



Faculty Teaching Handbook

Revised February 2018 – Accessible Version
Instruction Division

[Email contact concerning edits/updates.](#)

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Introduction

Welcome to Lake Washington Institute of Technology! You are joining a dedicated faculty who are committed to providing our students an excellent educational experience leading to their career of choice. Students have access to a wide range of academic, technical, professional, industrial, manufacturing and transportation courses and programs.

As You Get Started

This handbook is designed to provide you with useful information (see [Getting Started](#) section) as you begin teaching, and information about working as an LWTech professional that you need to know:

- [Teaching Basics](#)
- [Grading](#)
- [Support Resources](#)
- [Emergency Info](#)
- [Legal Responsibilities & Procedures](#)
- [Information on Professional-Technical Certification](#)

We expect that there will be questions beyond the scope of this publication. The instructional office and departments around the campus will gladly provide you with support!

Separately from this Faculty handbook, be sure to check out:

- [New Faculty Checklist – Planning for Success](#) (opens in Google Docs) for immediately applicable resources to get you started teaching at LWTech!

LWTech's Mission — To prepare students for today's careers and tomorrow's opportunities.

Syllabus Requirements

Syllabus as a Guide for Students

Before the first day of class, you will need to prepare a syllabus and, as an LWTech requirement, post it to Canvas. A syllabus is a guide to let your students know about your methods for delivering the course objectives, as well as the course policies and procedures.

The syllabus gives your students a clear path so they know what is expected of them to meet the course objectives to achieve success.

Acquire Syllabus Template

On the following page you will see images of the required LWTech syllabus. Individual programs may have additional guidelines. For more information in planning your lessons, assessments, and course, please see the Teaching Basics section of this handbook.

[Download a Syllabus Template that you can fill in](#), from Yammer in the [Instruction Division](#) group.

- Please review the list of student resources on the syllabus template so that you can help your students navigate their learning paths.
- If you acquired a previous instructor's syllabus, be sure to transfer pertinent info into the Syllabus template provided in link above to ensure all resources and links are up to date.

Required Access to Syllabus

Once you complete your syllabus:

1. Email a copy to the [Administrative Assistant](#) of your department.
2. Upload your syllabus to your Canvas course*. See the [eLearning Center](#) in T315 on how or contact elarning@lwtech.edu.

**It is a requirement (as of Fall 2017) to have your class syllabus posted in the Syllabus tab of Canvas.*

You may download a [Syllabus Template here from Yammer](#). (Requires logging into Yammer which is the same login as your LWTech email or Canvas login.)

Image of Required Syllabus – page 1

NAME OF COURSE Syllabus Quarter Year Lake Washington Institute of Technology			
Course ID:		Credits:	
Class Time:		Class Location:	
Instructor Name:		Office Hours:	
Phone:		Location:	
E-Mail Address:		Web Resource:	http://lwtech.instructure.com

COURSE DESCRIPTION
Description of the course (verbatim from the latest approved course outline).

PREREQUISITE(S):
Course(s) completed before entering this course.

COREQUISITE (s):
Courses that must be taken concurrently with this course.

STUDENT OUTCOMES/COMPETENCIES
(Verbatim from latest approved course outline)

METHOD OF INSTRUCTION
Paragraph description indicating lecture, enhanced lecture, lab, group discussion or other primary form of instruction—roughly how the course described will be presented. If using web page or online learning management system, describe necessary elements students need to be successful using this teaching strategy.

TEXTBOOK(S) AND REQUIRED TOOLS / SUPPLIES / MATERIALS
Textbook (required): *Title, Author, and ISBN*
Textbook (recommended): *Title, Author, and ISBN*
Supplies and/or tools

GRADING

1. Clarify whether you will use a percentage or a point system. Next explain percentage(s) or point(s) and equivalent grade point.
2. Explain the weighting of course components
3. Explain each component
 - a. (e.g., exercises/projects), weight
 - b. (e.g., quizzes), weight
 - c. (e.g., tests), weight
 - d. (e.g., final project), weight

Or, in competency-based courses, explain the level at which each competency must be mastered in order to complete the course.

Image of Required Syllabus – page 2

If you use words like “effort,” “improvement,” and “participation” in your grading, explain how points or percentage will be earned. For example: If a student is not in class, they cannot participate. Develop rubric/checklist which identifies each competency level.

Active Participation and Cooperation (example)

Students are expected to participate independently and cooperatively within groups. If a student disrupts the learning environment or does not participate cooperatively within a group, he/she will receive a reduction in participation points. If a student does not attend class or is late to class, he/she will receive a reduction in participation points.

Give the date of the last day to withdraw from the course.

*A minimum grade of 2.0 is required for technical courses, general education requirements, progression in a sequence of classes, to satisfy a prerequisite, and graduation requirements. Provide grading scale for students—**example below** (please check with your department to see if they use this or another scale):*

GPA	Points		GPA	Points
4.0	950-1000		3.2	870-879
3.9	940-949		3.1	860-869
3.8	930-939		3.0	850-859
3.7	920-929		2.9	840-849
3.6	910-919		2.8	830-839
3.5	900-909		2.7	820-829
3.4	890-899		2.6	810-819
3.3	880-889		2.5	800-809
2.4	790-799		2.0	750-759
2.3	780-789		1.5-1.9	700-749
2.2	770-779		1.0-1.4	650-699
2.1	760-769		0.0	0-649

Provide students with Grading Sheet listing items to be graded and an explanation on how to compute their grade point at any time during the quarter.

COURSE POLICIES AND PROCEDURES

Homework, exam/test make-ups, late work and outside study time

Students should expect a minimum of 2 hours of homework per credit per week.

Example: Students who miss class meetings are still responsible for lecture material covered, handouts, and announcements. It is a good idea to contact a class member for additional instructions and/or assignments given in class. Students are encouraged to make an appointment with the instructor or meet during office hours for any further clarification.

Attendance, participation, and tardiness

Example: Students are allowed 3 unexcused absences. Points will be deducted for additional absences.

Image of Required Syllabus – page 3

Academic Integrity

Example: Students are expected to follow the college student conduct code, WAC 495D-120, which prohibits cheating and plagiarism. See the Student Handbook for more details on the code.

Computer use, phone, texting, etc.

- o Cell Phones, iPods, texting, and Pagers: Use of cell phones, audible pagers or texting is not allowed inside the classroom.
- o Computer Use: Users are limited to applications listed on screen menus. They are not allowed to play games, use chat rooms, or use e-mail unless part of instruction. They are not allowed to install programs, alter system configurations, defaults, system settings, system files, program files, data files, desktop configuration.

Class/Lab Procedures (if applicable)

- o Work orders must be written, completed, and signed by the instructor before work begins.
- o Appropriate footwear providing protection against chemical spill or drop hazards is required. Work shoes are encouraged.
- o It is expected that you will respect the rights and dignity of classmates, faculty, and all others on campus at all times. This includes doing your part to create a safe, distraction-free, and collaborative learning environment. Homophobic, racist, sexist, and other demeaning language and/or actions are not permitted.

Safety Rules

If coursework is inherently dangerous, safety instructions and tests are required before any equipment may be used. Safety rules should be listed in the syllabus or in an attachment to it. Safety rules must also be posted, and safety tests taken by students must be kept until the students have completed or otherwise left the program. Safety content taught must also be listed in syllabus under Course Topics.

Equal Opportunity Information

Lake Washington Institute of Technology is an equal opportunity college and is committed to principles of diversity. The college accepts students without regard to race, color, religion, national origin, gender, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran.

Campus Security

Your safety and security are taken seriously at the college. The campus hires security personnel and off-duty police officers. All incidents of confirmed or suspected crimes are reported. If you require assistance or would like to report an incident, please dial 425-739-8224.

SUPPORT SERVICES FOR LEARNING

Disability Services, West Building, W207

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Disability Support Services office. You may request accommodations and apply for services through DSS Online: <https://cascade.accessiblelearning.com/LWTech/ApplicationStudent.aspx>

They will coordinate reasonable accommodations for students with documented disabilities. All information and documentation is confidential. DSS is located in W207 in person, by phone 425-739-8300, or by email dssinfo@lwtech.edu. For additional information please refer to <http://www.lwtech.edu/campus-life/disability-support/>

Image of Required Syllabus – page 4

Computer Lab - Located in the Library. Hours and available computer programs are posted at the entrance. The Computer Lab is also a Quiet Zone for individual study sessions.

Tutoring - Drop-In tutoring is available for all students in The Learning Lab in E214. Subjects include English, math, science, humanities, and social science, as well as some program areas. Stop by to see a full schedule by subject, to meet with a tutor, to use a computer or the interactive SmartBoard, or to work on study skills development.

Supplemental Instruction Center - Students who are in need of additional instruction in writing or math can visit T217 (inside the library) to seek assistance from LWTech English and math instructors. Hours vary by quarter and are posted at the entrance.

Bookstore: <http://www.lwtech.edu/campus-life/bookstore/>

Library-Learning Commons: <http://www.lwtech.edu/campus-life/library/>

EMERGENCY INFORMATION

- Evacuation procedures—posted in each classroom
- School closures – Please check <http://www.lwtech.edu/about/campus-safety/emergency-communications/> in case of inclement weather
- Campus Security Phone: 425-739-8224, **Room E145**
- **IF YOU SEE SOMETHING, SAY SOMETHING:** In support of the college safety plan, the Campus Assessment, Response, and Evaluation (CARE) team uses collaboration, information collection, risk assessment, and intervention to create a safe campus community. Based upon reports of student behavior, the CARE team plans preventive strategies and interventions to assist students, faculty, and staff in supporting students who may be at risk. Please use our [online reporting form](#) to contact us.

My signature below indicates that I have read and understand this syllabus and have been given a copy of my own to keep.

Student Signature

Quarter

Date

Getting a Roster

Using Instructor Briefcase

Instructor Briefcase is a web application that allows faculty access to class rosters and submit final course grades over the internet. You need your Instructor ID and Personal Identification Number (PIN) to access this site.

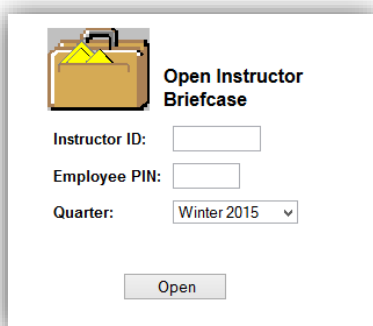
Note: HR sends new faculty their ID and PIN (in separate emails) to your personal email after they are created. This happens after all required hire paperwork is submitted and complete.

Video How-To Using Instructor Briefcase

[Watch this video to see how to access class rosters on IBC.](#)

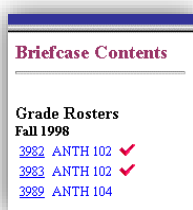
Opening Instructor Briefcase

1. Go to the main [LWTech college website](#).
2. Click Faculty & Staff and select Instructor Briefcase.



The screenshot shows a web form titled "Open Instructor Briefcase" with a briefcase icon. It contains three input fields: "Instructor ID:" (text), "Employee PIN:" (text), and "Quarter:" (a dropdown menu currently showing "Winter 2015"). Below these fields is an "Open" button.

3. In the Instructor ID field, type your instructor ID. (9-digits)
4. In the Employee PIN field, type your employee PIN. (6-digits)
 - Note: If you make an error typing your ID or PIN, the error message is not specific about which entry was incorrect. This is a security feature. You must return to the Open Instructor Briefcase form again and re-enter both the instructor ID and employee PIN.
5. Select the quarter from the drop-down list.
6. Click the Open button.
7. To see a roster or grade roster, click any underlined item numbers or page numbers.
8. A red check appears after any course for which you have already submitted a grade roster.



The screenshot shows a page titled "Briefcase Contents". Under the heading "Grade Rosters", it lists "Fall 1998" followed by three entries: "2022 ANTH 102" with a red checkmark, "2023 ANTH 102" with a red checkmark, and "2020 ANTH 104".

Navigating Instructor Briefcase

If you want to stay in Instructor Briefcase, you must only use the navigation buttons labeled “Show Briefcase Contents” and “Hide Briefcase Contents.”

It is recommended that you do not use the Back, Forward, or Reload buttons provided by the browser. Using any of these buttons may cause your briefcase to close. If you accidentally use one of these buttons, use the Open Instructor Briefcase form to re-open the briefcase.

Room Keys

All classrooms must be locked in the absence of faculty or staff. Please contact your division's [Administrative Assistant](#) who will submit a request to the Safety and Security office on your behalf for keys to your classrooms. You will get an email from Safety and Security letting you know when you can pick up your key in room E145. Security *only* accepts requests from the division Administrative Assistants. Work study students are not eligible to have keys. If you need to be admitted to a room you do not have a key for, contact a security guard (room E145 or ext 8224) or custodian for assistance.

College Calendar

Use the [college academic calendar](#) in determining course calendar, which is one of the main elements of the syllabus. Include holidays, advising days, and quarter start and finish dates on course calendar. Inform students it is their responsibility to drop a class and give students the last date (during the 8th week) of the quarter to withdraw from classes without penalty. The electronic version of this form is available on the Essential Forms page. Notify students of Advising Day and the first day of registration for the next quarter on the course calendar.

Copy Machine Code

Copy code for the copiers can be obtained from your Dean's [Administrative Assistant](#). You can utilize the copy machines in designated work areas such as the Staff Work Room (E112) (Your classroom key will open the E112 door.) For larger copying requests, an alternate copying option is available.

Name Badge

It is a requirement to wear employee name badges. These can be acquired in the West Building, 2nd floor at the Information counter. They will need to know your employee SID number, and a proof of ID. They will take your picture and will have your identification card ready within minutes. (Your name badge can also work in lieu of your copy machine code at the copiers by waving it over the sensors.)

E-mail

All adjunct faculty are required to use a college e-mail address. An e-mail account is necessary to provide students and the Dean with a reliable method of communicating with faculty. Once Human Resources has entered you into the college system, Information Technology Services will be alerted and an email account will be made within 1-2 business day.

Passwords can be changed by logging into [myLWTech](#).

Textbooks

Most departments have adopted a particular textbook and it has been ordered 6 weeks before the quarter starts. Ask the Dean's Assistant for the name and publisher of the textbook. Contact the publisher of the textbook to obtain a free instructor or desk copy. Publishers' phone numbers are available from the bookstore or you can usually order a desk copy on-line. The number for the bookstore is 425-739-8108.

Contact the bookstore manager on how to place your book and supply orders online so that they will be available in the bookstore for your students.

Online Course Components - Canvas

The Learning Management System (LMS) that LWTech uses is called Canvas.

You are required to place your course syllabus in your Canvas course. You are able to place other course components (schedules, lecture notes, PowerPoints, etc.) in Canvas as well. The eLearning staff are available to support your learning/use of Canvas. If you are teaching online contact the eLearning staff for support. The eLearning staff provides trainings on: basic use of Canvas, Quality Standards for online teaching, eLearning course design, and a variety of other topics. They also provide one-on-one tutoring for instructors just getting started or needing more advanced help on a specific topic. The eLearning Staff are located in T315. Please contact elearning@lwtech.edu for more information.

Global Outcomes

Beginning in 2003 the college examined its students, programs and curriculum and determined five [Global Outcomes](#) skills that all students graduating from LWTech should have to be successful in our changing environment.

The college faculty determined Critical Thinking, Communication, Teamwork, Intercultural Appreciation, and Technical and Information Literacy to be critical life skills needed by today's graduates.

Each of the five global outcomes was defined. Instructors determined where in their curricula the outcomes were naturally being taught, created or refined current classroom level assessments to assess each of the global outcomes, and applied a college developed rubric for assessment purposes. The college decided to start assessing the Global Outcome of Critical Thinking as a pilot in 2007; we have since begun assessing each global outcome.

As an instructor you are responsible for teaching and assessing a particular Global Outcome in any course that has been identified as naturally aligning with that outcome. Please consult Sally Heilstedt, Associate Dean of Engagement & Learning to find out if your course requires to have Global Outcome assessment at (425) 739-8233 or sally.heilstedt@lwtech.edu.

If your course is listed there you will need to follow the course best practices below to assess your specified Global Outcome. You will need to apply the college developed rubric against your assignment and tally the student's results. For definitions of the Global Outcomes, rubrics, reporting forms, and examples of assessments please consult the website.

Every quarter the Director of Educational Assessment selects a cross-section of faculty to hand in their assignment, tally sheet, and "closing the loop" narrative detailing how they will change their instruction, course format etc. to improve student learning of the specified global outcome. The Director will contact you at the start of the quarter if you have been selected and send a reminder at the end of the quarter for you to hand in your results.

Course Best Practices for Teaching and Assessing a Global Outcome:

1. Instructor examines the college definition and rubric to be used and plans the course with the Global Outcome skill embedded throughout.
2. Instructor uses a calendar to plan out when and how Global Outcomes info will be introduced, practiced, and assessed.
3. Instructor introduces global in the syllabus.
4. Instructor hands out and explains the rubric.
5. Instructor gives the students chances to practice the global outcome skills and gives them feedback on how well they are doing so they can improve their performance and learning
6. Instructor chooses one assignment later in the quarter to tally and report results. This would preferably be a graded assignment.
7. Instructor reviews rubric for areas where learning can be improved, then re-examines entire course curriculum to find where students can be assisted in better learning the Global Outcome and fills out the assessment packet if they have been selected and contacted by the Director this quarter to do so.

If you have more questions Sally Heilstedt can help: Sally.Heilstedt@lwtech.edu, ext. 8233.

Planning for Learning

Students prefer a roadmap of content that explains what they will learn, why it is important, and how it directly impacts their learning goals. Clear expectations and outcomes are invaluable.

- For each session identify a reasonable number (2-7) of the most important concepts and/or processes students need to remember.
- Build into the lesson plan a balance of content, time to process, and/or reflect on the content. In order to make transitions between topics, draw relationships between new learning and previous learned material.
- When designing the blocks of content and tasks for the class, structure these blocks so they flow smoothly from topic to topic and from the simple to more complex.
- Take into consideration all types of learning styles, use of different teaching strategies, and use of other strategies to meet the needs of other differences in the class.
- Design visual, audio, and/or practical materials to meet various learning styles.
- Make all supplementary materials readily accessible.
- Design a variety of activities so students encounter important information more than once.
- Design clear, concise, and relevant assignments with assessment criteria as part of the assignment.

Providing a Safe Environment

Model appropriate behavior for students: arrive early, greet students, listen/respect students' ideas, encourage participation, use humor, start class on time, use icebreakers, and ask students to create classroom policy and expectations.

It may also be useful to put a sentence about respect on the syllabus and to announce that the classroom is a respectful learning environment on one of the first days of class.

A sample sentence for your syllabus on this topic could be: Please recognize and be respectful of the fact that everyone brings unique identities and insights into the classroom.

Engaging the Students

- At each class session, provide reinforcement activities from previous lesson to check for student understanding.
- After every 20 minutes of instructor behaviors, engage the students in an activity to process the information.

Presenting/ Facilitating Content

- Relate concepts to real life or on the job as often as possible.
- Give examples which capture interest and/or arouse curiosity.
- Provide opportunities for students to get started on homework assignments before leaving the class.

- Vary teaching strategies within a 2-hour class. Change activities every 20 minutes.
- Provide breaks every 50 minutes.
- Ask planned questions, use discussion, work in small groups, use alternative lecture strategies, provide case studies, etc.

Feedback/Assessing for Learning

- Use classroom assessment techniques every 20 minutes.
- Use a mix of informal and formal assessment strategies.
- Use surveys.
- Provide opportunities for students to answer questions anonymously.
- Include clear assessment criteria in every graded assignment.
- Create clear, concise, and relevant tests which do not include trick questions.

Writing Lesson Plans

Look at the bigger picture when considering writing a lesson plan--

- How long and frequent are class meetings?
- How will the course be delivered: face-to-face, online, or in a classroom or lab?
- What physical elements of the learning environment will affect the class?
- Check college [Academic Calendar](#) to plan around non-instructional days.
- Identify delivery method
- Locate and check room resources and lab environment

What learning expectations are placed on this course or curriculum by: college and/or department? The profession? Accreditation? Certification testing?

- Ask for college course outline
- Check description against college catalog

Is this subject content primarily theoretical, practical, or a combination? Are there important changes or controversies occurring within the field?

- Only concepts taught
- Concepts and processes taught

What is the life situation of the students (e.g., working, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals, expectations, and preferred learning styles?

- Discuss with other department faculty
- Look up demographics of students
- Develop survey for first day

What beliefs and values does the teacher have about teaching and learning? Content-centered approach? Learning-centered approach?

- Lecture based only
- Learner-centered (students actively engaged in activities to solidify learning)

What will the students learn during this lesson? How will this learning interconnect with what you have already learned? How do you ensure student retention and a transfer of learning with this lesson?

- Goal/outcome for this lesson
- Feedback strategies (forward)
- Teaching strategies
- Attach this learning with previous learning

See if you can fill out the following using the content for one 1-hour class:

Lesson Plan Components Worksheet

Outcome —tell the student the skills and information they will learn by the end of the lesson.
How does this learning integrate with the rest of the course content?

Set the Stage —draw relationship between new and previous learning experiences which will help attach meaning to the new learning. Statements starting with “remember when we talked about,” “Remember when you.” Draw analogies all students can relate to.

Purpose —provide the students with examples of how this idea/concept will help them on the job OR how/when this process will be used when they go to work.

Content—identify what are you teaching? Concept? Process?

Teaching Strategies used to engage students (new strategy every 20 minutes)

Tools used to teach lesson taking into account students’ learning styles

Feedback Strategies —(instructor preplanned questions, CATS, short assignments)—every 15-20 minutes

Practice—Planned assignments to reinforce learning.

Formal Assessment —formal (quiz, test) informal (feedback)

Supplies and Equipment— all resources necessary to carry out lesson plan.

Grading

Grades should not vary radically from the norm set by the program and/or division. Discuss with Dean or other program faculty percentage equivalents for 2.0, 3.0, 4.0 etc. Faculty is responsible for submitting grades using decimal system running from 0.0-4.0. Academic calendar (on the college website) provides due dates for submitting final grades.

Instructor Briefcase is used for accessing current rosters and submitting final grades. In addition to recording grades, it is important to keep track of dates students stop attending class, withdraw from class, and earn incomplete and/or failing grades. Faculty post these dates at the end of the quarter in Instructor Briefcase.

Grading criteria must be clearly spelled out in the syllabus and communicated with students the first day of class. Time must be allocated for questions if students need clarification.

#1 - Example of Grading Criteria

Graded Components	Points	Percentage
3 major tests (150 pts each)	450	45%
Homework, class work, quizzes	250	25%
Final Test	300	30%
Total	1000	100%

Explanation on dividing total points earned by 1000 to arrive at percentage:

Example: $750/1000 = 75\%$ (Add a zero to percent then check grid below for decimal equivalent.)

GPA	Points	GPA	Points
4.0	950-1000	3.2	870-879
3.9	940-949	3.1	860-869
3.8	930-939	3.0	850-859
3.7	920-929	2.9	840-849
3.6	910-919	2.8	830-839
3.5	900-909	2.7	820-829
3.4	890-899	2.6	810-819
3.3	880-889	2.5	800-809
2.4	790-799	2.0	750-759
2.3	780-789	1.5-1.9	700-749
2.2	770-779	1.0-1.4	650-699
2.1	760-769	0.0	0-649

**At LWTech a student must earn at least a 2.0 in course work to earn a certificate and/or degree. Courses must be taken again if earned grade is below 2.0.

#2 - Example of Grading Criteria

Graded Components	Points	Percentage
4 major tests	400 points	40%
Projects	300 points	30%
Homework Assignments	200 points	20%
Participation	100 points	10%
Total	1000 points	100%

If participation is graded, it must be clearly defined in the syllabus. Basically, if students are not in attendance, they cannot participate in classroom activities and discussion.

Planning Finals

LWTech does not have an official “Finals Week.” Therefore, faculty must plan final tests and projects based on the academic calendar. Use the last day of the quarter and the date given for submitting final grades as a basis for calculating test dates and due dates for projects. Calculate time for correcting these so final grades can be submitted on time.

Grade Feedback

Since faculty cannot post student grades and must return graded papers individually to students, it is recommended they provide students with a summary grade sheet or use Angel - the Learning Management System. Faculty should notify students of their standing throughout the quarter, especially mid-quarter. Faculty are asked to refer students who are in danger of failing to Student Services mid-quarter.

Cheating & Plagiarism

Cheating, plagiarism, and other forms of academic dishonesty are unacceptable at Lake Washington and are subject to disciplinary action. A clearly defined cheating/plagiarism statement must be in the syllabus.

Review additional information on grading taken from the college catalog.

Grade Types

Numeric Grading System

(this section has been taken from the College Catalog - 2009-2010)

Lake Washington Institute of Technology uses a numeric grading system for most courses. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade of 0.0. Grades in the range of 0.6 to 0.1 are not assigned. A grade of 0.7 earns credits. However, a minimum grade of 2.0 is required for a number of purposes including technical courses, general education requirements, progression in a sequence of classes, to satisfy a prerequisite, and graduation

requirements. Numerical grades may be considered equivalent to letter grades as follows:

POINTS	LETTER	
4	A	Excellent performance
3.9-3.7	A-	
3.6-3.3	B+	
3.2-3.0	B	Above-average performance
2.9-2.7	B-	
2.6-2.3	C+	
2.2-2.0	C	Average performance
1.9-1.7	C-	
1.6-1.3	D+	
1.2-1.0	D	Minimum performance
0.9-0.7	D-	
0.0-0.6	F	Unsatisfactory performance

I-Incomplete

An incomplete grade may be given if the student is doing passing work, is unable to complete the requirements of the course during the quarter due to reasons beyond his/her control (accident, illness, death in family, etc.), and can successfully complete requirements of the course with no additional instruction. Because of this, the student does not reregister for the course in a later quarter to remove the Incomplete within the deadline period.

When an Incomplete grade is given by an instructor, a contract is filed with Enrollment Services stating the work necessary to remove the Incomplete, a date for completion, and the grade earned if not completed. Incomplete coursework must be completed by the required date as established by the instructor (this date may be no later than the end of the subsequent quarter of enrollment). At the time of graduation, the Incomplete will be changed to a 0.0 or to the grade assigned on the contract.

NG-No Grade

NG means the course is “not graded” for any student taking the course. This applies, for example, to some non-credit courses. It would not appear on graded, credit courses. NG does not affect the GPA and does not earn credits. It does not indicate whether a student attended, just that the student enrolled.

N-Audit

Audit means the student registered on a space-available basis to attend the class and to listen, but not do graded work. The N grade does not earn credit and does not affect the GPA. The audit grade option must be approved by the instructor and submitted to Enrollment Services by the tenth day of the quarter.

R-Repeating A Course

The qualifier R on a transcript means a course has been repeated, and is excluded from credits and grade point average. A student may repeat any course taken at LWTech in which a grade of less than 2.0 or a U was earned. All grades will still appear on the transcript whether repeated or not. If the most recent grade is lower than the earlier grade, the student may request the registrar to count just the higher grade in the GPA.

S/U-Satisfactory/Unsatisfactory

S/U grading is used for work experience, clinical, and skill development courses. The S indicates a satisfactory level of performance by the student. By assigning an S grade, the instructor certifies a performance level of at least a 2.0 or higher. Credit is earned but the S does not affect the GPA calculation. A U grade is assigned when the level of performance is below 2.0. A U grade does not earn credit and does not affect the GPA.

Z-Unofficial Withdrawal

Students who attend briefly, rarely, or not at all, and who fail to withdraw from a course with a W grade, may be assigned a grade of Z if appropriate in the judgment of an administrator. The Z grade does not earn credit and does not count in the GPA calculation.

W-Withdrawal

A student may officially withdraw from any course through the eighth week of the quarter (or the equivalent for a short course or courses with irregular start or end dates) by completing a withdrawal form and submitting it to Enrollment Services. Official withdrawals occurring after the tenth instructional day of the quarter are posted with a W on the student's permanent transcript. Withdrawals do not count in the GPA calculations and cannot be assigned by faculty in the grading process.

Y-In Progress

A Y grade is given to students who are doing passing coursework in basic skill classes (ABE, ESL, etc.) but need additional instruction and time to complete course requirements. Students are required to re-register for the course and pay all tuition and any other charges. The Y remains on the transcript for the quarter assigned, while the final grade will be posted to the quarter in which the student re-enrolled in the course. The Y grade earns no credit and does not affect the GPA.

*** (Asterisk)**

This symbol (asterisk) means the grade has not been assigned yet. The student should consult with his or her instructor. This grade does not affect the GPA and does not earn credits. Note however that a * grade could prevent a student from receiving honors, impede financial aid eligibility, block graduation, or result in a student being considered in academic difficulty. It is important that all enrolled courses be assigned valid grades.

Academic Grade Forgiveness Policy

In order to compensate for the effects of circumstances in a student's past that may have negatively affected his or her GPA, LWTech offers a grade forgiveness policy. This procedure can be accomplished through an appeal filed with the registrar. The following criteria must be met to be eligible for such an appeal:

Grades must be three or more years old.

Only quarters including credits graded below a 2.0 may be forgiven.

Grade forgiveness can include one or several quarters from a census point back, as requested by the student.

The student must demonstrate a 2.0 GPA in all decimal graded courses taken after the last date of the period for which a student is requesting forgiveness.

All courses in a given quarter are removed from the GPA but remain on the student's transcript. This appeal can be requested by turning in a letter of appeal to the registrar in Enrollment Services. A determination will be made whether grade forgiveness is appropriate on a case-by-case basis.

Note: Grade forgiveness can only be granted once. Grades previously forgiven will not be reinstated. Also if a student is transferring to another college, that college may not recognize the grade forgiveness previously granted at Lake Washington Institute of Technology.

Grade Appeal Process

Students are responsible for maintaining standards of academic progress and following course procedures established by their instructors. The purpose of the grade appeal is to protect students from prejudiced, arbitrary or capricious academic evaluation.

A grade appeal only applies to the final course grade. The assignment of a grade is the right and responsibility of the instructor. Students have the right to appeal a grade deemed arbitrary or capricious. In a grade appeal, the appropriate instructional division dean will meet only with the student and instructor. No other advocate may be present. The student is responsible for knowing and initiating the grade appeal process. The student must file grade appeals within the first three weeks of the academic quarter following the quarter in which the grade was received.

The student must first meet with the instructor who assigned the grade. The instructor will explain the rationale for awarding the grade. The student is responsible for demonstrating grade error or that arbitrary or capricious assignment of the final course grade occurred. If the result of the student's meeting with the instructor does not produce a satisfactory resolution of the student appeal, the student may appeal to the appropriate division dean. The dean will meet with the student, review the course materials and grade assigned, and renders a decision to deny, approve, or modify the appeal within ten working days. The decision of the dean is final.

Grade Point Average (GPA)

The grade point average indicates the general achievement of the student. The quarterly GPA includes only classes for that specific quarter; the cumulative GPA includes all classes which comprise the student's academic history at LWTech. GPA is calculated by dividing the grade points by the number of credits of the courses for which the student was awarded a decimal grade. Grade points are calculated by multiplying the number of credits by the numeric value of the grade for each course. The calculation does not include courses for which the student was awarded Z, Y, N, W, I, S, U, or other non-decimal grades.

Example:

Course	Credits	Grade
ENGL 100	5	3.7
ABED 040	5	S
PSYC& 100	5	4.0

5 credits x 3.7 = 18.5 grade points.

5 credits x 4.0 = 20 grade points.

Total grade points: 18.5 + 20 = 38.5.

Total credits taken for a decimal grade: 5 + 5 = 10.

GPA: 38.5 grade points divided by 10 credits = 3.85.

The GPA is calculated for each quarter and also for all quarters combined, which is referred to as a cumulative GPA. Contact Enrollment Services if you have questions about your GPA.

Grade Changes

Grades may be changed by instructors only in cases of clerical errors or subsequent completion of coursework. It is the student's responsibility to initiate a grade change with the instructor. A grade change form must be completed, signed by the instructor, and submitted to Enrollment Services before a grade change becomes official. Students have 60 days from the end of the quarter to request a grade change (deadlines for Incomplete grades differ).

Grade Reports

After the end of each quarter, grades can be accessed through the college's online services. Grades are not mailed out. Official transcripts are available through Enrollment Services and unofficial transcripts are available on the Web. It is important that students check grades at the end of each quarter and address questions promptly. See Grade Changes above.

SUBMITTING GRADES—INSTRUCTOR BRIEFCASE

Instructor Briefcase is a web application that allows faculty access to class rosters and submit grades over the internet. You need your Instructor ID and Personal Identification Number (PIN) to access this site.

HR Emails your ID and PIN to your personal email when you are a new hire entered into the system. You can call HR at ext. 8212 if you need to acquire these numbers.

[Watch this video to see how to submit final grades on IBC](#)

Opening Instructor Briefcase

Go to [LWTech's Home Page](#)

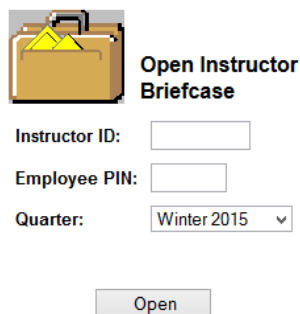
Click Faculty & Staff and select Instructor Briefcase

In the Instructor ID field, type your instructor ID.

In the Employee PIN field, type your employee PIN.

If you make an error typing your ID or PIN, the error message is not specific about which entry was incorrect. This is a security feature. You must return to the Open Instructor Briefcase form again and re-enter both the instructor ID and employee PIN.

1. Select a quarter.
2. Click the Open button.



The screenshot shows the 'Open Instructor Briefcase' form. It features a brown briefcase icon with a yellow tag. Below the icon, the text 'Open Instructor Briefcase' is displayed. The form includes three input fields: 'Instructor ID:' with a text box, 'Employee PIN:' with a text box, and 'Quarter:' with a dropdown menu showing 'Winter 2015'. At the bottom, there is a grey 'Open' button.

Navigation of Instructor Briefcase

Navigation in the Instructor Briefcase is different from navigation in an Internet browser.

If you want to stay in the Instructor Briefcase, you must use only the navigation buttons labeled “Show Briefcase Contents” and “Hide Briefcase Contents.”

It is recommended that you do not use the Back, Forward, or Reload buttons provided by the browser. Using any of these buttons may cause your briefcase to close. If you accidentally use one of these buttons, use the Open Instructor Briefcase form to re-open the briefcase. To decrease the risk of using the browser navigation buttons, you can deselect the Show Toolbar

function for your browser. If you want to deselect the Show Toolbar function, you must deselect it prior to opening the briefcase.

Briefcase Contents

ERIC HAPPYGUY	
Briefcase Contents	
<hr/>	
Grade Rosters	
Fall 1998	
3982	ANTH 102 ✓
3983	ANTH 102 ✓
3989	ANTH 104
PIN Change	


[About Instructor Briefcase](#)

To see a roster or grade roster, click any underlined item numbers or page numbers.

A red check appears after any course for which you have already submitted a grade roster.

The Briefcase time-out

When you open the Instructor Briefcase, you are given a hidden code called a “ticket.” Your ticket functions as your unique logon, identifying you to the HP 3000 administrative computer each time you request or send information. For security reasons, your ticket is useable only for a predetermined period of time. This time period is set by college technical staff. The Instructor Briefcase notifies you two minutes before the expiration of the ticket, and gives you the opportunity to reset the time period. However, if you do not respond “Yes” to the notification, the ticket will expire, and you must return to the Open Instructor Briefcase form and log on again. You can reset the time available for your current ticket at any time by clicking the clock in the lower-right corner of the Instructor Briefcase form.

Entering and Submitting Grades

Once you have opened the Instructor Briefcase, you can enter and submit grades for your classes over the Web by using the Web Grade Entry form. This form is similar to the printed Grade Entry Form A.

To enter and submit grades over the Web:

From the Briefcase Contents form, click the item number or page numbers for the class you want to grade. The Web Grade Entry form is displayed.

Item Num: 3989 Course ID: ANTH 104 Sect: 002 Course Title: PHYSICAL ANTHRO W/O LAB

IDC	INSTR NAME	BLD	ROOM	CREDIT	DAYS	START TIME	END TIME	START DATE	END DATE	SECT STAT	RUN NUM
1	HAPPYGUY E	R	221	5.0	MWTh	0130P	0300P				1

3	STUDENT ID	STUDENT NAME	DECIMAL GRADE	GRADE	PRE-ASSIGNED GRADE	CREDITS	LAST ATTND DATE
001	222-33-2222	BENES ELAINE	3.5			5.0	
002	080-88-0800	BING CHANDLER	3.8			5.0	
003	333-44-3333	CASTANZA GEORGE			W	5.0	10/05/98
004	555-77-7777	GELLAR MONICA		V		5.0	
005	777-11-7777	GELLAR ROSS	2.8			5.0	
006	666-55-4444	KRAMER COSMO	3.5			5.0	

For each student in the class, complete the appropriate fields described in the table below:

Field	Entry
Decimal Grade	Enter the decimal grade for the student. Note: If your college does not use decimal grades, this column is not displayed on the form.
Grade	Enter the letter grade for the student. This field contains "*" (asterisk) until an entry is made to overwrite it or an entry is made in the Decimal Grade field.
Credits	Enter the number of credits earned by the student. Note: If this class is not designated as a variable-credit class in the class record, this column is not displayed on the form.
Last Attend Date	Enter the student's last date of attendance for any grade designated by your college as requiring this date. If a date is required for the grade you assign, the Instructor Briefcase prompts you to enter a date.

Press the Submit button at the bottom of the screen. A form is displayed indicating that the Instructor Briefcase has accepted the grades.

If you have submitted all grades successfully a red check mark will appear next to the roster in your briefcase. ***If you have left any grades blank this check will not appear and you must go back and complete submission.***

Note: For each grade for which your college requires a last attendance date, omitting the grade will result in the following message being displayed.

Grade Roster Posting Report

3989 ANTH 104 Section 002

Grades did not post for the following list of students. Re-enter grades for these students.

Student ID	Name	Reason
555-77-7777	GELLAR MONICA	You must enter a Last Attend Date when assigning a grade of V .

To correct this problem, you must return to the roster, assign a last attendance date, and resubmit the roster.

Factors affecting the submission of grades

You can use the Instructor Briefcase to submit and change grades for a class as many times as you wish until the job to post grades to the enrollment file is run.

Once you have submitted grades for a class and the job to post grades to the enrollment file is run, you can no longer access the grade roster for that class. If you have submitted only a portion of the grades for a class when the grade-posting job is run, you will not be able to access the grade roster and will have to submit the remaining grades for the class by an alternative method.

After the grade posting job has been run, you can still access any grade roster for which grades have not yet been submitted. If the grades are submitted successfully, a message is displayed confirming that fact. The message also gives you the choice of returning either to the roster or to the Show Briefcase Contents page.

If you have not submitted grades successfully, a message is displayed indicating which errors must be corrected. The message box also contains a button for redisplaying the roster to correct the errors.

Exiting the Instructor Briefcase

To exit the Instructor Briefcase, return to your home page or close the browser.

Support Resources

Administrative Support Services

Administrative Support Personnel

Each Administrative Assistant provides answers to questions regarding supervisor approval, administrative procedures, forms, textbooks, keys, supplies, etc.

Susie Jacobsen 739-8100 x8447 Susan.Jacobsen@lwtech.edu

Administrative Assistant to Nursing Director Antwinett Lee

Trang Le 739-8100 x8504 Trang.Le@lwtech.edu

Administrative Assistant to Dean Mike Potter

Rachelle Malat 739-8392 x8392 Rachelle.Malat@lwtech.edu

Administrative Assistant to Dean Jamilyn Penn

Christie Silva 739-8100 x8647 Christie.Silva@lwtech.edu

Administrative Assistant to Dean Kim Infinger

Tara Wend-Barbour 739-8100 x8667 Tara.Wend-Barbour@lwtech.edu

Administrative Assistant to Associate Dean Kenneth Young

Tatyana Zasyapkina 739-8100 x8496 Tatyana.Zasyapkina@lwtech.edu

Administrative Assistant to Dean Doug Emory

Faculty Supplies

Faculty are responsible for keeping their supplies with them. Basic whiteboard markers and pens are available from the Dean's Assistant. Additional classroom supplies may be ordered through the normal purchasing process.

Field Trips

The Class Field Trip Request form is due to your Dean at least five days in advance of the planned field trip. When authorized, on the field trip day please post your classroom door with notification of the field trip.

If you wish to use a college van, it can be reserved through Facilities. Van driver training is required before you can use a van. [Contact Facilities for details.](#)

Mail Folders

All adjunct faculty are provided a mail folder in the Staff Work Room (E112). These folders are located adjacent to the full-time faculty mailboxes. Please check your mail folder at least once a week for college announcements. Check with Dean's Administrative Assistant if you need a mail folder.

Students who want to turn in assignments outside of class should place them in a large envelope with your name clearly printed on the outside and place in mail folder.

Media Services

To submit a request for help with any media or computer hardware, contact the IT Services Help Desk at x8603 and they will dispatch the right technician to provide service. You can also create and track a technical support request 24 hours a day online at using the [helpdesk ticketing system](#).

Office Space

Office space is at a premium, but all full-time faculty have a designated space with a desk, computer, and phone soon after they are hired. Not all adjunct/part-time faculty have designated offices. The following rooms are available to all faculty as a quiet, private space to correct papers and use a computer: W112, A104F and A306S.

Parking

Free parking is available on the south and north ends of the buildings for both students and visitors. The parking lots are lighted and marked for both night and day use. There is no designated parking for faculty.

Reporting Instructor Absence

If you are going to be late to class, call the Dean's Assistant and let them know when you will arrive and what your class should do. The Assistant will post on the classroom door, but will not be able to open the door.

Should you need to cancel class for any reason, you must call your Dean's Assistant by 7:00 a.m. **Do not use email to notify Dean's Assistant of your absence.** The Assistant will post a report of your absence on the classroom door. Faculty should also inform students via e-mail.

The Dean should be advised of the make-up date and will help in reserving a classroom for you. If the class is not made up, faculty need to fill out a Payroll Exception Form for time absent and submit to the Dean's Assistant. Hardcopies of this form are available in the East Building faculty

workroom in the metal cabinet. Contact your Dean to make special arrangements for prolonged absences.

Staff Work Room and Lounge

The Staff Work Room (E112) is available to all faculty to pick up college mail, use the copy machines, use the paper cutter and get college stationery. (Your classroom key will open E112.) There are several bulletin boards with information regarding the faculty bargaining unit, and general college information. Two small filing cabinets, next to the door, hold most of the Essential Forms. Many essential forms can be found on [Yammer in the Forms group](#). The Staff Lounge is next door to the Staff Work Room and is used as a lunchroom and quiet place for all employees. A TV, refrigerator, microwave and sink are available.

Student Programs Office

Faculty as Club Advisors – x8314

The Associated Student Government supports the involvement of faculty in campus clubs. When students are interested in forming a club, they are required to have a faculty advisor. When agreeing to be an advisor, visit Student Programs in E214 to make an appointment for advisor training. Student Programs works with all student clubs to ensure they are well supported. The role of the faculty advisor is to provide connectivity and support for the on-campus student experience. Student Programs facilitates all paperwork associated with managing the club. Student Programs also serves as a problem solver for any issues related to working with a club.

Tenure Committees – x8314

Student Programs, through advising the ASG, works to assign a student representative to each tenure committee.

Campus Activities – x8314

Student Programs works with faculty to bring various activities to campus that support classroom learning outcomes. If you have an idea related to sponsoring a speaker or event for students, please contact Student Programs.

Employee Help Desk – Tech Support

For tech support, please go to the [helpdesk ticketing system](#) or call extension 8603. (From outside the college: 425.739.8100 x8603)

Student Help Desk – Tech Support

Your students can go to Student Help Desk for issues regarding email, logins. Have them visit the [Information Technology Services web](#) to open a student helpdesk ticket or call ext. 425-739-5865.

Voice Mail

Adjunct faculty are eligible for a voice mail extension (called a soft box) for students and staff to leave telephone messages pertaining to college work. (Any voice messages left will arrive in your LWTech email with an audio file attached.) Fill out [application for college voice mail](#) found on Yammer. Information Technology Services staff will inform you of the account and any additional instructions.

Employee Resources

A more robust list of employee resources can be found at on the [main college website under Faculty and Staff](#).

Including:

- Campus Information
- Courses and Programs
- Employee Resources
- Human Resources
- Information Technology Services
- Teaching and Learning Support

[Bookstore](#)

[Corporate Continuing Education Center](#)

[Human Resources & Payroll](#)

[Information Technology Services](#) This department provides help with computers, telephones, networks, wireless technology, etc. You may also request assistance using the [Help Desk Requests](#) ticketing system.

[Media Services](#) Most classrooms are equipped with TVs and VCRs as well as overhead projectors and screens. Supplemental equipment is available on a short term basis--reserve audio visual, projectors, computers, microphones, etc.

[Requests for Media Support](#)

[Library – Learning Commons](#)

Union Contract/Benefits--Bargained Agreement for faculty including benefits, Personal Leave, and salary schedule. Access a copy of Bargained Agreement in Human Resources W304.

Student Resources

The following student resources are listed with full details on the LWTech web:

- [LWTech Student Handbook](#)
- [Academic Support Center](#) (Tutoring and Support with Reading, Writing, Spelling, Math, GED, ESL, Basic Skills.)
- [Supplemental Instruction – tutoring for Math and Writing.](#)
- [Advising](#)
- [Assessment Center](#)
- [Basic Food, Employment & Training \(BFET\) Program](#)
- [Bookstore](#)
- [Childcare – Early Learning Center](#)
- [Computer Lab](#)
- [Counseling Resources](#)
- [Dental Clinic](#)
- [Disability Support Services](#)
- [eLearning](#)
- [Employment Resource Center](#)
- [Fitness Center](#)
- [Lake Washington Technical Academy](#)
- [Library-Learning Commons](#)
- [Opportunity Grant](#)
- [Safety and Security](#)
- [Student Programs and Campus Life](#)
- [Student Help Desk](#)
- [TRiO](#)
- [Worker Retraining](#)

Emergencies

Telephones

Not all classrooms have telephones; faculty may want to bring a cell phone to class.

Criminal or medical emergencies

Dial (9-911) from a college phone or cell phone (911). Send a student to Student Services located in the West Building, to notify them of 911 calls and location of the emergency. They will send the appropriate person to your classroom during regular business hours. For Campus emergencies call Ext 8224.

Building Evacuation

If there is an emergency in the building that requires evacuation you will be notified. You are to proceed calmly to your classroom's designated area outside the building. Evacuation routes are posted in each room. Faculty must review routes with students. You should remain outside and away from the building until an all-clear announcement is made.

Legal Responsibilities

Family Educational Rights and Privacy Act – (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

All employees of the college must comply, as a condition of employment, with FERPA and the protection of confidential student records. College Policy and Procedures address FERPA in detail in Chapter 7, sections 7.P.21-45. Detailed information on FERPA is available in Public Folders, in the Admissions & Registration section. Following is a brief summary:

The Family Educational Rights and Privacy Act of 1974 provides guidelines for the availability of a student's records to any party (to the student and their parents if the student is under age 18, plus third party disclosure such as law enforcement, other educational institutions, subpoenas, emergency personnel, financial aid lenders, government agencies, etc.). FERPA requires the college to identify what it considers to be directory information and to publish this annually. We do this via our catalog and the quarterly Class Schedule.

What you need to know:

- Most student information is confidential and cannot be released to the public or employees of the college, unless the employee has a need to know based on his or her job description.
- A small set of information, referred to as “directory information,” may be releasable to the public. The college defines what that directory information is within the parameters set by FERPA, and this information is published in Chapter 7 of the Policy and Procedures manual, as well as in the quarterly Class Schedule.
- Some students declare their entire record confidential: then we cannot even acknowledge that they attend here.
- A disclosure of confidential information could result in problems, lawsuits, loss of the ability to provide federal financial aid, or in extreme cases, danger to the student.
- When asked for any information on students, check with Enrollment Services first.
- Faculty: We cannot post grades using SID, any part of SID, or any other information easily linked to the student. Randomly generated numbers known ONLY to the student may be used.

Make sure information with student information is shredded or disposed of confidentially (class rosters, transcripts students may discard, etc.).

Inform the director of Enrollment Services of suspected FERPA violations so they can be checked.

Student class schedules are never given out: even in an emergency, security will retrieve a student from class. A visitor will never be given class locations.

Directory information is that which is permissible to release unless the student elects otherwise. At LWTech, effective 2000, this is limited to:

- Student's name
- Dates of enrollment (this refers to quarterly enrollment, not individual class attendance records)
- Degrees, certificates and awards earned
- Eligibility for and participation in officially recognized activities and organizations
- Enrollment status (full-time or part-time)

Giving out directory information

While directory information can be given out in most cases, some students opt to make their entire record confidential. Therefore, only Enrollment Services can give out any information on students. This is crucial because some students declare all information confidential per WAC 495D-280-070, and this must be checked first. If the entire student record is confidential, we cannot even acknowledge the student is here.

FERPA gives students specific rights regarding their records. Those rights amount to being able to inspect or request correction of records. Students should be directed to Enrollment Services to inquire about this.

Educational Records

Those records which are (1) directly related to a student and (2) maintained by the institution or by a party acting for the institution. These records can be in any media: handwriting, print, type, film, microfilm, electronic, etc.

Note that someone is not a student until they are in attendance. Applicants are thus not students and are not covered by FERPA.

Risks and Liabilities

FERPA violations – releases of confidential information – can and have led to enabling of harassment, stalking, even murder at different schools around the country. Lawsuits, while a less dramatic risk, are still a potential consequence of a FERPA violation.

Are there exceptions? Generally, only the registrar in Enrollment Services or someone higher in the administration would make exceptions within the details laid out within FERPA.

Do not be persuaded to make exceptions for friends, partner of the student, or even parents of the student. Anyone who is close to the student can obtain information directly from the student. In cases of true emergencies (imminent threat to life or property) Enrollment Services or an administrator will evaluate and respond.

Overall

If there is any information specific to a given student, do not release to any other student or employee who does not have a need to know based on official job duties at the college. Always check with Enrollment Services and if in doubt, simply say “no” to the information request until it is approved. Do not be persuaded to make exceptions. Protect student privacy.

Nondiscrimination

We are an affirmative action and equal opportunity employer. Lake Washington Institute of Technology values equality of opportunity, human dignity, racial, cultural and ethnic diversity both as an educational institution and as an employer. The college provides equal opportunity in education and employment and does not discriminate on the basis of race or ethnicity, creed, color, national origin, citizenship, sex, marital status, sexual orientation, gender identity, age, religion, disability, genetic information, or veteran status. The college complies with applicable laws prohibiting discrimination and harassment in employment, educational programs and admissions, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, the Age Discrimination Act and the state law against discrimination, chapter 49.60 RCW.

Plagiarism and Copyright

Copyright Act of 1976

In determining whether the use is a "fair use" the law requires consideration of the following factors (17 U.S.C. sec. 107):

- The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purpose
- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for or value of the copyrighted work.
- Fair use cannot always be expressed in numbers - either the number of pages copied or the numbers of copies distributed. Therefore you should weigh the various factors in the Act to determine whether the intended use of photocopied copyrighted material is

within the spirit of the fair use doctrine. You should secure permission from the copyright owner unless the intended use is clearly permissible under fair use.

- Lake Washington Institute of Technology designates the Library Program Coordinator as the copyright officer to administer the LWTech's copyright policy.

Questions concerning copyright procedures, including fair use and the TEACH act should be sent to library@lwtech.edu.

Lake Washington Institute of Technology is a member of Copyright Clearance Center's annual institutional license for blanket copyright permission to some of their materials, based on their partnerships with publishers who use CCC to handle permissions for them. Please consult with the Faculty Librarians for assistance.

Guidelines for printed materials:

Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A chapter from a book
- An article from a periodical or newspaper
- A short story, short essay or short poem, whether or not from a collective work
- A chart, graph, diagram, cartoon, or picture from a book, periodical, or newspaper

Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:
The copying does not substantially exceed the test of brevity as defined below; and
Meets the cumulative effect test as defined below; and
Each copy includes a notice of copyright.

3. Definitions

Brevity

Poetry: A complete poem if less than 250 words or, from a longer poem, an excerpt of not more than 250 words.

Prose: Either a complete article, story or essay of less than 2,500 words or an excerpt of not more than 2,500 words from any prose work.

Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue. In some cases, such illustrations are copyrighted individually and cannot be reproduced under fair use.

Cumulative Effect

The copying of the material is for only one course per class term of the instructor for whom the copies are made.

Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

There shall not be more than nine instances of such multiple copying for one course during one class term.

The limitations stated in (1) and (2) above shall not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Consumable Works:

Teachers must secure prior written permission before making multiple copies of copyrighted works which are intended to be consumed in classroom activities such as workbooks, exercises, and standardized tests and their answers.

Web/ Distance Education (TEACH Act):

Assume that copyright protects almost all works on the Web. On November 2nd, 2002, a new law called the "Technology, Education and Copyright Harmonization Act" (The TEACH Act), became effective which amends Section 110 (2) of the U.S. Copyright Act and establishes new standards for copyright and distance education. The TEACH Act redefines the terms and conditions on which accredited, nonprofit educational institutions in the U.S. may use copy protected materials in distance education without permission from the copyright owner and without the payment of royalties.

Guidelines for Video tapes:

Holders of the copyright to a video program also own the right to control how it is shown. The right is called "performance right." Showing a videotape in the classroom is considered a "public performance." If the video tape is rented or purchased, the labeling often forbids "public performances." This is legally binding with a limited exception granted to faculty as long as they meet the following guidelines:

- Videotape shown only to students/faculty in face-to-face educational setting.
- Videotape shown as part of curriculum outline and lesson plan (s).
- Videotape shown in assigned classroom dedicated to instruction.
- Videotape shown must be legitimate copy with copyright notice included.
- Signed rental or purchase agreement must not include a restriction on the use for public performance.

Guidelines for use of computer software--faculty cannot:

- Make multiple copies of software.

- Use or make more than one copy to be used in a computer lab without purchasing the rights to additional copies. This includes running a computer program on more than one machine from one purchased copy.
- Illegally copy commercial software from LWTech computers for use on other computers.

It is highly suggested that each instructor discuss plagiarism and cheating with students before the first test or written assignment. Examples of plagiarism and cheating should be given during the discussion. Clear definitions and consequences should be written in the course syllabus.

LWTech does not condone Academic Dishonesty. However, students' rights are protected by Student Services. Students should not be publicly humiliated or wrongly accused. Faculty need to identify and protect the evidence if they have reason to believe a student may have cheated. After privately speaking to the student, both faculty and student need to refer to the student handbook and/or syllabus for further action.

Professional Ethics

Employee Ethical Conduct—LWTech Policies and Procedures--Chapter 2.P.21

Pursuant to the Washington Ethics in Public Service Law (chapter 42.52 RCW), the board of trustees promulgates, for the guidance of its employees, regulations relating to standards of ethical conduct appropriate in view of the college's educational objective. The college policy supplements the Ethics in Public Service law and any amendments thereto, as well as executive branch agency substantive rules (chapter 292-110 WAC) and any executive orders promulgated pursuant to the law.

Lake Washington Institute of Technology is a state agency operated in accordance with state laws and rules. To protect the public interest, college employees are obligated to treat their positions as a public trust, using their official powers and duties and the resources of the college only to advance the public interest. This obligation requires that all college employees:

Protect the integrity of the college by being independent and impartial in the exercise of their duties, avoiding the use of their positions for personal gain or private benefit.

Promote an environment free from fraud, abuse of authority, and misuse of public property.

Create a work environment that is free from all forms of unlawful discrimination and harassment.

Treat members of the campus community and of the community at large with respect, concern, courtesy, and responsiveness.

Protect confidential information to which employees have access in the course of their duties.

Not have a financial interest or engage in any activity that is in conflict with the proper discharge of the employee's official duties.

Not use their official position to secure special privileges for themselves or any other person or organization.

Not receive compensation from any person or organization, except the state of Washington, for performing their official duties.

The board of trustees directs the president to establish procedures to implement the policy and to publish the basic principles of the Ethics in Public Service Law for all college staff to use in the daily conduct of their duties. *Adopted November 12, 1997*

Example A: An employee operates an outside business. She makes an outside business call on her state telephone. The call is local. **This is an ethical violation.** The

employee is conducting a private business on state time using state resources, which is prohibited under WAC 292-110-010(6).

Example B: An employee puts a state telephone number or work address on business cards or letterhead for his/her outside business. Several customers contact the employee at the office number to conduct the outside business. **This is an ethical violation.** Although the use of the telephone may result in a negligible cost to the state, conducting a private business is an illegal use of state resources.

Electronic mail, facsimile transmissions, and voice mail are technologies that may create an electronic record, and therefore may be distinguished from other forms of communication such as telephone conversations. Electronic records also are reproducible, so they cannot be considered private. Such records may be subject to the public disclosure law, or legitimately may be disclosed for audit or management purposes.

WAC 292-110-010(7)

The following examples address uses of the Internet based on the assumption that an agency has adopted a policy allowing de minimis use of the Internet:

Example A: Several times a month an employee quickly uses the Internet to check his or her children's school website to confirm if the school will end early that day. The transaction takes about five minutes. This is not an ethical violation. The use is brief and infrequent. There is little or no cost to the state and the use does not interfere with the performance of official duties.

Example B: An employee routinely uses the Internet to manage her personal investment portfolio and communicate information to her broker. **This is an ethical violation.** Using state resources to monitor private stock investments or make stock trades are private activities that can result in a private financial benefit or gain. Allowing even an occasional or limited use of state facilities to facilitate a private financial gain undermines public confidence in state government.

Example C: An employee spends thirty to forty minutes looking at various web sites related to a personal interest. This is an ethical violation. **The use is not brief and can interfere** with the performance of state duties.

Example D: An employee visits several humor and joke sites. While at a site, he/she downloads a joke file and e-mails it to several co-workers. **This is an ethical violation.** By e-mailing a file to co-workers the employee disrupts other state employees and obligates them to make a personal use of state resources. In addition, downloading files and distributing them to co-workers can introduce a computer virus, which can compromise state databases. For more information, please visit: [State of Washington's government page on Ethics](#)

Sexual Harassment

Sexual harassment is a violation of federal and state law and has the capacity to tarnish the academic and work environment of an educational institution. Sexual harassment in any form, by any member of the College community, including employees, agents, volunteers and representatives, students and all other persons authorized to be present on the campus or to represent the College at any time or place, is therefore prohibited by Lake Washington Institute of Technology. While it is the responsibility of the College to publish and make known this policy to members of the College community, it is the responsibility of the members to be familiar and comply with its provisions.

Sexual harassment can occur between members of the opposite sex or between members of the same sex, among College employees, among students, among other persons on campus, or between any of these persons. In some cases, sexual harassment may occur when a third party reasonably believes that a person in some position of authority gives or appears to give preferential treatment to another person in consideration of a romantic or sexual relationship.

It is a violation of College policy for any member of the College community to engage in sexual harassment. Furthermore, it is a violation of policy to retaliate against any individual or group of individuals who brings an allegation or files a complaint of sexual harassment, or who participates in any proceeding to determine if sexual harassment has occurred. Violations of these policies may result in disciplinary action up to and including dismissal from the College. Complaints of sexual harassment or violation(s) of these policies must be filed with the affirmative action officer or designee in accordance with policy 2.P.82 or 2.P.83.

Definitions:

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other oral or written communications or physical conduct of a sexual nature when:

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

Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or such conduct creates an intimidating, hostile or abusive work or academic environment.

Sexual harassment is further defined as conduct which places an objectionable emphasis on the sexuality or sexual identity of a person when:

The objectionable acts are directed toward person(s) of either sex;

The intent or effect of the objectionable act(s) is to limit or deny full and equal participation in employment or educational services, opportunities or benefits; or

The intent or effect of the objectionable act(s) is to create an intimidating, hostile or offensive academic or work environment for the members of either sex.

Conflicts of Interest and Abuses of Power: Sexual or Romantic Relationships with Students, Employees, or Members of the Campus Community

There is an inherent inequality in relationships between students and those College employees with a professional responsibility to teach, advise, counsel or otherwise facilitate students in their academic careers. Consequently the ability of students to genuinely consent to the romantic or sexual advances of such College personnel must be considered questionable. Such relationships may also create an appearance of favoritism in the eyes of third parties which may contribute to the creation of a hostile educational environment.

There is a similar inherent inequality between supervisors and administrators and those College employees whom they supervise when the supervisor or administrator has the ability to affect the employees' career advancement, pay, job assignments, or other terms and conditions of employment. Such relationships may also create the appearance of favoritism in the eyes of third parties and contribute to the creation of a hostile work environment.

Therefore, College employees are prohibited from engaging in any romantic or sexual relationship with or from making any overt romantic or sexual advances upon students whom they have a professional responsibility to teach, offer advice, counsel or otherwise facilitate in their (the students') academic careers.

College employed administrators or supervisors at any level are prohibited from engaging in any romantic or sexual relationship with or from making any overt romantic or sexual advances upon any employee or member of the College community they supervise or the terms and conditions of whose employment or position at the College they have the ability to affect.

Complaints may be initiated by a student, employee or other member of the College community who is or has been in a romantic or sexual relationship or is or has been the subject of overt romantic or sexual advances, or by third parties who allege they have been specifically adversely affected by such a relationship.

The President may initiate formal proceedings on his or her own initiative.

Any complainant who files a complaint under this policy in willful disregard of the truth may be subject to appropriate disciplinary proceedings.

Title IX Procedures

College procedures for investigation of alleged Title IX infractions, harassment, etc. Investigations of alleged Title IX violations or other serious conduct issues that may result in disciplinary actions will be prompt, thorough, and impartial. Confidentiality and equity are also key components of the investigative process. In the event that an employee is involved, as complainant, respondent or witness, in an incident requiring investigation, the College will conduct such investigations in good faith adherence to these principles.

Prompt complainant intake and notification:

The College strongly encourages timely reporting of any incident(s) of discrimination or harassment since long or unnecessary delays in reporting incidents may be detrimental to the accuracy of reports, and to the investigative process.

- A. Taking of complainant statements and initiating the investigative process.
 - 1. Within two working days of receipt of a complaint, the Title IX Coordinator and/or the Designated Investigator will make every effort to schedule a timely, confidential interview with the complainant to begin the fact finding process from the complainant's perspective (assuming the complainant is willing to move forward with the investigation). This will include the identification of any potential witnesses to the alleged incident. The complainant will be assured that the college will make every effort to maintain confidentiality during the proceedings, and the college will also request that the complainant also maintain confidentiality.
 - 2. Any witnesses to the alleged incident will be interviewed by the Title IX Coordinator/and or the Designated investigator and their statements, and any other documented aspects of the investigation, will be produced in a timely manner and with all deliberate speed. Witnesses will also be reminded that this is a confidential investigation.
- B. Notification to the respondent that a complaint alleging violation of the College's Title IX Policy or other serious behavioral issues, has been filed against him/her.
 - 1. Within one working day of being notified of the initial report, the Title IX Coordinator and/or the Designated Investigator will notify the respondent of the complaint, and will provide the respondent a copy or transcription of the written or recorded complaint within two working days of receiving the complaint. The respondent will be informed that strict confidentiality of these proceedings is to be maintained, and that he/she is to have no contact with the complainant during this investigatory process.

2. The Title IX Coordinator and/or the Designated Investigator will also notify the respondent's direct supervisor of the complaint within the same time frame.
 3. Copies or transcripts of witness statements and reports on other aspects of the investigation will be provided to the respondent within 2 working days of the report. When possible, such statements and reports will be provided to the respondent before any investigatory meeting.
- C. Investigatory meeting
1. The Title IX Coordinator and/or the Designated Investigator will schedule an investigatory meeting with the respondent at the earliest possible opportunity, but not less than 2 working days after providing the employee respondent with a copy or transcript of the written or recorded complaint. Represented employees have the right to request union representation in the investigatory meeting.
- D. Subsequent meetings and reports
1. Additional interviews and meetings as deemed necessary by the Title IX Coordinator and/or the Designated Investigator will be held expeditiously, and transcripts or reports of such interviews and meetings will be provided to both the complainant and respondent, in a timely manner and with all deliberate speed, in no case longer than 2 working days after such meetings or interviews are held.
 2. Both complainant and respondent will be provided with periodic updates on the status of the investigation.
- E. Timely completion/resolution
1. The administration will strive for an expeditious investigative process of 30 days from notice to completion.
 2. In the absence of criminal charges or other serious complications, the College will make every effort to come to a final resolution not less than 60 days from initial notice.
 3. In any event, within ten working days of the completion of the investigation by the Title IX Coordinator and/or Designated Investigator, the complainant and respondent, will be individually scheduled to meet with the Title IX Coordinator and/or Designated Investigation to receive and review the written report of findings from the investigation, and based on those findings what, if any, additional actions are required for final resolution of the complaint.

Thorough investigation

- A. Only employees trained in investigations and trauma response (if applicable) should participate in the incident investigation. Only the Title IX Coordinator or Designee should assign investigative responsibilities.
- B. All employees at the college have a responsibility to inform the Title IX Coordinator or Designee immediately if they are aware of a possible Title IX or other incident; no other persons should be informed of or involved in initial reporting of such incidents.
- C. The taking of formal complaints from either complainant or respondent:
 - 1. The formal complaint will be a first person account, recorded or written, of the alleged incident(s) in the complainant's own words.
 - 2. Investigators should ask for the names and contact information, if available, of witnesses to the alleged incident(s) and request the complainant to provide any corroborating evidence, if such is appropriate to the case, as soon as convenient.
 - 3. Investigators should follow best practice in investigative techniques which include, but are not limited to:
 - a. Interviewing all critical witnesses and minimizing possibility of witness coordination
 - b. Asking open ended, non-leading questions
 - c. Asking for clarification as needed
 - d. Preserving and challenging contradictory information
 - e. Using interpreters if English language skills are a barrier (in this situation a recorded statement is even more preferable)
 - f. Refraining from "speaking for" or "filling in the blanks" with the interviewee
 - g. Refraining from interrupting the interviewee.
 - 4. Complainants, respondents, and witnesses should be encouraged to get back in touch with the investigator promptly with further information if applicable.

Impartial investigation

A reliable investigation is not possible if the complainant, respondent, or witnesses have influence over the investigator. To these ends the Title IX Coordinator or Designee will:

- A. Ensure the complainant, respondent, or witnesses do not supervise or report to the investigator.
- B. Only assign investigators who have no stake in the outcome of the investigation.
- C. Contract with an outside vendor to investigate the matter if needed to ensure an impartial investigation.

Confidentiality for all involved

Allegations of sexual harassment and other infractions subject to disciplinary procedures may jeopardize the reputations, family relationships, future employability and many other aspects of the lives of employees and students whether as complainant or respondent. Therefore, confidentiality is to be observed and defended in every respect.

- A. Investigations, complaints, responses, reports, witness statements and all other pertinent documents and evidence relative to allegations of Title IX and other serious violations in which employees are either complainant or respondent will be safeguarded as confidential materials.
- B. All access to the complaint and other materials will be permitted on the basis of “right to know,” as it applies to the complainant and respondent, and “need to know” as it applies to direct line supervisors and administrators.
- C. The College does not authorize access by other parties except as required by law, contract, CBA, or published policy.
- D. Providing or taking unauthorized access to confidential documents is prohibited and may be subject to disciplinary action.
- E. For employees, all records of investigations in which the respondent is found not to be in violation of Title IX or College policy will be stored separately from the employee’s personnel file and entirely purged after three (3) years, in the absence of any other similar allegations during that period.

Equity for all involved

Title IX and the Washington State Administrative Procedures Act, RCW 34.05, explicitly require investigations of alleged sexual harassment violations or other serious conduct issues to be conducted equitably. In all aspects of the investigation, complainant and respondent will have equal access to pertinent information, equal opportunities to address questions, allegations or other issues, equal opportunities to respond and equal time to prepare statements, evidence and/or responses.

- A. The investigation shall include but not be limited to
 - 1. Interviewing the complainant and respondent
 - 2. Interviewing relevant witnesses and reviewing pertinent documents or other evidence as identified by either complainant or respondent
- B. The employee, whether as complainant or as respondent, will be afforded timely access to any and all information to be used in the investigatory hearing or other parts of the process and to all reports generated in the course of the investigation, similar to other parties to the investigation.

- C. Questions posed to the respondent in an investigation will be limited in scope to those issues of which the respondent has been notified in the complaint and/or in other documents and materials which have been provided to the respondent.
- D. Throughout the investigation, including at any investigatory meetings or hearings, all parties will have equal opportunity to present relevant witnesses and other evidence.
- E. Employees as complainants or respondents will be given the opportunity to respond to witness statements and reports on other aspects of the investigation whenever they are generated. When appropriate responses should be submitted in writing or recorded for the protection of all concerned.
- F. As complainant or respondent, the employee, if represented, is authorized to share details of the complaint and other pertinent information about the investigation with their respective union representatives, colleagues, or other individuals who may be helpful in addressing the issues of the investigation. Such authorization will be subject to the same expectation of confidentiality as previously described.
- G. As provided by the College's Title IX Policy, either the respondent or complainant may seek reconsideration of the decision by the Title IX/EEO Coordinator. Requests for reconsideration shall be submitted in writing to the Title IX/EEO Coordinator within seven days of receiving the Decision. If a request for reconsideration is received, the Title IX/EEO Coordinator shall respond within ten (10) business days.
- H. Retaliation by, for or against any participant (including but not limited to complainant, respondent, witness, Title IX/EEO Coordinator, or designated investigator) is expressly prohibited. Any person who thinks he/she/they has/have been the victim of retaliation should contact the Title IX/EEO Coordinator immediately.

Students with Disabilities

Lake Washington Institute of Technology provides full support services to all students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The ADA prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications.

The primary function of [Disability Support Service](#) is to provide qualified students with documented disabilities an opportunity to benefit from and access programs and services. DSS provides academic adjustments to qualified students with a physical, sensory, psychological or learning disability.

Academic adjustments are arranged on an individual basis and may include, but are not limited to, note taking, sign language interpreters, a non-distracting environment, additional time on exams/quizzes, digital recorders, priority registration and conversion of textbooks to E-text. All adjustments must be supported by information contained in medical documentation.

The college is committed to providing academic adjustments, including core services, to qualified students with disabilities. The purpose of this policy is to identify the rights and responsibilities of students under the Americans with Disabilities Act and section 504, State of Washington Laws of 1994, Chapter 105 (RCW 28B.10.910 - .914), and to establish clear guidelines for seeking and receiving academic adjustments.

Information for Faculty Regarding Disability Support Services

The DSS office is designed to assist faculty as well. If you have any questions stop by our office in West 207 or contact: Mony Loeum, Assistant Director of Student Development, via email or (425) 739-8300.

Student Eligibility for DSS

For a student to receive services related to disability at LWTech they must first:

- Identify themselves to any college employee
- Be referred to the Disability Support Services (DSS) office

Once at the DSS office they must:

- Have an intake interview with DSS
- Provide appropriate documentation of the disability
- Complete a "Request for Services" with the DSS staff

The DSS office will then generate an Authorization Letter informing the student's instructors of the academic adjustments needed to negate the effect of the disability in the class room. The Authorization Letter is emailed to each instructor.

The student should also make appointment or visit during office hours to discuss with the instructor the details of how the adjustments will be provided in each specific class.

Whenever an instructor has questions or concerns regarding the adjustments, the instructor should provide the adjustments but immediately contact the DSS office via email or ext. 8166 from any campus phone.

Authorization Letters

Authorization Letters are a list of approved Academic Adjustments and/or Auxiliary Aids for the student. Approval for adjustments is made by the LWTech Disability Support Services Coordinator.

"**Academic Adjustments**" in college programs and services are modifications of those programs, policies, practices, and procedures that enable qualified students with a disability to have an

equal opportunity to benefit from and have access to college programs and services and providing auxiliary aids and services.

Explanation of Adjustments

Here are some explanations of listed academic adjustments stated in Authorization Letters:

Extended time on tests

"Extended time" means that students should be allowed the time needed to complete the exam. Students will receive either 1.5 or double time; instructors should not involve themselves in determining the length of exam. Because this creates an "open ending" time this takes to administer tests, DSS offers as a service to the faculty the proctoring of exams that involve additional time.

"Exams" involves any examination format (whether called a quiz, test, or exam) which results in a grade that will be a factor in the final grade awarded in a class.

Testing in a reduced distracting environment

A student with attention issues must be tested in an environment which is as free of distracting visual and auditory elements to this student as possible. Instructors who are proctoring their own exams must also provide this adjustment if it appears in the Authorization Letter.

Identification of a note taker

The instructor is responsible for identifying another student in the class who is willing to take notes for the student with a disability. The student with a disability will have a NCR (no carbon requirement) notebook for the note taker to use. If the instructor cannot find a student to serve as a note taker, the instructor should contact the DSS office as quickly as possible. (NOTE: the student should NOT be told to find the note taker on their own). Note takers receive \$50 at the end of the quarter.

Use of a tape/digital recorder

The use of a tape/digital recorder, whether to record the entire class or portions of it, must be permitted.

Use of a laptop

The use of laptop computer to take notes or to do in-class assignments must be permitted. If the computer has Internet capability, the instructor has the right to set parameters as to whether and to what extent the student can utilize this aspect of the computer during class time.

Flexibility in attendance requirements as appropriate

Student with chronic health problems which might have unexpected, acute episodes should not be penalized for simply missing class. However, if the class involves in-class group participation, such flexibility may not be possible. Only those absences directly related to the condition are

affected by this adjustment. Even when the absences are directly related to the condition, instructors should contact the DSS Office if they believe the absences are going to prevent the student from being successful in the class.

Use of a scribe or reader as needed

A scribe is someone who writes out the answers dictated by the student. A reader is someone who reads print material aloud to the student. Instructors who are proctoring their own exams must also provide these adjustments.

Oral testing as appropriate

There are certain learning disabilities that affect written expression. Such students are much better at demonstrating their mastery of the instructional material if they are allowed to do so in an oral format.

Services of an ASL interpreter

Deaf and profoundly hard of hearing students rely on American Sign Language interpreters to translate English into ASL for they can understand the information. They also voice in English what the deaf or profoundly hard of hearing student signs to them. There is set protocol on how to work with interpreters. Unless instructors have had training in working with hearing impaired individuals and interpreters, they should contact the DSS office to set up one-on-one training on the protocol.

Printed materials in alternative electronic format or enlarged print

Individuals with sight impairments may need to use speech recognition software to access printed information that other students can read. This includes textbooks, instructional packets, and class handouts. The DSS Office will take the lead in trying to obtain the electronic format from publishers. Instructors should contact the DSS Office if they need assistance in converting other instructional materials into electronic format.

Other visually impaired individuals prefer to use enlarged font materials. Again, if instructors need assistance in creating such materials, they need to contact the DSS Office as soon as possible.

Use of a FM Loop System

Some individuals benefit from using a FM Loop system. This consists of a small microphone worn by the instructor with a power pack. The student wears a hearing device and has a receiving unit which allows adjusting the volume of the incoming sound. The DSS Office checks out the FM Loop system to the student for the academic quarter.

More information visit the [Disability Support Services web](#).

Professional-Technical Certification

Background

Required by the Washington Administrative Code (WAC), full-time Professional-Technical faculty are required to have a Professional-Technical Certificate. Part-time Professional-Technical Faculty teaching a two-thirds full-time load for more than the equivalent of 3 quarters are also required to be certified. For more information: [WAC 131-16-091](#), [WAC 131-16-092](#), [WAC 131-16-093](#), and [WAC 131-16-094](#).

How do I get certified?

- STEP 1:** Complete the Application for Professional-Technical Certification
- STEP 2:** If you are applying for **Initial Certification**, work with your Dean/Director to complete the Faculty Professional Development Plan for Prof-Tech Faculty by determining which Key Activities* from the drop-down menu most need to be addressed for your professional development and the development of your program/department.
- If you are applying for **Standard or Renewal Certification**:
- A. Review your previous Professional Development Plan with your Dean/Director to verify that all of the proposed activities have been completed, AND
 - B. Work with your Dean/Director to complete a new Faculty Professional Development Plan for Prof-Tech Faculty for the next 5 year certification term with your proposed Key Activities* from the drop-down menu.
- STEP 3:** Complete First Aid/CPR and Blood Borne Pathogens Certification (*if required* – see list of exceptions). New instructors must obtain First Aid/CPR and Blood Borne Pathogens certification prior to the start of their 2nd quarter of instruction. Renewing instructors must obtain their new cards prior to their old cards expiring.
- STEP 4:** Submit your Application, Professional Development Plan (for **Initial Certification**) OR your previous **and** proposed Professional Development Plan (for **Standard or Renewal Certification**), and a copy of your First Aid/CPR and Blood Borne Pathogens Certification (if required) to your Division Admin, who will send them to the Dean/Director for signature using DocuSign.
- STEP 5:** Once your application packet is approved and signed by the Dean/Director, the documents listed in Step 4 will be sent to the Executive Administrative Assistant

(Melissa Curtis, E221R) through DocuSign for final review before being sent to the Vice President of Instruction through DocuSign for approval and signature.

STEP 6: When your application is approved and signed by the Vice President of Instruction, a signed copy will be sent through DocuSign to the Executive Administrative Assistant who will issue your Professional-Technical Certificate. A copy will also be sent to the Faculty, Dean/Director, and Division Admin for filing.

Where can I find all of the forms?

All of the forms can be found in the [Files section](#) of the [P ~ Prof-Tech Certification \(Private\)](#) group on Yammer.

[Prof-Tech and PDP Workflow](#)

[1 - Professional-Technical Certification Instructions - Fall 2016](#)

[2 - Application for Professional Technical Certification - Fall 2016](#)

[3 - PDP for Prof-Tech Faculty - Fall 2016](#)

Where can I get First Aid/CPR and Blood Borne Pathogens Certification?

A number of locations in the surrounding area and websites offer First Aid/CPR and Blood Borne Pathogens classes. A list can be found in the “Files” section of the “P ~ Prof-Tech Certification (Private)” group on Yammer.

[First Aid-CPR-Blood Borne Pathogens Requirements - Fall 2016](#)

Questions?

Contact your Dean/Director, or Melissa Curtis at 425-739-8420 or by [email](#).

*For more information on the Key Activities, see the [Professional Technical Instructors Skill Standards - 2012 Update](#).

First Aid/CPR requirements for Professional Technical Faculty—WAC131-16-093

(d) A current first-aid certificate, including CPR and blood borne pathogens, must be earned by professional-technical instructors prior to the second quarter of employment in professional-

technical programs where the instructional environment brings students into physical proximity with machinery, electrical circuits, biological or radioactive substances, chemicals, flammables, intense heat, gases under pressure, excavations, scaffolding, ladders, and/or other hazards. Responsibility for ensuring that appropriate staff has first-aid training will rest with the assigned chief professional-technical administrator. The specific type of first-aid program, including CPR, required of professional-technical instructors shall be achieved by passing a course of first-aid/CPR/blood borne pathogen instruction and participation in practical application of subject matter determined and required by the department of labor and industries. Specifically excluded from conformance to the first-aid requirement are:

- Those instructors who teach related subjects to professional-technical students, i.e., mathematics, English, or communications skills, etc., when such subjects are taught in classrooms rather than shops or laboratories.
- (ii) Physicians, registered nurses, licensed practical nurses, and others when their occupational competencies and training include first-aid knowledge and skills equal to or superior to that represented by the first-aid certification being required under these regulations.

All part-time faculty must adhere to the same requirements as full-time faculty for health and safety reasons within the classroom. Health professionals have additional industry requirements. This includes the following programs:

Auto Collision	Diesel	Machining
Auto Repair	Electronics Technician	Parent Education
Baking Arts	Engineering Technology	Power Equipment
Childcare	Fitness	Transportation and Logistics Management
Computer Sec/Network Tech	Funeral Services Education	Transportation Core
Culinary Arts	Horticulture	Welding
Dental Assisting		

Salary Increment—Section 31 of LWITFT Bargained Agreement

Each year faculty must fill out a professional development plan with their Dean listing activities to be completed during the year.

During spring quarter, faculty submits completed activities to the dean for review and sign-off. Between May 1 and the August 1 deadline faculty submit this plan to Human Resources as increment (salary advancement) documentation. Please see Article 6 and Article 31 of the faculty bargained agreement for more details.

Section 31.4 - Increments: Faculty may increment steps (vertically) if they have met the eligibility requirements and funding is available.

Section 31.4.1 Step Advancement: Subsequent to initial placement or promotion to tenure on the faculty salary schedule, eligible faculty may increment salary steps; *Provided*, they have completed a pre-approved professional development activity and have been on the preceding step for one entire contracted academic year for full-time faculty or one thousand (1000) hours as reported to Labor & Industries for part-time faculty.

The Professional Development Activities Record should be used to assist you in tracking your activities.