

PROCEDURES RELATED TO:

POLICY NO.: 2.3.1 and 2.3.2

POLICY TITLE: APPOINTMENTS & TERMS OF APPOINTMENT
(Faculty)

1. When an authorized full-time faculty position becomes vacant, the Dean of Academic Affairs will recommend to the President whether or not the position should be filled.
2. Upon receipt of the President's authorization to fill the position, the Academic Dean will notify the Department Chairperson in writing of the rank and salary range and will consult with the Director of Human Resources prior to the establishment of minimum qualifications and other conditions for the position. The Human Resources Office will receive a copy of the notification from the Academic Dean to department chairpersons.
3. The department chairperson will prepare advertisement for the position and send it to the Academic Dean and to the Director of Human Resources for approval. Advertising will be placed by the Human Resources Office.
4. Applications for a position will be received by the Director of Human Resources who will review them to determine any which fail to meet minimum qualifications. These applications will remain in the office of the Director of Human Resources and be available for review by the Academic Dean or the faculty committee.
5. Applications meeting minimum qualifications will be given to the department chairperson who will send to each applicant the standard College Application for Professional Position and will request each applicant to have written references sent to the chairperson.
6. Upon the expiration of the date for accepting applications, the chairperson will inaugurate the procedure contained in the policy, Faculty Recruitment and Selection.

Policy 2.3.1 and 2.3.2 (continued)

7. When the screening of applications reduces the number of applicants to a number to be interviewed, each of these applicants will be requested to have official transcripts of their collegiate work sent to the chairpersons. No interviews should take place until the selected applicants' files contain the completed Application for Professional Position, written references (or the written transcription of a chairperson initiated telephone call to references), and official transcripts. (This procedure may be departed from only in those instances when time does not permit their execution and a position must be filled hurriedly; but in such event the chairperson must secure the approval of the Academic Dean and the Director of Human Resources.
8. Department chairpersons, or any member of the Screening Committee, may not make an official salary offer to an applicant but department chairpersons may discuss salary expectations with applicants for use in discussing with the Academic Dean the contract salary to be recommended to the President by the Academic Dean.

The Academic Dean shall use the following criteria in determining a salary offer to be made to the applicant:

A. Full-time college teaching

Each year of full-time college teaching experience should be recognized for placement in rank and salary.

B. Part-time college teaching

The total number of semester hours taught on a part-time basis should be divided by 60 to arrive at an equivalent number of years of full-time college teaching experience.

C. High school teaching

The first four years of teaching experience should be applicable for salary placement. Half of the total number of years beyond these four should be converted to years of college teaching experience, but in no case will the applicant receive more than five (5) years of college teaching experience.

D. Other non-college teaching

Shall be reviewed by the appropriate Dean and credit given for experience, if in his/her judgment such experience is of value to the College program.

E. Related industrial, technical, & business experience

Such experience may be credited toward salary placement if it can be proved that this experience has direct relevance to the teaching position to be filled. Under these conditions, the first eight (8) years should be equated to "four years teaching." Each three years beyond the first eight should be equated to one year of college teaching experience.

9. The Academic Dean will prepare the standard form for recommendation for employment and forward it to the President who will offer the contract to the recommended applicant, after a Title IX review has been made.
10. After receipt of the signed contract, the Office of the President will notify the Academic Dean and the Chairperson. The latter will forward the new faculty member's file to the Academic Dean's office and will keep other applicants' file according to College regulations.

APPROVED BY: PRESIDENT

PROCEDURES RELATED TO:

POLICY NO.: 2.3.5
POLICY TITLE: FACULTY ABSENCES

FULL-TIME FACULTY

1. Classes meeting without a qualified instructor* will be considered an absence.
2. If a faculty member is absent for a day, and there is no collegial coverage or make-up classes scheduled, a full sick day is charged no matter how many classes the faculty member was scheduled to teach that day.
3. If a faculty member is absent for part of a day, and there is no collegial coverage or make-up classes scheduled, sick leave will be charged for the proportion of classes missed on that day.
4. All overload absences that are not made up, or collegially covered, will be deducted from the faculty member's pay.
5. Missed office hours must be rescheduled.

*as determined by the department chairperson

Further practices implemented by the Director of Human Resources:

1. Religious holidays can be given, but not in excess of 3 days collegial coverage.
2. If a faculty member is absent from an overload class and is not going to make it up or a substitute is paid for covering, there will be a salary reduction not a deduction in sick leave.

Policy 2.3.5 (continued)

3. When a faculty member is absent for a regularly scheduled class (not overload) and a substitute is paid, there is a deduction from sick leave.
4. A department chairperson indicates what is to be deducted.
5. When a faculty member is absent but the class is covered by collegial coverage or made up in some way (as indicated on the absence form), there is not deduction from sick leave.

APPROVED BY: PRESIDENT

DATE: MAY 15, 1980

Policy 2.3.5 (continued)

ADJUNCT FACULTY

In the event that a class is not met, the time must be made up by adding additional time to the remaining sessions or by adding an additional session. The department chairperson will provide the necessary form. If the time is not made up, a pay reduction may take place.

For further regulations governing adjunct instructors at Bucks County Community College, see "Adjunct Faculty Handbook."

APPROVED BY: DIRECTOR OF EVENING PROGRAMS
REVISED: OCTOBER, 1982

PROCEDURES RELATED TO:

POLICY NO.: 2.3.14

POLICY TITLE: OVERLOAD ASSIGNMENTS

1. Faculty members' requests for consideration for the assignment of overload and summer session teaching shall be given to their department chairperson no later than the date upon which the schedule of courses is due in the Dean of Academic Affairs Office from department offices for the semester or summer session for which the request is made.
2. No requests will be honored after that due date.
3. All requests must be made in writing on the College form, "Request for Primary Consideration for Appointment to Overload and Summer Session Teaching".
4. Each department shall establish a process of making assignments so that a fair and equitable distribution of overload and summer session teaching is accomplished. This process shall be available in the department office to each faculty member. The process shall be established according to these guidelines:
 - a. Rotation of faculty members from within a department holding a current full-time appointment;
 - b. Each faculty member from within a department requesting assignment shall be considered before a second overload or summer session teaching assignment is made to another faculty member from the department;
 - c. Those faculty requesting a second overload during an academic year semester shall be given primary consideration after the requests of other departmental faculty for first overloads have been filled.
 - d. After the second assignment is considered, a chairperson shall consider those faculty members from other department who have requested an overload or summer session assignment;

Policy 2.3.14 (continued)

- e. Persons other than full-time faculty members shall be considered for a teaching assignment after primary consideration has been given to qualified full-time faculty members.
 - f. Those faculty who wish to teach a third overload assignment during an academic year semester may request to be considered, along with adjunct faculty, and may be assigned a third overload if such assignment meets the needs of the department and the institution.
5. In all cases, the chairperson of the department in which the course is offered shall make the professional judgment about the assignment of any faculty members to teach courses in the department.
 6. Furthermore, it is understood explicitly that the department chairperson making overload assignments may use appropriate measures to assure compliance with the department-approved course syllabus.
 7. Full-time faculty teaching overload in another department will be evaluated by the chairperson of the department in which the overload course is offered. The evaluation shall be solely for the purpose of deciding on future employment in the department in which the overload course is offered. The evaluation shall be conducted in accordance with the department's normal procedure for evaluating part-time faculty.
 8. Full-time faculty members seeking overload appointments in other departments or in other disciplines within their department shall demonstrate that they possess academic training and previous teaching and/or professional experience that qualifies them to teach in the field requested.
 9. Any other assignments of overload in this case shall not be made except in the case of an emergency. In that event, the chairperson shall exercise professional judgment in the assignment.

APPROVED BY: PRESIDENT
DATE OF APPROVAL: DECEMBER 13, 1976

PROCEDURES RELATED TO:

POLICY NO.: 2.3.16
POLICY TITLE: COURSE DESIGN
(Course Syllabus/Course Format)

BUCKS COUNTY COMMUNITY COLLEGE
Newtown, Pennsylvania
Department of

Course Syllabus

- I. Course Number:
Course Title:
- II. Number of Credits:
- III. Number of Instructional Minutes:
- IV. Prerequisite or co-requisite:
- V. Other Pertinent Information:

Date Created/Revised by Department:

Date Reviewed by CCRR:

Date Approved by the President:

Once approved, a copy of this syllabus should be kept in the Department Office, and copies should be sent to:

Provost and Dean, Academic Affairs (Date Sent):

Dean, Learning Resources (Date Sent):

- VI. Catalog Course Description (limit to fifty words)
- VII. Required Course Content and Direction
 - A. Learning Goals and Objectives
 - i. Course
Students will
 - ii. Core (if applicable)
Students will
 - B. Planned Sequence of Topics and/or Learning Activities
 - C. Assessment Methods for Learning Goals and Objectives
 - i. Course
 - ii. Core (if applicable)
 - D. Reference, Resource, or Learning Material to be used by Students

BUCKS COUNTY COMMUNITY COLLEGE
Newtown, Pennsylvania

Course Format

COURSE FORMAT

Instructors are required to distribute their course formats and the official course syllabus to all students during the first class meeting. The course format is to be revised every semester.

Required Information

1. College Name, Department Name, Course Name and Number
2. Instructor's Name, Office Hours, Voice-Mail Number, and E-Mail Address
3. Copy of official course syllabus
4. Required Text(s) and Supplementary Materials
5. Assignments/Topics Covered
6. Technology, if any, to be used in this class
7. Testing/Grading Procedures
8. Attendance Policy and Withdrawal Information
9. Disability Accommodations

In compliance with the Bucks County Community College policy and equal access laws, appropriate academic accommodations can be made for students eligible for such support. Students are encouraged to register with the Disability Services Office (215-968-8463) to verify their eligibility for appropriate accommodations. Please speak to your instructor about any requests for academic accommodations or other concerns as early in the semester as possible.

10. Reference to Cheating and Plagiarism Statement in Catalog

The expectation at Bucks County Community College is that the principles of truth and honesty will be rigorously followed in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. In addition, when making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in the text or offering a footnote. (Source: BCCC Catalog, College Policy Regarding Cheating and Plagiarism)

11. Student's Responsibility to Retain Course Materials

Students are always responsible for retaining copies of their own work and/or correspondence, including that posted to a web course page. Student access to a Bucks County Community College web course space is available only during the stated semester/session as indicated by the College's academic calendar. All web

course sites, including content, are routinely removed from the server at the conclusion of each semester/session.

Optional Information

1. Additional Policies of Instructor
2. Extra Credit/Help Procedures
3. Study Requirements

APPROVED BY: PRESIDENT

DATE OF APPROVAL: APRIL 29, 1998; revised October 2004, November 2008.

PROCEDURES RELATED TO:

POLICY NO.: 2.3.20

POLICY TITLE: GUIDELINES FOR SCHEDULING

LETTER OF UNDERSTANDING

Under the Board policy "Guidelines for Scheduling" it is understood that there is no requirement that faculty members must be present on campus any minimum number of days each week.

PROCEDURES RELATED TO:

POLICY NO. 2.3.21
**POLICY TITLE: PERIODIC REVIEW OF PROGRAMS, COURSES
& ENROLLMENT PATTERNS (Academic Audits)**

GUIDELINES FOR PROGRAM OF STUDY AUDIT

The Self-Study Report for a program of study should include the items listed below:

- I. Program Description
 - A. Catalog Description
 - B. Program Requirements

- II. Program History
 - A. Review of Most Recent Audit
 1. Conclusions from most recent audit
 2. Recommendations from most recent audit
 3. Description of how recommendations were addressed
 - B. Review of other significant changes to this program since the most recent audit

- III. Enrollment History
 - A. Five-year History of Program Enrollment
 - B. Five-year Graduation/Completion Rate
 - C. Enrollment Trends
 - D. Demographic Information About Students and Graduates

- IV. Program-Related Information
 - A. Courses offered primarily for majors in the program
 - B. Enrollment history of major courses over the past five years
 1. Significant Patterns

- V. Assessment
 - A. Goals and Objectives of the Program
 1. Program goals and objectives
 2. Assessment of program goals
 - B. Exit Interviews
 - C. Transfer Reports (Transfer Programs)
 - D. Advisory Board (Occupational Programs)
 1. Members
 2. Minutes

- E. Expectations of potential employers (Occupational Programs)
 - F. Employment projections (Occupational Programs)
 - G. Enrollment projections
- VI. Conclusions and Recommendations
- A. Major Strengths
 - B. Major Weaknesses
 - C. Plans for addressing weaknesses with timeline
 - D. Recommendations

GUIDELINES FOR PERIODIC COURSE REVIEW

The Department faculty and Assistant Academic Dean shall be responsible for periodic course reviews. The periodic course review shall include the following items:

1. Course title
2. Number of credits
3. Catalog course description
4. Course learning goals
5. Planned sequence of topics or learning activities
6. List of reference, resource or learning materials to be used by students
7. Statement: Was the course delivered by instructors who meet the department's qualifications?
8. Statement: Does the course transfer to accredited four-year colleges and universities (for courses in transfer programs)?

Course reviews shall be attached to program of study audits according to the schedule presented below. The depository of reports shall be the Office of Academic Affairs.

Course Evaluation Schedule:

1. In the Fall 2010 semester, each academic department shall review its existing courses and identify to which audit the review for each course will be attached.
2. When creating new and experimental courses after Fall 2010, each academic department shall identify to which audit the new course will be attached.
3. The program of study audit shall include all appropriate course evaluations beginning with audits submitted in the Spring 2011 semester.

APPROVED BY: PROVOST & DEAN OF ACADEMIC AFFAIRS

DATE OF APPROVAL: OCTOBER 1979; REVISED JANUARY 1995, JUNE 2010

PROCEDURES RELATED TO:

PROCEDURES/MARCH 1997

POLICY NO. 2.3.22
POLICY TITLE: DEPARTMENT PARTICIPATION
APPOINTMENT OF DEPARTMENT CHAIRPERSON

1. The Dean of Academic Affairs, after discussion with the faculty committee, will prepare the advertisement for vacant positions in keeping with Title IX regulations after which national advertisements for the position will be placed.
2. Applications for a position will be received by the Director of Human Resources who will review them to determine any which fail to meet minimum qualifications. These applications will remain in the office of the Director of Human Resources and be available for review by the Dean or the faculty committee.
3. Applicants meeting minimum qualifications will receive an official application for a professional position, a copy of the job description, and a copy of the employment conditions for the position. Only applications meeting minimum qualifications will be forwarded to the Dean of Academic Affairs.
4. Selection process continues in accord with current negotiated agreement with faculty-- Appendix A, Section Q.

APPROVED BY: DEAN OF ACADEMIC AFFAIRS JULY 17, 1978 (REVISED)

PROCEDURES RELATED TO:

POLICY NO.: 2.3.26a
POLICY TITLE: PROPOSALS ON PROGRAMS OF STUDY AND COURSES
(EXPERIMENTAL COURSE OFFERINGS)

An academic department may offer a new course on an experimental basis without submitting a proposal to the Committee on Curricular Revision when the following conditions are met:

1. The syllabus for each experimental course must be approved by a majority of the faculty in the department offering the course. The course shall not duplicate any existing course offerings in the regular Bucks County Community College curriculum, and it should be an appropriate community college offering.
2. The syllabus for each experimental course must be approved by the department chairperson.
3. Experimental courses should be listed as part of the regular semester course offerings in accordance with established dates.
4. All experimental courses shall be specifically designated in appropriate campus publications.
 - A. Definition/Explanation: Each semester, the College offers some courses on an experimental basis in response to a specific need, to determine if a student response exists, or to try a course before submitting it for addition to the standard curriculum.

These courses carry standard credit and may be used as elective credits in degree programs. Their transferability is determined by the accepting institution.
 - B. Identification: Further, each experimental course will be labeled "experimental" and marked with an asterisk directing readers to the page carrying the printed explanation.
 - C. Transcripts: Courses will not be designated "experimental" on students' transcripts.

Policy 2.3.26 (continued)

5. A syllabus for each experimental course must be filed in the department office, in the Academic Dean's office, and in the Library before the publication of course offerings for the semester in which the new course is to be offered.
6. Each department will evaluate each experimental course using the attached guideline. Such evaluations shall be kept on permanent file in the department and a copy forwarded to the Academic Dean.
7. In each 12-month period beginning with the Fall Semester, each department's experimental course offerings shall be subject to the following restrictions:
 - A. A department may offer no more than the prescribed maximum number of experimental course credit hours. The maximum number will be equal to the combined total of twenty (20) percent of the total number of full-time faculty plus one course per department. Multiply this total by three (3) credits; this being the average number of credit hours per course at Bucks County Community College. Then round off. (Note: The number of credit hours will vary proportionately with the number of full-time faculty employed in a particular department.)

This number represents the number of new course credit hours that may be offered in any given year. New experimental courses may be offered for a maximum of three semesters or six sections, whichever occurs first. For example, an experimental course designed to meet an immediate need but not intended to be continued indefinitely could be offered in six sections in a single semester; while another experimental course that is being considered for addition to the curriculum could be offered in a single section over a period of three semesters.

- B. If a department feels there are compelling reasons why any one experimental course should continue to be offered experimentally after it has been taught for three semesters or for six sections, the department shall petition the CCR for permission to offer a maximum of three more sections of the course.

Policy 2.3.26 (continued)

This format should be used when requesting an extension(s):

1. Course Name and Number
 2. Department
 3. History of Past Offerings - Please state during which semesters this course was offered, the number of sections each semester and the number of students completing each section.
 4. Reasons for Extension:
 - a. What objective would be accomplished by offering this course again on an experimental basis?
 - b. What specific circumstances prevented your department from developing a new course proposal?
- C. Summer sessions, all three combined, are considered one semester within any 12-month period.
8. In order to facilitate administrative monitoring of this policy, the Chairperson of each department will submit a report of experimental course offerings to the Academic Dean. These reports will be submitted prior to the printing of the course schedule each semester. The Academic Dean will monitor the experimental course offerings.
 9. This policy is to be reviewed at five (5) year intervals, beginning on the date of its approval by the President.

EVALUATION OF EXPERIMENTAL COURSE OFFERINGS

ACADEMIC DEPARTMENT:

Please list the courses offered by your Department on an experimental basis:

COURSE/SECTION(S) #(S)	COURSE TITLE	SEMESTER(S)/ DATE(S)	APPROVED AS REGULAR OFFERING (YES-NO-PENDING)	SEATS OFFERED	SEATS TAKEN	STUDENTS COMPLETING COURSE	WAS COURSE CANCELLED
---------------------------	--------------	-------------------------	--	------------------	----------------	----------------------------------	-------------------------

BUCKS COUNTY COMMUNITY COLLEGE
EVALUATION OF EXPERIMENTAL COURSE OFFERINGS

Please answer the following questions for each course offered on an experimental basis by your Department:

I. ACADEMIC DEPARTMENT:

II. COURSE TITLE AND NUMBER:

1. What guidelines were established by your department for evaluating the success or lack of success of this course?

2. Based upon the guidelines mentioned above, please provide written summary evaluation of the courses offered experimentally.

EVALUATION OF EXPERIMENTAL COURSE OFFERINGS

3. Were any specialized teachers and/or equipment necessary to offer this particular course?

_____ No

_____ Yes (If yes, please explain the specialized needs.)

4. Please add any other comments that you wish regarding this experimental offering.

5. Please attach to this report one (1) copy of the syllabus for this experimental course.

PROCEDURES RELATED TO:

POLICY NO. 2.3.26b

**POLICY TITLE: PROPOSALS ON PROGRAMS OF STUDY AND COURSES
NEW PROGRAM OF STUDY, NEW COURSE, REVISED PROGRAM OF STUDY,
REVISED COURSE, INCLUSION IN A CORE CATEGORY, DELETION FROM A
CORE CATEGORY**

The Committee on Curricular Revision and Review is required to receive proposals from departments and make recommendations to the Advisory Council with respect to six different kinds of transactions (New program of study, new course, revised program of study, revised course, inclusion in a core category, deletion from a core category). This document is designed to incorporate into one package all guidelines needed by departments to make any of these six types of proposals, either singly or in combination.

Since the Committee on Curricular Revision and Review has also been responsible for the development of the Procedure for Offering Experimental Courses, this information has also been included even though no consideration by the CCR is necessary for experimental courses. [NOTE: see Regulation Related to Policy 2.3.26 for procedures on Experimental Course Offerings.

APPROVED BY:

PRESIDENT

DATE OF APPROVAL

REVISED 1/93 ; REVISED 5/02

**GENERAL PROCEDURES
APPLICABLE TO ALL PROPOSALS**

- I. An electronic copy of the proposal shall be submitted to the chairperson of the Committee on Curricular Revision and Review ten days prior to a regularly scheduled meeting. The schedule of meetings will be published by the Committee on Curricular Revision and Review chairperson at the beginning of each semester.
- II. Each department shall keep a master copy of all proposals on file for ready duplication if additional copies are requested.
- III. Proposals will be considered in the order of their submission. At the time of the decision, the department chairperson will be notified in writing.
- IV. Proposals stand on their own merit. In unusual circumstances, if additional information is needed, the Committee on Curricular Revision and Review will request it.

**PROCEDURES
FOR SPECIAL TYPES OF PROPOSALS**

- I. Proposals for New Programs
 - A. Follow the Program Proposal Format (Appendix A)
 - B. Submit simultaneously New Course Proposals or Revised Course Proposals (Appendix C) for any new or revised courses needed to give effect to the proposed new program.
 - C. Use the following guide to determine type of degree request:

Definitions of degrees:

 - a. Associate of Arts Degree – A program designed specifically for transfer into baccalaureate degree programs in the arts, humanities, social or behavioral science fields, or in professional fields based upon these disciplines.

Policy 2.3.26 (continued)

- b. Associate in Science Degree – A program designed primarily for transfer into baccalaureate degree programs in one of the mathematical, biological, or physical sciences, or into one of the professional fields with these disciplines as its base.
- c. Associate in Applied Science – A program designed to prepare students for immediate employment or career entry, and usually not for transfer into baccalaureate degree programs.

II. Proposals for Revisions of Existing Programs

- A. Follow the Program Revision Proposal Format (Appendix B)
- B. Submit simultaneously New Course Proposals or Revised Course Proposals (Appendix C) for any new or revised courses needed to give effect to the proposed revised program.
- C. Submit to Committee on Curricular Revision all alterations in the Program of Study Requirements published by the Provost and Dean of Academic Affairs in December 1977 except:
 - 1. Rearrangements of the suggested order in which courses may be taken.
 - 2. Changes in course titles which do not involve a change in content.
 - 3. Changes in course numbers which do not involve a change in course content.
- D. Submit simultaneously a Core Master Plan (Appendix E).

III. Proposals for New Courses

Follow the New or Revised Course Proposal Format (Appendix C) and the Course Syllabus Format (Appendix D).

If the course is to be considered for inclusion in the core, also submit information as requested in Appendix E.

IV. Proposals for Revisions of Existing Courses

A. Follow this procedure when changes to existing courses are relatively minor (e.g., addition or deletion of an instructional objective.) If the changes are so substantial that the essential character or nature of the course is changed (e.g. it would be treated as a different course by a transfer institution), then the procedure for New Course Proposals should be followed. If there is any doubt about which is the appropriate procedure to follow, consultation with the Chair of the Committee on Curricular Revision is appropriate and recommended.

1. Attach a copy of the current and a copy of the revised syllabus for the course.
2. Describe all proposed changes to the course syllabus: additions, deletions, and/or modifications of course themes, goals and instructional objectives.
3. Describe in detail the rationale for the proposed changes.
4. Explain how the proposed changes may parallel or overlap the content of other courses in the curriculum.
5. If this course is being proposed for inclusion in a core subcategory for graduation, submit supporting documentation as set forth in Appendix E, Procedures and Criteria for Amending the List of Courses Satisfying the Subcategories of the Core Curriculum.
6. Describe the specific budgetary implications of the proposed changes (if any.)
7. Include documentation of department approval of the proposed changes and a statement of support from the Academic Dean and the Dean, Learning Resources.

V. Proposals for Adding Courses to a Core Subcategory

- A. Follow the Procedures and Criteria for Amending the List of Courses Satisfying the Subcategories of the Core Curriculum. (Appendix E).
- B. Submit requests to the Committee on Curricular Revision before November 1 for possible inclusion in the subsequent catalog.

Policy 2.3.26 (continued)

VI. Proposals for Deleting Courses from A Core Subcategory

Follow the Procedures and Criteria for Amending the List of Courses Satisfying the Subcategories of the Core Curriculum (Appendix E).

APPENDICES

Appendix A - Curriculum or Program Proposal

Appendix B - Revised Program of Study Proposal

Appendix C - New or Revised Course Proposal

Appendix D - Course Syllabus and Course Format

Appendix E - Procedures and Criteria for Amending the List of Courses Satisfying the
Subcategories of the Core Curriculum

Appendix F - Program of Study Master Plan Development Outline

Procedures for Experimental Course Offerings are covered under Regulation/Procedures Related to Policy 2.3.26a

(Appendix A)

CURRICULUM OR PROGRAM PROPOSAL FORMAT

Basic Information

Title:

Transfer		Occupational		Both	
Associate Degree		Certificate		Both	

Associate of

Arts		Science		Applied Science	
------	--	---------	--	-----------------	--

A. General

1. Statement of the program's student learning outcomes.
2. Statement of how the student learning outcomes will be assessed.
3. Precise and concise statements regarding need for program, including support data reflecting surveys completed and placement opportunities at completion of program. Explain the departmental approval process used for this proposal and provide evidence of such approval.
4. What is the minimum number of students required to operate the program?
5. What is the maximum number of students that can be accommodated by the program in a specific time period?
6. Has an advisory committee been established and used during the program development?
7. Specific time line for program development and implementation.

B. Academic Information:

1. New specialized courses included in the program and minimal skills necessary. (Consult course proposal format for preparing new course proposals.)
2. Existing courses and general courses to be included in the program. Submit a copy of the proposed program of study as it would appear in the College catalog. Provide transfer data from area four-year institutions.
3. For transfer programs, describe how the required course in the proposed program will transfer to area four-year institutions. Provide documentation through Transfer Services or transfer institutions.
4. Should work experience be included?
5. Recommended evaluative and follow-up procedures to be followed for program evaluation.
6. Complete the Program of Study Master Plan indicating that this program of study has met the distribution requirements of the College core. Include with this packet.

C. Financial:

1. Identify specific equipment necessary for the program (cost estimation).
2. Identify physical space necessary to operate program (cost estimation).
3. Identify additional and/or specialized staff and cost requirements necessary for the program.

D. Reactions of the Provost and Dean, Academic Affairs:

Before presenting this proposal to the Committee on Curricular Revision and Review, submit it to the Provost and Dean, Academic Affairs for written comments. Include these comments when the proposal is submitted to the Committee on Curricular Revision and Review and specify any changes that you have made in response to the Dean's suggestions. If you have chosen not to revise your proposal, please explain the rationale for your decision.

E. Reactions of the Dean, Learning Resources:

Before presenting the proposal to the Committee on Curricular Revision and Review, submit it to the Dean, Learning Resources for written comments. These comments will address the impact of the proposal on library services, media support services, and (where appropriate) academic computing support services. Include these comments when the proposal is submitted to the Committee on Curricular Revision and Review along with any appropriate response.

Revised February 2011

(Appendix B)

REVISED PROGRAM OF STUDY PROPOSAL

- A. **Basic Information**: Please respond clearly with information about: the nature of the proposed change(s), including the program learning outcomes and assessment methods, a copy of the proposed program of study as it would appear in the catalog, and degree type, if applicable.
- B. **Rationale**: Describe in detail the essential rationale for the proposal, including what motivated the proposed change and what support the faculty and/or Advisory Committee in the department have given the proposal. ***Explain the departmental approval process used for this proposal and provide evidence of such approval.***
- C. **Impact**:
1. Describe the effects of the program change(s) on the department budget, listing any additional equipment, supplies, and staff that would be needed.
 2. Describe how the proposed change(s) will affect the students presently registered in the program.
 3. Describe the impact that the proposed change(s) would have on other academic departments and indicate what arrangements have been made with the departments affected.
 4. For transfer programs, describe how the proposed change(s) will affect the transferability of the program. Give documentation.
 5. For occupational programs, describe how the proposed change(s) will affect the vocational/occupational opportunities of the students involved.
 6. Describe the impact the proposed change(s) would have on the program of study Master Plan. If a change has occurred, submit a new Master Plan with this proposal.

D. Reactions of the Provost and Dean, Academic Affairs:

Before presenting this proposal to the Committee on Curricular Revision and Review, submit it to the Provost and Dean, Academic Affairs for written comments. Include these comments when the proposal is submitted to the Committee on Curricular Revision and Review and specify any changes that you have made in response to the Dean's suggestions. If you have chosen not to revise your proposal, please explain the rationale for your decision.

E. Reactions of the Dean, Learning Resources:

Before presenting the proposal to the Committee on Curricular Revision and Review, submit it to the Dean, Learning Resources for written comments. These comments will address the impact of the proposal on library services, media support services, and (where appropriate) academic computing support services. Include these comments when the proposal is submitted to the Committee on Curricular Revision and Review along with any appropriate response.

Revised June 2007

(Appendix C)

NEW OR REVISED COURSE PROPOSAL

A. **Basic Information**: Please respond clearly with information about:

1. The course title.
2. A course description as it will appear in the BCCC catalog. Include prerequisites, credit hours, laboratory, and special conditions related to the course.
3. A history of prior submissions of this course with dates and conditions for course's rejection and/or conditions for resubmission.
4. Any previous experimental and/or Continuing Education offerings of the course. Give information about registration patterns, course evaluation data and other pertinent details. Define the circumstances, if any, under which a student who has already taken this course as a Continuing Education offering may receive full academic credit for the course.

B. **Rationale**

1. Describe in detail the rationale for the proposal including its purpose in relation to:
 - a. discipline
 - b. the program of study
 - c. strengths or weaknesses in the program of study
2. Explain:
 - a. what college or community population(s) might be interested in the course and why

- b. why the material in this course cannot be incorporated into an existing course
- c. the departmental approval process used for this proposal and provide evidence of such approval

C. **Content**

1. Submit a course syllabus following the outline issued by the Provost and Dean, Academic Affairs as revised in 2004. Also include a detailed outline of the course content areas. (Appendix D)
2. Explain any unique features of the course structure and/or the teaching methods.
3. Explain any parallel or overlap of this course with other courses in this or other academic departments.
4. Explain the assignment of specific credit and contact hours.
5. List the academic and/or experimental qualifications necessary for teaching the course. Indicate how many present department faculty meet these criteria.

D. **Academic Information:** (Please respond descriptively)

1. If this course is to be included in a new or revised program and is not being submitted simultaneously with the program proposal, explain why not.
2. Is this course intended to be part of an occupational program of study? If so, describe the advisory committee's response to the proposal.

3. If this course is expected to be transferable, provide documentation about its transferability from a survey of four-year colleges. Transfer Services will assist you in identifying the colleges and persons to contact for this information. If the course is approved, the information will be used to advise transferring students.

4. If other community colleges offer a similar course, provide documentation.

5. If this course is to be included in the Core category for graduation, provide supporting rationale based on measuring the course content against the criteria set forth in the document, Procedures and Criteria for Amending the List of Courses Satisfying the Core category for Graduation. (Appendix E)

6. In addition to embedding departmentally chosen core goals and objectives into the course syllabus, evidence of how these core learning objectives are being met in the course and some suggested methods for measuring student learning must also be shown in the course syllabus.

E. **Financial Information:**

1. Describe the specific budgetary implications of this proposal.

2. Describe new faculty and/or overloads required to staff this course.

3. Describe the physical space and equipment required for this course.

4. List specific instructional materials required for this course.

F. **Reactions of the Provost and Dean, Academic Affairs**

G. **Reactions of the Dean, Learning Resources**

Revised June 2007

(Appendix D)

Templates for Course Syllabus & Course Format

BUCKS COUNTY COMMUNITY COLLEGE Newtown, Pennsylvania

Department of

Course Syllabus

VIII. Course Number:

Course Title:

IX. Number of Credits:

X. Number of Instructional Minutes:

XI. Prerequisite or co-requisite:

XII. Other Pertinent Information:

Date Created/Revised by Department:

Date Reviewed by CCRR:

Date Approved by the President:

Once approved, a copy of this syllabus should be kept in the Department Office, and copies should be sent to:

Provost and Dean, Academic Affairs (Date Sent):

Dean, Learning Resources (Date Sent):

XIII. Catalog Course Description (limit to fifty words)

XIV. Required Course Content and Direction

E. Learning Goals and Objectives

iii. Course

Students will

iv. Core (if applicable)

Students will

F. Planned Sequence of Topics and/or Learning Activities

G. Assessment Methods for Learning Goals and Objectives

iii. Course

iv. Core (if applicable)

H. Reference, Resource, or Learning Material to be used by Students

Revised November 2008

BUCKS COUNTY COMMUNITY COLLEGE
Newtown, Pennsylvania

Course Format

COURSE FORMAT

Instructors are required to distribute their course formats and the official course syllabus to all students during the first class meeting. The course format is to be revised every semester.

Required Information

1. College Name, Department Name, Course Name and Number
2. Instructor's Name, Office Hours, Voice-Mail Number, and E-Mail Address
3. Copy of official course syllabus
4. Required Text(s) and Supplementary Materials
5. Assignments/Topics Covered
6. Technology, if any, to be used in this class
7. Testing/Grading Procedures
8. Attendance Policy and Withdrawal Information
9. Disability Accommodations

In compliance with the Bucks County Community College policy and equal access laws, appropriate academic accommodations can be made for students eligible for such support. Students are encouraged to register with the Disability Services Office (215-968-8463) to verify their eligibility for appropriate accommodations. Please speak to your instructor about any requests for academic accommodations or other concerns as early in the semester as possible.

10. Reference to Cheating and Plagiarism Statement in Catalog

The expectation at Bucks County Community College is that the principles of truth and honesty will be rigorously followed in all academic endeavors. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. In addition, when making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the

source of the material in some standard form, such as naming the source in the text or offering a footnote. (Source: BCCC Catalog, College Policy Regarding Cheating and Plagiarism)

11. Student's Responsibility to Retain Course Materials

Students are always responsible for retaining copies of their own work and/or correspondence, including that posted to a web course page. Student access to a Bucks County Community College web course space is available only during the stated semester/session as indicated by the College's academic calendar. All web course sites, including content, are routinely removed from the server at the conclusion of each semester/session.

Optional Information

1. Additional Policies of Instructor
2. Extra Credit/Help Procedures
3. Study Requirements

APPROVED BY: PRESIDENT

DATE OF APPROVAL: APRIL 29, 1998; revised October 2004, November 2008.

(Appendix E)

PROCEDURES AND CRITERIA FOR AMENDING THE LIST OF COURSES SATISFYING THE SUBCATEGORIES OF THE CORE CURRICULUM

- I. PROCEDURES FOR ADDING A NEW COURSE TO A CORE CATEGORY
The inclusion of a new course in the list of a core subcategory, if requested by the offering department, will be considered with the course proposal itself.
- II. PROCEDURES FOR ADDING OR DELETING EXISTING COURSES TO OR FROM A CORE CATEGORY

A. APPLICATION PROCEDURES

Requests for addition or deleting courses may come only from departments which have administrative responsibility for those courses or from the Provost and Dean, Academic Affairs.

1. Additions
 - a. Submit requests to the Committee on Curricular Revision before November 1 for possible inclusion on the subsequent catalog.
 - b. Include the following items in the request:
 - (1) The proposed course syllabus, which includes learning goals and objectives for the core subcategory(ies) being requested, evidence of fulfillment of said objectives, and suggested assessment methods. (See Appendix D).
 - (2) Detailed rationale for including the course in a particular core category, to be based on measuring the course content against the chosen Core learning goals (and objectives) noted in the proposed syllabus.
 - (3) Evidence of the support of the majority of the full-time department faculty members.
 - c. Submit a separate request for each course; do not submit package proposals.
 - d. Submit a maximum of three requests in an academic year.
2. Deletions
 - a. Requests for deletions, with rationales, may be submitted at any time without numerical limit.
 - b. Acceptable rationales will include:
 - (1) Abolishing the course.
 - (2) Reviewing course content and concluding that it does not meet the criteria of Section III.

(3) Changing course content so that it does not meet the criteria of Section III.

- c. Course syllabi and evidence of department support should be included, where relevant.

B. REVIEW PROCEDURES

1. Committee on Curricular Revision and Review
 - a. Requests will be considered in order of submission.
 - b. Requests must stand on their own merit; however, at the Committee's discretion, additional information or further clarification will be requested.
 - c. At the Committee's discretion, the limit of three requests a year from each department may be waived.
 - d. The chairperson of the Committee will notify the appropriate department Assistant Academic Dean and the Provost and Dean of Academic Affairs, in writing, when a decision on a request has been made.
 - e. Requests that have been denied will be considered only one additional time unless major changes in course content have been made, or if the criteria change.
2. Advisory Council and President

A favorable recommendation by the Committee on Curricular Revision and Review will proceed to final decision as provided in paragraphs D, E, and F of Article XI of the Agreement between Bucks County Community College and the Bucks County Community College Federation of Teachers.

C. TIMING OF IMPLEMENTATION

1. Requests approved by the President will be added to or deleted from the list of a core subcategory effective for the academic year following the approval.
2. If a course is added to the list of courses satisfying a core subcategory, it will satisfy the core subcategory only for those students who successfully complete it after it was added to the list.
3. If a course is removed from the list, it will continue to satisfy the core subcategory for those students who registered for it when it was on the list.

III. CRITERIA FOR CORE SUBCATEGORIES

A. Introduction

Courses may be proposed to the following categories of the core curriculum which was adopted by the College in March, 1991.

Category I: Essential Skills and Perspectives

Subcategory:

1. College Level Writing I
2. Cultural Perspectives
3. Social Perspectives
4. College Level Mathematics or Science
5. Personal Health
6. Creative Expression

Category II: Extended Skills and Perspectives

Subcategory:

1. College Level Writing II
2. Integration of Knowledge

Category III: Specialized Skills

Subcategory:

1. Critical Thinking and Problem Solving
2. Information Literacy
3. International, Gender, and/or Minority Perspectives
4. Collaboration
5. Oral Presentation
6. Responsible Citizenship

All courses within the Core Curriculum share a common philosophical vision. This vision is an integral part of the core curriculum model.

A DEFINITION OF AN EDUCATED PERSON: A TOUCHSTONE FOR THE CURRICULUM AT BUCKS COUNTY COMMUNITY COLLEGE

A Statement From the Faculty

Education can help us live more complete and meaningful lives by nurturing essential values and skills. By valuing uniqueness and diversity, we accept our responsibility for their protection. By valuing open-minded inquiry, we may accept that, while we can seek certainties, perspectives may be the best we can gain. By valuing growth as a lifelong process and recognizing change as inevitable, we may work toward goals whose fruition may lie beyond our lifetime. By valuing the ability to analyze and make reasoned judgments, we may gain insights into ourselves and our world and a greater understanding of the interdependency of all things. By valuing the ability to communicate, we may give expression to our vision of the world where people can work cooperatively to improve their environment and the condition of their lives.

We believe that the curriculum of Bucks County Community College must endeavor to nurture such values and foster such skills. It must seek to empower its students by making them aware of the influences that affect their lives and confident of their ability to effect change in their lives and in the world. It must help them to make connections among disciplines, help them develop an integrated view of knowledge, and help them recognize that their use of knowledge always carries consequences, as well as moral and ethical responsibilities.

Format for Submitting Proposals

Each course submitted for inclusion within any of the categories must satisfy the criteria for the category as described by goals (and objectives) of each subcategory. A course may be submitted for only **one** area in either Category I or Category II, not both. In addition, a course may be submitted for as many specialize skills and perspectives in Category III as appropriate.

- B. Master Plan template to be completed for every new and revised program of study (Appendix F)

Revised June 2007

(Appendix F)

Bucks County Community College
CORE
Program of Study Master Plan Development Outline

Program of Study:

Department:

The essential skills and values described in “A Definition of an Educated Person: A touchstone for the Curriculum at Bucks County Community College” provide the foundation upon which every course and program of study at the College is based.

For the following three categories, list ALL courses in your program of study that meet each of the six Core skills:

Category 1: Essential Skills and Perspectives

(16 Credits)

In each program of study, the student develops essential skills and is introduced to important concepts by completing a common set of courses designated within each of six subcategories.

College Writing Level I (3 credits)

Courses qualify under this category whose major emphasis is the writing of coherent, well structured, expository essays. Students write a specified number of multi-paragraph essays and demonstrate familiarity with such rhetorical skills as comparison/contrast, example/illustration, definition, and informational analysis.

Prerequisite: Writing Assessment Level 6 or completion of COMP 107 with a grade of C or better.

REQUIRED COLLEGE WRITING LEVEL I COURSE FOR THIS PROGRAM:

Cultural Perspectives (3 credits)

Courses which qualify have the primary purpose of developing an understanding of the historical, philosophical, literary, and artistic heritage upon which our cultural is based.

REQUIRED CULTURAL PERSPECTIVES COURSE FOR THIS PROGRAM:**Social Perspectives (3 credits)**

Courses that qualify have the primary purpose of examining social systems and the behavior of individuals. Courses in this category also explore the methods of analysis employed in these disciplines.

REQUIRED SOCIAL PERSPECTIVES COURSE FOR THIS PROGRAM:**College Level Mathematics or Science (3 credits)**

Mathematics courses that qualify have the primary purpose of developing the ability to analyze and interpret quantitative information. These courses must also highlight mathematical structures, problem solving, reasoned judgments, and the use of mathematics in a variety of disciplines.

Science courses that qualify stress scientific method of analysis, its strengths and limitations. These courses also highlight data collection techniques, problem solving, reasoned judgments, and the use of scientific analysis in a variety of situations.

REQUIRED MATHEMATICS OR SCIENCE COURSE FOR THIS PROGRAM:

Personal Health (2 credits)

Courses that qualify have the primary purpose of promoting lifelong behaviors and attitudes that nurture physical and mental wellness. Courses in this category must teach physiological and/or psychological principles related to the development and maintenance of good health.

REQUIRED PERSONAL HEALTH COURSE FOR THIS PROGRAM:**Creative Expression (2 credits)**

Courses that qualify have the primary purpose of fostering an artistic product or performance by which the student is grounded in an expressive tradition.

REQUIRED CREATIVE EXPRESSION COURSE FOR THIS PROGRAM:**Category 2: Extended Skills and Perspectives****(6 credits)**

The student completes a common set of courses which are designed to build upon the foundation of Category I skills and perspectives.

College Writing Level II (3 credits)

Courses qualify under this category whose major emphasis is the continued development of the expository skills described in "College Writing Level I." In addition to a specified number of multi-paragraph papers, students learn to do library research and, with a thesis and documentation, to produce a research paper of roughly 2500 words. The reading included in this course may be exposition, fiction, poetry, or drama. These courses must have a College Writing I Level course as a prerequisite.

REQUIRED COLLEGE WRITING LEVEL II COURSE FOR THIS PROGRAM:

Integration of Knowledge (3 credits)

Courses that qualify have the following characteristics:

1. They are themed-based. (A theme is a topic that provides an organizing framework for the readings of the course.)
2. They include, but are not limited to, cultural, societal, and scientific perspectives.
3. They are writing intensive.
4. They encourage students to work together and study in groups.
5. They also examine the implications of the theme by analyzing the past, assessing the present, and planning for the future.

Prerequisite: Successful completion (C or better) of 30 credits and a College Writing Level II course

REQUIRED INTEGRATION OF KNOWLEDGE COURSE FOR THIS PROGRAM:

Writing Intensive Course

A writing intensive course (3 credit minimum) is one in a discipline other than English composition in which writing is used as a primary tool of instruction. The student produces written work totaling at least 2500 words; at least fifty percent of the course final grade for the course is based on written work.

Prerequisite: Completion of 3 credits of College Level Writing

Note: Departments may designate one or more courses within a program a study as a required writing intensive course. Departments may elect to use a course from the "Integration of Knowledge" subcategory as the required writing intensive course for a program of study. Courses from the College Writing Level I and Level II categories cannot be used to meet the writing intensive course requirement.

DESIGNATED WRITING INTENSIVE COURSE FOR THIS PROGRAM:

Category 3: Specialized Skills

Unifying the Educational Experience of all BCCC Students

These concepts and skills must be included within required courses of the program of study. Programs may include these experiences by means of a specific course requirement (e.g. a speech course to provide for the development of oral presentation skills); by a component or unit in a course already in the program of study (e.g. nonwestern selections within an existing literature course); by a special assignment or project (e.g. racial and sexual harassment case studies within a business or psychology course); or by any other substantial educational experience integrated into the program of study.

LIST ALL REQUIRED COURSE NUMBER(S) THAT ARE INCLUDED IN THIS PROGRAM AS PART OF THE MAJOR.

Core skill/attitude	Program of study course(s) that meet this requirement(s)
Critical Thinking/Problem Solving	
Information Literacy	
International, Gender, and/or Minority Perspectives	
Collaboration	
Oral Presentation	
Responsible Citizenship	

Revised June 2007

PROCEDURES RELATED TO:

POLICY NO. 2.3.33
POLICY TITLE: VALID GRADES

ADMINISTRATIVE REGULATIONS FOR GRADES EARNED BY RETAKING COURSES:

Students may repeat courses in which they earned grades of "D" or "F" to improve these grades. Students wanting to repeat a course in which a "C" or higher grade was earned must petition the chairperson of the department in which the course is offered for permission to register for the course.

The grade earned by retaking a course is the grade counted in the cumulative grade point average. The previous grade will continue to be recorded on the transcript, but the semester hour and quality points will not be used in computing the total semester hours or cumulative grade point average.

APPROVED BY: PRESIDENT
DATE OF APPROVAL: JANUARY 22, 1976

PROCEDURES RELATED TO:

POLICY NO: 2.3.34

POLICY TITLE: INCOMPLETE GRADE

Situations in which the incomplete grade is considered appropriate:

1. Student illness or injury
2. Early transfer
3. Job relocation
4. Non-completion of independent projects or assignments
5. Non-completion of a self-paced or individualized course of instruction

APPROVED BY: (IMPLEMENTED BY) DEAN OF ACADEMIC AFFAIRS

DATE OF APPROVAL:

DATE OF IMPLEMENTATION: JUNE 5, 1978

PROCEDURES RELATED TO:

POLICY NO. 2.3.35
POLICY TITLE: GRADE CHANGES

All grade changes must be hand delivered to the Office of Admissions and Records. The grade change can be:

1. completed by the instructor in the Office of Admissions and Records,
2. completed by the instructor in the Department Office and hand delivered to the Office of Admissions and Records by the Department Chairperson or the department secretary,
3. completed in the Evening Dean's office.

No grade changes will be accepted through the mail.

APPROVED BY: (IMPLEMENTED BY) OFFICE OF ADMISSIONS AND RECORDS
DATE OF IMPLEMENTATION: JUNE 22, 1976

PROCEDURES RELATED TO:

POLICY NO. 2.3.41
POLICY TITLE: ASSIGNMENT OF THOSE HOLDING AN APPOINTMENT TO THE FACULTY
(DUAL APPOINTMENTS TO THE FACULTY)

Heretofore it has been a frequent practice for instructors to teach in two or more disciplines that fall within the purview of different academic units.

While the practice is ordinarily a good one, encouraging breadth of experience and knowledge, it has sometimes created minor administrative difficulties because the departmental system has made no official provision for it. The following administrative clarification is recommended to help the situation and to continue encouragement of interdepartmental relationships.

Appointment to faculty positions may consist of assignments to more than one administrative unit. These assignments shall be made by the Dean of Academic Affairs under the authority granted through the policy, Assignment of those Holding an Appointment to the Faculty.

Dual appointments shall be determined and made by the Dean of Academic Affairs. Generally, such appointments will be considered when additional new positions are authorized by the Board of Trustees or when current faculty positions become vacant and need to be filled.

Dual appointments shall consist of primary and secondary Administrative elements which shall be identified and written at the time of original assignment. The two elements may be exchanged or modified subsequently by the Dean of Academic Affairs.

Primary administrative elements are those which define the basic responsibilities of the faculty member. These are matters such as teaching load, evaluation, budgetary support, departmental responsibilities, support services, and the like. Identification of primary administrative elements shall be based upon the quantity of teaching load in an academic discipline assigned to a faculty member. Thus, in an assignment consisting of a majority of a teaching load in English composition and literature courses, the faculty member is responsible to the administrative officer of the unit containing those courses. That officer assumes all of the responsibilities for the faculty member that are applicable to all other faculty members in the administrative unit.

Policy 2.3.41 (continued)

Secondary administrative elements are those connecting the faculty member to the administrative unit in which the smaller portion of the teaching load is assigned. Evaluation and proportionate budgetary and services support are also responsibilities of this unit. However, departmental responsibilities are less and should be limited only to those matters affecting the courses assigned to the faculty member.

There are, in all likelihood, affairs which will overlap or will be unclear in their proper administrative role. These instances should be resolved by the administrative officers of the units involved but if resolution cannot be achieved, then the Dean of Academic Affairs shall decide upon their resolution.

APPROVED BY: PRESIDENT
DATE OF APPROVAL: JUNE 17, 1975
DATE OF IMPLEMENTATION: SAME

PROCEDURES RELATED TO:

POLICY NO. 2.3.42
POLICY TITLE: FACULTY EXCHANGE PROGRAM

REGULATIONS AND PROCEDURES GOVERNING AN EXCHANGE FOR FACULTY MEMBERS OF THIS COLLEGE:

1. An exchange may be for a period of up to one academic year.
2. No more than one faculty member from a department may participate at one time.
3. No more than four faculty members may be on an exchange during the academic year.
4. In the event more than four requests for an exchange are submitted, the selection of the four will be made by the Dean of Academic Affairs.
5. An exchange shall not interrupt or delay student progress through a program of study.
6. All of the work for a proposed exchange must be completed so that the proposal can be put before the Department Chairperson for the approval procedure no later than February 1 for the next fall semester and May 1 for the next spring semester.
7. An exchange must be approved by the Department Chairperson, Dean of Academic Affairs, and the President.
8. The salaries and fringe benefits of participating faculty members shall be paid by the home college, just as if the teacher were teaching at the home college.
9. The time spent in exchange shall count toward seniority, tenure, and promotion, if applicable.

Policy 2.3.42 (continued)

10. Faculty members eligible for consideration for promotion or tenure whose evaluation would occur during the period of exchange will be evaluated during the semester following their return to the College.
11. An exchange shall not cause additional instructional cost to the College and no travel or moving expenses shall be paid by the College. The College shall not assume any additional cost attendant to an exchange.
12. The College shall decide upon the person to be accepted in exchange for a faculty member from this campus.
13. A faculty member returning from a leave during the academic year preceding a requested exchange is not eligible for an exchange.
14. Faculty members must make their own arrangements for an exchange.

REGULATIONS AND PROCEDURES GOVERNING AN EXCHANGE FOR FACULTY MEMBERS FROM OTHER COLLEGES:

1. A faculty member received by this College in exchange will teach a full standard load and perform other responsibilities expected of faculty members at this College.
2. Salary and fringe benefits shall be paid by the home college.
3. This College will assume no additional cost for an exchange.
4. All requests for an exchange must include a resume and references and must be reviewed by the Department Chairperson and the Dean of Academic Affairs of this College.
5. The Department Chairperson and the Dean of Academic Affairs must recommend a faculty member for exchange to the President for approval.

Policy 2.3.42 (continued)

These are suggested sources for exchange information:

Faculty Exchange Center, Box 1091, Lancaster, PA 17604

AMFEX, P.O. Box 185, Astor Station, Boston, MA 02123

Community and Junior College Exchange Office, c/o Northwestern Michigan
College, Traverse City, MI 49684

Cooperative Personnel Exchange, American Council of Education, Dr. Thomas M.
Stauffer, Director, One Dupont Circle, Washington, DC 20036

This program shall be reviewed and evaluated by a group appointed by the President two years after the program's beginning. The review and evaluation shall conclude with a recommendation to the President on the program's continuance or elimination.

APPROVED BY BOARD OF TRUSTEES -- JUNE 28, 1990; LAPSED AFTER TWO YEARS