internships not part of regular workload***		Online not part of regular workload***	
\$110 per credit per student up to max of 1 credit of degree pay rate	e.g., 2 credit internship with 1 student at BA pay rate = \$220; 2 credit internship with 4 or more students at BA pay rate = \$700	\$110 per credit per student up to max of degree pay rate	e.g., 3 credit online Comp I with 2 students at MA pay rate = \$660; 3 credit Comp I with 8 or more students at MA pay rate = \$2400

***Internships and online courses with low student count will not be counted toward instructor workload if an alternative is available. Degree-level pay rates will be used instead.