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The Faculty Handbook is published to give current, new and prospective faculty members useful information about the College and its academic policies, use of various services, and staff duties and responsibilities related to academics. This handbook is only meant to be a guide for faculty use; its content is written with the faculty perspective in mind. Official policies and procedures of the College govern the topics addressed. Student policies can be found in the Student Handbook and Catalog (https://catalog.dunwoody.edu/catalog-student-handbook/). Policies affecting all employees are found in the Employee Handbook (https://catalog.dunwoody.edu/employee-handbook/) including the Unlawful Harassment and Sexual Conduct Policy.

This handbook supersedes any prior Faculty Handbook and does not create an express or implied contract or guarantee employment for any term.

The information contained in this handbook is subject to change as a result of action by federal and/or state governments, the trustees of Dunwoody College of Technology and the administration of Dunwoody College of Technology. Questions concerning the contents of this handbook should be directed to the appropriate College department or official.

About Dunwoody

Message from the President

Dear Faculty,

You are part of a proud tradition that stretches back more than 100 years. It is in your classrooms, labs, shops, and studios that our students learn the skills and develop the habits that lead to successful careers.

Faculty members like you deliver Dunwoody’s value proposition – every day, in every class. Dunwoody’s longstanding reputation as the best place to receive a technical education was built by faculty members like you. Dunwoody’s mission is to change lives by building opportunities for graduates to have successful careers, to develop into leaders and entrepreneurs, and to engage in “the better performance of life’s duties.” We accomplish our mission through career-focused, active, experiential learning and our commitment to maintaining the highest standards in how we teach, mentor, and support our students.

Thank you for your dedication to our students, alumni, and industry.

Rich Wagner, Ph.D.
President

Quote is from the Last Will and Testament of William Hood Dunwoody.

Vision, Mission, Strategic Goals, Core Values & Freedom of Expression

Vision

Dunwoody College of Technology seeks to emerge as a first-choice, nationally-recognized leader in technical education, providing a full college experience rooted in innovative education.

Mission

Dunwoody changes lives by building opportunities for graduates to have successful careers, to develop into leaders and entrepreneurs, and to engage in “the better performance of life’s duties.”

Quote is from the Last Will and Testament of William Hood Dunwoody.

Strategic Goals

- Growing the College
- Developing the Dunwoody student
- Raising the profile

Values

Inclusion

We value an inclusive and collaborative learning and working environment.

Innovation

We value innovation in our processes, problem solving, teaching, and learning.

Integrity

We value personal and institutional integrity based on mutual respect, trust, and accountability.

Excellence

We value excellence in teaching and learning by upholding the principles of continuous quality improvement.

Tradition

We value the founding traditions of Dunwoody and seek to build on those traditions for a stronger future.

Freedom of Expression

In accordance with its Mission, members of the Dunwoody community are expected to develop into leaders and entrepreneurs. This goal is often accomplished through normal activities of Dunwoody students, staff, faculty and administration while learning and working in an environment of Inclusion, Innovation, Integrity, Excellence and Tradition.

Dunwoody strives to create an environment in which diverse opinions can be expressed and heard. Members of the Dunwoody community have the right to peacefully express their views and opinions, regardless of whether others may disagree, but not in such a way as to prevent the
speaker’s freedom of expression or interfere with the college operation. Views expressed should not violate any of Dunwoody’s policies or values.

Accreditation

Overview

Dunwoody College of Technology is approved by a number of regulatory agencies both at the institutional and programmatic levels. Institutional approvals are required for Dunwoody to conduct business. All education offered in the United States and the financial aid to support students in pursuing their education is regulated by the Department of Education (DOE). The function of accrediting and monitoring institutions of higher education both in their compliance with federal financial aid standards and in the quality of the education delivered, the DOE delegates to approved regional and national accrediting bodies. Dunwoody is accredited by the DOE approved regional accreditor, The Higher Learning Commission. Dunwoody is located in the State of Minnesota and as such must demonstrate compliance with all Minnesota laws and standards both in regard to state financial aid and quality of the education being delivered in the state. As such, Dunwoody is registered with the Minnesota Office of Higher Education. Programmatic approvals are carried out by professional accrediting bodies associated with a specific area of expertise. Dunwoody programs in seeking and attaining programmatic accreditation demonstrate compliance with the standards of excellence within the given profession.

The U.S. Department of Education (DOE)

The United States Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. Public Law 96-88 outlines four major activities for which the Department is responsible:

1. Establishes policies relating to federal financial aid for education; administers distribution of those funds and monitors their use
2. Collects data and oversees research on American Schools and disseminates this information to Congress, educators and the general public
3. Identifies the major issues and problems in education and focuses national attention on them
4. Enforces federal statutes prohibiting discrimination in programs and activities receiving federal funds and ensures equal access to education for every individual

The Higher Learning Commission (HLC)

Dunwoody College of Technology is accredited by the Higher Learning Commission (HLC). The HLC was founded in 1895 as one of six regional institutional accreditors in the United States. The HLC is recognized as an accreditor by the U.S. Department of Education and the Council of Higher Education Accreditation (CHEA) and is required to conduct programmatic approval for dissemination of financial aid. All Dunwoody programs obtain approval by the Higher Learning Commission for financial aid eligibility. The Higher Learning Commission’s telephone number is (800) 621-7440; the website is www.hlcommission.org (http://www.hlcommission.org/).

Minnesota Office of Higher Education (MOHE)

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency serves as the state’s clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends. Through collaboration with systems and institutions, the agency assists in the development of the state’s education technology infrastructure and library programs. The mission of MOHE is to advance the promise of higher education to all Minnesotans and to provide the critical information that guides higher education decisions. Within MOHE is the Office of School Licensure & Registration. The role of this office is to protect consumers by ensuring that private and out-of-state institutions of higher learning register with the state and meet state standards to operate legally in the Minnesota.

Dunwoody College of Technology is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes Sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Minnesota Office of Higher Education
Address: 1450 Energy Park Dr #350, St Paul, MN 55108
Phone: 651.642.0567
Website: www.ohe.state.mn.us (https://www.ohe.state.mn.us/)

Dunwoody College of Technology is registered as a private, non-profit college offering programs in Minnesota on three levels: certificate, associate degree and bachelor’s degree. This registration is renewed annually. Programmatic review and approval is also required of and provided by MOHE for state and federal financial aid.

Dunwoody’s financial aid involvement with MOHE includes the following:

- Minnesota State Grant Program
- Minnesota Child Care Program
- Minnesota GI Bill Scholarship Program
- Minnesota Indian Scholarship Program
- Minnesota Work-Study Program
- Minnesota Self Loan Program

Programmatic Accreditors Include:

ABET, Inc

ABET (http://www.abet.org/) is a non-profit accrediting body for college and university programs in applied science, computing, engineering, and technology.

ASE Education Foundation

The ASE Education Foundation (http://www.ase.com/Landing-Pages/Students-Teachers/ASE-Education-Foundation.aspx) is a non-profit organization that examines the structure and resources of training programs and evaluates them against nationally-accepted standards of quality.

Council for Interior Design Accreditation (CIDA)

The Council for Interior Design Accreditation (CIDA) (http://accredit-id.org/) is a non-profit accrediting organization for interior design education programs at colleges and universities in the United States and internationally.
HVAC Excellence
HVAC Excellence (https://www.escogroup.org/hvac/) is an organization established to improve the technical competency of the HVACR industry. This is accomplished through the validation of the technical education programs.

Joint Review Committee on Education in Radiologic Technology (JRCERT)
The Joint Review Committee on Education in Radiologic Technology (JRCERT) (https://www.jrcert.org/) is the agency recognized for the accreditation programs in radiography, radiation, therapy, magnetic resonance and medical dosimetry.

National Institute for Metalworking Skills (NIMS)
The National Institute for Metalworking Skills (NIMS) (https://www.nims-skills.org/accreditation?q=web/nims/5/) is metalworking trade association that sets skills standards for the industry, certifies individual skills against the standards, and accredits training programs that meet NIMS standards.

Core Abilities
Dunwoody College of Technology believes that there are certain abilities and attributes every student graduating from a Dunwoody program should demonstrate regardless of their field of study. They are integral to success in the workforce and emulate the overarching mission, vision and values of the College. These abilities and attributes will be taught, encouraged, and assessed throughout their program of study, both in Arts & Science and Technical classes. Every Dunwoody graduate will be able to:

Apply Math Skills
Criteria include:
1. Perform technically appropriate computations
2. Calculate using information from graphs and charts
3. Compute applied calculations
4. Conduct measurements properly
5. Use formulas to conduct calculations

Communicate Effectively
Criteria include:
1. Demonstrate active listening skills
2. Consider audience and adapt communication
3. Use technology to communicate effectively
4. Write/render clearly, concisely, and accurately
5. Speaks clearly, concisely, and accurately
6. Use non-verbal responses in a professional manner
7. Produce accurate technical documentation
8. Apply correct source citations

Demonstrate Personal Integrity
Criteria include:
1. Take responsibility for his/her own learning and actions
2. Choose ethical courses of action
3. Complete quality work without supervision
4. Exhibit respect for people and property
5. Demonstrate civic responsibilities
6. Demonstrate professional behavior
7. Cope with change effectively

Use Critical/Creative Thinking
Criteria include:
1. Analyze observed data in a creative way to make decisions
2. Apply scientific process to solve problems
3. Refine plans based on feedback
4. Combine ideas or information in new ways
5. Identify goals, generate alternatives, gather information, weigh pros and cons, and choose best alternative

Use Technology Productively
Criteria include:
1. Use tools associated with your discipline proficiently
2. Exhibit flexibility and receptivity through changing technologies
3. Distinguish when technology is useful or not useful in your career field

Respect Diversity
Criteria include:
1. Demonstrate respect for the opinions, customs, and individual differences of others
2. Display an appreciation for various forms of cultural expressions
3. Appreciate social contributions by people of diverse populations

Work Collaboratively
Criteria include:
1. Contribute to a group with ideas, suggestions and effort
2. Work toward agreements which involves exchanging resources
3. Understand group dynamics
4. Take individual ownership in a collaborative environment
5. Provide and accept constructive feedback

Academic Freedom
Dunwoody College has endorsed that section of the 1940 statement of the American Association of University Professors that pertains to Academic Freedom as follows:

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

College Initiatives

Youth Career Awareness Program (YCAP)

YCAP introduces under-represented high school students to the technical programs at Dunwoody, while also focusing on college readiness and career exploration. During the school year, students attend monthly workshops on YCAP’s Life Skills curriculum at the Dunwoody campus. During the six-week summer session, students are introduced to and create projects within the college’s technical programs. All faculty are expected to support YCAP through teaching a class, presenting a project, or providing industry tours as assigned by your dean or manager. Students also visit businesses affiliated with Dunwoody, participate in team building activities, and improve their reading, writing, resume building, and interview skills through YCAP curriculum. Consult the Associate Director for Special Initiatives for more details.

Women in Technical Careers (WITC)

Women in Technical Careers is a scholarship program designed to help female students succeed in a technical degree program at Dunwoody College of Technology and launch into a great career. Students apply for the WITC program through the Women’s Initiatives office. The program primarily serves low-income women and non-binary individuals, women of color, and single parents. Students in the WITC program receive a scholarship of up to $20,000, a childcare stipend, monthly professional development workshops, targeted advising, and a mentor from their employment field. Please contact the Women's Initiatives office with any questions about WITC, or visit www.dunwoody.edu/women (http://www.dunwoody.edu/women/).

College Leadership Structure and Communication System

Dunwoody's leadership structure consists of the Board of Trustees, the President’s Cabinet and academic deans and program managers.

Board of Trustees

The leadership structure begins with the Board of Trustees, which serves as Dunwoody’s legal governing body. Members of the Board serve voluntary, three-year terms with opportunity for re-election; membership is determined by Board approval.

The Board includes seven officers who are selected by currently serving Board members:

1. Chairperson
2. Vice Chair
3. President
4. Treasurer
5. Secretary
6. Assistant Treasurer
7. Assistant Secretary

The Board has five standing committees:

1. Executive
2. Academic and Student Affairs
3. Board Governance
4. Finance
5. Institutional Advancement

At least one member of Dunwoody’s President's Cabinet serves on each of the Board committees and functions as the liaison between the College administration and the trustees.

President's Cabinet

The President's Cabinet is composed of seven individuals:

1. College's President
2. Provost
3. Chief Financial Officer
4. Vice President of Institutional Advancement
5. Vice President of Enrollment Management
6. Vice President of Human Resources
7. The Chief of Staff

The President’s Cabinet serves as the primary communication channel for the leadership of Dunwoody. Since each Cabinet member supports the Board committee that corresponds with the division or department the Cabinet member represents, each Cabinet member has a concrete understanding of the most effective strategies for implementing various aspects of the Strategic Plan at the departmental level. Cabinet members act as Board staff liaisons by first communicating the Board’s goals, objectives, and directives to the academic deans and program managers of the respective departments. They then assist in the development and supervision of plans for implementing relevant aspects of the Strategic Plan. Cabinet members function further as the primary source of communication by reporting the progress of various plans to the Board and academic deans and program managers. As College-wide liaisons, Cabinet members also gather ideas, data, concerns and questions from the academic deans and program managers, and bring these to the Cabinet and its respective Board committees for review.

Academic Deans & Program Managers

The academic deans and program managers of the various departments and programs function as faculty and staff liaisons. Information is disseminated to faculty and staff through departmental meetings and one-on-one meetings. Input from faculty and staff relating to other areas of the College is passed on through the deans and managers. Often, academic deans and program managers are chosen to serve on working committees that require their field-related knowledge and expertise.

Crosby Fellowship for Learning Excellence and Innovation

The Crosby Fellowship for Learning Excellence and Innovation is awarded annually to one or a team of up to four full-time and/or adjunct faculty whose application meets the fellowship criteria (see below). The goal of this Fellowship is to support the college’s Strategic Plan by “Developing
the Dunwoody Student” through “Quality Academic Experiences.” A total sum of up to $25,000 includes a stipend awarded to the selected faculty member(s) upon the successful completion or notable progress and presentation of the project to all faculty. The stipend is based on the amount and complexity of the project and is divided equally for proposals submitted by multiple faculty.

All current faculty teaching in a degree granting program are eligible for consideration. A faculty member cannot submit more than one fellowship proposal in a given year. Faculty will receive the application materials via email in May. Please find additional details in the timeline below.

Interested faculty should complete the application and submit it to the Associate Provost on or before the application deadline.

Criteria
The project should meet one or more of the following criteria:

• significantly increase the quality of instruction and learning by way of pedagogy or curriculum development and implementation
• can be entrepreneurial in nature
• an academic paradigm that can be implemented school wide on a long term and sustainable basis

Timeline
MAY: application materials distributed
AUGUST 31: Fellowship Applications due
SEPTEMBER: recipient(s) selected
NOVEMBER: recipient(s) present projects
DECEMBER – APRIL: Project work time and implementation
MAY: Project Progress Presentations

Examples of Project Scope
• Attendance at a conference directly associated with area of study and project
• Advanced research, possibly including travel, directly associated with area of study and project
• An advanced approach to using technology to enhance learning
• An innovative relationship with industry to enhance learning
• An innovative and adaptive classroom design that facilitates excellence in learning

Recipient Selection Process
The Selection Committee is comprised of the following individuals:

Associate Provost (as long as submissions are not from within department)
Curriculum and Assessment Specialist
Rotating Faculty Representation (Note: To avoid conflict of interest, programs that have submitted a fellowship application will not have faculty representation on the Selection Committee.) Faculty Representation should include at least one Principal Instructor.

Dean/Manager Representation (as long as submissions are not from within department)

Process of selection:
The Selection Committee will rank fellowship proposals using a rubric system based on the fellowship criteria and application.

Selection Committee will select 1 to 4 recipients and suggested funds distribution not to exceed $25,000.00.

While there is no appeal process for proposals that have not been selected as either finalists or recipients, faculty are highly encouraged to resubmit their proposals for the next submission cycle as long as the project remains relevant.

Academics

Fall Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 8/19/19</td>
<td>Start of fall semester</td>
</tr>
<tr>
<td>Friday, 8/23/19</td>
<td>Last day to add/drop a class with a full refund</td>
</tr>
<tr>
<td>Monday, 9/2/19</td>
<td>No classes – Labor Day (Campus closed)</td>
</tr>
<tr>
<td>Thursday, 10/3/19</td>
<td>No classes - ATEA Region 5 Conference</td>
</tr>
<tr>
<td>Monday, 10/14/19 - Friday, 11/1/19</td>
<td>Advising weeks</td>
</tr>
<tr>
<td>Monday, 11/4/19</td>
<td>Registration for 2020 spring semester &amp; summer session</td>
</tr>
<tr>
<td>Thursday, 11/28/19 and Friday, 11/29/19</td>
<td>No class – Thanksgiving (Campus closed)</td>
</tr>
<tr>
<td>Monday, 11/22/19</td>
<td>Last day to withdrawal from a class without a grade of F</td>
</tr>
<tr>
<td>Friday, 12/20/19</td>
<td>End of fall semester</td>
</tr>
<tr>
<td>Monday, 12/23/19 - Tuesday 1/7/20</td>
<td>Winter Break (Campus closed 12/24/19 - 1/1/20)</td>
</tr>
<tr>
<td>Friday, 1/3/20</td>
<td>Final grades due to Registrar</td>
</tr>
</tbody>
</table>

Spring Semester 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, 1/8/20</td>
<td>Start of spring semester</td>
</tr>
<tr>
<td>Tuesday, 1/14/20</td>
<td>Last day to add/drop a class with a full refund</td>
</tr>
<tr>
<td>Monday, 1/20/20</td>
<td>No class – Martin Luther King, Jr. Day (Campus closed)</td>
</tr>
<tr>
<td>Monday, 2/17/20</td>
<td>No class – Presidents’ Day (Campus closed)</td>
</tr>
<tr>
<td>Monday, 3/2/20</td>
<td>Advising weeks</td>
</tr>
<tr>
<td>Friday, 3/27/20</td>
<td></td>
</tr>
<tr>
<td>Monday, 3/9/20</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Friday, 3/13/20</td>
<td></td>
</tr>
<tr>
<td>Monday, 3/30/20</td>
<td>Registration for 2020 summer/fall semester</td>
</tr>
<tr>
<td>Friday, 4/10/20</td>
<td>No class – Spring Holiday (Campus closed)</td>
</tr>
<tr>
<td>Monday, 4/17/20</td>
<td>Last day to withdraw from a class without a grade of F</td>
</tr>
<tr>
<td>Tuesday, 4/28/20</td>
<td>Countdown to Commencement for 2019 fall and 2020 spring/summer graduates</td>
</tr>
<tr>
<td>Friday, 5/15/20</td>
<td>End of spring semester</td>
</tr>
<tr>
<td>Friday, 5/15/20</td>
<td>Graduate Reception</td>
</tr>
</tbody>
</table>
Summer Semester 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 6/1/20</td>
<td>Start of summer session and Arts and Sciences Session I</td>
</tr>
<tr>
<td>Friday, 6/5/20</td>
<td>Last day to add/drop a class with a full refund</td>
</tr>
<tr>
<td>Friday, 6/26/20</td>
<td>Last day of Arts &amp; Sciences Session I</td>
</tr>
<tr>
<td>Friday, 7/3/20</td>
<td>No class – Independence Day (Campus closed)</td>
</tr>
<tr>
<td>Saturday, 7/4/20</td>
<td>No class - (Campus closed)</td>
</tr>
<tr>
<td>Monday, 7/6/20</td>
<td>Start of Arts &amp; Sciences Session II</td>
</tr>
<tr>
<td>Friday, 7/17/20</td>
<td>Last day to withdraw from a class without a grade of F</td>
</tr>
<tr>
<td>Friday, 7/31/20</td>
<td>End of summer session and Arts and Sciences Session II</td>
</tr>
<tr>
<td>Friday, 8/10/20</td>
<td>Final grades due to Registrar</td>
</tr>
</tbody>
</table>

Academic Departments

Dunwoody has eight academic departments that house many different programs. The eight departments and related programs are listed in the following chart.

**Arts and Sciences**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Degree Completion Courses Only</td>
</tr>
</tbody>
</table>

**Automotive**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technician Apprenticeship (ATAC)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Automotive Service Technology (AUTO)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Automotive Collision Repair &amp; Refinishing (COLL)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Mopar Career Automotive Program (MCAP)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Honda Professional Automotive Career Training (PACT)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Toyota Technician Training &amp; Education Network (TTEN)</td>
<td>A.A.S.</td>
</tr>
</tbody>
</table>

1 Currently not accepting applications

**Business**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management &amp; Leadership (AMGT)</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

1 Concentration in Management Information Systems available

**Computer Technology**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Networking Technician (CNET)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Computer Networking Technician (CNET)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Computer Networking Systems (CNTS)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Computer Systems Analysis (BCSA)</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

**Design & Graphics Technology**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Design &amp; Production (GRDP)</td>
<td>A.A.S.</td>
</tr>
</tbody>
</table>

**Health Sciences & Technology**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiologic Technology (RTEC)</td>
<td>A.A.S.</td>
</tr>
</tbody>
</table>

**Robotics & Manufacturing**

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automated Systems &amp; Robotics (ASRO)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Design for Manufacturing: 3D Printing (3DPT)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Electronics Engineering Technology (ELTT)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Electronics Technology (IELT)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Engineering Drafting &amp; Design (MDES)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Industrial Controls (ICOT)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Industrial Controls &amp; Robotics (ICON)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Machine Tool Technology (MACH)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Right Skills Now for Manufacturing – CNC (RSNM)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Welding &amp; Metal Fabrication (WMET)</td>
<td>A.A.S.</td>
</tr>
<tr>
<td>Welding Technology (WELD)</td>
<td>Certificate</td>
</tr>
</tbody>
</table>
School of Engineering

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering (EENG)</td>
<td>B.S.</td>
</tr>
<tr>
<td>Industrial Engineering Technology (IENG)</td>
<td>B.S.</td>
</tr>
<tr>
<td>Mechanical Engineering (MENG)</td>
<td>B.S.</td>
</tr>
<tr>
<td>Software Engineering (SENG)</td>
<td>B.S.</td>
</tr>
</tbody>
</table>

Curriculum

Curriculum excellence is part of Dunwoody’s value proposition and an expectation of our key stakeholders - students and industry partners. Following are the processes that help us organize, store, and maintain curriculum excellence.

New Course Process

All new courses are reviewed by the Curriculum & Assessment Specialist and approved by the Curriculum Quality Council, as part of the curriculum review process. (See the Academic Groups (p. 13) section for further information concerning the Curriculum Quality Council and the new course process.)

Changes to Academic Plans and Curriculum

Changes to academic plans and curriculum can be made on an annual basis (see: General Timeline for Academic Changes (https://staff.dunwoody.edu/Departments/Academic_Administration/Academic%20Year%20Planning%20Timeline/Forms/AllItems.aspx)). It is assumed that changes made to the academic plans and curriculum have been reviewed with the Program Advisory Committee to ensure that the changes are consistent with real world experience.

Assessment

Every program is responsible for developing a comprehensive assessment initiative. The initiative is to evaluate the student attainment of institutional core abilities, programmatic outcomes, and course competencies, with course competencies tied to program outcomes. The assessment process detects gaps in student learning and provides an effective strategy to close these gaps with pedagogical and/or curricular changes. A variety of assessment measures are used, depending on the unique curriculum of each program. Contact the Curriculum & Assessment Specialist for more information.

Academic Quality Index (AQI)

A process for reviewing all aspects of a program, academically as well as structurally. The Vice Provost oversees the process and functions as the process owner. It is comprised of two parts:

1. Program Health Review: The Associate Provost and Curriculum/ Assessment Specialist review the Placement Health and Program Advisory (PAC) Health of each program. They use data from the Registrar, Career Services and the Provost’s office to complete defined rubrics. The Program Manager/Dean completes a self-study of the program’s facilities, performs a faculty health review and completes an action plan based on their findings as well as those of the Placement and PAC Health rubrics.
2. Curriculum Health Review: The Curriculum Quality Council (CQC) conducts this section of the review in coordination with the program. In the first step of the process, the program conducts a self review of the academic plan, curriculum map, program outcomes, syllabi for all program courses, a recent annual assessment report, and PAC minutes for two years. This self analysis is reported in the form of a SWOT analysis. In the second step of the process, each member of the CQC reviews the same documents and records the results of their review. The CQC membership then meets with the program representative(s) to compare the results of their reviews to ensure the soundness and quality of the curriculum and instruction.

Each program is reviewed on a three year rotational basis. A final report of the review findings is provided to the program with the program responding with an action plan based upon the findings.

New Program Process

<table>
<thead>
<tr>
<th>June 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare Department and Program forms on staff.dunwoody.edu for the upcoming academic year</td>
</tr>
<tr>
<td>• Review/revise academic plan template and course form for the upcoming academic year</td>
</tr>
<tr>
<td>• Curriculum &amp; Assessment Specialist notifies Deans and Managers that forms are ready</td>
</tr>
<tr>
<td>• Curriculum &amp; Assessment Specialist schedules meetings with program area regarding Academic Plan updates</td>
</tr>
<tr>
<td>• Meeting includes A&amp;S, Vice-Provost, Registrar and Curriculum &amp; Assessment Specialist</td>
</tr>
</tbody>
</table>

General Timeline for Academic Changes

June 31st

- Provost Office
- June 1st

- Curriculum & Assessment Specialist sends list of active courses to Deans and Managers

Deans/Managers

June 30th
• Obtain approval from Provost if credit changes are anticipated to academic plan
• Notify provost of any changes requiring MOHE or HLC approval
• Submit forms to deactivate courses no longer being taught so that they do not get printed in the 2018-2019 catalog or priced for 2019-2020

**JULY**

**Provost Office**

*July 1st*

• Publish the Faculty Handbook for New Faculty Orientation and Faculty In-Service
• Student Handbook/Catalog and Employee Handbooks are also published

**AUGUST**

**Provost Office**

*August 30th*

• Curriculum & Assessment Specialist reviews finalized department and program forms then notifies Marketing, Vice President of Enrollment, Vice-Provost and Provost

**Deans/Managers**

*August 1st*

• Complete Department Form (https://staff.dunwoody.edu/Departments/Academic_Administration/Lists/Department%20Form%20v10/Allitemsg.aspx) and Program Form (https://staff.dunwoody.edu/Departments/Academic_Administration/Lists/Program%20Form/All%20Data.aspx) on staff.dunwoody
• Submit 2019 Spring and Summer Tech sections to Registrar

*August 15th*

• Submit 2019 Spring and Summer A&S sections to Registrar

**Registrar**

*August 31st*

• Enter 2019 Spring and Summer sections in PowerCAMPUS
• Send section audit to Deans and Managers to finalize

**SEPTEMBER**

**Deans/Managers**

*September 15th*

• Submit Academic Plan outline and Course Forms to Curriculum & Assessment Specialist

**Finance/IT/ Student Accounts/Accounting/Bookstore**

*September 1st*

• Bookstore sends request to faculty for book orders

*September 30th*

• Finance Board Meeting
  • Review proposed budget assumptions including tuition rate change
  • Finalize fees (device, learning technology, activity)

**OCTOBER**

**Provost Office**

*October 25th*

• Curriculum & Assessment Specialist prepares summary of Academic Plan changes and sends to Provost and Vice Provost

*October 31st*

• Curriculum & Assessment Specialist finalizes Academic Plans, Course Forms and Course Outcome Summaries, and notifies Deans & Managers, Registrar, Finance and Marketing with the summary of changes

**Deans/Managers**

*October 15th*

• Three week advising period begins (10/15 - 11/2)

*October 19th*

• Book orders due to Bookstore

**Registrar**

*October 1st - 12th*

• Degree audit review with Deans & Managers

**Finance/IT/ Student Accounts/Accounting/Bookstore**

*October 31st*

• Full Board Meeting to review/approve proposed budget assumptions, including tuition rate change
• Present year over year changes to program pricing to Provost and CFO for approval, and subsequent review with President’s Cabinet
• Final fall tuition payment due

**NOVEMBER**

**Deans/Managers**

*November 5th*

• All book orders are to be submitted to the Bookstore before registration opens

**NOTE: Bookstore system updates section changes every Monday**

*November 15th*

• Receive Course Fees, Estimated Book Costs and Supplies Worksheet from Finance

*November 30th*
• Course Fees, Estimated Book Costs and Supplies Worksheet to be completed
• Syllabi submitted to Vice Provost

Registrar

November 5th

• Registration opens for Spring/Summer 2019
• Enter new and modified courses in PowerCAMPUS
• Submit list of all active courses to Finance for the preparation of Course Fees, Estimated Book Costs and Supplies Worksheet

November 30th

• Enter academic plan in PowerCAMPUS

NOTE: This affects transfer evaluations

Finance/IT/ Student Accounts/Accounting/Bookstore

November 15th

• Finance forwards the Course Fees, Estimated Book Costs and Supplies Worksheet to Deans and Managers for updates

DECEMBER

Provost Office

December 15th

• Vice Provost submits paperwork to MOHE and HLC for program changes
  • 6 months needed for approval
  • Stakeholders should be notified of new program submittals to prep for implementation
• Curriculum & Assessment Specialist notification to internal stakeholders of changes not requiring HLC & MOHE approval
• Curriculum & Assessment Specialist informs stakeholders of pending approvals

Deans/Managers

December 1st

• Submit forms to deactivate courses that are no longer being taught so that they do not get printed in the 2019-2020 catalog or priced for 2020-2021

Finance/IT/ Student Accounts/Accounting/Bookstore

December 31st

• Finance calculates program cost including course fees, estimated book costs, supplies and forwards the tuition and fee amounts per course to Registrar
• Accounting sets up new tuition change codes
• IT & Student Accounts sets up assessment rules
• Finance posts the finalized tuition information on staff.dunwoody and notifies the posting to internal stakeholders

Marketing/Financial Aid/Admissions

December 31st

• Financial Aid enters tuition/fees in PowerFAIDS
• FASFA processing can begin when tuition, fees and scholarships from Institutional Advancement are finalized

JANUARY

Registrar

January 31st

• Enter tuition and fees into PowerCAMPUS

Marketing/Financial Aid/Admissions

January 31st

• Marketing completes promotion materials and updates website

FEBRUARY

Deans/Managers

February 1st

• Submit 2019 Fall & 2020 Spring/Summer Tech sections to Registrar

February 15th

• Submit 2019 Fall & 2020 Spring/Summer A&S sections to Registrar

February 28th

• Review section audit and return to Registrar

Registrar

February 28th

• Audit and enter 2019 Fall sections in PowerCAMPUS

Finance/IT/ Student Accounts/Accounting/Bookstore

February 28th

• Bookstore sends request to faculty for book orders
• Formal budget kick-off

MARCH

Deans/Managers

March 15th

• All book orders are to be submitted to the Bookstore before registration opens

NOTE: Bookstore system updates section changes every Monday

Finance/IT/ Student Accounts/Accounting/Bookstore

March 20th

• Final Spring tuition payment due

APRIL

Registrar

April 1st
• Registration opens for Fall 2019 for new and returning students

Finance/IT/ Student Accounts/Accounting/Bookstore

April 1st

• Student Accounts begins assessing new and returning students

MAY

Provost Office

May 1st

• Curriculum & Assessment Specialist notifies Registrar and all stakeholders of MOHE approvals for program changes and additions (i.e. program title changes, department changes, etc.)

NOTE: stakeholders should be notified of new program approvals as soon as possible to deal with all the internal set-up required (see Check List for New Program Implementation document on staff.dunwoody)

Deans/Managers

May 1st

• Final opportunity to deactivate courses so they are not published in the Student Handbook/Catalog

Credit to Clock Hour Policy

Statutory Requirements

Federal Program Integrity – 2011

Definition of a Credit Hour (600.2)

"(1) One hour of classroom or direct faculty instruction and minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or (2) At least an equivalent amount of work as required in paragraph (1) of the definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For Certificate Programs eligible for clock-to-credit hour conversion [668.8(k)(1)&(l)] "A semester hour must include at least 37.5 clock hours of instruction." Exception provided allowing a lesser rate of conversion based on additional student work outside of class. The institution’s student work outside of class combined with the clock hours of instruction must meet or exceed the numeric requirements of the standard conversion minimum. If the exception is implemented, the conversion parameter for hours in class is reduced to "A semester hour must include at least 30 clock hours of instruction."

General Principles

1. The academic year will be two 18 week semesters and one 9 week summer session

   • An 18 week semester can include 18 weeks of general instruction.
   • Within the 18 weeks is included time for experiential learning activities such as the Phoenix Challenge for Printing and Skills USA competition open to all Dunwoody programs and students.

2. The credit hour will be calculated on a 50 minute nominal hour. Scheduling of classes will be made on a 55 minute clock hour to accommodate for instructional time lost due to the scheduled holidays within an academic year.

Credit Allocation by Category

The following categories will be used to assign credits

<table>
<thead>
<tr>
<th>Category</th>
<th>Delivery Methods</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Face-to-Face, Distance, Hybrid</td>
<td>One credit equals one nominal hour in combination of face-to-face or distance/hybrid instruction with a minimum of two nominal hours of out of class student work (homework and application) each week for approximately 18 weeks for one semester for a total of 54 Clock Hours.</td>
</tr>
<tr>
<td>Laboratory</td>
<td>Laboratory, Studio, Seminar</td>
<td>One credit equals three nominal hours of laboratory/studio work (1:54) with little or no out of class student work each week for approximately 18 weeks for one semester or 54 Clock Hours or one credit equals two nominal hours of laboratory/studio work (1:36) with a minimum of one nominal hour of out of class student work each week for approximately 18 weeks for one semester for a total of 54 Clock Hours.</td>
</tr>
<tr>
<td>Experiential</td>
<td>Practicum, Capstone, Internship, Clinical, Directed Study, Travel Study</td>
<td>One credit shall be awarded for a minimum of 54 Clock Hours in combination of experiential learning, instruction and out of class student work as indicated on the course syllabus.</td>
</tr>
</tbody>
</table>
A program cannot have more than 50% of Distance learning without approval from HLC.

Dunwoody Instructional Delivery Model

Dunwoody College of Technology has a long history of applied, hands-on learning. Although a variety of instructional delivery methods are used to meet the students’ instructional needs, the most common delivery method is still hands on application. The standard instructional model is lecture followed by application with demonstrated competency. As such a combination of lecture/lab is the most common form of delivery.

Definition of Delivery Methods

LECTURE (FACE-TO-FACE)
A lecture is formal instruction, conducted on or off campus by the instructor, applying any combination of instructional methods. This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all students in the class. Students are expected to work on out-of-class assignments on a regular basis over the length of the course.

LECTURE (DISTANCE)

Department of Education Definition
Distance education means education that uses one or more of the following technologies:

1. to deliver instruction to students who are separated from the instructor
2. to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously

The technologies used may include:

1. the internet
2. one way and two way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices
3. audio conferencing
4. videocassettes, DVDs, and CD-ROMs, if the videocassettes, DVDs or CD-ROMs are used in conjunction with any of the technologies listed in clauses (1) through (3)

Higher Learning Commission Definition of Course and Program
Distance delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.

Distance-delivered programs are those certificate and degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.

Dunwoody Definition for Distance Learning
Distance Learning Program = 50% or more of the total program content (total hours and courses) delivered via distance learning. This means that 50% or more of the content delivered in the program is delivered to students who are separated from the instructor and technology is used to support regular and substantive interaction between the students and the instructor, synchronously or asynchronously. The same 50% or more rule applies to courses where 50% or more of the course content is offered through the use of technology with the student separate from the instructor, with interaction supplemented by technology.

50% or more of a course/program with the instructor/student separated = distance learning
49% or less of a course/program with the instructor/student separated = not distance learning

LECTURE – HYBRID

Hybrid courses will have a mix of distance and face-to-face instruction. The hybrid classification directs that the students and instructor are in the same physical space for more than 50% of the instructional time with the remainder of the instructional time provided through distance education as defined above.

LABORATORY

A laboratory is an educational experience where students conduct experiments, develop skills, or practice procedures under the supervision of a faculty member.

STUDIO

A studio is an educational environment where students work on individual or group projects under the guidance of a faculty member. Projects may vary in scope, content and length.

SEMINAR

A seminar has the function of bringing together a group of students, under the guidance of an instructor, for recurring meetings, focusing each time on a particular subject related to their program’s field of study. Active participation by the student is required. The seminar provides an opportunity for readings or practical problems to be discussed, debated or questioned.

Experiential Delivery Methods

These delivery methods take place at an alternative facility or off campus, such as an internship, travel study or clinical, and cannot comprise more than 25% of the overall program requirements, which includes both Technical and Arts & Sciences courses.

PRACTICUM

A practicum is an educational experience replicating what a student would do on-the-job; applying previous or concurrent knowledge guided by an instructor where the student demonstrates content proficiency of a specific area within a program of study.

CAPSTONE

A capstone is a major project related to a student’s area of study that demonstrates a student’s overall content knowledge of the program.
outcomes. The student has a faculty member set as the advisor for the project.

**INTERNSHIP**
An internship is a supervised educational work experience, located on or off campus at a work site where a faculty member monitors and provides final assessment.

**CLINICAL**
A clinical applies only to Health Sciences & Technology programs. This type of credit is awarded to a student assigned to a clinical experience off-campus in which the student is under constant supervision by a clinical instructor. The clinical experience will typically be in a healthcare setting such as a hospital, clinic or nursing home. The clinical instructor may be a practicing clinician in the field of study or faculty member of the College. Students should receive individual instruction and critique in their performance. The faculty member coordinating the clinical experience provides the final grade for each student based in part on input from the clinical instructor.

**DIRECTED STUDY**
A directed study is a course in which the student must meet a specific set of objectives (leading to the successful completion of a course competency) agreed upon by the instructor and the student. The course requires one-on-one instructional conferences.

**TRAVEL STUDY**
Travel study is an educational experience that combines travel and cultural study as a main competency within the student’s program of study.

**Field Trips/Business Industry Visits/Guest Speakers**
Dunwoody is known for its hands-on, project-centered model of learning and their strong ties to industry. With this approach to learning, we need to provide evidence of our relationships to our accrediting bodies.

When scheduling visits and trips, instructors need to complete a Business Industry Site Visit Form (https://staff.dunwoody.edu/Departments/Academic_Administration/Lists/Business%20Industry%20Site%20Visit/SemesterView.aspx) located on staff.dunwoody. Each student must also complete a Travel Agreement Form (https://staff.dunwoody.edu/Forms/Shared%20Documents/Student%20Record%20Forms/Student%20Travel%20Agreement.pdf) for each course, and submit to Dean of Students for record keeping. If an overnight stay is involved, the medical portion of the Travel Agreement Form will need to be filled out as well. Travel Agreement Forms for each student attending an overnight stay should be attached to the Business Industry Site Visit Form for record keeping.

**Academic Leadership Council**
The Academic Leadership Council meets the first Wednesday of each month. The Council is composed of the Provost, Vice Provost, Associate Provost, academic deans, program managers, Dean of Students, Registrar, Executive Director of IT, and the Learning Assistant. The purpose of the Council meetings is to address day-to-day operations (i.e. space and equipment needs, policies, policy changes, accreditation concerns, budgets, staff development, retention and enrollment efforts, event planning, employee recognition, award selections, etc.).

**Learning Team**
The Learning Team meets the third Wednesday of each month. Membership consists of the Provost, Vice Provost, Associate Provost, Dean of Students, academic deans, program managers, and a representative from all departments that deal directly with students (Financial Aid, Student Affairs, Admissions, etc.). The purpose of the Learning Team is to discuss and share cross-departmental concerns and issues impacting students (financial, retention, enrollment, technology, safety, organizations, etc.).

**Curriculum Quality Council (CQC)**
The Curriculum Quality Council is comprised of faculty, the Curriculum & Assessment Specialist, and the Vice Provost. The group meets on a monthly basis. The Council’s mission is to oversee the quality of curriculum and instruction at Dunwoody College of Technology.

Specifically this will include:

- Oversight and approval of new and revised curriculum
- Oversight of existing curriculum
- Establishment of college-wide policy regarding curriculum, instruction and assessment
- Review and evaluate College and programmatic assessment processes
- Provide education and instruction to the deans, program managers and faculty on quality curriculum, instruction and assessment

**Program Advisory Committee**
Dunwoody’s programs are required to have a Program Advisory Committee (PAC). A PAC is a volunteer committee of representatives who provide advice about the direction of Dunwoody’s academic programs and services and help the College take appropriate action to provide relevant learning. Each PAC is required to include a diverse group of representatives from the appropriate community, business, industry, profession, labor, alumni and secondary school affiliations. A range of diverse participants enables the College to receive the best possible advice about industry trends and technologies.

PAC meetings should be held two or more times per year. A campus-wide appreciation dinner is put on by the Provost Office each fall, and individual PAC meetings are held in conjunction.

Each PAC has a PAC coordinator, which is a department dean/manager or designated faculty member. The PAC coordinator is responsible for:

- Maintaining PAC member information
- Organizing meetings
- Agenda preparation
- Meeting minutes

**Academic Councils and Committees**

**Academic Deans Council**
The Academic Deans Council meets the second Wednesday of each month. The Council is composed of the Provost, Vice Provost, Associate Provost, Academic Deans, Dean of Students, and the Learning Assistant. The purpose of the Council meetings is for strategic planning and execution of strategic initiatives.
• Completing assessments
• Providing documentation to the Provost Office

Proper recording of minutes and assessments is a key component for accreditation and continuous improvement efforts. The Provost’s Office maintains PAC records.

Detailed information regarding the structure, formation and purpose of a PAC is outlined in the Program Advisory Committee Guidelines document, which is posted on staff.dunwoody (https://staff.dunwoody.edu/Departments/Academic_Administration/PAC%20Documentation/Forms/AllItems.aspx).

**Commencement**

Through participation in commencement, members of the faculty attest to the vital role that they play in the intellectual and professional formation of our students, offering their support and congratulations to the very end of the educational process. All full-time faculty are expected to participate in the commencement ceremony of the College and adjunct faculty are encouraged to do so as well. If unable to attend, your immediate supervisor should be notified in writing (i.e. via email) as soon as you are aware of the need to be excused. Final determination of what constitutes an acceptable reason for not participating in the commencement ceremony is at the discretion of the faculty member’s dean or manager.

**Academic Regalia**

Traditional, full academic regalia is worn. The costume consists of four elements: gown, hood, cap and tassel. For each element, the style and colors should be appropriate to the wearer’s highest-earned academic degree.

**Faculty**

• A faculty member may wear their own gown, cap and tassel.
  Dunwoody purchases gowns, caps and tassels for faculty that do not own one. Dunwoody purchased regalia remains property of Dunwoody and is turned in upon termination of employment.
• Hood signifying degree and school. Faculty must provide their own hood which can be purchased through the College’s vendor if desired.
• Faculty may wear one medallion such as Dunwoody’s Distinguished Teacher medallion or a collegiate commencement recognition medal awarded from their alma mater.
• Dunwoody alumni are encouraged to wear their Alumni Pin.

Any academic regalia (including tassels, cords, braids, stoles, sashes, medallions, etc.) to be worn at graduation must be recommended for approval by the Academic Leadership Council and approved by the President’s Cabinet. Requests should be typed and include details of the costume, including pictures, and presented by the Dean or Program Manager. Requests must be made no later than February 1 of each year for the spring commencement ceremony.

**Other Ways to Get Involved**

**Student Orientation**

Orientation provides a quality transitional experience and maximizes a student’s potential for personal and academic success. Orientation is an enrollment requirement for all new students. Admitted students will be mailed information on orientation sessions. Students who have attended the College in the past and are re-enrolling are required to attend orientation if their last orientation was missed or if they have been off campus for more than 12 months prior to the start of their school term. Program Deans and Department Managers may require certain faculty members to meet with students for a departmental breakout session during an orientation.

**Student Organizations/Student Clubs and Chapters**

Student clubs and organizations are overseen by the Student Government Association (SGA). A list of current student organizations can be found on the Dunwoody website.

Faculty members are assigned as the contact for student clubs/organizations/chapters that usually align within their instructing area.

Students have the opportunity to start their own club/organization if one doesn’t currently exist at the College. Students should be directed to a Leadership and Engagement Coordinator in Student Affairs for direction on how to start the process.

**Employment Standards and Career Development**

**Qualifications for Full-Time and Adjunct Faculty**

All Faculty at Dunwoody College of Technology, regardless of their employment status - full time or adjunct, will be qualified in the area of expertise for which they are teaching. Qualified is defined in the following narrative which defines the qualifications of a faculty member based upon the Higher Learning Commission Assumed Practices and in the technical areas by the requirements established by programmatic accreditors. Qualifications need to be present at the time of hire.

Also listed in the table below are the employment standards established for Dunwoody faculty. These standards set the expectations of what a faculty member at Dunwoody should attain prior to employment and/or soon thereafter. These standards may require additional components, such as career and technical education classes, teaching experience, and 3 to 5 years of industry experience, be added to the minimum qualifications.

**Qualifications**

**Arts & Science Faculty**

Faculty teaching in Arts & Science courses (general education) will have a master’s degree or higher in the subject area for which they are teaching. If the degree attained is not specific to the subject area, the faculty member must have a minimum of 18 graduate credits in the subject area (Minnesota Office of Higher Education and Higher Learning Commission).

**Technical Faculty**

Faculty teaching in a specific technical area shall be considered qualified to teach in their respective area of expertise if they have met the “tested experience” qualifications (Higher Learning Commission) regarding a mixture of education, professional certification, and work experience.

**Teaching at the Associate / Certificate Degree Level**

For some professions, an associate’s degree may be the terminal degree with no further education in the subject area available, such
as automotive or HVAC. In these situations, the three legged stool will provide the assurance that the skill set and professional knowledge are present to be an expert in the field. Where professional accreditation defines the level of expertise needed of faculty, those standards will be used. Minimum standards specific to each professional area include the following:

**HVACR Systems Servicing (SERV), HVAC Installation & Residential Service (HEAT), HVAC Installation (HEATS/M)**

All HVAC faculty should meet the minimum standards required for HVAC Excellence as established in the HVAC Excellence Accreditation Manual. In addition, they should hold at a minimum an associate of applied science in the HVAC area they are teaching. HVAC Excellence Accreditation Manual, 29 (https://www.escogroup.org/documents/hvac/accreditationmanual/).

**Electrical Construction & Maintenance (ELEC)**

All faculty should meet the minimum standards required by the MN Department of Labor and Industry as established in the Electrical Procedures and Training. In addition, faculty should hold at a minimum an associate of applied science in the electrical area they are teaching. Department of Labor and Industry. (2017). Electrical Procedures and Training, Section 3801.3865: 10-11 (https://www.revisor.mn.gov/rules/?id=38011&amp;format=pdf/).

**Electrical Construction Design & Management (ECDM)**

All faculty should meet the minimum standards required by Accreditation Board for Engineering and Technology (ABET). In addition, core faculty should have at a minimum a bachelor of science in an electrical area or construction or facilities management with an electrical focus or experience. ABET. (2017). Criteria for Accrediting Engineering Technology Programs, 2016 – 2017 (http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-technology-programs-2016-2017/).

**Surveying & Civil Engineering Technology (SCVL), Land Surveying (SURV)**

Faculty teaching in the surveying program shall have a state license in surveying with 3 to 5 years of industry experience.

**Radiologic Technology (RTEC)**

Clinical Instructors will have Registration as an RTR (Radiologic Technician, Registered) with a minimum of three years of on the job experience in radiologic technology. The instructor will hold a baccalaureate degree in an area of health care or healthcare administration or business administration.

Clinical Coordinators will have the same requirement as a clinical instructor and in addition worked in a JRCERT accredited program for one year.

Standards are consistent with those provided by JRCERT Standards 2014 (https://www.jrcert.org/programs-faculty/jrcert-standards/).

**All Automotive Program (ATAC, AUTO, COLL, MCAP, PACT, TTEN)**

All faculty teaching in the automotive department area will follow the requirements established by ASE (Automotive Service Excellence) ATEF. All faculty will hold a current Certification for the level of program they will be teaching and have attained at a minimum an associate degree in automotive technology. Standards are consistent with those provided by ASE (http://www.aseeducation.org/resources/).

**Graphic Design AND PRODUCTION (GRDP)**

All faculty teaching in the Graphic Design and Pre-Media programs will hold a baccalaureate degree with courses concentrated in the content area for which they are teaching. Faculty will have at a minimum 5 or more years of experience in the graphics industry.

**All Associate and Certificate Computer Programs (CNET, CNTS, CDEV, CWEB)**

All faculty teaching computer courses in the associate and certificate programs will have a baccalaureate degree in a computer science related area and/or an associate degree in a computer science related area and professional certification in the content area which they are teaching.

**Construction Project Management (PMGT)**

All faculty teaching in the associate and certificate construction management programs will have a baccalaureate degree in a construction management related area and/or an associate degree in construction management and professional certification in the content area which they are teaching. The program will follow the faculty credentialing standards established by the American Council for Construction Education (http://www.acce-hq.org/images/uploads/ACCE_Document_101_0915171.pdf).

**All Associate and Certificate Manufacturing Programs (ASRO, 3DPT, ELTT, IELT, MDES, ICOT, ICON, MACH, RSNM, WMET, WELD)**

All faculty teaching in associate and certificate manufacturing programs will be required to have at a minimum an associate degree in the manufacturing field for which they are teaching, along with certifications specific to the subject area. If the faculty member has specialized certification and teaches within the content area of that specialization, certification and years of experience can be considered evidence of qualification. This is based upon the standards established by the National Institute for Metalworking Skills (https://www.nims-skills.org/web/nims/6/).

**Teaching at the Baccalaureate Degree Level**

Faculty teaching at the baccalaureate degree level will be required to attain a Master’s degree in their respective area of expertise. This rule will be superseded by the programmatic accreditor working with the program of study. It may be perceived by the programmatic accreditor that a professional certification is sufficient to teach at the baccalaureate level, similar to a CPA teaching accounting. Minimum standards specific to each professional area include the following:

**Interior Design (IDSN)**

All Interior Design faculty should meet the minimum standards required by the Council for Interior Design Accreditation as established by CIDA’s Professional Standards. Core faculty should hold at a minimum a bachelor’s degree in interior design, hold National Council for Interior Design Qualification (NCIDQ) certification, and have related industry experience.

It is preferred that faculty hold a master’s degree with at least 18 credits relevant to the coursework they instruct. Council for Interior Design Accreditation. (2017). Professional Standards 2017 (http://
Architecture (BARCH), Architectural Drafting & Design (ARCH)

Because the associate degree roles up into the Baccalaureate – the baccalaureate requirements apply to both associate and bachelor's degree levels.

All faculty teaching in the Architecture Programs will be at a minimum a licensed architect in their state or county of origin and currently seeking licensure in the State of Minnesota. Other standards as required by the National Architectural Accrediting Board (http://www.naab.org/program-administrators/) for faculty will apply.

Construction Management (CMGT)

All faculty teaching in the Construction Management Baccalaureate Program will have a master's degree or higher and at a minimum a baccalaureate degree in construction management related area with certification in their area of expertise. The program will follow the faculty credentialing standards established by the American Council for Construction Education (http://www.acce-hq.org/images/uploads/ACCE_Document_101_0915171.pdf).

Business Management & Leadership with MIS Concentration (AMGT)

All faculty within the Business Management program will have a Business related Master's Degree and/or 18 graduate credits in the content area for which they will be reaching. Preferred 5 or more years of industry experience.

Computer Systems Analysis (BCSA)

All faculty teaching BCSA courses will be required to have a Master's Degree in the subject matter for which they are teaching or 18 graduate credits in the subject area. The faculty member will also have at a minimum 5000 hours of field experience.

Industrial Engineering Technology (IENG)

Faculty teaching in the Industrial Engineering Technology program will have at minimum a Master's Degree in the subject area for which they will be teaching or 18 graduate credits in the subject matter. Certifications in Lean, Six Sigma, Quality, or Project Management will be preferred. The faculty member will have three to five years of industry experience. All faculty will meet the standards established by the Accreditation Board for Engineering and Technology (ABET) (http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-technology-programs-2016-2017/) for engineering technology programs.

Engineering (MENG, SENG, EENG)

Faculty who teach in a program which leads to a baccalaureate degree in engineering will have at a minimum a Master's Degree in the subject area for which they will be teaching or 18 graduate credits in the subject area or specialized certification in the subject area. A state Professional Engineer Certification will be preferred. The faculty member will have three to five years of industry experience. All faculty will meet the standards established by the American Accreditation Board for Engineering and Technology (ABET) (http://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-technology-programs-2016-2017/) for engineering programs.

Employment Standards for Faculty

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Instructor</th>
<th>Senior Instructor</th>
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<tbody>
<tr>
<td>Faculty Development</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
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<tr>
<td>Industry Experience (some programs have specific requirements)</td>
<td>Required</td>
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<td>Required</td>
<td>Required</td>
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</tr>
<tr>
<td>Career and Technical Education Courses*</td>
<td>Required</td>
<td>Required</td>
<td>Required</td>
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</tr>
<tr>
<td>Teaching Experience (1-3 years)</td>
<td>Preferred</td>
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<tr>
<td>Tech Degree Bachelor's Degree</td>
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<tr>
<td>Master’s Degree</td>
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<td>Preferred</td>
<td>Required</td>
<td>Required***</td>
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</tr>
<tr>
<td>Doctorate Degree</td>
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<tr>
<td>Certifications Professional Licenses</td>
<td>Preferred</td>
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<tr>
<td>Professional Affiliations</td>
<td>Preferred</td>
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</tbody>
</table>

* All faculty members who possess a degree in education are exempt from Career and Technical Education courses.

** Comparable experience or certification(s) also accepted.

*** Will also accept professional degree where appropriate, with certifications and licensure consistent with the course(s) being taught.

Full-time Arts & Sciences

<table>
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<tr>
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</table>
The College is committed to maintaining a learning and working environment free from discrimination and intimidation, including harassment and sexual misconduct. The College’s mission is best accomplished in an atmosphere of professionalism which, in turn, is supported by mutual respect and trust. Dunwoody expects all students and employees and others doing business with Dunwoody to work toward this goal.

Harassment or violence based on a person’s race, color, creed, religion, national origin, sex, marital status, veteran/military status, disability, age, sexual orientation, status in regard to public assistance, membership or activity in a local commission, genetic information, or any other protected class status is unlawful and is strictly prohibited. The College prohibits sexual misconduct of any kind.

This policy applies to all Dunwoody students, employees, volunteers, and all individuals and entities that do business with Dunwoody. Violation of this policy will lead to discipline, up to and including termination of employment for employees, expulsion or suspension from Dunwoody for students, or prohibition from doing business with Dunwoody and exclusion from Dunwoody’s campus for volunteers and third parties.

Recent changes to the Title IX laws require that all employees, at any institution receiving Title IV funding, receive Title IX training on an annual basis. While adherence to this requirement is critical to Dunwoody, it is as important that the College enhances its culture of treating all individuals fairly and equitably. The College sees Title IX adherence not only a legal requirement, but also as the right thing to do.

The complete policy can be found in the student handbook (https://catalog.dunwoody.edu/catalog-student-handbook/student-rights-responsibilities/unlawful-harassment-sexual-conduct-policy/) and employee handbook.

**CLASSROOM/LAB ETIQUETTE**

The classroom or lab is intended as the place where students are prepared for the professional workplace that they will encounter upon graduation. Most classrooms and labs on campus are shared between multiple instructors, so each instructor is expected to leave classrooms and labs in good order by:

- Erasing all writing spaces
- Clearing desks and tables
- Removing any items that do not belong in the classroom or lab

**CLASSROOM/LAB MAINTENANCE**

Faculty are at the front line in regards to seeing that the best learning environment possible is provided for students. We ask that any maintenance issues noticed be reported by completing a Maintenance Request form (https://staff.dunwoody.edu/Departments/Maintenance/Lists/Maintenance%20Request/AllItems.aspx). (i.e.: repair of clocks, pencil sharpeners, broken furniture, damaged ceiling tiles, etc.). If immediate clean-up is required the security desk should be contacted at ext. 3328. Fluids that expose one to bloodborne pathogens require special clean-up processes.

**PROFESSIONAL DRESS**

Faculty members should dress so that they are easily recognized as an instructor. A neat, collegiate, professional dress appropriate for the classroom or lab is expected. Shorts, flip flops, inappropriate T-shirts are not acceptable. More casual attire may be appropriate on certain occasions as approved by a supervisor. Jeans of good quality and condition are approved to be worn on Fridays for all employees. Use good judgement. Dress for your day; if your day demands a nicer level of dress, please do so.

**Faculty Development**

Dunwoody College of Technology offers faculty a number of resources to aid in their development both as instructors and as technicians. Faculty instructional development is coordinated and provided by the Faculty Development Program; technical development is coordinated and provided by Human Resources and/or in collaboration with the department manager.

**Faculty Development Program Mission & Objectives**

The Faculty Development Program advances Dunwoody’s dedication to preparing high-quality graduates to engage in “the better performance of life’s duties” by providing all faculty members with a framework that fosters a culture of innovation, supports continuous improvement, and affords opportunities for reflection.

As a result, instructors will be able to:

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**Bachelor’s Degree Upper Level**

<table>
<thead>
<tr>
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*All faculty members who possess a degree in education are exempt from Career and Technical Education courses.

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**Professionalism and Conduct**

Faculty members are expected to represent themselves and their curriculum in a professional, collegiate and respectful manner. At all times they are to set an example of mutual respect by establishing a learning atmosphere where all feel respected and free to express ideas.
1. Strengthen their instructional capacity through growth in knowledge, application, and reflective practice
2. Make choices about content, delivery, and evaluation that focus around effective instruction and student learning
3. Formulate an identity about themselves as an educator that informs their short- and long-term professional goals, classroom policy, and educational philosophy

Structure
At the center of the Program is the Faculty Development Advisory Committee, which is charged with responsibilities related to advising the planning, delivery, and evaluation of this framework. The Committee provides insight, feedback, and guidance on the policies and activities that permit the Faculty Development Program to fulfill its mission. Committee membership consists of representatives of key areas on campus, especially pertaining to the academic experience. The Faculty Development Advisory Committee conducts a number of critical activities, including but not limited to:

- Identification of faculty development interests and needs
- Review of current programming, services, and overall framework
- Review of faculty development documentation, processes, and policies
- Assistance with the coordination, delivery, and assessment of faculty development programming and services
- Gathering, analysis, and dissemination of information related to faculty development activities and topics

Faculty development activities are coordinated, facilitated, and tracked by the Faculty Development Coordinator.

As part of setting yearly expectations, instructors develop a plan in collaboration with their managers. This decision is informed by end-of-course survey results, personal reflections, teaching observation results, and/or other instructional goals. Throughout the year, the Program provides opportunities to introduce, apply, and reflect on these new and/or reinforced skills. Managers will also check in during regular 1:1 sessions to discuss progress and/or to make modifications to that plan. At the end of the year, instructors and managers will document the impact on instruction.

Activities & Topics
Topics covered in these activities are related to current issues and interest, as informed by several stakeholders and measures. Notice of activities and topics will be given in the Dunwoody Observer e-mail newsletter.

The activities offered by the Faculty Development Program contribute to a yearlong, continuous effort toward improving instruction. These include:

New Faculty Orientation
The purpose of New Faculty Orientation is to prepare new instructors for their first semester of teaching by introducing them to fundamental skills and techniques that effectively facilitate learning; to the background knowledge that will equip instructors to make informed teaching decisions; and to the culture of teaching on campus.

Career and Technical Education Courses
Full-time faculty members at Dunwoody are required to take a Teacher Educational series of courses unless they have a degree in education.

These courses may be taken at the University of Wisconsin-Stout (Career and Technical Education – CTE), or another institution with comparable courses. Adjunct and part-time faculty are strongly encouraged to take them. The CTE classes may transfer to a graduate degree. The following are the courses required at UW-Stout:

- CTE-302 Principles of CTE
- CTE-405 Methods to Teaching CTE
- CTE-438 Course Const for CTE
- CTE-440 Inst Eval CTE

All-Faculty In-Service Events
Once per year, Dunwoody holds an all-day workshop that includes activities related to either beginning or end-of-semester topics, shares administrative updates, and/or provides faculty a chance to share goals, experiences, and reflections.

Monthly Faculty Development Sessions
Each month during the academic year, the Faculty Development Program hosts a faculty development session. These sessions take many forms and focus on a high-interest, current topic related to classroom instruction.

Collaborative Teaching Observations
Faculty participate in at least one teaching observation annually. This process is voluntary, but strongly encouraged as a tool for improving instructional practice; generating artifacts that demonstrate mastery of what Dunwoody has defined as effective teaching practice; sharing and discussing teaching ideas with fellow teachers; and informing current and future faculty development plans.

Resources
Faculty are also provided with a library of print and electronic resources to inform and reflect on their practices:

- The Teaching Professor
- American Technical Education Association (ATEA) Journal (included with ATEA membership)
- Faculty Development Canvas Site
- Faculty Development collection, Dunwoody library

Faculty Technical Development
Technical development opportunities are available for faculty through Human Resources and in coordination with department managers. These opportunities consist of a number of activities for the purpose of developing an instructor’s effectiveness as a professional representative of his/her respective field, including developing content-area expertise.

Structure
Faculty will set a technical development plan in addition to an instructional development plan as part of yearly expectations. With their managers, instructors will determine appropriate professional development activities that serve the instructor’s goal(s) for the upcoming year. Managers can then work with individual instructors to coordinate resources and support for such activities to be fulfilled.

Resources
A variety of print resources are available in the Learning Resource Center to inform and update instructors and their practice. Electronic resources, such as academic journals and an ebook collection, are available through
the EBSCOHost database, accessed through the Learning Resource Center. Instructors are encouraged to work with their managers to request resources of more specific nature.

Activities
Dunwoody College of Technology encourages faculty to participate in activities that promote their abilities as content-area experts. Faculty should work with their managers to arrange, budget, and plan for these activities accordingly.

Industry Competence
Dunwoody encourages faculty to seek out and realize opportunities to gain additional experience in their fields in order to maintain technical competence. These include professional organization memberships, continuing education as necessitated by industry licensure or certification and/or work in industry. Instructors should work with their managers to arrange for these opportunities.

Conferences & Field Trips
Faculty are encouraged to keep current in their field of study by traveling to and participating in industry tours, site visits, museum visits, conferences and seminars.

Faculty Required Degree Plans
Technical faculty will have or attain a bachelor’s degree in a relevant/related field of study from an accredited college or university and complete all Dunwoody professional development requirements. Technical faculty without a bachelor’s degree must have a plan in place and be actively pursuing their degree. Arts & Sciences faculty must currently possess a master’s degree in a relevant field of study with 18 graduate credits in the content area from an accredited college or university and complete all Dunwoody professional development requirements. The documentation process for the approval and completion of professional development and/or continuing education hours will consist of one or more of the following:

- A Degree Planning Form (https://staff.dunwoody.edu/Departments/Human_Resources/Benefit%20Information/Forms/AllItems.aspx?RootFolder=/Departments/Human_Resources/Benefit%20Information/Tuition%20Reimbursement&amp;FolderCTID=&amp;View=%7bF6B90DA5-F684-4F37-B02F-2E5E9EAC56E5%7d/) completed and approved prior to attending any college or university courses under the tuition reimbursement program
- A Tuition Reimbursement Form (https://staff.dunwoody.edu/Departments/Human_Resources/Benefit%20Information/Forms/AllItems.aspx?RootFolder=/Departments/Human_Resources/Benefit%20Information/Tuition%20Reimbursement&amp;FolderCTID=&amp;View=%7bF6B90DA5-F684-4F37-B02F-2E5E9EAC56E5%7d/), receipts, and course grades submitted to Human Resources for reimbursement and the employee’s professional development file

For all faculty promotions, the academic and minimum requirements for the next faculty promotional level must be met. In addition, the faculty member will have started to take over some of the responsibilities of the next promotional level. It is also assumed that faculty would only be promoted one level at a time.

Promotions are initiated by the Program Manager or Dean, and then submitted to the Provost. The Provost makes the final promotion decision.

Program Managers with a consistent teaching load, typically at least one course each semester, are eligible for faculty designations. The process for requesting faculty designation or promotion to the next level includes the same academic and minimum requirements, evaluation components, and timeline are the same.

Promotion Evaluation Components
Promotions will be evaluated on the following components. Faculty members can compile the components with or without the assistance of their program manager/dean.

Teaching Excellence
- Track record of positive student surveys
- Evidence from instructor
  - Contributes to teaching / learning outside of the classroom
  - Examples of innovative teaching
  - Examples from syllabi, learning activities, labs, etc.

Service to industry / professional / academia
- Industry partnerships
- Continued practice in field
- Research and/or writing in industry-related publications
- Speaking at industry-related conferences

Service to College
- Student recruitment / placement
- Advising student groups
- Committees / taskforce
- Collaborative work
- Models Dunwoody core values and performance factors

Timeline
**April 1st**
Application form (https://staff.dunwoody.edu/Departments/Human_Resources/Lists/General%20Information/Attachments/25/Faculty%20Promotion%20Application.pdf) and supporting documents sent to Dean / Program Manager

**May 15th**
Promotion recommendations sent from Dean / Program Manager to Provost

**July 1st**
Dean / Program Manager and Provost approve / deny promotions, and notifies faculty member

Deans Council meeting to discuss approving / denying Professor level promotions

How to Apply for a Promotion
The decision to promote faculty members is an important part of ensuring continued and enhanced academic quality. While criteria is laid out for a promotion, the decision to promote is ultimately based on how a faculty member contributes to academic excellence today and anticipated future contributions.
Promotions announced and go into effect

October 1st
Salary increases go into effect

Instructor
Academic Requirements
Degree level appropriate to the courses being taught

Minimum Requirements
3 years industry / professional / academia (I) experience (preferred)

Responsibilities
• Facilitate learning activities so that students learn the principles, theory, skills, and work ethic necessary to become proficient for entry level positions
• Create a positive learning environment
• Monitor, assess and advise learner on technical and academic progress and performance
• Use current academic and industry practices in assigned courses of instruction
• Develop and upgrade lesson material, training aids, and maintain equipment within assigned course of instruction
• Assist in the recruitment and placement of learners
• Participates in industry Program Advisory Committee (PAC) to monitor and assess curriculum, budgets, and equipment needs
• Other duties as assigned

Senior Instructor
Academic Requirements
Degree level appropriate to the courses being taught

Minimum Requirements
• 3 years of teaching (T) experience (preferred)
• 3 years industry / professional / academia (I) experience (preferred)

Responsibilities
• Facilitate learning activities so that students learn the principles, theory, skills, and work ethic necessary to become proficient for entry level positions
• Create a positive learning environment
• Monitor, assess and advise learners on technical and academic progress and performance
• Use current academic and industry practices in assigned courses of instruction
• Develop and upgrade lesson material and training aids and maintain equipment within assigned course of instruction
• Assist in the recruitment and placement of learners
• Participates in industry Program Advisory Committee (PAC) to monitor and assess curriculum, budgets, and equipment needs
• Other duties as assigned

Assistant Professor
Academic Requirements
Bachelor's Degree or higher

Minimum Requirements
• Advanced industry or teaching credentials as appropriate to the industry or field
• 5 years of teaching (T) experience (preferred)
• 3 years industry / professional / academia (I) experience (preferred)

Responsibilities
• Facilitate learning activities so that students learn the principles, theory, skills, and work ethic necessary to become proficient for entry level positions
• Create a positive learning environment
• Monitor, assess and advise learners on technical and academic progress and performance
• Use current academic and industry practices in assigned courses of instruction
• Develop and upgrade lesson material and training aids and maintain equipment within assigned course of instruction
• Assist in the recruitment and placement of learners
• Participate in industry and/or professional organizations in order to maintain and enhance program health and academic integrity
• Lead the process of maintaining equipment and recommend new equipment purchases within assigned program
• Provide work direction and supervision to student employees
• Assume department leadership responsibilities in the academic dean's or manager's absence
• Other duties as assigned

Associate Professor
Academic Requirements
Master's Degree (or professional degree when appropriate)

Minimum Requirements
• Advanced industry or teaching credentials as appropriate to the industry or field
• Combined 10 years of industry / professional / academia plus teaching experience
  • T + I ≥ 10
  • T = teaching experience

• As a part of a team, design and develop new curriculum within assigned program
• Provide support, coaching, and guidance to faculty members
• Other duties as assigned
Minimum Requirements

- Doctorate Degree
- Academic Requirements
- Professor

Responsibilities

- Facilitate learning activities so that students learn the principles, theory, skills, and work ethic necessary to become proficient for entry level positions
- Create a positive learning environment
- Monitor, assess and advise learners on technical and academic progress and performance
- Use current academic and industry practices in assigned courses of instruction
- Develop and upgrade lesson material and training aids and maintain equipment within assigned course of instruction
- Assist in the recruitment and placement of learners
- Participate in industry and/or professional organizations in order to maintain and enhance program health and academic integrity
- Lead the process of maintaining equipment and recommend new equipment purchases within assigned program
- Participates in industry Program Advisory Committee (PAC) to monitor and assess curriculum, budgets, and equipment needs
- Provide support, coaching, and guidance to faculty members
- Lead a team to design and develop new curriculum within assigned program
- Assist the academic dean or manager in scheduling, budgeting, and curriculum health improvements in an assigned program
- Provide work direction and supervision to student employees
- Assume department leadership responsibilities in the academic dean’s or manager’s absence
- Performs research and/or contributes to publications that add to the knowledge base of the industry
- Speaks at industry-related conferences on industry or field of study trends and research results
- Seeks out and works on grant-writing initiatives to include research, writing and maintenance
- Other duties as assigned

Professor

Academic Requirements

Doctorate Degree

Minimum Requirements

- Combined 20 years of industry or field plus teaching experience
  - T + I ≥ 20
  - T = teaching experience
  - I = years industry / professional / academia preferred
- Significant contributions to the advancement of the field or industry
- Nationally recognized as a leader in research and/or publications that add to the knowledge base of the industry
- Sought out to speak at regional & national conferences on industry trends and research results
- Exhibited success on grant-writing initiatives to include research, writing and maintenance
- Displayed effective teaching excellence

Responsibilities

- Facilitate learning activities so that students learn the principles, theory, skills, and work ethic necessary to become proficient for entry level positions
- Create a positive learning environment
- Monitor, assess and advise learners on technical and academic progress and performance
- Use current academic and industry practices in assigned courses of instruction
- Develop and upgrade lesson material and training aids and maintain equipment within assigned course of instruction
- Assist in the recruitment and placement of learners
- Participate in industry and/or professional organizations in order to maintain and enhance program health and academic integrity
- Lead the process of maintaining equipment and recommend new equipment purchases within assigned program
- Participates in industry Program Advisory Committee (PAC) to monitor and assess curriculum, budgets, and equipment needs
- Provide support, coaching, and guidance to faculty members
- Lead a team to design and develop new curriculum within assigned program
- Assist the academic dean or manager in scheduling, budgeting, and curriculum health improvements in an assigned program
- Provide work direction and supervision to student employees
- Assume department leadership responsibilities in the academic dean’s or manager’s absence
- Performs research and/or contributes to publications that add to the knowledge base of the industry
- Speaks at industry-related conferences on industry or field of study trends and research results
- Seeks out and works on grant-writing initiatives to include research, writing and maintenance
- Other duties as assigned

Faculty Recognition

Recognition awards are given out annually to faculty and staff for their contributions to better the college. Awards are presented at a year-end celebration in May. Nominations are requested by the Provost’s office early spring. The following awards are specific to Dunwoody faculty.

Distinguished Teacher Award

Nominations for this award are submitted by academic deans and program managers. The recipient is selected by the Provost and approved by the President’s Cabinet. The award is given to a faculty member who has committed a significant portion of his/her career to the art of teaching and who demonstrates an ongoing commitment to education and lifelong learning. Specifically, the criteria include:

- Demonstrated excellence in teaching
- Consistent ability to instill critical and creative thinking skills in their students
• Demonstrated commitment to developing their own pedagogical skills in themselves and those new to the profession of teaching
• Demonstrated commitment to the field of education
• Demonstrated commitment to building effective relationships with both secondary education and industry

Outstanding Academic Innovation Award
Nominations for this award come from academic deans and program managers. The recipient is selected by the Academic Leadership Council and approved by the Provost. The award is given to faculty members who demonstrate a commitment to implement innovative instructional strategies in the classroom; or to pursue academic research, publication, or presentation; or to build and sustain industry collaboration to inform their lectures and curriculum development. Specifically, the criteria include:

• Successfully experiments with innovative instructional strategies, including but not limited to the implementation of technology in the classroom
• Outstanding academic innovation or achievement such as research, publication, presentation, or industry collaboration that enhances the instructor’s competence in subject matter and overall instructional ability

Instructor of the Year Award
Nominations for this award come from students. The recipient is selected by the Academic Leadership Council and approved by the Provost. The criteria include:

• Commits to the students’ academic success
• Serves as a professional role model to students and colleagues
• Aims for academic excellence in curriculum development
• Aims for academic excellence in instruction

Faculty Responsibilities

Contact Hours
The faculty workload policy is based on a year-round academic calendar. A typical full-time technical instructional workload is no more than 30 hours of contact time per week, as normalized in an academic year. This may vary due to other duties or academic requirements as assigned and approved by academic leadership. Full-time faculty may also be required to teach in the summer. Contact hours can be spread between day and evening and online sessions as well as between departments in order to get to the appropriate number of contact hours. Non-technical faculty will have no more than 25 contact hours. The academic deans and program managers will take into account the type of courses and teaching load in order to determine a specific instructor’s workload. In some cases technical and non-technical faculty will be paid overload based on instructional workload.

Assessment of Student Learning
It is expected as part of the teaching/learning process that faculty will conduct assessments to determine their students attainment of the institutional core abilities, the course competencies, and the programmatic learning outcomes. Documentation of these assessments will take place through the learning management system, Canvas, and through the Annual Programmatic Assessment Report. Faculty will analyze the assessment results and improve their curriculum to assist students in achieving the desired outcomes.

Recruitment
Under the direction of the department managers, technical faculty are expected to support the student recruitment process by participating in high school visits, open houses, career fairs, community partnerships such as STEM-related camps/events, and in local, state and national competition events. Supervisors may assign faculty to other duties not related to student recruitment, which would make them exempt from some student recruitment events.

End-of-Course Surveys
Every instructor is required to encourage student participation in the End-of-Course Evaluations at the end of each semester. The information gathered from these surveys is an effective means for instructional improvement.

The survey tool, EvaluationKIT, is migrated within Canvas. Students receive email and notifications within Canvas when a survey is available for their course(s). Students are surveyed during the last week of a course through Likert Scale questions to assess instructors’ performance.

Instructors are able to review their End-of-Course Evaluations results once student accessibility to the survey closes. Managers are able to review reports at any time.

End-of-Course surveys are managed through the Provost Office. For support needs regarding this software, contact endofcourseevaluations@dunwoody.edu.

Faculty Office Hours
It is important for faculty to be able to establish reasonable expectations of availability, and it is important for students to be able to find and communicate with faculty in a reasonable time-frame. In order to balance those needs, all faculty members who are currently teaching, need to declare (and keep) office hours throughout the semester, and need to declare personal preferences with respect to communication with students.

Full time faculty should hold office hours at least five hours per week, preferably distributed across more than one day a week. Faculty should publish office hours on the syllabus of each course they teach. Due to the time, location, and modality of courses, it is understood that some flexibility within this rule may best serve students’ needs for access to faculty.

Adjunct faculty should make every effort to give students a way to communicate with themselves in a reasonable time-frame throughout the semester, and need to declare personal preferences with respect to communication with students. Holding office hours one hour prior to or after class is a preferred practice.

Academic Advising
Timely academic advising is used consistently throughout the College to promote student success and retention.
Academic Advising Process

A faculty advisor is assigned to each student upon the student’s acceptance to Dunwoody. The Admissions Department notifies each student of the assigned advisor during orientation. Over the course of the student’s education, the student may be assigned a different advisor. Academic deans and program managers are responsible for developing an advising system that works within their individual academic curriculum. They are required to have academic conversations with each student at a midterm point in the curriculum. Academic advising sessions are private in nature and are conducted in a private room. Academic advisors document the date of the advising session and any key points in the Student-at-a-Glance Report in IIS. Any follow-up necessary to provide the student any information that is required or requested is the responsibility of the faculty advisor. Academic deans and program managers are responsible for assigning faculty advisors and for updating changes to faculty advisors through the Registrar. Items considered academic in nature:

- Final course grades/midterm grades
- GPA
- Academic warning/probation
- Attendance/timeliness
- Missing assignments
- Work performance

Best Practices in Attendance

Dunwoody College of Technology is an attendance recording institution; this is typical practice for technical colleges since an attendance requirement reflects the industry standard. In order to comply with the Department of Education, accurate and timely attendance records for every class for every day are mandatory. Accurate attendance reporting, or lack of, affects the following: Financial Aid, academics, attendance awards, verification of student’s enrollment status for National Student Clearinghouse, the College’s ability to participate in a Financial Aid program and the State of Minnesota Department of Labor and Industry (for ELEC students). Questions concerning the attendance policy should be directed to the academic dean or program manager for your department.

Student attendance in a course is defined as active participation in the course (all students including online students are subject to the attendance policy). Participation for on-line courses may take the form of posting to discussion forums, submitting assignments (in person, via drop boxes, email, etc.) or completing quizzes or exams. (Note: logging into a course does not qualify as participation and will not be counted as meeting the attendance requirement). Discussions of matters other than the course’s subject matter would not count as participation (i.e. plans about submitting assignments, requests for extensions on deadlines, notifications of illness, etc.). Students’ communication only of plans to participate cannot itself count as participation. Course syllabi may specify academic sanctions including being dropped or withdrawn from a course; sanctions for absence need to be clearly communicated to students.

Course syllabi may specify academic sanctions including being dropped or withdrawn from a course; sanctions for absence need to be clearly communicated to students.

Non-participation for 14 continuous calendar days will result in the student being completely withdrawn from the college. This allows adequate processing time for Financial Aid to meet mandated deadlines for handling federal student aid.

Attendance Recording Accuracy

- Do not record attendance prematurely
- Attendance must be recorded by 7 a.m. of the following morning
- Do not record attendance days or weeks late
- Be accurate when selecting date
- Be accurate when selecting the attendance option so that you do not have to go back and change it later

First Week Attendance

If a student does not attend or meet check-in requirements within the first five days of the semester, the student must be dropped. Students will not be automatically dropped after the first five days, so instructors will need to complete a Add/Drop/Withdraw form (https://staff.dunwoody.edu/Forms/Shared%20Documents/Registration%20Forms/AddDropWithdraw_Form.pdf) and submit to the Registrar. The student can always be reinstated into the class by the dean or manager.

Attendance for Distance Learning (DL), Directed Study (DS), Web-Based (WB), and Hybrid (HB)

Student attendance is defined as active participation in the course; this is best practice to show that weekly academic progression is being made. Participation for on-line courses may take the form of posting to discussion forums, submitting assignments or completing quizzes or exams. Logging into a course does not qualify as participation, and will not be counted as meeting the attendance requirement. Attendance option CIY or CIN should be used unless the class meets face-to-face then attendance option P or A should be used. Other attendance options (listed below) should be applied where applicable.

Attendance Options

- Present (P): Applied when the student is physically present in a Face-to-Face course.
  - Present should not be used for distance learning unless there is a day when the class meets physically.
  - Should never see this for a date which has not yet occurred.
- Absent (A): Applied when the student is not present for a face-to-face course or portions of a distance course meeting face-to-face.
  - Should never see this for a date which has not yet occurred.
- Absent Excused (E): Excused absences will count as a regular absence, will count in attendance awards calculations, and will possibly affect academics.
  - Faculty reserve the right to apply an Absent Excused for situations such as work, illness, family emergencies, etc.
  - The student should notify the instructor of the expected absence ahead of time; this might help gauge the overall responsibility of the student.
- Check-In Yes (CIY): Applied when the student has met the requirements of check-in (active participation) for either a Distance Course or a face-to-face course not physically meeting for a day (i.e. Industry Days, career fairs, etc.) or an internship.
  - A Check-In Yes is equal to a Present (P).
- Check-In No (CIN): Applied when the student fails to meet requirements of a check-in (i.e. incomplete active participation for
a distant learning class, not attended Industry Days, career fairs or internship, etc.).
  • A Check-In No is equal to an Absent (A).
  • Attendance Not Required (NR): Applied for instances when classes aren’t held for on behalf of the instructor or college (i.e. campus is closed, instructor is absent, classes are canceled for Spring Fling and Fall Fling).
    • For events such as Industry Days and career fairs, instructors should use the check-in system (CIY/CIN).
    • Attendance Not Required (NR) should also be used for late registration, and this should be noted in the attendance roster and Student-At-A-Glance in IIS.
    • NR should also be used for a student who misses a class for a field trip for another course, but should be prearranged before the day of the field trip.
    • NR is counted as an absence for purposes of the 14 day, 10 day and 7 day No-Show report but does not count against the student for attendance award purposes.

Time Missing
Applied accordingly when a student arrives late, leaves early or both. Record the number of minutes student missed the class.

Leave (Long-Term)
(i.e. life events such as deployment, pregnancy, illness, caregiving, bereavement, etc.)
A student who is experiencing a life event should be withdrawn from coursework unless arrangements have been made in advance and approved by the Dean of Students via a Student Request Form. If the student is allowed to continue with the course via Distance Learning, then the Check-In Yes (CIY) and Check-In No (CIN) options should be applied.

Leave (Short-Term)

Short-term leave should be delayed until summer, if possible (i.e. optional surgery, military training, recreational trips and activities, etc.). If not possible, but the student is able to continue with their studies while on leave, the student should complete in advance (with assistance from a dean or program manager) a Student Request Form outlining the academic plan and attendance policy for the arrangements made. All requests must be approved in advance by the Dean of Students. If the student is allowed to continue with the course via Distance Learning, then the Check-In Yes (CIY) and Check-In No (CIN) options should be applied.

Jury Duty and Other Government Obligations
Attendance should be handled for these the same as if the student were on short-term leave. It is important to note that this does not include court appearances unless the student is called as a witness or subpoenaed. Students should request to postpone this obligation until they have a break (i.e. summer).

Student Accommodations Request for Disability or Special Need
Dunwoody College of Technology is committed to creating equal access and opportunity to all campus programs and services for persons with disabilities. Means of equal access are provided to students with documented disabilities to provide them the opportunity to show their abilities and capabilities, not highlight their disabilities. Students are responsible for initiating the learning accommodation process. This is different than high school. Please see the chart below that explains the differences between high school and college learning accommodations and explore our process, below.

At any time throughout the process, please feel free to reach out to our Associate Dean of Students, John Richardson, MA. (jrichardson@dunwoody.edu)

Process for Learning Accommodations
1. Students can request an accommodation for a disability or a special need by completing a Student Request for Learning Accommodations or Special Need Form, which can be obtained from Student Affairs or here: http://www.dunwoody.edu/pdfs/LearningAccommodationSpecialNeedRequest.pdf
2. A student must provide current documentation from an appropriate licensed professional or agency. Documentation should include educational, medical, psychological, and/or other diagnostic evaluations that define the nature of the disability. In addition, this information should outline how the condition(s) may affect the student academically, along with a recommendation for appropriate accommodations. Please note that IEP’s and 504 plans are not used to define disabilities or accommodations, however they are helpful in the accommodations’ process to see what has worked in an educational setting in the past.
3. Once all documentation is received and the request form is filled out, then the Associate Dean of Students will certify eligibility for disability services and determine reasonable accommodations. Some accommodation requests will be reviewed with the student’s academic Dean, the Dean of Students, or the Provost depending on the request. If you would like to schedule a meeting regarding an accommodation, please check with the Associate Dean of Students. Accommodations are determined on a case-by-case basis. The Associate Dean of Students may reach out to the student during this process.
4. If the accommodation request is complete and approved, then the student works with the instructor for each class to define the details of the request. The student and faculty will use the student’s accommodation letter to clearly state what the accommodations look like for each class. For example, extra time for a lab class will look different than extra time for a lecture class. This avoids confusion for both parties. Every effort must be made to ensure the requested accommodations are in place. Faculty and/or students should consult with the Associate Dean of Students, if additional information or clarification of an accommodation is needed.

Learning Accommodations in High School Versus College

<table>
<thead>
<tr>
<th>In High School</th>
<th>In College</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school identifies students with disabilities.</td>
<td>The school protects a student’s right to privacy and confidentiality.</td>
</tr>
<tr>
<td>The school district is responsible for evaluating and documenting the student’s learning disability.</td>
<td>The student is responsible for providing current documentation of the disability to the college.</td>
</tr>
<tr>
<td>The school automatically incorporates accommodations into the student’s daily schedule once a disability is documented.</td>
<td>The student must request accommodations each time they are needed.</td>
</tr>
</tbody>
</table>
The school modifies the educational programs.
The college makes reasonable adjustments in instructional programs which do not alter the essential content or requirements of a course or program.

Parents are advocates for their children.
Students are their own advocates.

Special classes and placement must be available for students.
Colleges are not required to provide special classes or programs for students with disabilities.

Parents are notified and must give permission for any decisions regarding their son or daughter.
Parents are not notified of services their son or daughter requests unless the student grants permission for that information to be released.

An IEP meeting is held to determine placement and appropriate services.
Students work with college professionals and instructors to determine if and what services are appropriate.

The school provides assessment of disabilities.
The school provides access to testing services which are accessible to persons without disabilities.

# Academic Integrity - Dealing with Cheating and Plagiarism

Common practice should be used in reporting or managing student issues involving cheating, plagiarism, threats, etc. Fair assessment of student work is a critical factor in creating an optimal learning environment. Faculty have the responsibility to discourage students from cheating and to appropriately deal with cheating or plagiarism when it is detected. Instructors should be familiar with the Code of Conduct (https://catalog.dunwoody.edu/catalog-student-handbook/student-rights-responsibilities/student-code-conduct/) policy in the student handbook, and how the Code of Conduct applies to student's work.

Instructors can reduce the incidence of cheating by paying specific attention to how they communicate their expectations to students, how they prepare their exams, and how they administer their exams. If faculty members do not fulfill their responsibility for maintaining academic integrity, it makes it difficult to charge students with infractions of academic integrity. Consult with your department dean or program manager for appropriate penalties.

# Cancelling Classes

In the event that a situation (illness, emergency, etc.) prevents you from meeting a regularly scheduled class, ensure you notify the appropriate parties as soon as possible:

- Contact your dean and/or manager
- Make every effort to notify each student
- Notify security
- Notify Manager on Duty (night class)
- Notify HR (if applicable)

If you're unable to contact all appropriate parties, at minimum notify your dean and/or manager. Ask them to handle other communication.

The person receiving your cancellation should also coordinate a note on the classroom door.

This applies to unexpected, short-term absences. If you are planning/need to be gone for a longer period of time, you will need to work out appropriate coverage for your class(es) with your dean or manager.

# Add/Drop/Withdraw

It is important to note the distinction between these two words and to use them correctly. A student may add/drop/withdraw from an individual course as defined below. The appropriate technical dean/program manager is ultimately responsible for monitoring the drop and withdrawal process. Students may also withdraw from their entire program or be withdrawn by the institution.

# Student Initiated Withdrawal

Students who want to withdraw from all classes must notify their academic program manager/dean, who will submit a Complete Withdrawal form (https://staff.dunwoody.edu/Forms/Lists/Withdrawal%20Form/Current%20YearTerm%20Withdrawals.aspx) on behalf of the student.

# Add a Class

- A class may be added no later than the first 5 days of the semester

# Drop a Class

- A class may be dropped within the first 5 days of the semester.
- Students who have not attended the first 5 days of the semester will be dropped from the class
  - Instructors should monitor first week's attendance, and then initiate the drop process
  - Drop forms are submitted to the Registrar's Office.
- Exceptions occur if a student has communicated with the instructor about missing the first 5 days of class
- Dropped classes will not appear on a student’s transcript and will not have an impact on the GPA

# Withdraw from a Class

- Students may withdraw from a class during the timeframe between the 6th day of the semester and the end of week 14 (week 7 for summer session)
- Instructors should initiate withdrawals per any of the Institutional Initiated Withdrawal circumstances
  - The class will remain on the student’s transcript with a grade of W and will not have an impact on the GPA
  - Students cannot withdraw from a class once a letter grade has been earned

# Student Reference

Faculty and staff members may receive reference requests from students who are seeking employment, housing, volunteer work, and scholarship and related opportunities; the faculty member or staff member may serve as a reference or decline to do so. If the faculty member or staff member chooses to serve as a reference, the following procedure is to be followed:
Faculty Resources

Learning Resource Center

Learning Commons

The college library is centrally located to support faculty and students through its resources and services. Library provides an ever growing book (eBook) and reference collection, online databases, A/R and V/R equipment, newspapers, periodicals, tables for group seating, individual study carrels, access to Dunwoody’s wireless network, computer stations and a printer/copy machine.

Library Website

In keeping with the Dunwoody mission of providing a “best-in-class” education, the Learning Commons is currently undergoing a shift towards providing more and better electronic resources. The Learning Commons page (https://dunwoody.edu/campus-life/campus-services/learning-commons/library-catalogs-and-databases/) on the Dunwoody website is available for students, faculty, and staff as a portal to our catalog hosted by MnPALS and curriculum support resources. A link to the EBSCO host gateway provides access to a number of databases, including Academic Search Premier, Business Source Premier, Consumer Health Complete, Science Reference Center, the Avery Index, EBSCO’s eBook Academic Collection and the Teacher Reference Center. Off campus access to this Library portal is available using the Dunwoody user id and password.

Reference

Reference service is available during most business hours and by appointment. The reference collection is quite extensive, and the Learning Commons staff helps to provide full access to any of those materials. Learning Commons staff will help with specific reference questions, are willing to demonstrate usage of electronic research resources, and are available to give students and faculty a tour of the Learning Commons.

Historical Archives Collection

The purpose of the Historical Archives Collection is to preserve for researching the historically valuable materials which document the origins, development, activities and achievements of Dunwoody College since its inception in 1914. This collection consists of over 6000 items that are currently being categorized, identified and readied for digitization. Materials in this collection include:

- Early college photos, newspapers, documents
- Significant college publications, such as course catalogs and alumni newsletters
- Meeting minutes, other critical documents instrumental in guiding institutional policies
- Strategic plans, annual reports and other administrative materials
- Books and papers critical to the Dunwoody history

Elftmann Student Success Center

The Elftmann Student Success Center provides a team of professionals and peer tutors ready to help students achieve academic success. The center provides an array of services such as tutoring and supplemental instruction, support for ESL students and students with accommodations and academic coaching. Students can visit the Math Center for a Guided Study Recitation or help with homework questions or the Writing Center to get a great start on research papers or to prepare a résumé.

Faculty or staff members MAY NOT serve as a reference for a student worker. A student worker’s request for a reference MUST be forwarded to Human Resources.

Faculty Resources

Learning Resource Center

Learning Commons

The college library is centrally located to support faculty and students through its resources and services. Library provides an ever growing book (eBook) and reference collection, online databases, A/R and V/R equipment, newspapers, periodicals, tables for group seating, individual study carrels, access to Dunwoody’s wireless network, computer stations and a printer/copy machine.
The system is Canvas LMS. You can access it through LaunchPad, Dunwoody's official Learning Management System (LMS) Canvas. Training and assistance for Canvas is available at the IT Service Desk.

In order to access this service, go to http://dunwoody.bncollege.com and click the Faculty Resources tab. FacultyEnlight (https://www.facultyenlight.com/?storeNbr=8027/) access is located at the top right of the faculty page.

**Student/Alumni Placement**

**Anthony L. Ferrara Career Services Center**

Career Services provides lifelong employment assistance to Dunwoody students/alumni at no cost.

The Career Services office collaborates with faculty members of all departments to ensure students maximize their career potential. Faculty will work with Career Services staff to gather accurate documentation on graduate surveys, coordinate on-campus recruitment events and information sessions, coordinate job and internship opportunities, and schedule speaking opportunities in classrooms for career preparation.

Many job leads come into Dunwoody via professional connections of faculty and staff. Faculty members are encouraged to pass those job opportunities directly to students in addition to connecting employers with Career Services staff.

**Career Services is available to present and lead classroom discussions on:**

- How to best use Dunwoody's online career management system, MyCareer
- Resume best practices
- Preparing for Career Fairs
- Job Searching and Interview Preparations
- Administering DiSC training
- Online social media presence
- Other relevant topics as needed

**IT Systems**

Dunwoody has several IT systems to help you manage your classes and share information with the rest of the college. As with other IT functions, you can get help with them or suggest improvements through the IT Service Desk.

**Canvas**

Dunwoody's official Learning Management System (LMS) system is Canvas LMS. You can access it through LaunchPad (https://launchpad.classlink.com/dunwoody/) or at https://dunwoody.instructure.com/). Your courses and enrollments will be automatically uploaded three times a day from PowerCampus/My.Dunwoody. We have customized Canvas to allow you to take attendance and add midterm and final grades through Canvas. Training and assistance for Canvas is available at the IT Service Desk.

Like all learning management systems (LMS), this is your primary classroom portal for sharing content and documents with your students. You can also use it for online quizzes.

**Academic Plan**

The academic plan is a degree progress tracking tool that displays both Arts & Sciences and Technical course requirements for a program, of which the student is currently enrolled. The academic plan shows what has been completed, what is in progress, and what is left to do in order to satisfy academic requirements for graduation.

The academic plan also has a 'What If' feature, that allows for a student to view how completed courses will satisfy requirements of other programs, of which the student may not yet be enrolled.

Students should monitor their progress toward their declared degree or certificate path using the academic plan on my.dunwoody. This plan may also be used by faculty, program managers/deans, and Student Affairs advisors in advising sessions.

**YouTube, Wiki and Other Technology Platforms**

Faculty members are encouraged to develop curriculum that stimulates inquiry and is engaging. The use of technology assists with this goal and can enhance the delivery method. The following are some guidelines to consider when using technology in curriculum delivery:

- When using videos or downloading content, be sure that the copyright allows the use of video or images for academic purposes
- Not sure of copyright, please check with a Dunwoody librarian
- Dunwoody has a number of approved enhancements and delivery methods, such as the Learning Management System (LMS)
- Not sure if the technology you wish to use is a Dunwoody approved product, check with IT to make sure
- All material uploaded online is copyright of Dunwoody College

**Work-study Hiring Procedure**

Work-study positions may include jobs in the Financial Aid Department, Library, Career Services Center, Registrar, as well as assistance to an instructor with curriculum-related activities and tutoring. Work-study students should not be in positions that involve personal interaction with other students. The supervisor who wishes to hire a work-study student should follow this procedure. Documents are located on the staff.dunwoody HR page (https://staff.dunwoody.edu/Departments/Human_Resources/Student%20Workers/Forms/AllItems.aspx):

1. Complete a job description for the position.
   a. If needed, reference the Job Description Template.
2. Complete the Student Worker Hiring Request Form.
3. Send the completed electronic copy of the Student Worker Hiring Request Form (https://staff.dunwoody.edu/Departments/Human_Resources/Student%20Workers/Forms/AllItems.aspx) and the Job Description to the Vice President of Enrollment for approval.
   a. Once signed, the electronic form and job description will be forwarded to HR for approval and the position will be posted
4. Advise interested students to meet with a Financial Aid Consultant to determine work-study eligibility. If eligible for work study, the student will complete an Annual Work-Study Employment Agreement Form, which is to be signed by the position supervisor and a Financial Aid consultant and then forwarded to HR.
   a. If a student is not eligible for work-study the student may still interview for the position.
6. Contact the student applicant if you want to set up an interview.
   a. Reference the Student Worker Interview Question Guide.
7. If the student is offered the position, Human Resources will send an email link to fill out information for the background check.
   a. Human Resources will notify the student and department dean or program manager once results have come back.
8. Human Resources will email the student and cc the manager advising the student to set up a meeting with Human Resources to complete new hire paperwork.
9. Once the student meets with Human Resources and has provided/completed all the required paperwork, HR will send a Personnel Action Form (PAF) to the manger for their approval.
   a. Once the manager approves the PAF, the manager can have the student worker start their employment.

Publications

Dunwoody Observer

Dunwoody Observer is a weekly email newsletter for Dunwoody employees.

The Dunwoody Observer is designed to build awareness of Dunwoody's mission and how employees can contribute to it; to celebrate the good work and news of the College and its constituents; to facilitate employee awareness of Dunwoody initiatives, procedures, policies and people; and to improve employee participation in and understanding of wellness, diversity and other programs designed to aid their work and personal lives. Weekly content includes brief news items, calendar items, and a wellness corner. Featured items are presented in an informal tone and are fairly short, consisting of a headline and a paragraph or two. Content — is either included as an attached file or made accessible to download on staff.dunwoody (http://staff.dunwoody.edu/default.aspx) or the public website.

DC Weekly

DC Weekly is a weekly email newsletter for students. The publication's goal is to keep students informed of deadlines, events, and activities as well as news, especially of student achievements, so that students are actively engaged with their academic career on campus and develop pride in their affiliation with Dunwoody.

All items being considered for submission to either DC Weekly or the Observer or both publications should be e-mailed to marketing@dunwoody.edu by 5 p.m. on the Friday of the week preceding publication. The newsletters are emailed out every Tuesday.

Annual Report/Alumni & Friends Magazine

The Alumni & Friends Magazine is a publication designed to educate, inform, inspire and foster engagement with alumni and friends of the College. The print/online magazine includes: feature stories that highlight a topic or area of interest, campus and alumni news, a calendar of events, and a letter from the President. The magazine also includes an Annual Report that provides highlights from the past year, an overview of the College's financial data as well as an Honor Roll of Donors, which recognizes faculty, staff, alumni, friends, industry partners, corporations and foundations for making financial contributions.

Story ideas and/or submissions should be emailed to alumni@dunwoody.edu.

Dunwoody College News blog & Social Media

Stories celebrating the achievements of the Dunwoody community can be found on the Dunwoody College News blog (http://dunwoody.edu/news/).

Marketing also posts stories from Dunwoody College News as well as other items of interest, including photos and videos, to its social media accounts:

Facebook (https://www.facebook.com/dunwoodycollege/)

Instagram (https://www.instagram.com/dunwoodycollege/) | @dunwoodycollege

Linkedin (https://www.linkedin.com/school/dunwoody-college-of-technology/)

Twitter (https://twitter.com/dunwoodycollege/) | @dunwoodycollege

Youtube (https://www.youtube.com/dunwoodycollege/)

To suggest items for Dunwoody College News and/or social media, submit through Marketing's RoboHead (https://dunwoodymarketing.robohead.com) account or email marketing@dunwoody.edu.

Dunwoody Dates Calendar

Dunwoody Dates is an Outlook calendar used to communicate activities and events that affect the campus as a whole. It provides faculty and staff a place to find and send information that impacts the operation of the College. Use your discretion wisely when adding items to this calendar.

Types of events included on Dunwoody Dates are:

- Student final presentations
- Annual, campus-wide PAC dinner/meeting
- Career fairs
- New student days
- Open houses
- Dunwoody hosted summer camps

To view Dunwoody Dates calendar:

1. Open Calendar in Outlook
2. Select ‘Open Calendar’ and select ‘Open Shared Calendar’ search for Dunwoody Dates through the Name address book
3. Dunwoody Dates is now available to view at any time by selecting it from the Shared Calendars list

To add an event or activity to Dunwoody Dates calendar, set up a meeting from your calendar and invite Dunwoody Dates, and include the following information:

1. Title of the event, activity, deadline or meeting
2. Date, time and location
   a. Meeting location (room would need to be reserved prior to publishing event)
      i. Requests are made through Meeting Room Manager
3. Recurrence (if applicable)
4. Person to contact with questions
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