

# **Faculty Manual**

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## **Introduction**

September 2006

Dear Faculty Colleague:

This Faculty Manual (revised from 2000) contains information and requirements as set forth in the Faculty Master Agreement. Please consult it for answers to questions you may have.

This manual is completely online and links to other important documents, such as Administrative Policy Manual. If you are looking for forms and guidelines, almost all can be found on the web site of the Academic Deans.

We hope you find this document useful and valuable.

Sincerely,

Dr. Ann M. Green  
Dean of Arts & Sciences

Chris Beacco  
Dean of Occupational Education

## **Annual Professional Responsibilities Report & Plan Overview/Purpose**

The APRP is the faculty self-reporting evaluation tool which documents achievements in the current academic year and lays out plans for the next. The packet of department APRPs and departmental goals is due to the Office of the Academic Deans by March 1<sup>st</sup> of each year. Annual faculty submit the APRP directly to the dean by February 1<sup>st</sup> as part of their teaching portfolio.

The academic deans use the APRPs to celebrate faculty achievement. The information is needed for such projects as Program Review, and for assessment purposes (student evaluation and course improvement), Strategic Planning, AQIP initiatives, and accreditation. To those ends, it is vital to describe roles and activities using measurable objectives.

**Please email the APRP to your department chair who reviews all the reports/plans from the department and submits them, along with a summary report of the previous year and department goals, to the office of the academic deans by March 1<sup>st</sup>.** The deans are committed to reviewing and responding to the APRPs in a timely fashion

**Use the template below for activities and plans.**

See ARTICLE X – Professional Growth, A through C, for contract language.  
<http://www.jccmi.edu/HumanResources/05%2008%20JCCFA%20agreement.pdf>

# Annual Professional Responsibilities Report & Plan Template

## I. Efforts That Support Teaching/Learning

- How do your syllabi respond to ADOs?
- Have you emailed your most current syllabi and office hours to the Office of the academic deans?
- Have you submitted Student Outcomes (Success Tables requested once a year for each course) for your most current courses to the Faculty Assessment Committee?
- Do your courses have current Course Reviews (reviewed every five years) on file with the Curriculum Committee?
- Describe other roles and activities that belong in this category (service learning, diversity, use of technology, group work, etc)

## II. Professional Development

Please name and categorize your professional development (including JCC Learning Days) activities in the following ways that are appropriate to you.

\*Note that you're not being asked to respond to all the categories, only to categorize your responses.

- Diversity Training
- Coursework
- Technical Training
- Discipline Based Conferences
- Pedagogy
- Service Learning
- Mentoring
- Advising
- Other (specify)

## III. Service to the Department and the College

Please name and categorize your service in the following ways that are appropriate to you:

- Active involvement in an Academic Committee
- Active involvement in department governance/meetings
- Participation as a mentor for faculty
- Involvement in College initiatives (Project Success Day, CIP, AQIP)
- Active involvement with other College activities
- Volunteering with College organizations (student groups, Adopt-a-Highway)
- Ad Hoc Committee Member (i.e., Renovation design team)
- Other (specify)

#### **IV. Service to the Community**

Please name and categorize your service in the following ways that are appropriate to you:

- Membership in service organizations
- Service to non-profit organizations
- Work with educational institutions
- Other (specify)

#### **V. Student Evaluations.**

- Indicate which student evaluation form you use (see Faculty Manual [http://www.jccmi.edu/administration/deans/faculty\\_manual.htm](http://www.jccmi.edu/administration/deans/faculty_manual.htm)).  
If you use your own evaluation, please attach a copy of the form.
- Summarize your conclusions about the student evaluations.
- Indicate revisions you intend to make to your courses to improve student success based on the results you received.

#### **VI. Use of Professional Responsibility Days**

(11 days/77 clock hours)

Please describe how you use the time that is set aside for individual professional work.

## The Teaching Portfolio Guidelines

"Instructors on annual contract will be responsible for the following: An APRP as specified in Section A.2 [and] A portfolio to be constructed in accordance with the guidelines described in the Faculty Manual, and in consultation with the annual contract faculty's mentor, mentoring committee, and the supervising Dean." *Article X, B.1, 2, JCC Board of Trustees & Faculty Association Agreement, September 1, 2005 to August 31, 2008*

The primary focus of community college faculty is teaching. During the first three years of annual contract status, faculty create, develop and fine-tune learning environments that stress active participation by students, that offer a variety of classroom techniques for learning, and that use available and emerging technology and other alternate modes of information delivery.

Hand in hand is the recognition of the value of assessment in improving learning environments. Assessment at JCC occurs on several levels: within the class, course and program review, and institutional. Classroom assessment takes place at the individual classroom level more or less continually as faculty determine how students are succeeding in completing course objectives. Student evaluations provide necessary and valuable feedback. In the first three years, faculty are also evaluated through classroom observation and reporting by peers from the mentoring team and the dean.

The Associate Degree Outcomes are the overarching knowledge, skills and abilities we have determined our graduates should have. Every course in the institution contributes to these outcomes in some way. Once a year faculty report student success for each course they teach in terms of the ADOs. These data are aggregated and analyzed to give us a snapshot and trends of student achievement on a more global level.

The Teaching Portfolio documents this process over the course of three years. It can be considered an expanded and continuous Annual Professional Responsibilities Plan which evidences professional accomplishment and provides a history through narrative and artifacts of the first three years at JCC. Designed to show the evolution of teaching and to reinforce reflective practice, the portfolio ultimately argues for continuing contract status.

The portfolio consists of seven major sections:

- *Annual Professional Responsibilities Plan*
- *Teaching Responsibilities*
- *Teaching Philosophy, Objectives and Strategies*
- *Representative Examples of Instructional Materials*
- *Evaluations of Teaching*
- *Teaching Honors and Activities Taken to Improve Teaching*
- *Other Activities, contributions, and service to the department, College, and external communities*

**The Process:** Throughout the academic year, it's helpful to maintain a file where you collect relevant information and artifacts so you have those items to compile for the Portfolio. (Please do not use plastic sleeves for each page.) Give yourself a timeline for the classroom and committee visits and other requirements. Start writing the portfolio early so the deadline doesn't sneak up on you. You may submit a draft to the dean by the second week in January if you would like a pre-deadline review.

**The first year portfolio** creates the groundwork or structure of the portfolio. Focus on the single most important course you are teaching this academic year. The heart of this year's portfolio is the section of *Teaching Philosophy, Objectives and Strategies*. In your reflection, highlight the single course that is your first-year focus.

The section on *Representative Examples of Instructional Material* includes samples (not everything!) from the course you're focusing on. If you're comfortable with the technology, you may submit these materials in the form of a CD or DVD.

*Evaluations of Teaching* includes your student evaluations from the fall semester, at least one peer teaching observation report from your mentoring team, the dean's classroom observation report, and reflective comments.

*Teaching Honors and Activities Taken to Improve Teaching* consists of both professional development goals and a report on one reciprocal classroom visit.

*Other Activities, Contributions, and Service* includes reports on visits to at least two College committees as well as any other pertinent service outside the classroom.

**The Second Year Portfolio** is broadened to include a second course you teach, with representative materials, further classroom visitation reports, reports from reciprocal classroom visits, summaries of at least four more College committees you've attended, and a description of service beyond the classroom. Update any parts of the portfolio that require attention. Please indicate which items you have added this year, distinct from those of the first year.

**The Third Year Portfolio** includes all courses you are responsible for with sample materials. Beyond the observation reports from peers on your mentoring team and the dean, there must be letters from your mentor and your department chair on behalf of the department recommending you to continuing contract status.

By this time, much of the work has been done. Use the third year to reflect once more on your teaching philosophy, objectives and strategies. By now you should have clear goals as well as significant progress in your professional development. Your service to the department, College, and community will be documented and you will have visited and summarized all the College committees to understand the role faculty play in the work of the institution. Please indicate which items are new this year.

**Portfolios are due to the dean on or before February 1<sup>st</sup>.** "Annual contract faculty members in their first two years of service shall submit an APRP and a draft of his or her portfolio to the supervising Dean by February 1<sup>st</sup>. By February 20<sup>th</sup> of each year the supervising Dean will have reviewed the data compiled and presented by the instructor on an annual contract as well as departmental input. *Article X, B.3.*

"Annual contract faculty members in their third year of service shall submit an APRP and the final version of his or her portfolio to the supervising Dean by February 1<sup>st</sup>. By February 20<sup>th</sup> of the third year of the annual contract the supervising Dean will meet with the instructor and the mentor to assess professional growth. The Dean will notify the instructor within five (5) working days of his/her intent to recommend the instructor for continuing contract or to non-renew the instructor. During the third calendar year of annual contract, instructors hired mid-year (during or just prior to Winter semester) will submit materials by October 1<sup>st</sup>." *Article X, B.3.*

**Evaluation of Teaching Portfolio  
Annual Professional Responsibilities Plan  
For Annual Contract Faculty**

**Due February 1<sup>st</sup>**

**Instructor** \_\_\_\_\_

SECTION	POSSIBLE MATERIAL	CRITERIA
<b>1. Annual Professional Responsibilities Plan</b>	See template on website of the Academic Deans for specific materials.	-Does the APRP outline the content of this Teaching Portfolio?
<p>Comments:</p> <p>Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding</p>		
<b>2. Teaching Responsibilities</b>	<p>Courses taught:</p> <ul style="list-style-type: none"> <li>• Content</li> <li>• Relationship to other required/elective/sequenced courses</li> <li>• Information about students taking courses</li> <li>• Newly-designed or traditional</li> <li>• Method of delivery</li> </ul> <p>Other teaching responsibilities (if any)</p> <ul style="list-style-type: none"> <li>• Field teaching</li> <li>• Precepting, clinicals, other</li> <li>• Mentoring adjuncts</li> <li>• Advising</li> <li>• Student organizations/other extra curricular responsibilities</li> </ul>	<p>- Are the breadth and depth of the teaching responsibilities appropriate to this faculty member at this point in his/her career at JCC?</p> <p>- Are the teaching responsibilities appropriate to departmental and/or program goals?</p> <p>- Does the faculty member have additional responsibilities such as designing new courses or redesigning old ones, or being responsible for key required courses?</p> <p>-What is range of other teaching responsibilities?</p> <p>- Is the faculty member responsible for special kinds of teaching or teaching-related activities?</p> <p>- Are these additional responsibilities appropriate at this point in his/her career?</p>
<p>Comments:</p> <p>Reviewer's rating ___ Needs work ___ Satisfactory ___ Good ___ Outstanding</p>		

### 3. Teaching Philosophy, Objectives and Strategies

Reflective Statement of teaching philosophy, objectives, and strategies. Include reflections of use of class assessment data to improve student learning.

- Is there a clear explanation connecting the reasons for teaching, the choice of subject and the choice in methods?
- Is there a description of beliefs about students and the student's role, beliefs about learning and about the role education?
- Are teaching objectives clearly stated?
- Do these objectives reflect a focus on student learning?
- Are process, as well as content, objectives included?
- Do teaching objectives reflect regard for departmental and College concerns as well as the individual's perspective?
- Does statement reflect knowledge of research findings about effective teaching and student learning in this content area?
- Are uses of measures and/or student learning outcomes explained?

Second and Third Year Portfolio – include reflection on results of Associate Degree Outcomes for your students.

Comments:

Reviewer's rating \_\_\_ Needs work \_\_\_ Satisfactory \_\_\_ Good \_\_\_ Outstanding

### 4. Representative Examples of Instructional Material

Syllabus

Student Assignments

- Written assignments/homework
- Examinations
- Problem sets
- Study guides
- Other

Student Work

- Graded exams with feedback
- Written work with feedback
- Other work with feedback

Teaching Methods/Material Used

- Written discussion plan
- Visual aids
- Cognitive maps
- Description of non-print materials
- Description of field trips.
- Use of appropriate technology
- Other

- Does the syllabus meet department/College guidelines and exemplify good teaching practice in the discipline?
- How effectively do tests, assignments, problem sets, etc. represent the kinds of student performance specified in the course objectives?
- Are the materials current, adequate, and appropriate to course goals?
  
- What was the level of intellectual and skill performance achieved by students?
- How effective was instructor's feedback?
  
- How effective are materials and activities?

Comments:

Reviewer's rating \_\_\_ Needs work \_\_\_ Satisfactory \_\_\_ Good \_\_\_ Outstanding

### 5. Evaluations of Teaching

#### Students

- Student evaluations of teaching

- How has the instructor worked to solicit and utilize feedback from students on their learning?

#### Peer

- Peer teaching observation reports

- What teaching strengths and problems have been identified by peers who have observed this instructor's classroom?

#### Administrator

- Dean evaluation of teaching

- What teaching strengths and problems have been identified by the dean in observing this instructor's classroom?

#### Unsolicited

- Unsolicited letters of evaluation from students, administrators, colleagues/peers

- What pattern of response has been shown by this instructor when teaching problems have occurred? Were the responses successful?

#### Self

- Reflective comments on evaluations

-How will the findings be used to improve student learning?

Comments:

Reviewer's rating \_\_\_ Needs work \_\_\_ Satisfactory \_\_\_ Good \_\_\_ Outstanding

### 6. Teaching Honors and Activities Taken to Improve Teaching

#### Honors and awards (if any)

- What is the nature of the honor/award, its criteria, and how earned?

Professional development goals and strategies  
Workshops, conferences, regional/national meetings (if any)  
Grants for improving teaching/learning in discipline (if any)

- What is the range and depth of these activities?  
- How have these activities resulted in improved student learning in the instructor's classes?

Reports/reflections on reciprocal classroom visits

- How has this activity worked to improve the instructor's classroom and student learning there?

Comments:

Reviewer's rating \_\_\_ Needs work \_\_\_ Satisfactory \_\_\_ Good \_\_\_ Outstanding

### 7. Other activities, contributions, and service to the department, College and external communities.

#### Department service

- Shared governance activities (if any)
- Other department activities and accomplishments

- How have these activities worked to improve the climate for teaching and learning in the department?

- Mentee experiences
- College service
- Committee visitations & reflections
  - Committee service (if any)
  - Other College activities (if any)
- Community service (if any)
- Outreach activities
  - Memberships in local, regional, national organizations
  - Speaking assignments
  - Other service to communities
- Other activities
- Orientation and training session materials and/or reflections
  - Other activities designed with mentoring team (if any)
  - Mentoring activity reports
- How have these activities impacted the overall teaching quality in the department?
- How have these activities worked to improve the climate for teaching and learning in the College?
- How have these activities impacted the overall teaching quality in the College?
- How have these activities worked to improve the image of the department, the College, the profession in the external community?
- How have these activities worked to improve learning in the external community?
- Do these activities demonstrate collaborative relationships with colleagues?
- Do the reflective comments suggest a thoughtful analysis of how the instructor will best fit into the campus and culture?

Comments:

Overall Rating      \_\_\_ Needs work    \_\_\_ Satisfactory    \_\_\_ Good      \_\_\_ Outstanding

Other comments, concerns and notes:

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

## **Mentoring Program Philosophy and Purpose**

THE JACKSON COMMUNITY COLLEGE MENTORING PROGRAM pairs annual contract full-time faculty (mentees) with experienced tenured faculty (mentors). The over-arching philosophy of this program, aims to enhance the new faculty member's knowledge of the College and his or her own philosophy of teaching in order to improve overall opportunities for student success, individual professional success, and new faculty retention. In particular, the purpose of this program is to: 1) acculturate new faculty to the College's vision, mission, and goals; 2) provide a broad understanding of the College's operations and support systems for faculty and students; 3) familiarize new faculty with their department's goals, objectives, outcomes, programs, course offerings, procedures, and policies; 4) provide an informal and formal (mentoring team) support network for the new faculty member; 5) facilitate learning opportunities which encourage excellence in instruction and continuing professional growth for both the mentor and the mentee; 6) create opportunities for personal and professional contributions to students, the department, the College, and the community; 7) assist the mentee in the development of the APRP and the teaching portfolio.

### **Criteria for Selecting Mentors**

At JCC, we believe that good mentors should have qualities such as:

- Have earned faculty tenure.
- Have demonstrated substantial participation in shared governance of JCC.
- Have demonstrated good rapport with students, and regular availability to them during advertised office hours.
- Have demonstrated strong interpersonal skills with faculty, administrative, and support colleagues.
- Have strong organizational and planning skills.
- Have demonstrated a variety of teaching/learning methods which can serve as models for the mentee.

A Mentor should be:

- Willing to learn, experiment and grow in teaching/learning methods along with mentee.
- Willing to meet regularly with mentee.

3.3.1

- Willing to share teaching experiences, both successful and unsuccessful, with the mentee.

### **Role of Mentor**

A JCC mentor should:

- Demonstrate empathy, objectivity, respect, effective listening and problem solving skills as well as strong interpersonal and communication skills.
- Offer formal and informal opportunities to dialogue with the mentee about issues related to the culture of academia as well as the norms, customs and practices associated with the profession and discipline.
- Assist the mentee in gaining an understanding of the institution and community (e.g., the culture, history, successes and challenges of the institution and the community).
- Serve as a positive and active role model in terms of teaching, institutional and community service
- Serve as a resource as well as a bridge between the mentee and the administration. It is important to note that the mentor is not a supervisor. Rather, the mentor serves as the creator of a non-threatening environment in which the mentee's skills can be developed to the greatest degree possible.
- Offer honest and frequent feedback in terms of classroom issues, departmental and college matters
- Serve as a resource to the mentee and assist the mentee with the creation and development of the APRP and teaching portfolio
- Nurture leadership qualities in the mentee.
- Assist the mentee in finding his or her own role as a teaching professional, and as a member of the JCC community.
- Demonstrate a commitment to the mentoring process and relationship.
- Recognize that mentoring is an art as well as a science.

## **Role of Mentee**

A JCC mentee should:

- Assume responsibility for his/her own personal growth.
- Create an APRP with the assistance of the mentor.
- Strive to be proactive, positive and reflective about what he or she is learning and experiencing.
- Work with the mentor to identify the mentee's strengths, weaknesses and interests so as to become a better teacher and member of the college and community.
- Work with the mentor (and the supervising Dean as needed) to identify priorities and areas of focus
- Solicit feedback and be open to growth, development and change

## **Duties of the Mentor and Mentee**

A JCC mentor will:

- Attend a mentoring information session outlining the expectations of the role of mentor (to be jointly developed by the faculty and the administration).
- Engage in reflective reciprocal classroom visits with the mentee no less than 2 times per year.
- Help arrange reflective reciprocal classroom visits for the mentee with other continuing contract faculty.
- Make himself or herself available to the mentee as an academic resource, providing guidance in such areas as: construction of syllabi, tests, and assessment plans; establishing course objectives; developing teaching strategies; dealing with classroom management; and developing a teaching philosophy.
- Meet with the supervising Dean and the mentee to monitor progress toward continuing contract.
- Introduce the mentee to the culture of the college, and to faculty in other departments.
- Arrange other optional activities with the Mentee.

- Organize and lead a mentoring committee (with mentee input) and schedule regular mentoring committee meetings.
- Be willing to provide feedback for future modification of the mentoring process.

A JCC mentee will:

- Engage in reflective reciprocal classroom visits with the mentor and other faculty members.
- Attend regular meetings with the mentor.
- Construct an APRP and teaching portfolio with the assistance of the mentor and the mentoring committee.
- Meet with the supervising Dean and the mentor to discuss progress toward continuing contract.
- As schedule permits, visit college-wide committees, attend a Board of Trustees meeting, and meet with leaders of the Faculty Association in order to acquaint himself or herself with the culture of the college. Write a brief summary and reflection on these visits to be included in the APRP report and Portfolio.
- Be willing to provide feedback for future modification of the mentoring process.

### **Role of Supervising Dean**

The role of the supervising Dean is to support the mentoring program and promote good practice. Below are some specific ways in which this occurs:

- The Academic Dean authorizes appropriate release time or stipends for mentees.
- The Academic Dean periodically meets with each mentor and/or the mentoring team and annual contract faculty member to review APRPs, goals, portfolios, performance, and professional development.
- The Academic Dean provides mentors and mentees with appropriate resources for professional development.
- The Academic Dean models good mentoring practice in how he or she performs the role of supervisor and dean.

## **Student Evaluation of Full-Time Faculty**

As part of the contract between the Jackson Community College Faculty Association and the College, all full-time faculty are required to document their use of student evaluations.

“The APRP will include the documented use of student evaluations including a copy of the form(s) utilized, a summary of the results and a record of any action(s) taken. Approved student evaluation forms and procedures are contained in the Faculty Manual.” ARTICLE X, 2, e.

Student evaluations serve the purposes of improving professional practice, improving curriculum and learning, and providing the students with a voice in this improvement. Results of these evaluations can assist faculty members in monitoring their performance in teaching effectiveness, material preparation, working with students, professional preparedness related to the discipline, and to learning and teaching in general.

### **Procedure**

The faculty member must use either a student evaluation form contained in this manual, or contact the Academic Dean for approval of an alternative form. Teaching faculty are expected to use student evaluations each semester (preferably at the semester’s end).

The evaluation procedure should protect the confidentiality of student responses by allowing students to complete the forms without the faculty member present or by having a student or staff member other than the instructor collect the forms in a sealed envelope.

Faculty summarize the results of the evaluations and revisions made to improve student learning. These are reported on the APRP.

## **Student Evaluation of Full-Time Faculty Instruments**

Nine short answer evaluation instruments can be found at:

<http://www.jccmi.edu/administration/deans/Faculty%20Manual/StudentEvalFormA.pdf>

Click on the appropriate link to find evaluations B, C, D, E, F, G, H, and I.

If a different form is used, that should be included with the APRP.

## **College Policies**

Outline of Student Complaint Process

<http://www.jccmi.edu/administration/deans/StudentComplaintProcess.html>

College Policies – The following link Administrative Policy Manual whose Table of Contents is listed below.

<http://www.jccmi.edu/HumanResources/AdminPolicy.pdf>

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