

**NEOSHO COUNTY COMMUNITY COLLEGE  
BOARD OF TRUSTEES MEETING  
Minutes**

**DATE:** June 12, 2008  
**TIME:** 5:30 P.M.  
**PLACE:** Student Union, room 209

**PRESENT:** Craig Bagshaw  
Kevin Berthot  
Charles Boaz  
Clint Isaac  
Mariam Mih  
David Peter

**PRESENT:** Dr. Vicky Smith, President  
Dr. Brian Inbody, Vice President for Student Learning  
Ben Smith, Dean of Planning and Operations  
Sandi Solander, Dean of Finance  
Brenda Krumm, Dean of Outreach/Workforce Development  
Kent Pringle, Board Attorney  
Terri Dale, Board Clerk  
Dennis Sowers, [Chanute Tribune](#)

Prior to the meeting, Kent Pringle administered the oath of office to Craig Bagshaw.

The meeting was called to order by David Peter, Chairman at 5:32 p.m. in room 209 in the Student Union.

### III: Public Comment

There were no speakers.

### IV. Approval of the Agenda

Mr. Peter asked to amend the agenda by adding an executive session for non-elected personnel prior to the consent agenda and adding personnel-resignations and personnel-administrative assistant to new business prior to the executive session for non-elected personnel.

**Upon a motion and a second the agenda was approved as amended. Motion passed.**

#### Amended Agenda Item: Executive Session-Non-elected Personnel

Upon a motion and a second the Board recessed into executive session for five minutes to discuss matters related to non-elected personnel which if discussed in open session might violate their right to privacy and to include the President, Vice President of Student Learning, and College Attorney. Motion passed. The Board recessed into executive session at 5:37 p.m.

The Board returned to open meeting at 5:43 p.m.

### V. Consent Agenda

The following items were approved by consent.

- A. Minutes from May 8, 2008
- B. Claims for disbursement for May 2008
- C. Personnel
- D. Master Course List

#### Consent Agenda Item C: Personnel

##### 1. Cheer and Dance Coach/Admissions Specialist

It was the President's recommendation that the Board accept the resignation of Megan Weber as the cheer and dance coach/admissions specialist. Ms. Weber's resignation is effective at the end of her current contract.

##### 2. Maintenance-Ottawa

It was the President's recommendation that the Board accept the resignation of Diane Howell as the maintenance/custodian person at Ottawa. Her resignation is effective June 19, 2008.

##### 3. English Instructor

It was the President's recommendation that the Board accept the resignation of Anne Erickson under the terms of the agreement. Ms. Erickson's resignation is effective at the end of her current contract, May 20, 2008.

##### 4. Tech Services Technician

It was the President's recommendation that the Board approve the resignation of James Nduati, tech services technician. His resignation is effective June 16, 2008.

##### 5. Head Coach for Women's Basketball

It was the President's recommendation that the Board approve the employment of Tonika Bruce as the head coach for the women's basketball program. Ms. Bruce is a graduate of Stephen F. Austin State University in Nacogdoches, Texas with a Bachelor's Degree in Health Science/Chemistry.

Ms. Bruce is the varsity girls coach at Atlanta International School. She served as interim head coach at Wesleyan College and has developed several winning AAU program.

Ms. Bruce will be placed on the faculty salary schedule at BS-4 (\$30,420 on the 07-08 schedule). Her contract will be adjusted following the completion of negotiations for the 2008-09 school year starting August 18, 2008.

##### 6. Medical Assistant Coordinator/Instructor

It was the President's recommendation that the Board employ Jennifer Williams as the medical assistant coordinator/instructor. Ms. Williams completed the health information technology program at Hutchinson Community College and is pursuing a bachelor's degree in health information administration at Stephens College.

Ms. Williams has been employed by the Wilson Medical Center and Dr. Bert Chronister since 1993.

Ms. Williams will be employed on a 10-month contract at a salary of \$31,666.

#### 7. Developmental English Instructor

It was the President's recommendation that the Board employ Patty McDonald as the developmental English instructor on the Chanute campus. Ms. McDonald earned a MSED and BSED from Pittsburg State University.

Her teaching experience includes Chanute High School from 1969-2003 as an English instructor and New Beginnings Academy as an adult night class English instructor. She is currently teaching English at Fredonia High School and an instructor at Independence Community College.

Ms. McDonald will be placed on the faculty salary schedule at MS+15 (\$42,491). This amount will be adjusted when negotiations are completed for 2008-09.

#### 8. Humanities Instructor-Ottawa

It was the President's recommendation that the Board approve the employment of Kevin Blackwell as the humanities instructor at Ottawa. Mr. Blackwell is a Ph.D. candidate in Modern European History at the University of Kansas. He earned a Juris Doctorate from the University of Missouri-Kansas City, School of Law in 1990 and a Bachelor of Arts in History degree from Southwest Missouri State University.

Mr. Blackwell is an adjunct instructor for NCCC, Park University and Johnson County Community College.

Mr. Blackwell will be placed on the faculty salary schedule at DOC-6 (38,838). This amount will be adjusted when negotiations are completed for 2008-09.

#### 9. STARS Math Specialist

It was the President's recommendation that the Board employ Carol Shepard as the math specialist for the STARS Student Support Services grant. Ms. Shepard holds a MS in Mathematics and BA in Mathematics from Syracuse University.

Ms. Shepard is currently the mathematics instructor for Labette County High School. She has been an adjunct mathematic instructor for Independence Community College and mathematics instructor at Coffeyville Community College for 3 years. Her other employment includes Labette Community College, Pikes Peak Community College, Pueblo Community College, University of Colorado at Colorado Springs, and the University of Southern Colorado.

Ms. Shepard would be paid \$30,000 on a 12-month contract, starting June 16, 2008.

#### 10. Biology Instructor-Ottawa

It was the President's recommendation that the Board employ Kendra Pittman as the biology instructor at the Ottawa campus. Ms. Pittman is a Ph.D. candidate at the University of Kansas. She has a M.S. in Biology from Bowling Green State University; B.S. in Biology from Southwestern College in Winfield; and B.A. in Chemistry from Southwestern College.

Ms. Pittman was an adjunct instructor at Haskell Indian National University and a graduate teaching assistant/lecturer at the University of Kansas and at Bowling Green State University.

Ms. Pittman will be placed on the faculty salary schedule at MS+45, step 3 (\$34,580). This amount will be adjusted following the completion of negotiations for 2008-09.

### Consent Agenda Item D: Master Course List

Before each semester begins, the Kansas Board of Regents asks coordinated institutions to submit a list of courses that the college is capable of teaching in that semester, but is not compelled to offer. This list of courses is referred to as the master course list. Each change to the list must be approved by the academic department where it originated, the curriculum committee, the Chief Academic Officer, the President of the College and finally, the College Board of Trustees, as per NCCC policy.

#### Master Course List Changes for Fall 2008

##### New Courses

CMCT 100 Construction Technology I & Lab, 8 credit hours  
 CMCT 101 Construction Technology II & Lab, 8 credit hours  
 CMCT 103 Construction Technology III & Lab, 8 credit hours  
 CMCT 104 Construction Technology IV & Lab, 8 credit hours  
 MATH 204 Mathematics for Education I, 3 credit hours  
 MFGT 100 Welding I, 8 credit hours  
 MFGT 102 Welding II, 8 credit hours  
 MFGT 104 Welding III, 4 credit hours  
 MFGT 106 Welding IV, 4 credit hours  
 MFGT 108 Welding V, 4 credit hours  
 MFGT 110 Welding VI, 4 credit hours

##### Name Changes

NURS 010 Nursing Math Skills to Pre-Nursing Math, 2 credit hours  
 CSIS 100 Microcomputer Business Applications to Computer Concepts & Applications, 3 credit hours.  
 Name & Number Changes  
 CSIS 101 Microcomputer Applications I: Word, 1 credit hour, to  
 CSIS 110 Word Processing Applications, 1 credit hour  
 CSIS 101 Microcomputer Applications I: Excel, 1 credit hour, to  
 CSIS 111 Spreadsheet Applications, 1 credit hour  
 CSIS 101 Microcomputer Applications I: PowerPoint, 1 credit hour, to  
 CSIS 112 Presentation Software Applications, 1 credit hour  
 CSIS 101 Microcomputer Applications I: Access, 1 credit hour, to  
 CSIS 113 Database Applications, 1 credit hour  
 CSIS 101 Microcomputer Applications I: Outlook, 1 credit hour, to  
 CSIS 114 E-mail Applications, 1 credit hour  
 CSIS 101 Microcomputer Applications I: Intro to Web Design, 1 credit hour, to  
 CSIS 115 Intro to Web Design, 1 credit hour  
 CSIS 101 Microcomputer Applications I: Word, 3 credit hours, to  
 CSIS 120 Principles of Word Processing, 3 credit hours  
 CSIS 101 Microcomputer Applications I: Excel, 3 credit hours, to  
 CSIS 121 Principles of Spreadsheets, 3 credit hours  
 CSIS 101 Microcomputer Applications I: PowerPoint, 3 credit hours, to  
 CSIS 122 Principles of Presentation Software, 3 credit hours  
 CSIS 101 Microcomputer Applications I: Access, 3 credit hours, to  
 CSIS 123 Principles of Database Applications, 3 credit hours  
 CSIS 101 Microcomputer Applications I: Quickbooks, 3 credit hours, to

ACCT 205 Quickbooks Accounting, 3 credit hours

#### COURSE SYLLABUS

##### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 100  
 Course Title: Construction Technology I & Lab  
 Division: Outreach and Workforce Development  
 Program: Construction Technology  
 Credit Hours: Four (4) Lecture; Four (4) Lab  
 Initiation/Revision Date: Spring 2008  
 Assessment Goal Percentage per Outcome: Seventy Percent (70%)

##### CLASSIFICATION OF INSTRUCTION

Vocational

##### COURSE DESCRIPTION

This introductory construction technology course consists of the National Center for Construction Education and Research (NCCER) standardized national program of accredited craft training. This course includes the NCCER Core Curriculum: safety, math, hand and power tools, blue prints, rigging, and employability skills. This course includes both lecture and laboratory components.

##### PREREQUISITE

High school students must complete Tech I prior to enrollment in Construction Technology I and Lab.

##### TEXTS

NCCER. Core Curriculum: Introductory Craft Skills. 3<sup>rd</sup> ed. Pearson/ Prentice Hall, Upper Saddle River, N.J. 2004.

NCCER. Construction Technology, Volume 1. 2<sup>nd</sup> ed. Pearson/Prentice Hall. Upper Saddle River, N.J. 2006.

##### COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate the fundamentals of basic safety.

Explain the role that safety plays in the construction crafts.

Describe the meaning of job-site safety.

Describe the characteristics of a competent person and a qualified person.

Explain the appropriate safety precautions to take around common job-site hazards.

Demonstrate the use and care of appropriate personal protective equipment (PPE).

Properly don and remove personal protective equipment (safety goggles, hard hat, and personal fall protection).

Follow the safety procedures required for lifting heavy objects.

Describe safe behavior on and around ladders and scaffolds.

Explain the importance of hazard Communications (HazCom) and material safety data sheets (MSDSs).

Describe fire prevention and firefighting techniques.

Define safe work procedures to use around electrical hazards.

Demonstrate the ability to perform construction math.

Add, subtract, multiply, and divide whole numbers, with and without a calculator.

Use a standard ruler and metric ruler to measure.

Add, subtract, multiply, and divide fractions.

Add, subtract, multiply, and divide decimals, with and without a calculator.

Convert decimals to percentages and percentages to decimals.

Convert fractions to decimals and decimals to fractions.

Explain what the metric system is and how it is important in the construction trade.

Recognize and use metric units of length, weight, volume, and temperature.

Recognize some of the basic shapes used in the construction industry, and apply basic geometry to measure them.

Demonstrate the ability to correctly use hand tools.

Recognize and identify some of the basic hand tools used in the construction trade.

Use hand tools safely.

Describe the basic procedures for taking care of hand tools.

Demonstrate the ability to correctly use power tools.

Identify power tools commonly used in the construction trades.

Use power tools safely.

Explain how to maintain power tools properly.

Demonstrate the ability to utilize blueprints.

Recognize and identify basic blueprint terms, components, and symbols.

Relate information on blueprints to actual locations on the print.

Recognize different classifications of drawings.

Interpret and use drawing dimensions.

Demonstrate basic rigging techniques.

Identify and describe the use of slings and common rigging hardware.

Describe basic inspection techniques and rejection criteria used for slings and hardware.

Describe basic hitch configurations and their proper connections.

Describe basic load-handling safety practices.

Demonstrate proper use of American National Standards Institute (ANSI) hand signals.

Demonstrate basic employability skills.

Demonstrate the ability to interpret information and instructions presented in both written and verbal form.

Demonstrate the ability to communicate effectively in on-the-job situations using written and verbal skills.

Explain the construction industry, the role of the companies that make up the industry, and the role of individual professionals in the industry.

Demonstrate critical thinking skills and the ability to solve problems using those skills.

Demonstrate knowledge of computer systems, and explain common uses for computers in the construction industry.

Demonstrate effective relationship skills with teammates and supervisors, the ability to work on a team, and appropriate leadership skills.

Be aware of workplace issues such as sexual harassment, stress, and substance abuse.

#### COURSE OUTLINE

##### I. Safety

###### A. Lecture

Lab

##### II. Construction Math

Lecture

Lab and practical application

##### III. Hand and Power Tools

Lecture

Lab and practical application

Blueprint Reading

###### A. Lab

###### B. Lecture and practical application

Rigging

###### A. Lecture

###### B. Lab

Employability Skills

###### A. Lecture

###### B. Lab

#### INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Review of student applications

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

#### GRADING SCALE

On objective materials, the following scale is used:

90-100 % A

80-89 % B

70-79 % C

60-69 % D

0-59 % F

NCCER standards will be applied when accessing lab work. Students must meet NCCER levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

#### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

#### CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

#### NOTE:

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published and made available to the students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280* or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

#### COURSE SYLLABUS

##### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 101

Course Title: Construction Technology II & Lab

Division: Outreach and Workforce Development

Program: Construction Technology

Credit Hours: Four (4) Lecture; Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy Percent (70%)

##### CLASSIFICATION OF INSTRUCTION

Vocational

##### COURSE DESCRIPTION

This construction technology course consists of the National Center for Construction Education and Research (NCCER) standardized national program of accredited craft training. This course includes the NCCER Construction Technology competencies: site layout, reinforcements, concrete, and masonry. This course includes both lecture and laboratory components.

##### PREREQUISITE

High school students must complete Tech I prior to enrollment in the construction Technology program. Construction Technology I and Lab or permission of the instructor is required before enrolling in Construction Technology II and Lab.

##### TEXTS

NCCER. Core Curriculum: Introductory Craft Skills. 3<sup>rd</sup> ed. Pearson/ Prentice Hall, Upper Saddle River, N.J. 2004.

NCCER. Construction Technology. 2<sup>nd</sup> ed. Pearson/Prentice Hall. Upper Saddle River, N.J. 2006.

COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate fundamentals of site layout.

Describe the major responsibilities of the carpenter relative to site layout.

Convert measurements stated in feet and inches to equivalent measurements stated in decimal feet, and vice versa.

Use and properly maintain tools and equipment associated with taping.

Use taping and/or chaining equipment and procedures to make distance measurements and perform site layout tasks.

Determine appropriate distance by pacing.

Recognize, use, and properly care for tools and equipment associated with different leveling.

Use a builder's level or transit and differential leveling procedures to determine site and building elevations.

Record site layout data and information in field notes using accepted practices.

Check and/or establish 90<sup>o</sup> angles using the 3/4/5 rule.

Demonstrate the ability to correctly utilize concrete and reinforcing materials..

Identify various types of cement and describe their uses.

Identify types and sizes of concrete aggregates.

Identify types of concrete admixtures and describe their uses.

Identify special types of concrete and describe their uses.

Identify concrete curing methods and materials.

Identify concrete testing methods.

Demonstrate sampling methods used for the testing of concrete.

Perform slump testing of concrete.

Perform casting of specimens for strength testing of concrete.

Perform volume estimates for concrete quantity requirements.

Identify types of concrete reinforcement bars and describe their uses.

Identify types of reinforcement bar supports and describe their uses.

Identify types of welder-wire fabric (WWF) reinforcement materials and describe their uses.

Demonstrate the ability to handle and place concrete.

Identify and state the purpose of different types of concrete joints.

Recognize the various equipment used to transport and place concrete.

Describe the factors that contribute to the quality of concrete placement.

Demonstrate and/or describe the correct methods for placing and consolidating concrete into forms.

Demonstrate and/or describe how to use a screed to strike off and level concrete to the proper grade in a form.

Demonstrate and/or describe how to use a bullfloat and/or darby to level and smooth concrete.

Determine when conditions permit the concrete finishing operation to start.

Demonstrate and/or describe how to use a hand float and finishing trowel.

Demonstrate and/or describe how to use an edger.

Demonstrate and/or describe how to use a jointer.

Name the factors that affect the curing of concrete and describe the methods used to achieve proper curing.

Properly care for and safely use hand and power tools used when working with concrete.

Demonstrate an understanding of masonry.

Discuss the history of masonry.

Describe modern masonry materials and methods.

Explain career ladders and advancement possibilities in masonry work.

Describe the skills, attitudes, and abilities needed to work as a mason.

State the safety precautions that must be practiced at a work site, including the following:

Safety practices

Fall-protection procedures

Forklift-safety operations

Perform the following basic bricklaying procedures:

Mixing of mortar

Laying a mortar bed

Laying bricks

Put on eye protection, respiratory protection, and a safety harness.

Use the correct procedures for fueling and starting a gasoline-powered tool.

Demonstrate masonry installation techniques.

Describe the most common types of masonry units.

Describe and demonstrate how to set up a wall.

Lay a dry bond.

Spread and furrow a bed joint, and butter masonry units.

Describe the different types of masonry bonds.

Cut brick and block accurately.

Lay masonry units in a true course.

#### COURSE OUTLINE

##### I. Review Safety

##### II. Site Layout

Lecture

Lab and practical application

##### III. Introduction to Concrete and Reinforcing Materials

Lecture

Lab and practical application

Handling and Placing Concrete

##### A. Lab

##### B. Lecture and practical application

Introduction to Masonry

##### A. Lecture

##### B. Lab

Masonry Units and Installation Techniques

Lecture

Lab

Review Employability Skills

#### INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Review of student applications

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

#### GRADING SCALE

On objective materials, the following scale is used:

90-101 % A

80-90 % B

70-79 % C

60-70 % D

0-60 % F

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#### COURSE SYLLABUS

##### COURSE IDENTIFICATION

Course Prefix/Number: CMCT 103

Course Title: Construction Technology III & Lab

Division: Outreach and Workforce Development

Program: Construction Technology

Credit Hours: Four (4) Lecture; Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy Percent (70%)

##### CLASSIFICATION OF INSTRUCTION

Vocational

##### COURSE DESCRIPTION

This construction technology course consists of the National Center for Construction Education and Research (NCCER) standardized national program of accredited craft training. This course includes the NCCER Construction Technology competencies: floor systems, wall and ceiling framing, roof framing, and roofing applications. This course includes both lecture and laboratory components.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the construction Technology program. Construction Technology II and Lab or permission of the instructor is required before enrolling in Construction Technology III and Lab.

#### TEXTS

NCCER. Core Curriculum: Introductory Craft Skills. 3<sup>rd</sup> ed. Pearson/ Prentice Hall, Upper Saddle River, N.J. 2004.

NCCER. Construction Technology. 2<sup>nd</sup> ed. Pearson/Prentice Hall. Upper Saddle River, N.J. 2006.

#### COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate fundamentals of floor systems.

Identify the different types of framing systems.

Read and understand drawings and specifications to determine floor system requirements.

Identify floor and sill framing and support members.

Name the methods used to fasten sills to the foundation.

Given specific floor load and span data, select the proper girder/beam size from a list of available girders/beams.

List and recognize different types of floor joists.

Given specific floor load and span data, select the proper joist size from a list of available joists.

List and recognize different types of bridging.

List and recognize different types of flooring materials.

Explain the purposes of subflooring and underlayment.

Match selected fasteners used in floor framing to their correct uses.

Estimate the amount of material needed to frame a floor assembly.

Demonstrate the ability to:

Lay out and construct a floor assembly

Install bridging

Install joists for a cantilever floor

Install a subfloor using butt-joint plywood/OSB panels

Install a single floor system using tongue-and-groove/OSB panels

Demonstrate the ability to correctly perform wall and ceiling framing.

Identify the components of a wall and ceiling layout.

Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and firestops.

Describe the correct procedure for assembling and erecting an exterior wall.

Describe the common materials and methods used for installing sheathing on walls.

Lay out, assemble, erect, and brace exterior walls for a frame building.

Describe wall framing techniques used masonry construction.

Explain the use of metal studs in wall framing.

Describe the correct procedure for laying out a ceiling.

Cut and install ceiling joists on a wood frame building.

Estimate the materials required to frame walls and ceilings.

Demonstrate the ability to frame a roof.

Understand the terms associated with roof framing.

Identify the roof framing members used in gable and hip roofs.

Identify the methods used to calculate the length of a rafter.

Identify the various types of trusses used in roof framing.

Use a rafter framing square, speed square, and calculator in laying out a roof.

Identify various types of sheathing used in roof construction.

Frame a gable roof with vent openings.

Frame a roof opening.

Construct a frame roof, including hips, valleys, commons, jack rafters, and sheathing.

Erect a gable roof using trusses.

Estimate the materials used in framing and sheathing a roof.

Demonstrate an understanding of roof applications.

Identify the materials and methods used in roofing.

Explain the safety requirements for roof jobs.

Install fiberglass shingles on gable and hip roofs.

Close up a valley using fiberglass shingles.

Explain how to make various roof projections watertight when using fiberglass shingles.

Complete the proper cuts and install the main and hip ridge caps using fiberglass shingles.

Lay out, cut, and install a cricket or saddle.

Install wood shingles and shakes on roofs.

Describe how to close up a valley using wood shingles and shakes.

Explain how to make roof projections watertight when using wood shakes and shingles.

Complete the cuts and install the main and hip ridge caps using wood shakes/shingles.

Demonstrate the techniques for installing other selected types of roofing materials.

#### COURSE OUTLINE

##### I. Review Safety

##### II. Floor Systems

Lecture

Lab and practical application

##### III. Wall and Ceiling Framing

Lecture

Lab and practical application

Roof Framing

##### A. Lab

##### B. Lecture and practical application

Roof Applications

##### A. Lecture

##### B. Lab

Review Employability Skills

#### INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Review of student applications

Class discussions

Field trips and guest speakers

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70-79 % C

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0-61 % F

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Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

## ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

NOTE:

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published and made available to the students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280* or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

## COURSE SYLLABUS

## COURSE IDENTIFICATION

Course Prefix/Number: CMCT 104

Course Title: Construction Technology IV & Lab

Division: Outreach and Workforce Development

Program: Construction Technology

Credit Hours: Four (4) Lecture; Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy Percent (70%)

## CLASSIFICATION OF INSTRUCTION

Vocational

## COURSE DESCRIPTION

This construction technology course consists of the National Center for Construction Education and Research (NCCER) standardized national program of accredited craft training. This course includes the NCCER Construction Technology competencies: exterior finishing; stairs; electrical safety; commercial and industrial wiring; drain, waste, and vent systems; plastic pipe and fittings; copper pipe and fittings, and OSHA regulations. This course includes both lecture and laboratory components.

## PREREQUISITE

High school students must complete Tech I prior to enrollment in the construction Technology program. Construction Technology III and Lab or permission of the instructor is required before enrolling in Construction Technology IV and Lab.

## TEXTS

NCCER. Core Curriculum: Introductory Craft Skills. 3<sup>rd</sup> ed. Pearson/ Prentice Hall, Upper Saddle River, N.J. 2004.

NCCER. Construction Technology. 2<sup>nd</sup> ed. Pearson/Prentice Hall. Upper Saddle River, N.J. 2006.

NCCER. Safety Orientation. 2<sup>nd</sup> ed. Pearson/Printice Hall. Upper Saddle River, N.J. 2004

COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate exterior finishing procedures.

Describe the purpose of wall insulation and flashing.

Identify the types and parts of common cornices.

Demonstrate the installation of selected common cornices.

Demonstrate lap and panel siding estimating methods.

Describe the types and applications of common wood siding:

Beveled

Tongue-and-groove

Shiplap

Board-and-batten

Shake or shingle

Plywood

Hardboard and Particleboard

Install selected types of wood siding.

Describe fiber-cement siding and its uses.

Demonstrate the installation of fiber-cement siding.

Describe the types and styles of vinyl and metal siding.

Install selected types of vinyl or metal siding.

Describe the types and applications of stucco and masonry veneer finishes.

Describe the types and applications of special exterior finish systems.

Describe the types and styles of gutters and downspouts and their accessories.

Install selected types of metal or vinyl gutters and downspouts.

Demonstrate the ability to correctly construct stairs.

Identify the various types of stairs.

Identify the various parts of stairs.

Identify the materials used in the construction of stairs.

Interpret construction drawings of stairs.

Explain the methods of constructing various types of stairs.

Understand the various terms and definitions relating to stairs.

Lay out and cut stringers.

Determine the number and sizes of risers and treads required for a stairway.

Build a small stair unit with a handrail.

Lay out a skirt board.

Demonstrate an understanding of electrical safety.

Demonstrate safe working procedures in a construction environment.

Explain the purpose of OSHA and how it promotes safety on the job.

Identify electrical hazards and how to avoid or minimize them in the workplace.

Explain safety issues concerning lockout/tagout procedures, personal protection using assured grounding and isolation programs, confined space entry, respiratory protection, and fall protection systems.

Demonstrate an understanding of commercial and industrial wiring.

Identify and state the functions and ratings of single-pole, double-pole, three-way, four-way, dimmer, special, and safety switches.

Explain NEMA classifications as they relate to switches and enclosures.

Explain the NEC® requirements concerning wiring devices.

Identify and state the functions and ratings of straight blade, twist lock, and pin and sleeve receptacles.

Identify and define receptacle terminals and disconnects.

Identify and define ground fault circuit interrupters.

Explain the box mounting requirements in the NEC®.

Use a wire stripper to strip insulation from a wire.

Use a solderless connector to splice wires together.

Identify and state the functions of limit switches and relays.

Identify and state the function of switchgear.

Demonstrate an understanding of drain, waste, and vent systems.

Explain how waste moves from a fixture through the drain system to the environment.

Identify the major components of a drainage system and describe their functions.

Identify the different types of traps and their components, explain the importance of traps, and identify the ways that traps can lose their seals.

Identify the various types of drain, waste, and vent (DWV) fittings and describe their applications.

Identify significant code and health issues, violations, and consequences related to DWV systems.

Demonstrate the ability to work with plastic and copper pipe and fittings.

Identify types of materials and schedules of plastic piping.

Identify proper and improper applications of plastic piping.

Identify types of fittings and valves used with plastic piping.

Identify and determine the kinds of hangers and supporting plastic piping.

Identify the various techniques used in hanging and supporting plastic piping.

Explain proper procedures for the handling, storage, and protection of plastic pipes.

Identify the types of materials and schedules used with copper piping.

Identify the material properties, storage, and handling requirements of copper piping.

Identify the types of fittings and valves used with copper piping.

Identify the techniques used in hanging and supporting copper piping.

Properly measure, ream, cut, and join copper piping.

Identify the hazards and safety precautions associated with copper piping.

Demonstrate an understanding of OSHA guidelines and requirements.

#### COURSE OUTLINE

##### I. Review Safety

##### II. Exterior Finishing

Lecture

Lab and practical application

##### III. Stairs

Lecture

Lab and practical application

Electrical Safety

A. Lab

B. Lecture and practical application

Wiring: Commercial and Industrial

A. Lecture

B. Lab

VI. Drain, Waste, and Vent Systems (DWV)

Lecture

Lab

Plastic Pipe and Fittings

Lecture

Lab

Copper Pipe and Fittings

Lecture

Lab

OSHA

Review Employability Skills

#### INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Review of student applications

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

#### GRADING SCALE

On objective materials, the following scale is used:

90-103 % A

80-92 % B

70-79 % C

60-72 % D

0-62 % F

NCCER standards will be applied when accessing lab work. Students must meet NCCER levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

#### ACADEMIC INTEGRITY

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#### CELL PHONE POLICY

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MATH 204

Course Title: Mathematics for Education I

Division: Applied Science Division

Program: Mathematics

Credit Hours: 3

Initiation/Revised Date: Fall, 2008

Assessment Goal per Outcome(s): 70%

#### CLASSIFICATION OF INSTRUCTION

Academic

#### COURSE DESCRIPTION

This course is designed to provide a foundation of theory for many of the concepts found in the current elementary and middle school mathematics classroom. This course will examine topics related to the Real Number system, such as set theory, relations and functions, probability theory, and statistics, all from a problem solving approach. The use of technology (e.g. graphing calculator, word processing, the Internet, Symposium, etc.) as tools for problem solving and course communication will be an integral part of the course. Remember: A grade of 'C' in this course is a prerequisite for Mathematics for Education II at Pittsburgh State University.

#### PREREQUISITES AND/OR COREQUISITES

Algebra I and Algebra II in high school, An A or B grade in Intermediate Algebra MATH 112, recommended by the COMPASS/ACT score, or consent of the instructor.

#### TEXT(S)

Mathematical Reasoning for Elementary Teachers, 5/E  
Calvin T. Long, Washington State University  
Duane W. DeTemple, Washington State University

Richard Millman, University of Kentucky

ISBN-10: 0321460847  
ISBN-13: 9780321460844

Publisher: Addison-Wesley  
Copyright: 2009

#### COURSE OUTCOME / COMPETENCIES (as required)

The student will strive to achieve, and be able to demonstrate an understanding of the following competencies/outcomes:

Identify and apply the basic steps of problem-solving;

- a. Identify and create sequences (e.g. arithmetic, geometric, figurate, Fibonacci, etc.);
- b. Utilize sequences and series in problem-solving situations;
- c. Understand and be able to apply basic set theory including operations and Venn Diagrams to solve problems;

Apply basic probability counting strategies including multi-step experiments and odds;

- d. Recognize and apply counting strategies (e.g. permutations and combinations) associated with probability simulations;

Understand the basic principles of descriptive statistics;

- e. Identify the uses and abuses of statistics in everyday life;
- f. Draw graphs such as box and whisker, histogram, circle graph, stem and leaf plots, and scatter plots to represent a set of data;

Apply the tools and techniques of measurement for the organization and analysis of data:

- g. Define and recognize relations and functions including common tests for functions (e.g. arrow, table, ordered pair and vertical line test);
- h. Interpret functions in both tabular and equation form;

Demonstrate mastery of fundamental arithmetic concepts;

- i. Arithmetic computations involving fractions decimals and percents;
- j. Basic geometry in the plane;
- k. Measurement and calculations..

#### COURSE OUTLINE

##### Thinking Critically

- a. Introduction to Problem Solving.
- b. Pólya's Problem-Solving Principles.
- c. Problem-Solving Strategies.
- d. Additional Problem-Solving Strategies.
- e. Reasoning Mathematically.

##### Sets and Whole Numbers

- f. Sets and Operations on Sets.
- g. Sets, Counting, and the Whole Numbers.
- h. Addition and Subtraction of Whole Numbers.
- i. Multiplication and Division of Whole Numbers.

##### Numeration and Computation

- j. Numeration Systems Past and Present.
- k. Nondecimal Positional Systems.
- l. Algorithms for Adding and Subtracting Whole Numbers.
- m. Algorithms for Multiplication and Division of Whole Numbers.
- n. Mental Arithmetic and Estimation.
- o. Getting the Most Out of Your Calculator.

##### Number Theory

- p. Divisibility of Natural Numbers.
- q. Tests for Divisibility.
- r. Greatest Common Divisors and Least Common Multiples.
- s. Codes and Credit Card Numbers: Connections to Number Theory.

##### Integers

- t. Representation of Integers.
- u. Addition and Subtraction of Integers.
- v. Multiplication and Division of Integers.
- w. Clock Arithmetic.

##### Fractions and Rational Numbers

- x. The Basic Concepts of Fractions and Rational Numbers.
- y. The Arithmetic of Rational Numbers.
- z. The Rational Number System.

##### Decimals and Real Numbers

- aa. Decimals.

bb. Computations with Decimals.

cc. Ratio and Proportion.

dd. Percent.

#### Algebraic Reasoning and Representation

ee. Algebraic Expressions and Equations.

ff. Functions.

gg. Graphing Functions in the Cartesian Plane.

#### Statistics: The Interpretation of Data

hh. The Graphical Representation of Data.

ii. Measures of Central Tendency and Variability.

jj. Statistical Inference.

#### Probability

kk. Empirical Probability.

ll. Principles of Counting.

mm. Theoretical Probability.

#### Geometric Figures

nn. Figures in the Plane.

oo. Curves and Polygons in the Plane.

pp. Figures in Space.

qq. Networks.

#### Measurement

rr. The Measurement Process.

ss. Area and Perimeter.

tt. The Pythagorean Theorem.

uu. Surface Area and Volume.

#### Transformations, Symmetries, and Tilings

vv. Rigid Motions and Similarity Transformations.

ww. Patterns and Symmetries.

xx. Tilings and Escher-like Design.

#### Congruence, Constructions, and Similarities

yy. Congruent Triangles.

zz. Constructing Geometric Figures.

aaa. Similar Triangles.

#### INSTRUCTIONAL METHODS

The text will serve as a guideline for the course with most of the material taken from the text and delivered in an informal lecture/discussion presentation. A TI-83 or other model of a graphing calculator, an overhead projector, chalkboard, videos or other forms of technology may be used for demonstrations. Problem assignments will be made for each section that is covered and the student should be ready to discuss the problems in the next class session. Normally the first part of a class will be used to discuss the previous assignment. The student is encouraged to visit the instructor for individual help outside of class; seek help immediately when you don't understand some concept.

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

See the syllabus supplement for a specific course section for details of student requirements and method of evaluation.

#### GRADING SCALE

A: 90-100%

B: 80-89 %

C: 70-79 %

D: 60-69 %

F: below 60 %

See the syllabus supplement for a specific course section for details of grading scale.

#### ASSESSMENT OF STUDENT GAIN

In order to assess course effectiveness a pre- and post-test (per institutional assessment plan) will be administered in addition to required placement exams. This will give a measure of the effectiveness of our own institutional placement procedures as well as an indication that the necessary advancement in student abilities has occurred so that the student may enroll in the

Calculus.

#### ATTENDANCE POLICY

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's unexcused absences exceed one hundred (100) minutes per credit hour for the course, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the dean of student services/registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the dean of student services/registrar's notification. If the student is reinstated into the class, the instructor will be notified. Administrative Withdrawals (AW) cannot occur after seventy-five percent (75%) of the class has been completed.

Any late arrivals to class and/or early departures from class before the conclusion of the session may count toward the total minutes.

#### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Consequences of violation of the Academic Integrity policy can range from redoing the assignment for partial credit to course dismissal at the discretion of the instructor. Definitions and examples of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

#### CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

#### CLASSROOM ENVIRONMENT

Students are encouraged to participate freely in classroom discussions, including offering personal insights and asking questions relevant to the subject at hand. However, intentionally non-relevant comments and questions, and personal conversations are disruptive and are not appropriate in coursework while class is in session. These behaviors interfere with the learning process and therefore will not be tolerated. You are expected to conduct yourselves at all times as mature adults actively engaged in the pursuit of higher learning.

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MFGT 100

Course Title: Welding I

Division: Outreach and Workforce Development

Program: Welding

Credit Hours: Four (4) Lecture; Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy-five Percent (75%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course introduces students to a shop atmosphere with practical applications. Students will demonstrate their welding skill. This course will include GMAW-S and SMAW multi-position padding and basic operation of OFC and PAC cutting apparatus. This course includes both lecture and laboratory components.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the welding program.

#### TEXTS

American Welding Society. Welding Inspection Technology. 2000.

Bennet, A.E., Sly, Louis, J. Blueprint Reading for Welders. 7th ed. Thompson/ Delmar Learning/ Upper Saddle River, N.J. 2006.

#### COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate an understanding of shop safety.

- a. Demonstrate an understanding of shop rules.
- b. Demonstrate an understanding of emergency response.
  - i. To fire
  - ii. To tornado
  - iii. To other emergencies
- c. Demonstrate an understanding of personal protective equipment
- d. Demonstrate an understanding of cutting equipment safety.
- e. Demonstrate an understanding of welding equipment safety.
- f. Demonstrate an understanding of safety protocols while welding.

Demonstrate proper welding Gas Metal Arc Welding – Short Circuit (GMAW-S) technique. (overlay-pad)

- g. Flat
- h. Horizontal
- i. Vertical

Demonstrate Oxyfuel Gas Cutting (OFC) operations

Demonstrate proper Shield Metal Arc Welding (SMAW) technique. (overlay-pad)

- j. Flat
- k. Horizontal
- l. Vertical

Demonstrate Plasma Arc Cutting (PAC) operation.

Demonstrate proper Gas Tungsten Arc Welding (GTAW) technique. (Overlay-pad)

- m. Flat

#### COURSE OUTLINE

SEMESTER I

LAB- M,W,R,F

LECT - T

FIRST NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES

REVIEW EMERGENCY RESPONSE TO FIRE, TORNADO, BASIC FIRST AID

REVIEW PPE REQUIREMENTS FOR FACILITY

TEST

WEEK 2

OFC CUTTING EQUIPMENT SAFETY

TEST

WELDING EQUIPMENT SAFETY AND SHOP SAFETY WHILE WELDING

TEST

WEEK 3

DEMONSTRATE MACHINE SAFETY AND PROPER WELDING GMAW-S TECHNIQUE FOR FLAT, HORIZONTAL, AND VERTICAL

WEEK 4&5

STUDENT WELDING GMAW-S PADS STRINGER BEADS

SUBMIT GMAW-S PADDING FLAT HORIZONTAL AND VERTICAL

WEEK 6

DEMONSTRATE OFC OPERATIONS AND SMAW MACHINE SAFETY AND PROPER WELDING TECHNIQUE FLAT, HORIZONTAL, VERTICAL

## WEEK 7

STUDENT OFC CUTTING OPERATION AND SMAW WELDING

STRAIGHT LINE CUTTING

FLAT, HORIZONTAL E7014

FLAT, HORIZONTAL E6010

## WEEK 8

STUDENT OFC CUTTING AND SMAW WELDING

FLAT, HORIZONTAL E 7018

## WEEK 9

REVIEW FINAL TEST FOR WRITTEN AND PRACTICAL EXAM

SECOND NINE WEEKS

## WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES

REVIEW PPE REQUIREMENTS FOR FACILITY

REVIEW Z49.1 SAFETY DOCUMENT

## WEEK 2

OFC AND PAC CUTTING EQUIPMENT SAFETY

TEST

WELDING EQUIPMENT SAFETY AND SHOP SAFETY WHILE WELDING

TEST

## WEEK 3

DEMONSTRATE MACHINE SAFETY AND PROPER WELDING FCAW-G TECHNIQUE FOR FLAT, HORIZONTAL, AND VERTICAL

## WEEK 4 &amp; 5

STUDENT WELDING FCAW-G PADS STRINGER BEADS

SUBMIT FCAW-G PADDING FLAT, HORIZONTAL AND VERTICAL

## WEEK 6

DEMONSTRATE OFC AND PAC OPERATIONS AND GTAW MACHINE SAFETY AND PROPER WELDING TECHNIQUE FLAT

## WEEK 7

STUDENT OFC AND PAC CUTTING OPERATIONS AND GTAW FLAT ONLY PADDING OPERATION

## WEEK 8

STUDENT CUTTING AND WELDING COUPONS

## WEEK 9

REVIEW FOR COMPREHENSIVE FINAL

INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Lab practice

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the

nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

Safety and Health examination must be passed at 90%

#### GRADING SCALE

On objective materials, the following scale is used:

90-104 % A

80-93 % B

70-79 % C

60-73 % D

0-63 % F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MFGT 102

Course Title: Welding II

Division: Outreach and Workforce Development

Program: Welding

Credit Hours: Four (4) Lecture; Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy-five Percent (75%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course introduces students to a shop atmosphere with practical applications. Students will demonstrate their welding skill. This course will include GMAW-S and SMAW multi-position fillet and basic operation of OFC and PAC cutting apparatus. This course includes both lecture and laboratory components.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the welding program. Students must also complete Welding I or have permission of the instructor prior to enrolling in Welding II.

TEXTS

American Welding Society. Welding Inspection Technology. 2000.

Bennet, A.E., Sly, Louis, J. Blueprint Reading for Welders. 7th ed. Thompson/ Delmar Learning/ Upper Saddle River, N.J. 2006.

COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate an understanding of shop safety.

- a. Demonstrate an understanding of shop rules.
- b. Demonstrate an understanding of emergency response.
  - i. To fire
  - ii. To tornado
  - iii. To other emergencies
- c. Demonstrate an understanding of personal protective equipment
- d. Demonstrate an understanding of cutting equipment safety.
- e. Demonstrate an understanding of welding equipment safety.
- f. Demonstrate an understanding of safety protocols while welding.

Demonstrate proper welding Gas Metal Arc Welding – Short Circuit (GMAW-S) technique. (fillet welds)

- g. Flat
- h. Horizontal
- i. Vertical

Demonstrate proper Shield Metal Arc Welding (SMAW) technique. (fillet welds)

- j. Flat
- k. Horizontal
- l. Vertical

Demonstrate proper Flux Cored Arc Welding (FCAW-G) technique. (fillet welds)

- m. Flat
- n. Horizontal
- o. Vertical

Demonstrate proper Gas Tungsten Arc Welding (GTAW) technique.

- p. Flat

COURSE OUTLINE

SEMESTER II

LAB- M,W,R,F

LECT – T

FIRST NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES

REVIEW EMERGENCY RESPONSE TO FIRE, TORNADO, BASIC FIRST AID

REVIEW PPE REQUIREMENTS FOR FACILITY

TEST

WEEK 2

OFC AND PAC CUTTING EQUIPMENT SAFETY

TEST

WELDING EQUIPMENT SAFETY AND SHOP SAFETY WHILE WELDING

TEST

WEEK 3

DEMONSTRATE MACHINE SAFETY AND PROPER WELDING GMAW-S TECHNIQUE FOR FLAT, HORIZONTAL, AND VERTICAL FILLET WELDS

WEEK 4&5

STUDENT WELDING GMAW-S FILLET WELD STRINGER BEADS

SUBMIT GMAW-S FLAT HORIZONTAL AND VERTICAL FILLET WELDS

WEEK 6

DEMONSTRATE OFC AND PAC OPERATIONS AND SMAW MACHINE SAFETY AND PROPER WELDING TECHNIQUE FLAT, HORIZONTAL, VERTICAL FILLET WELDS.

WEEK 7

STUDENT OFC AND PAC CUTTING OPERATION AND SMAW WELDING

STRAIGHT LINE CUTTING AND HOLE PIERCING

FLAT, HORIZONTAL E7014

FLAT, HORIZONTAL, VERTICAL E6010

WEEK 8

STUDENT OFC AND PAC CUTTING AND SMAW WELDING

FLAT, HORIZONTAL E 7018

WEEK 9

REVIEW FINAL TEST FOR WRITTEN AND PRACTICAL EXAM

SECOND NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES

REVIEW PPE REQUIREMENTS FOR FACILITY

REVIEW Z49.1 SAFETY DOCUMENT

TEST

WEEK 2

OFC AND PAC CUTTING EQUIPMENT SAFETY

TEST

WELDING EQUIPMENT SAFETY AND SHOP SAFETY WHILE WELDING

TEST

WEEK 3

DEMONSTRATE MACHINE SAFETY AND PROPER WELDING FCAW-G TECHNIQUE FOR FLAT, HORIZONTAL, AND VERTICAL FILLET WELD

WEEK 4 & 5

STUDENT WELDING FCAW-G FILLET WELD STRINGER BEADS

SUBMIT FCAW-G FLAT, HORIZONTAL AND VERTICAL FILLET WELDS

WEEK 6

DEMONSTRATE OFC AND PAC OPERATIONS AND GTAW MACHINE SAFETY AND PROPER WELDING TECHNIQUE FLAT AND HORIZONTAL

WEEK 7

STUDENT OFC AND PAC CUTTING OPERATIONS AND GTAW FLAT ONLY FILLET WELD OPERATION

WEEK 8

STUDENT CUTTING AND FILLET WELDING COUPONS

WEEK 9

REVIEW FOR COMPREHENSIVE FINAL

INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Lab practice

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

Safety and Health examination must be passed at 90%

#### GRADING SCALE

On objective materials, the following scale is used:

90-105 % A

80-94 % B

70-79 % C

60-74 % D

0-64 % F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

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#### ACADEMIC INTEGRITY

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#### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MFGT 104

Course Title: Welding III

Division: Outreach and Workforce Development

Program: Welding

Credit Hours: Four (4) Lecture

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy-five Percent (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

This course will review industry related math applications, blueprint reading, and welding process fundamentals.

PREREQUISITE

High school students must complete Tech I prior to enrollment in the welding program. Students must have completed Welding II or have permission of the instructor.

TEXTS

American Welding Society. Welding Inspection Technology. 2000.

Bennet, A.E., Sly, Louis, J. Blueprint Reading for Welders. 7th ed. Thompson/ Delmar Learning/ Upper Saddle River, N.J. 2006.

COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate an understanding of fractions and decimals.

Demonstrate an understanding of geometry in welding application.

Demonstrate an understanding of welding blueprints and symbols.

Demonstrate competence in welding safety.

COURSE OUTLINE

SEMESTER I

LECT. – M, T, W, R, F

*WEEK 1*

**MATH – FRACTIONS/DECIMALS**

**TEST**

*WEEK 2*

**GEOMETRY – LINES AND TRIANGLES**

**TEST**

*WEEK 3*

**GEOMETRY – CIRCLES**

**TEST**

*WEEK 4-13*

**BLUEPRINT READING/ WELD SYMBOLS**

*WEEK 14- 16*

**Z49.1 SAFETY TOPICS**

*WEEK 16-18*

**TOPIC REVIEW FOR COMPREHENSIVE FINAL**

INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Lab practice

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students are required to take the 3<sup>rd</sup> party testing examination.

Safety and Health examination must be passed at 90%

#### GRADING SCALE

On objective materials, the following scale is used:

90-106 %	A
80-95 %	B
70-79 %	C
60-75 %	D
0-65 %	F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

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#### ACADEMIC INTEGRITY

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MFGT 106

Course Title: Welding IV

Division: Outreach and Workforce Development

Program: Welding

Credit Hours: Four (4) Lecture

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy-five Percent (75%)

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

In this course students will learn metallurgy, inspection and non-destructive examination techniques, welding related documentation, advanced welding technology, resume building, welding research term paper involving a local industry, and a design project.

PREREQUISITE

High school students must complete Tech I prior to enrollment in the welding program. Students must have completed Welding II or have permission of the instructor.

TEXTS

American Welding Society. Welding Inspection Technology. 2000.

Bennet, A.E., Sly, Louis, J. Blueprint Reading for Welders. 7th ed. Thompson/ Delmar Learning/ Upper Saddle River, N.J. 2006.

COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate an understanding of metallurgy.

Demonstrate an understanding of process, equipment application, and filler material selection guidelines.

- a. GMAW
- b. FCAW
- c. SMAW
- d. GTAW

Demonstrate an understanding of OFC (welding and brazing) process fuel selection.

Demonstrate an understanding of advanced welding technology.

- e. Laser beam
- f. Electron beam
- g. Plasma
- h. Robotics

Demonstrate an understanding of visual inspection.

Demonstrate an understanding of nondestructive examination.

Demonstrate an understanding of welding documents.

- i. Weld Procedure Specification (WPS)
- j. Code Applications

Demonstrate the ability to create a resume.

COURSE OUTLINE

SEMESTER II

LECT – M, T, W, R, F

WEEK 1-2

METALURGY

TEST

WEEK 3

GMAW – PROCESS, EQUIPMENT APPLICATIONS

FILLER MATERIAL SELECTION GUIDELINES

WEEK 4

FCAW – PROCESS, EQUIPMENT APPLICATION

FILLER MATERIAL SELECTION GUIDELINES

TEST

WEEK 5

SMAW – PROCESS, EQUIPMENT APPLICATION

**FILLER MATERIAL SELECTION GUIDELINES****WEEK 6****GTAW – PROCESS, EQUIPMENT APPLICATION****FILLER MATERIAL SELECTION GUIDELINES****WEEK 7****OFC (WELDING AND BRAZING) – PROCESS FUEL SELECTION INDUSTRY APPLICATION****FILLER MATERIAL SELECTION GUIDELINES****WEEK 8****PAC – PROCESS, EQUIPMENT APPLICATION****CAC-A PROCESS, EQUIPMENT APPLICATION****WEEK 9****REVIEW****TEST****WEEK 10 & 11****ADVANCED WELDING TECHNOLOGY – LASER BEAM, ELECTRON BEAM, PLASMA ARC WELDING, ROBOTICS****TERM PAPER ASSIGNED****WEEK 12****VISUAL INSPECTION,****WEEK 13****NON-DESTRUCTIVE EXAMINATION FUNDAMENTALS****WEEK 14****WELDING DOCUMENTS – WELD PROCEDURE SPECIFICATION (WPS) AND CODE APPLICATIONS****WEEK 15****RESUME' BUILDING****WEEK 16 & 17****TERM PAPER DUE****WEEK 18****REVIEW****TEST****INSTRUCTIONAL METHODS**

Lecture

Audio-Visual aids

Example and demonstration

Lab practice

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

**STUDENT REQUIREMENTS AND METHOD OF EVALUATION**

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students must take the 3<sup>rd</sup> party testing examination.

Safety and Health examination must be passed at 90%

**GRADING SCALE**

On objective materials, the following scale is used:

90-107 % A

80-96 % B

70-79 % C

60-76 % D

0-66 % F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MFGT 108

Course Title: Welding V

Division: Outreach and Workforce Development

Program: Welding

Credit Hours: Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy-five Percent (75%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course will review basic structural welding technique for multi-position/process testing and industry applications.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the welding program. Students must have completed Welding III, be concurrently enrolled, or have permission of the instructor.

#### TEXTS

American Welding Society. Welding Inspection Technology. 2000.

Bennet, A.E., Sly, Louis, J. Blueprint Reading for Welders. 7th ed. Thompson/ Delmar Learning/ Upper Saddle River, N.J. 2006.

COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate an understanding of shop safety.

- a. Demonstrate an understanding of shop rules.
- b. Demonstrate an understanding of emergency response.
  - i. To fire
  - ii. To tornado
  - iii. To other emergencies
- c. Demonstrate an understanding of personal protective equipment
- d. Demonstrate an understanding of cutting equipment safety.
- e. Demonstrate an understanding of welding equipment safety.
- f. Demonstrate an understanding of safety protocols while welding.

Demonstrate Gas Metal Arc Welding – Short Circuit (GMAW-S) applications for welder qualification.

- g. Plate and tube: flat, horizontal, vertical, and overhead positions.
- h. With backing groove: flat, horizontal, vertical, and overhead positions.
- i. Without backing groove: flat, horizontal, vertical, and overhead positions.
- j. Fillet: flat, horizontal, vertical, and overhead positions.

Demonstrate Flux Cored Arc Welding – Gas Shielded (FCAW-G) applications for welder qualification.

- k. Plate and tube: flat, horizontal, vertical, and overhead positions.
- l. With backing groove: flat, horizontal, vertical, and overhead positions.
- m. Without backing groove: flat, horizontal, vertical, and overhead positions.
- n. Fillet: flat, horizontal, vertical, and overhead positions.

Demonstrate Gas Tungsten Arc Welding (GTAW) applications for welder qualification.

- o. Plate and tube: flat, horizontal, vertical, and overhead positions.
- p. With backing groove: flat, horizontal, vertical, and overhead positions.
- q. Without backing groove: flat, horizontal, vertical, and overhead positions.
- r. Fillet: flat, horizontal, vertical, and overhead positions.

Demonstrate Shield Metal Arc Welding (SMAW) applications for welder qualification.

- s. Plate and tube: flat, horizontal, vertical, and overhead positions.
- t. With backing groove: flat, horizontal, vertical, and overhead positions.
- u. Without backing groove: flat, horizontal, vertical, and overhead positions.
- v. Fillet: flat, horizontal, vertical, and overhead positions.

COURSE OUTLINE

LAB- M, W, R, F

LECT - T

FIRST NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES.

REVIEW EMERGENCY RESPONSE TO FIRE, TORNADO, BASIC FIRST AID, REVIEW PPE REQUIREMENTS FOR FACILITY, REVIEW Z49.1 STANDARDS. EQUIPMENT SAFETY AND OPERATION REVIEW FOR OFC, PAC, CAC-A, GMAW-S AND FCAW-G.

TEST

WEEK 2 – 8

DEMONSTRATION AND APPLICATION OF WELDING TECHNIQUES INVOLVING GMAW-S/FCAW-G PLATE AND TUBE WITH AND WITHOUT BACKING GROOVE AND FILLET WELDING FOR WELDER QUALIFICATION. PROGRESSION WITH EACH COUPON SET WILL BE FLAT,

HORIZONTAL, VERTICAL AND OVERHEAD POSITIONS.

WEEK 9

SKILLSUSA WELDMENT SAMPLE AND/OR WELDER QUALIFICATION COUPON WILL BE SUBMITTED FOR FINAL REVIEW.

SECOND NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES.

REVIEW EMERGENCY RESPONSE TO FIRE, TORNADO, BASIC FIRST AID, REVIEW PPE REQUIREMENTS FOR FACILITY, REVIEW Z49.1 STANDARDS. EQUIPMENT SAFETY AND OPERATION REVIEW FOR OFC, PAC, GTAW AND SMAW.

TEST

WEEK 2 – 8

DEMONSTRATION AND APPLICATION OF WELDING TECHNIQUES INVOLVING GTAW / SMAW PLATE AND TUBE WITH AND WITHOUT BACKING GROOVE AND FILLET WELDING FOR WELDER QUALIFICATION. PROGRESSION WITH EACH COUPON SET WILL BE FLAT, HORIZONTAL, VERTICAL AND OVERHEAD POSITIONS.

WEEK 9

SKILLSUSA WELDMENT SAMPLE AND/OR WELDER QUALIFICATION COUPON WILL BE SUBMITTED FOR FINAL REVIEW.

#### INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Lab practice

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

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#### GRADING SCALE

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90-108 % A

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0-67 % F

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### COURSE SYLLABUS

#### COURSE IDENTIFICATION

Course Prefix/Number: MFGT 110

Course Title: Welding VI

Division: Outreach and Workforce Development

Program: Welding

Credit Hours: Four (4) Lab

Initiation/Revision Date: Spring 2008

Assessment Goal Percentage per Outcome: Seventy-five Percent (75%)

#### CLASSIFICATION OF INSTRUCTION

Vocational

#### COURSE DESCRIPTION

This course will review basic pipe welding technique for multi-position/process testing and industry applications. Upon completion of this course students will be prepared to take the American Welding Society SENSE (Schools Excelling through National Skills Standards Education) certification test.

#### PREREQUISITE

High school students must complete Tech I prior to enrollment in the welding program. Students must have completed Welding III, be concurrently enrolled, or have permission of the instructor.

#### TEXTS

American Welding Society. Welding Inspection Technology. 2000.

Bennet, A.E., Sly, Louis, J. Blueprint Reading for Welders. 7th ed. Thompson/ Delmar Learning/ Upper Saddle River, N.J. 2006.

#### COURSE OUTCOMES/ COMPETENCIES (as required)

Demonstrate an understanding of shop safety.

- a. Demonstrate an understanding of shop rules.
- b. Demonstrate an understanding of emergency response.
  - i. To fire
  - ii. To tornado
  - iii. To other emergencies
- c. Demonstrate an understanding of personal protective equipment
- d. Demonstrate an understanding of cutting equipment safety.
- e. Demonstrate an understanding of welding equipment safety.
- f. Demonstrate an understanding of safety protocols while welding.

Demonstrate the ability to weld exotic metals.

- g. Stainless

h. Aluminum

i. High-nickel content

Demonstrate welding techniques involving SKILLSUSA weldment samples for SKILLSUSA competition.

Demonstrate welding competence to attain the American Welding Society SENSE certification. (Schools Excelling through National Skills Standards Education)

#### COURSE OUTLINE

LAB- M, W, R, F

LECT - T

FIRST NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES.

REVIEW EMERGENCY RESPONSE TO FIRE, TORNADO, BASIC FIRST AID, REVIEW PPE REQUIREMENTS FOR FACILITY, REVIEW Z49.1 STANDARDS. EQUIPMENT SAFETY AND OPERATION REVIEW FOR OFC, PAC, CAC-A, GMAW-S AND FCAW-G.

TEST

WEEK 2 – 8

DEMONSTRATION AND APPLICATION OF WELDING TECHNIQUES INVOLVING GMAW-S/FCAW-G PLATE AND TUBE WITH AND WITHOUT BACKING GROOVE AND FILLET WELDING FOR WELDER QUALIFICATION. PROGRESSION WITH EACH COUPON SET WILL BE FLAT, HORIZONTAL, VERTICAL AND OVERHEAD POSITIONS.

WEEK 9

SKILLSUSA WELDMENT SAMPLE AND/OR WELDER QUALIFICATION COUPON WILL BE SUBMITTED FOR FINAL REVIEW.

SECOND NINE WEEKS

WEEK 1

DISCUSS FACILITY AND SHOP SAFETY RULES.

REVIEW EMERGENCY RESPONSE TO FIRE, TORNADO, BASIC FIRST AID, REVIEW PPE REQUIREMENTS FOR FACILITY, REVIEW Z49.1 STANDARDS. EQUIPMENT SAFETY AND OPERATION REVIEW FOR OFC, PAC, GTAW AND SMAW.

TEST

WEEK 2 – 8

DEMONSTRATION AND APPLICATION OF WELDING TECHNIQUES INVOLVING GTAW / SMAW PLATE AND TUBE WITH AND WITHOUT BACKING GROOVE AND FILLET WELDING FOR WELDER QUALIFICATION. PROGRESSION WITH EACH COUPON SET WILL BE FLAT, HORIZONTAL, VERTICAL AND OVERHEAD POSITIONS.

WEEK 9

SKILLSUSA WELDMENT SAMPLE AND/OR WELDER QUALIFICATION COUPON WILL BE SUBMITTED FOR FINAL REVIEW.

#### INSTRUCTIONAL METHODS

Lecture

Audio-Visual aids

Example and demonstration

Lab practice

Class discussions

Field trips and guest speakers

Tests (written)

Skills tests (performance-based)

#### STUDENT REQUIREMENTS AND METHOD OF EVALUATION

Evaluation of student performance is determined primarily from results of written and performance tests to validate mastery of course competencies. Due to the nature of the class, student participation, teamwork, courtesy, honesty, and adherence to safety policies are required. Students must take the 3<sup>rd</sup> party testing examination.

Safety and Health examination must be passed at 90%

#### GRADING SCALE

On objective materials, the following scale is used:

90-109 % A

80-98 % B

70-79 % C

60-78 % D

0-68 % F

Student competence is achieved by obtaining a minimum of 75% on written tests and by passing visual inspections.

American Welding Society standards will be applied when accessing lab work. Students must meet AWS levels of competence to pass the course.

#### ASSESSMENT OF STUDENT GAIN

Students will be assessed through written testing. Practical application will be assessed on the first attempt at the skill and again at the conclusion of the course. Comparison will determine the extent of student gain.

#### ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

#### ACADEMIC INTEGRITY

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

#### CELL PHONE POLICY

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

#### NOTE:

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published and made available to the students.

**NOTE:** If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the Director of Advising and Counseling, Chanute Campus, Student Union, 620-431-2820 ext 280 or the Dean, Ottawa Campus, 785-242-2607 ext 312, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

**Vice President of Student Learning Report:** Dr. Brian Inbody, Vice President of Student Learning, reported on the results of the Noel-Levitz student survey. His report compared data from the last years and showed trend studies over that time period. Typically, the reports presented to the Board are for one year only. He indicated that by comparing several years the data was interpreted more accurately by showing areas that increased or declined over several years.

**Dean of Finance Report:** Sandi Solander, Dean of Finance, reported a decrease in cash of about one million dollars and said that was typical for this time of year. Revenue and expenditures are consistent with projections.

**President's Report:** Dr. Vicky Smith, President, told the Board that Relay For Life would hold their annual fundraising event on the college campus because of inclement weather. She also asked the Board to invite senior staff members to the retreat scheduled for June 27 and 28<sup>th</sup>.

The President's report included the following information.

**Emergency Purchase:** As per Board policy, the president is to inform the Board at the Board meeting following invoking the emergency purchase of goods or services that have been made and what the costs were. The 4-stage compressor on the roof of the Rowland Building went kaput. It required a crane to remove the old unit and put in the new unit. Comfort Contractors was retained to do the job. The total cost of materials and labor was \$9,252.

**Bids for Surplus Materials:** As per Board policy, the President advertised for bids to sell surplus exercise equipment (from the early 90's) and photographic equipment (from 60's to 80's.) One bid was received for each lot. The exercise bid was for \$501.55 and the photographic equipment bid was for \$150.00. The President accepted the bids on behalf of the Board. As per the bid, the winners have to remove the items from the campus within 30 days.

**Neosho County Multi-Hazard Mitigation Plan:** The County of Neosho has received funding to develop a multi-hazard mitigation plan. The purpose of the plan is to reduce or eliminate long term risk to the people and property of Neosho County from the effects of natural hazard events. The Disaster Mitigation Act of 2000 requires each local government to assess their risks to natural hazards and identify actions that can be taken in advance to reduce future losses. Although the County has hired a consultant to manage the planning project, local government agencies and departments, the public and other groups will need to participate.

The County has identified the College as one of those local agencies that they feel need to participate. They have asked that we designate a representative to serve on the committee. The President designated Ben Smith to be Neosho County Community College's representative. He will attend the kick-off meeting on July 9<sup>th</sup>.

**Funding, Grants and Subsidies:** At the KBOR meeting the Board approved the distribution of the state aid block grant to the various higher education sectors. Preliminary numbers indicate that the Community Colleges will receive a block grant of \$109,652,197. That includes \$3,387,129 in new dollars. Neosho's share will be \$2,794,566, of which \$64,629 is new dollars.

KBOR approved distributing the technology grant of \$455,089 among the 19 community colleges and Washburn University. There is a 50% matching required to receive the grant. This year, NCCC will receive \$19,215, an increase of \$594 over last year's grant.

The Kansas Legislature has appropriated the funds for the Kansas Nursing Faculty and Supplies Grant for FY 09. The funding for FY 09 is identical to the funding appropriated for the current year, FY 08. That means that NCCC will receive the identical amounts for FY 09 that we received this current year, which was \$146,803 for Faculty and Supplies. This year the College also receive a supplemental grant for Faculty and Supplies of \$25,732. Dr. Smith reported she did not know if that will be funded for FY 09.

Congratulations were extended to Dr. Inbody and the Nursing department for all their hard work and creative activities they have implemented as a result of the Nursing Initiative funding.

NCCC applied for a \$3,000 broadband connectivity subsidy from Kan Ed. Notification was received last week that the application had been approved. The connectivity subsidy is to help pay for our T-1 lines connecting us to the Internet.

Adult Basic Education Program: The NCCC Adult Education program has risen steadily in numbers and quality according to the trend data collected by the state. Presently the program is one of the 6 top programs in the state for quality points. There are 31 ABE programs in Kansas. Quality points are earned by the program for demonstrating achievement of student goals. NCCC's Adult Education Program sets performance standards each fiscal year according to the core indicators provided by the Adult Education and Family Literacy Act of 1998. The Indicators of Performance are for the following five learner outcomes: educational gain, placement in employment, retention and improvement in employment, entrance into postsecondary education or training, and receipt of the GED credential. NCCC's success in achieving quality points has also hinged on reading trend data from our program, and selecting appropriate program improvement goals for each fiscal year.

In 2000, NCCC's ABE program received an ABE grant of \$28,000. Upon completion of the first fiscal year the budget doubled. In FY09, with the collaboration with Fort Scott, the NCCC ABE program will enjoy a budget of approximately \$180,000 including the matching funds from Fort Scott. That speaks volumes about the quality of the NCCC program and the commitment of the NCCC staff, which includes Krista Clay-Lieffring, Heather Garrett, Vonda Page, and Randy Kettler. Also noteworthy is the growth of NCCC's ABE program—NCCC's program is now larger than the programs at Allen Community College, Butler County Community College, Coffeyville Community College, Cowley College, Highland Community College, Independence Community College, Osawatomie USD 367 and Ottawa USD 290.

Ottawa Community Partnership: The OCPI Board met this Tuesday. The By-laws for the not-for-profit corporation were approved. A copy of the approved By-laws is next to you place. In addition, a mission statement was developed and adopted for the OCPI. The mission is:

"The mission of Ottawa Community Partnership, Inc. is to design, finance, construct, operate, and maintain a facility to serve as the focal point to enhance quality of life in our region."

The Board discussed the meeting next week on Wednesday, June 18<sup>th</sup>, at which reports on the Community Assessment and Financial Due Diligence, from Jeffrey Byrne and Associates and Springsted, respectively, will be held, beginning at 9:30 a.m. at Neosho County Community College in Ottawa. Ben Smith, Sandi Solander, Dale Ernst, Mark Eldridge and Dr. Smith will be at that meeting. The OCPI Board will meet again on June 24<sup>th</sup> to discuss the information provided at the June 18<sup>th</sup> meeting. At the June 24<sup>th</sup> meeting, the Partners will be able to share their interpretation of the information provided and how it may impact their organizations. By the end of the meeting, it may be determined how many of **the partners wish to move forward with the** project.

KBOR Meeting: The Board of Regents approved the reports on the performance agreements covering the 2007 calendar year. All but two institutions received full funding. NCCC received full funding. (As a reminder, KBOR distributes to governed and coordinated institutions the "new" dollars received from the state based on the "directional improvement" toward the majority of goals on an institution's performance agreement.) As part of the discussion and before the approval of the recommendation, at least two regents indicated an interest in providing differential dollars to those institution's that were exemplary in the accomplishment of their goals. The KBOR Fiscal Affairs Committee will be discussing this over the next year.

KBOR also approved a revision of the Concurrent Enrollment Policy to clarify how the policy would respond to SB 421 that was passed in this year's legislative session. SB 421 requires that a concurrent enrollment pupil can now include a person who is in the 10<sup>th</sup> grade, in addition to the current law that allows a person to be in the 11<sup>th</sup> and 12<sup>th</sup> grades. In addition, the law also dealt with 9<sup>th</sup> grade students who are "gifted" according to the State Department of Education's definition. These gifted students may be admitted as concurrently enrolled students provided all other applicable requirements, such as having acceptable score or sub score on a standardized placement test and meeting all institutional enrollment requirements.

The Board discussed the FY10 Unified Budget Request Process with KBOR. They wished the Board to approve requesting of the state 4% or \$32 million for "keeping up" (inflation), 1% or \$8 million for "catching up" (targeted salaries), and 1% or \$8 million for "stepping up" (state priorities.) The Board decided to discuss this at their retreat in August. Some members were concerned that if a request is broken out among various categories, that it may give more opportunities for the Governor's office or the legislature to lop off whole sections of the request.

Gas Price Issues: The Executive Committee has discussed the ramifications for staff and students of the rapidly rising cost of gasoline. Dr. Smith distributed an article about how some rural community colleges are addressing this issue. Dr. Smith stated she believed that Neosho would have to examine this issue closely. She indicated she is planning on implementing a process that will involve all within the College who would like to participate on identifying possible solutions, actions, or activities the College could take to ameliorate the issue.

Health Insurance Costs: IMA, the broker used for the College's Health Insurance, met with the Insurance Committee in May. They presented Preferred Health Systems' medical insurance premium quote for next year. This current year there are 114 employees on the group medical plan and the cost to the college was \$568,785. The renewal cost of the medical health insurance plan will be \$580,291 +2.0% raise.

The vision plan (which is optional at the employee's expense) did not rise in premium cost. We do not yet have the dental insurance premium costs for next year.

#### **Agenda Item VIII-A: Accounts Receivable Write-Off**

It was the President's recommendation that the Board approve the write off of \$54,610.59 of accounts receivables for activity from January 2007 through December 2007.

The business office will continue to keep a record of the written-off accounts, and a hold will be placed on the applicable student records. Therefore, the College can still collect the money, even though the account has been written off.

#### **Resolution 2008-36**

RESOLVED, That the Board of Trustees of Neosho County Community College authorizes the administration to write-off \$54,610.59 in old accounts receivable, and that the College continue to attempt to collect those amounts written off.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Agenda Item VIII-B: Cancellation of Outstanding Checks**

It was the President's recommendation that the Board approve the cancellation of \$6,359.22 of old outstanding checks that the recipients have not cashed. K.S.A. 815 and K.S.A. 816 require outstanding checks that are two or more years old to be cancelled and restored to the fund originally charged.

After reviewing the outstanding checks it has been determined that \$6,359.22 should be cancelled and restored to the fund originally charged.

#### **Resolution 2008-37**

RESOLVED, That the Board of Trustees of Neosho County Community College authorized the administration to cancel \$6,359.22 in old outstanding checks.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Agenda Item VIII-C: Athletic Insurance Renewal**

Dissinger Insurance Services, the College's current athletic insurance broker, recommended the College renew athletic insurance through the current provider, Life Insurance Company of North America (CIGNA).

The coverage includes \$0 deductible, \$25,000 Accident Medical Expense, AD & D-\$10,000, HMO/PPO and Expanded Medical Benefits, and an incurring period of 1 year. The premium will be \$52,459. Additionally, they recommend continuing Catastrophic Coverage from Mutual of Omaha for \$6,153 per year. The premium is a 7.3% increase over last year's premium of \$48,903. There was no increase in the premium on the Catastrophic Coverage from Mutual of Omaha.

Dissinger did not seek quotes from additional providers as they did over the last three years, because those providers had indicated they would not respond to a request because they felt they would not be able to submit a competitive quote. The College has been very pleased with CIGNA and the speedy payments of claims.

It was the President's recommendation that the Board accept the proposal from Dissinger Insurance Services to provide athletic insurance through CIGNA and Mutual of Omaha.

#### **Resolution 2008-38**

RESOLVED, That the Board of Trustees of Neosho County Community College approves continuing the College's athletic injury insurance with CIGNA for \$52,459 with catastrophic insurance **from Mutual of Omaha in the amount of \$6,153 for the coming academic year.**

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Agenda Item VIII-D: 2008-2009 Student Handbook**

Attached is the final draft of the 2008-2009 Student Handbook. Because major revisions were made to the handbook three years ago, only a few changes were needed this year. Changes are noted in the attached draft and will be corrected for final printing. No substantive policy changes were made. Some of the changes are listed below:

Updated the academic calendar and dates throughout the handbook.

Updated personnel and phone number changes for position changes.

Changed Student Employment section regarding the student contact for employment.

Added new student clubs and organizations.

Changed references to the Residence Life office in Bideau Hall to the Security Office in Bideau Hall. The Residence Life office is unofficially located in the student union.

Updated the personal portable amplification equipment (AED) to refer to current equipment standards.

Changed the weapons definition to be consistent with other definitions referring to Kansas statutes.

The Jeanne Clery Act Crime statistics section will be updated prior to printing, but were not completely available at this time.

It was the administration's recommendation that the Board approve the 2008-2009 Student Handbook.

#### **Resolution 2008-39**

RESOLVED, That the Board of Trustees of Neosho County Community College approves the 2008-2009 Student Handbook.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Agenda Item VIII-E: 2008-2009 Resident's Handbook**

The final draft of the 2008-09 Resident's Handbook was distributed. Because major revisions were made to the handbook three years ago, only a few changes were needed this year. Changes are noted in the draft and will be corrected for final printing. No substantive policy changes were made. Some of the changes are listed below:

Updated the Master Schedule calendar and dates throughout the handbook.

Updated personnel and phone number changes for position changes.

Changed references to the Residence Life office in Bideau Hall to the Security Office in Bideau Hall. The Residence Life office is unofficially located in the student union.

Changed the Mail service hours to "during regularly posted office hours, or from the security staff after hours."

Added clarification to Residential Living Requirements section from board policy regarding exceptions to the policy and the appeal process.

Added clarification regarding the Food Committee.

Added clarification regarding the number of meals and when they are served.

Changed the terminology regarding the Housing Contract Security Deposit to read Housing Contract Application Fee.

Updated the Internet Service section.

Updated the Recreation Equipment section.

Updated the Recreation Area section.

Updated the Safety and Security section.

Updated the Storage section to allow International students who are returning to store personal possessions temporarily in the residence halls.

Increased violation penalty sections for damaging smoke detectors, vandalism, smoking, tornados/severe weather, fire drills, room cleanliness, littering/throwing objects, propping doors, fireworks, disorderly conduct and physical assault.

Updated the Building Entry section to "the Bideau Hall entrance remains locked at all times."

Updated Tornado section to include "Failure to take shelter during a tornado warning will result in disciplinary action."

Updated Fire Drill section to include "Failure to evacuate the residence halls during fire alarm will result in disciplinary action."

It is my recommendation that the Board approved the 2008-2009 Resident's Handbook.

#### **Resolution 2008-40**

RESOLVED, That the Board of Trustees of Neosho County Community College approves the 2008-2009 Resident's Handbook.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Agenda Item VIII -F: Approval of Access Manual**

The Americans with Disabilities Act and Section 504 of the Rehabilitation Act require educational institutions to provide services to individuals who meet the criteria outlined in both statutes. To that end, institutions are served well if they are in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the implementation of appropriate processes and procedures. During this year, the College's ACCESS Team reviewed current practices at NCCC and at other similar colleges across the country. They developed a manual to provide guidance to those professionals at the College who deal with students with disabilities.

The manual was written to establish consistent policies and procedures for internal providers who work with students with disabilities at Neosho County Community College. It is a living document that will change as disability law suggests, and best practices allow, while meeting the College's needs.

#### **Resolution 2008-41**

RESOLVED, That the Board of Trustees of Neosho County Community College approves the Access Manual as presented.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Agenda Item VIII -G: Reorganization of Nursing Department**

The nursing program at NCCC is the most cited and well-known of any program at the college. The college has consistently produced high quality graduates that pass the NCLEX nursing certification exam. Over the past five years the program itself has risen in number of students and faculty. Five years ago NCCC admitted 35 students per cohort at Chanute and Ottawa, for a total of 140 nursing students. The College employed 10 nursing instructors and two administrative assistants. One Director of Nursing, based at the Chanute campus ran the program with a site coordinator at the Ottawa campus. Five years later, through the encouragement of administration and through the nursing initiative grant the college now has:

45-50 per cohort in Level I Chanute  
 45-50 per cohort in Level II Chanute  
 45-50 per cohort in Level I Ottawa  
 45-50 per cohort in Level II Ottawa  
 20-25 per cohort in Level I in Independence  
 20-25 per cohort in Level II on the on-line campus  
 for a total of 220-250 students in the program. Note: There are often "bridge" students as well that are entering or reentering the program.

The number of full-time faculty positions has risen from 10 to 16. The regulations at clinical sites have increased greatly. New standards for safety and privacy have meant a great deal more work for the nursing administration. Finding and filling clinical instructor position has become increasing difficult, due to the current shortage in qualified candidates that continues to plague all of health care programs, especially nursing.

Directors of Nursing report that the job requires 50, 60 to 70 hour weeks to complete. Nursing faculty are frustrated with the turn-around time on administration items. Clinical instructors report that they have not had the support they require. For the first time in years, NCCC NCLEX scores have fallen below state average.

It is time to add greater infrastructure behind these increases in student cohort size. The administration recommended a reorganization of the nursing program to stabilize this critically important program at NCCC.

The Director of Nursing position has been advertised. The administration is remaining flexible as to the location of the "home base" of the Director of Nursing. The administration also requested an increase to the base pay for the Director of Nursing to \$55,000-\$70,000. With nursing salaries increasing, it is important that NCCC stay competitive in attracting a Director of Nursing. An updated job description follows. Essentially, the Director of Nursing is the leader of the entire program and serves as the "external" representative to the National League of Nursing (NLN), the Kansas State Board of Nursing (KSBN), Kansas Board of Regents (KBOR) and the Technical Education Authority (TEA), the nursing advisory committee, hospital liaison, and other external organizations.

The administration proposed the creation of new position – Assistant Director of Nursing. The job description follows. This position will be located at the opposite campus from the Director of Nursing's home base. The assistant director will be given the day-to-day leadership of one campus and one outreach site.

The administration also proposed retaining the site coordinator position. The site coordinator will run the day-to-day operations of the Director's home base and outreach campus when the Director is away. The site coordinator will assist the Director in other operations to keep the program going and advancing at the director's home base.

The nursing department has asked for additional administrative assistant support. The administration would like one year to see if the reorganization solves the issue or if additional assistant support is required.

It is possible to reconfigure the nursing initiative grant activities over the next three years to absorb more of the instructional costs incurred due to the state-requested increases in cohort size. This should help pay for part of the reorganization costs. Even with the grant help, an additional \$33,000- \$38,000 in "new" money will be needed to pay for the reorganization.

An attached spreadsheet details the full-time employee costs, both current and proposed.

#### **Resolution 2008-42**

RESOLVED, That the Board of Trustees of Neosho County Community College approves the reorganization of the nursing department as proposed, changes in the job descriptions of the Director of Nursing, and approve the Assistant Director of Nursing position and position description.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

**DIRECTOR OF NURSING**  
**Reports to: Chief Academic Officer**  
**Organizational Unit: Administrative**  
**Salary Range: \$55,000-70,000**  
**Revision Date: 5/2008**

This position reports to the vice-president of student learning and is responsible for the on-campus and satellite nursing programs and serves as coordinator for the division of nursing.

Job Duties:

Coordinate and supervise the nursing program at three physical campuses and one on-line campus including all full and part-time faculty, assistant director of nursing, campus coordinator(s), and administrative assistants;

Provide leadership for developing, implementing, evaluating, and improving the nursing education program;

Maintain standards of nursing education in conformity with those set by state and national accrediting agencies;

Lead the effort in developing partnerships with health care providers, other higher education institutions, and other entities that can assist the nursing program in furthering its objectives and establishing new resources.

Screen potential nursing instructors and other personnel in the nursing program as well as evaluate all employees directly or through the assistant director of nursing.;

Orient new faculty and identify specific needs for further continuing education;

Along with program faculty, select instructional materials and recommend library acquisitions and equipment;

Develop standards for selection of students in consultation with nursing faculty;

Oversee the evaluation, selection, and retention of students;

Serve as a member on committees for the college and cooperating agencies;

Participate in professional organizations, seminars, conferences, and workshops;

Serve as chair of the Health Care Advisory Committee and seek the committee's advice and counsel on improving the nursing program and its students;

Prepare and administer the budgets of the nursing program including all grant programs within nursing;

Supervise the preparation of all official reports required by local, state, accreditation, national, or professional organizations;

Comply with the rules, regulations, and policies of the Board of Trustees, Kansas State Board of Nursing, and the National League for Nursing Accrediting Commission;

Assist in teaching courses as the director's schedule allows;

Be an active member of the Student Learning Division Team.

Perform other duties as assigned by the vice-president of student learning.

Required Knowledge and Abilities

Proven supervisory skills.

Strong organizational and coordinating skills.

Evidence of excellent oral and written communication skills.

Proven strong computer skills.

Ability to work effectively with diverse populations.

Willingness and ability to work as a member of a team.

Education and Experience

Masters degree in Nursing required.

Additional nursing certificates beyond the RN, such as nursing administration and/or nursing education preferred.

Minimum of three years supervisory experience preferred.

Working Conditions

Work is normally performed in a typical interior/office work environment.

No or very limited physical effort required.

No or very limited exposure to physical risk.

Travel required.

Assistant Director of Nursing  
 Reports to: Director of Nursing  
 Organizational Unit: Administrative

Salary Range: \$45,000-60,000  
Revision Date: 6/2008

This position reports to the Director of Nursing and is part of the leadership team for nursing. The position is responsible for the day-to-day operation of one-half of the nursing program and is the person-in-charge of one campus and one extension site of the nursing program.

#### Job Duties

Under the leadership of the Director of Nursing and within his or her area of assignment, the Assistant Director will:

- Coordinate and supervise the nursing program at one physical campus and either the on-line or Independence campus including all full and part-time faculty, and administrative assistant;
- Provide leadership for developing, implementing, evaluating, and improving the nursing education program;
- Maintain standards of nursing education in conformity with those set by state and national accrediting agencies;
- Screen potential nursing instructors and other personnel in the nursing program as well as evaluate all employees directly;
- Coordinate and schedule all laboratory and clinical experiences needed within the Assistant Director's area of responsibility with a full understanding of the requirements of each clinical location.
- Orient new faculty and identify specific needs for further continuing education;
- Along with program faculty, select instructional materials and recommend library acquisitions and equipment;
- Develop standards for selection of students in consultation with nursing faculty;
- Conduct interviews for the evaluation, selection, and retention of students;
- Serve as a member on committees for the college and cooperating agencies;
- Participate in professional organizations, seminars, conferences, and workshops;
- Prepare and administer the budget of the area of assignment within the nursing program;
- Comply with the rules, regulations, and policies of the Board of Trustees, Kansas State Board of Nursing, and the National League for Nursing Accrediting Commission;
- Assist in teaching courses as the Assistant Director's schedule allows;
- Be an active member of the Nursing Leadership Team.
- Perform other duties as assigned by the Director of Nursing.

#### Required Knowledge and Abilities

- Supervisory skills.
- Strong organizational and coordinating skills.
- Evidence of excellent oral and written communication skills.
- Proven strong computer skills.
- Ability to work effectively with diverse populations.
- Willingness and ability to work as a member of a team.

#### Education and Experience

- Masters degree in Nursing required.
- Additional nursing certificates beyond the RN, such as nursing administration and/or nursing education preferred.
- Supervisory experience preferred.

#### Working Conditions

- Work is normally performed in a typical interior/office work environment.
- No or very limited physical effort required.
- No or very limited exposure to physical risk.
- Occasional travel required.

#### **Agenda Item VIII -H: Approval of the 2008-09 Negotiated Agreement**

The PEA negotiation team and the administration reached an agreement for the 2008-09 academic year. The revisions have been mailed to faculty members for ratification. The following pages are revisions to the current contract. It was the President's recommending that the Board approve the revisions.

#### **Resolution 2008-43**

RESOLVED, That the Board of Trustees of Neosho County Community College approves the 2008-09 Negotiated Agreement with the NCCPEA as presented.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

## ARTICLE 2

Workload and Calendar

A. Contract Length and Calendar. The contract length shall be 180 days each contract year subject to exceptions provided elsewhere in this contract. A member of the Association will be appointed to the committee responsible for recommending the calendar. The Professional Employees and the Administration will jointly recommend by February 1 each contract year one or more annual calendars to the Board of Trustees for approval subject to changes made by the Board, including any modifications to the calendar made by the Board to make up days lost due to an extended emergency closing of the College. The calendar will include class days, final exams, holidays, and in-service days with each day and duty specified by date. The Administration shall provide a copy of the Professional Employee calendar, as adopted by the Board, to all employees at least two weeks prior to the beginning of the fall semester.

B. Normal Professional Work Load. The professional work load shall consist of 30 credit hours of teaching (or the equivalent as determined by the Administration) per academic year. In addition, other assigned duties may include faculty workshops, in-service days, assistance with enrollment, student registration, student academic advisement, recruitment, committee assignments, outcomes assessment duties, and sponsoring activities related to the Professional Employee's teaching assignments. Committee assignments shall be limited to two standing committees per academic year and ad hoc committees as needed. Standing Committee assignments will be announced on or before the fall semester in-service meeting and are subject to change ~~of assignment~~ due to vacancies or reorganization. The standing committee chairs shall be announced during the spring semester prior to the effective date of assignment.

C. Professional Work Days. Professional Employees shall be required to be on campus 5 days a week for 35 hours per week exclusive of meals, (or equivalent as determined by the Administration), including regular class time (other than overload class time), regular posted office hours, and other assigned duties. Professional work load schedules shall be subject to the approval of the Administration. The Administration may approve time off from regular duties for the conducting of college business, attendance at conferences, workshops, or seminars, or for other purposes which benefit the College. Overload class time is in addition to the 35 hour- per- week requirement described above.

## ARTICLE 8

Professional DevelopmentResponsibilities

Each professional employee will be required to complete a minimum of six (6) units (semester hours or equivalent) of professional development every five year period of employment. Hours completed for horizontal salary schedule movement under Article 11 may also be used to satisfy professional development requirements under this article. The units shall be related to the professional employee's discipline of instruction or of benefit to NCCC, may be in the form of college credit hours or an equivalent measure of training or educational coursework. A formula of 15 clock hours equals one unit will be used for conversion purposes. Units can be determined in 1/5 hour increments. Units shall be approved in advance by the Chief Academic Officer, as recommended by the Professional Development Committee, on written forms provided by the office. The anniversary date for determining if sufficient units for professional development have been completed shall be February 1<sup>st</sup> of each year. On February 1<sup>st</sup> of each year a professional employee shall be in compliance with this article if (a) the Professional Employee's employment originated less than five years prior; or (b) the Professional Employee has completed six units during the preceding five years.

Once a professional employee has satisfied his/her professional development requirements for a given five year period as outlined above, following the February 1<sup>st</sup> deadline of the Professional Employee's fifth year, he/she may submit professional development activities toward fulfillment of the requirements for the next five-year professional development period without waiting for the beginning of the next contract year.

If a professional employee fails to fulfill the six (6) units of professional development requirement by the established deadline the salary of the professional employee shall remain at its current amount regardless of any approved steps or additions to the salary schedule in subsequent negotiated agreements. The Professional Employee salary shall remain at that amount until the professional employee completes the required units. Once the expectation has been met, the professional employee's salary will be adjusted at the next contract year to the current salary schedule that may have been adopted while his or her salary was frozen and set at the appropriate step number that would have been achieved if the salary had not been frozen. Failure to comply with the professional development requirement during one five-year period does not alter the deadline for subsequent minimum professional development requirements. If a professional employee fails to complete the initial required six (6) units of professional development within a seven year period of employment, additional action may be taken including possible non-renewal of contract.

Support

Each fiscal year the institution will establish a "Professional Development Fund" equal to the number of full-time professional employees times ~~\$500~~ \$750

During the academic year, individual Professional Employees who have received approval for units from the Chief Academic Officer may submit written application in advance for funds to be used to defray expenses for the approved academic coursework, activity. Each Professional Employee is eligible for ~~\$500~~ \$750 per year. A Professional Employee may submit written application in advance for funds to be used to defray expenses for attendance of, and travel to workshops, clinic, conferences and other professional activities. Between April 15<sup>th</sup> and May 1<sup>st</sup>, Professional Employees may apply for any uncommitted funds. Applications must be submitted no later than May 1<sup>st</sup> and no funds will be committed after June 1<sup>st</sup>.

Application will be reviewed by at least three (3) members (who do not have a conflict of interest) of a five (5) member committee to be elected by the Professional Employees at large in May of each year during a scheduled Professional Employee meeting. The Committee will meet at least once a month during the academic year to review applications. The Committee will be responsible for developing all methods of implementing funding criteria including any forms they see fit to develop for application of funds.

Compensation for mileage expenses involving the use of personal vehicles, and/or charges for use of College vehicles, shall be the same as the Board-approved rate in effect at the time the travel expense was incurred. These rates will be recorded, when appropriate, on the Application for Professional Development Credit and Funding.

Upon completion of the professional development activity, the Professional Employee shall submit a Certification of Activity Completion form and shall attach written proof as to how the funds were expended. Additionally, the Professional Employee will return any non-utilized funds to the Chief Academic Officer as soon as practicable.

Note: All General fund line items not spent in a fiscal year must be returned to the General Fund and are considered uncommitted general funds for the next fiscal year. State budget law does not permit the Professional Development fund to carry uncommitted or unused fund balance from one fiscal year into the next fiscal year.

## Article 12

2008-2009 Salary Schedule BASE - \$30,650

		2008-2009	Salary	Schedule		
Step	Instructor	MS	MS 15	MS 30	MS 45	DOC

1	\$ 29,405	\$ 30,650	\$ 31,567	\$ 32,647	\$ 33,827	\$ 35,531
2	\$ 30,060	\$ 31,501	\$ 32,419	\$ 33,499	\$ 34,679	\$ 36,382
3	\$ 30,715	\$ 32,352	\$ 33,271	\$ 34,351	\$ 35,531	\$ 37,233
4	\$ 31,371	\$ 33,205	\$ 34,122	\$ 35,473	\$ 36,382	\$ 38,085
5	\$ 32,025	\$ 33,860	\$ 34,973	\$ 36,055	\$ 37,233	\$ 38,938
6	\$ 32,681	\$ 34,515	\$ 35,825	\$ 36,906	\$ 38,085	\$ 39,789
7	\$ 33,335	\$ 35,171	\$ 36,481	\$ 37,757	\$ 38,937	\$ 40,640
8	\$ 33,991	\$ 35,825	\$ 37,135	\$ 38,609	\$ 39,789	\$ 41,491
9	\$ 34,646	\$ 36,481	\$ 37,790	\$ 39,264	\$ 40,640	\$ 42,343
10	\$ 35,300	\$ 37,135	\$ 38,446	\$ 39,919	\$ 41,491	\$ 43,195
11		\$ 37,790	\$ 39,100	\$ 40,575	\$ 42,343	\$ 44,046
12		\$ 38,264	\$ 39,756	\$ 41,230	\$ 42,998	\$ 44,701
13		\$ 38,740	\$ 40,410	\$ 41,884	\$ 43,654	\$ 45,356
14		\$ 39,215	\$ 41,066	\$ 42,540	\$ 44,308	\$ 46,011
15		\$ 39,690	\$ 41,541	\$ 43,046	\$ 44,964	\$ 46,666
16		\$ 40,165	\$ 42,016	\$ 43,553	\$ 45,618	\$ 47,321
17		\$ 40,640	\$ 42,492	\$ 44,060	\$ 46,274	\$ 47,976
18		\$ 41,115	\$ 42,966	\$ 44,567	\$ 46,929	\$ 48,631
19		\$ 41,591	\$ 43,442	\$ 45,074	\$ 47,435	\$ 49,138
20		\$ 42,065	\$ 43,916	\$ 45,580	\$ 47,941	\$ 49,645
21		\$ 42,541	\$ 44,392	\$ 46,087	\$ 48,449	\$ 50,151
22		\$ 43,015	\$ 44,866	\$ 46,594	\$ 48,955	\$ 50,659
23			\$ 45,342	\$ 47,101	\$ 49,463	\$ 51,165
24			\$ 45,817	\$ 47,607	\$ 49,969	\$ 51,671
25			\$ 46,292	\$ 48,114	\$ 50,475	\$ 52,179
26					\$ 50,983	\$ 52,685
27					\$ 51,489	\$ 53,193
28					\$ 51,996	\$ 53,699

Each Professional Employee will move one (1) vertical step on the salary schedule for 2008-2009. Horizontal movement is possible according to the guidelines established in the negotiated agreement.

#### ARTICLE 13

##### Supplemental

A. A supplemental contract shall be issued to each Professional Employee accepting assignments that are not part of the primary contract as described in the master agreement. These assignments include, but are not limited to, overload teaching, summer teaching, and sponsorship/supervising duties. All supplemental contracts shall include a statement of the duties to be performed.

B. For Professional Employees on extended or supplemental contracts, Memorial Day and the Fourth of July will be considered as paid holidays if they occur within the period of the extended or supplemental contract.

C. Except for Professional Employees who have head coaching duties as a part of the primary contract, all sponsorship, coaching, or special extra-duty assignments will be paid according to an amount mutually agreed upon between the Professional Employee and the Administration. The Professional Employee may be accompanied by an NCCCPEA advisor during the discussion. These assignments shall be identified by separate supplemental contract issued by the Administration within the first 30 calendar days of the semester prior to beginning duties. Payment for services performed to be made on the next pay period following completion of the supplemental contract.

D. Summer school and overload classes shall be contracted by supplemental contract. Teaching assignments will be clearly identified in the supplemental contract. This contract will be subject to the following terms and conditions:

If a summer/overload class contract is offered and accepted and the College Administration determines that the class should be cancelled, the Professional Employee will be paid in the appropriate fractional amount of the contract amount as to hours actually taught by the Professional Employee up to the date of cancellation of the class.

For overload assignments of one to three classes, but not more than six (6) credit hours per semester, full-time Professional Employees will be given the opportunity to teach summer school and overload classes in their teaching discipline prior to adjunct instructors.

The decision as to whether a class goes will be made on or before the beginning of the second class meeting. If the class has a finalized enrollment of eight (8) or more students, the instructor will be issued a contract for \$425 per credit hour. If there are not 8 finalized students enrolled, the administration can approve a contract for the instructor on a pro-rated basis. A supplemental contract will be issued following the conclusion of the second class meeting.

E. When a professional employee accepts appointment to a committee that will require commitment of time during summer months not covered by the primary employment contract, the professional employee shall be entitled to compensation if:

1. The written appointment is made by the Chief Academic Officer and states that compensation shall be paid.
2. Amount of total compensation requested for professional employee committee members does not exceed the amount budgeted in advance by the Chief Academic Officer for committee member compensation.
3. The committee chairperson certifies actual attendance time expended and participation by the professional employee to the Chief Academic Officer.

Compensation to be paid shall be \$25.50 per hour.

#### F. Special Situations

##### 1. On-line courses:

- a. The Professional Employee will be credited with one (1) hour of release time for one (1) semester for each credit hour of course developed.
- b. In addition to the normal contract, the Professional Employee will be compensated for each section of each course taught in an amount equal to 25% of the summer/overload scale of this article for the first two semesters the course is taught and 10% each subsequent semester.
- c. The Professional Employee in conjunction with the administration may propose an alternative work schedule that includes teaching an online course from a remote site. All work schedules are subject to the approval of the chief academic officer.

##### 2. ITV courses in addition to the normal contract:

- a. The Professional Employee will be paid \$75.00 per credit hour for the 1<sup>st</sup> time the Professional Employee offers the course.
- b. The Professional Employee will be compensated an amount equal to 15% for one off campus site, 30% for two and 45% for three or more off campus sites, of the summer/overload scale of this article

##### 3. Instructors of private music lessons:

- a. The Professional Employee will receive compensation on the basis of four (4) applied music student contracts equal one (1) credit hour of regular contract time for Professional Employees with less than fifteen (15) hours and at least twelve (12) hours of "regular classes" that do not include applied music classes.
- b. For overload, Professional Employees will receive for each applied music student contract compensation equal to the overload schedule for one student of this article plus the additional private lesson fees charged to the student.
- c. Only full-time students enrolled in at least one other NCCC music class or Juniors and seniors from high schools that qualify for the concurrent enrollment program will be able to receive private lessons on any of the NCCC campuses. Normal overload limitations apply for the maximum number of private music lessons that an instructor can teach.

#### ARTICLE 14

##### Early Retirement Incentive

A Professional Employee of NCCC who may find it necessary or desirable to retire from employment with the college prior to normal retirement age may elect to retire under the terms and conditions hereinafter specified. Early retirement is voluntary and at the discretion of an eligible Professional Employee. Those Professional Employees electing to utilize this benefit will be paid on an annual basis.

##### I. Eligibility: A Professional Employee is eligible for early retirement if such Professional Employee:

- a. is currently a full-time bargaining unit Professional Employee;
- b. is not less than fifty-six (56) years of age and not more than sixty-four (64) years of age on or before September 1 of the Professional Employee's current contract year, and;
- c. has completed fifteen (15) or more years of full-time employment services with the college.
- d. provides verification of retirement from the Kansas Public Employee Retirement System.

Eligibility in accordance with (a) - (d) above will be determined by the President of the college. A Professional Employee applying for early retirement shall have the responsibility to provide all facts and information necessary to prove eligibility for early retirement and to determine benefits to be paid.

- e. must complete the academic year to receive the benefit

2. Application. A Professional Employee may apply for early retirement by giving written notice to the President of the college. Such written notice by the Professional Employee shall be submitted on or before the first day of February preceding the anticipated retirement date, and the notice shall include the following information:

- a. A statement of the applicant's desire to take early retirement;
- b. The anticipated age of retirement;
- c. The applicant's birth date and age on the date of retirement;
- d. The current mailing address and telephone number of the applicant;
- e. The number of years the applicant has been employed full-time by NCCC;
- f. The applicant's current salary;

g. Whether the applicant desires the payment in January or ~~June~~ July of each year; and,

h. Whether the applicant desires health insurance coverage through the college group health insurance program by deduction of annual premiums from the early retirement benefit or by the applicant paying his/her own monthly premiums to the college.

Following final action by the Board on any application for early retirement the President of the college shall notify the applicant in writing of the final disposition and the date and amount of early retirement benefits to be paid.

3. Basis of Retirement Benefit. The early retirement benefit shall be an annual payment determined by utilization of the percentage opposite the year of benefit on the following table. The percentage for the year shall be multiplied by the Professional Employee's last annual contract salary. The payment shall be paid annually in either January or ~~June~~ July through the College contract year in which the Professional Employee reaches age sixty-four (64) or for a period of five (5) years, whichever occurs first. The initial date selected for first year payment (January/~~June~~ July) shall then become the anniversary date for subsequent payments. The age at the time of retirement shall determine the percentage of last annual salary for that year and each subsequent year.

Percent of Last

Year of Benefit Annual Salary

Age 56 8%

Age 57 10%

Age 58 13%

Age 59 17%

Age 60 21%

Age 61 17%

Age 62 13%

Age 63 10%

Age 64 8%

It is further provided that the President of the college shall compute on or before January 15 of each year an estimated early retirement benefit for each Professional Employee between ages fifty-six (56) and sixty-four (64), or comparable ages. This information shall be provided to the Professional Employee and become a part of the Professional Employee's permanent file.

4. Terms and Conditions. The option to maintain health insurance shall terminate at the end of the College contract year in which the Professional Employee reaches age sixty-four (64). The cash incentive benefit shall automatically terminate at the end of the fifth (5th) payment or at the end of the year in which the Professional Employee reaches age sixty-four (64). Failure of the retired Professional Employee to pay the required monthly health insurance premiums may terminate the retired Professional Employee's right of continued participation in the college health insurance plan.

All provisions of this incentive will terminate upon the death of the Professional Employee receiving benefits.

A Professional Employee who takes early retirement shall have the responsibility to keep the college informed of his/her current mailing address and telephone number.

~~Any Professional Employee who takes early retirement may not accept employment at another KPERS institution without losing benefit of the early retirement incentive at NCCC.~~

If any provision of this early retirement plan is determined to be in violation of Federal or Kansas State laws or regulations, the plan shall then immediately be terminated by Board action and shall not be in further force or effect unless re-adopted by the Board.

Neosho County Community College

Form A

Evaluation Check List/ Self Evaluation

Name \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_ Self evaluation \_\_\_ Supervisor evaluation completed by \_\_\_\_\_

Instructional Check List

A. Specific responsibilities

1. Professional Classroom Instruction

a. Teaches classes as scheduled (day, evening, off-campus.)

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

b. Communicates effectively with students.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

c. Keeps accurate records of student progress and attendance.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

d. Maintains an atmosphere conducive to learning.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

e. Follows safety practices in classrooms, shops, and labs.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

f. Utilizes assessment tools to determine course outcome achievement.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

h. Uses outcome assessment results to make appropriate enhancements to teaching/learning process.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

i. Provides appropriate level of rigor that challenges students to perform academically.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

j. Takes reasonable precautions to guard student academic honesty.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

k. Sets appropriate grading standards to guard against grade inflation.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

l. Utilizes active learning techniques and/or other methods that promote student engagement.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

### 2. Professional Growth and Development

a. Attends workshops, seminars, and/or classes, that will keep instructor current in his or her discipline.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

b. Participates in activities that will keep instructor current in the field of teaching.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

### 3. Institutional Support

a. Demonstrates a basic knowledge of institutional programs and services.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

b. Participates on college committees.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

c. Meets deadlines for assignments.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

d. Maintains professional attitude.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

e. Maintains a professional image appropriate to his or her responsibilities or discipline.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

f. Attends in service, faculty and, division meetings, and graduation.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

g. Maintains contacts with local business and industry and other community groups as the discipline warrants.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

### 4. Student Support

a. Advises students using the current requirements for graduation

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

b. Assists with student recruitment and retention efforts.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

c. Maintains posted office hours.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

d. Treats students with respect and common courtesy.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

e. Assists with semester enrollments.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

5. Course Materials

a. Assists in development and revision of official course syllabi for each course in the instructor's discipline. (Each syllabus should be revised at least once every 3 years.)

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

b. Prepares copies of specific course section syllabi each semester for placement on the computer system.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

c. Assists in the selection of textbooks, equipment, and other instructional needs.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

d. Utilizes the automated college learning management system.

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

B. Overall Evaluation

Outstanding Meets Expectations Needs Improvement Unsatisfactory N/A

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Professional Employee Signature Date

\_\_\_\_\_

Supervisor Signature Date

Student Course and Instructor Rating Instrument

Please complete the questionnaire below. This information is used by the College and the instructor to improve the student's educational experience. The results of this anonymous questionnaire will NOT be shared with the instructor until after semester grades are submitted. Written comments may be added on the separate sheet of paper provided to you. Your honest and constructive opinions are appreciated.

1. Are you a:

a. freshman (0-26 credit hours) b. sophomore (27 or more credit hours)

c. concurrent (high school student) d. non-degree seeking

2. Are you taking this course as a/an:

a. requirement b. elective

3. Are you a:

a. male b. female

4. Your expected grade in this course is:

a. A b. B c. C d. D e. F

5. Rate the course content:

a. very good b. good c. fair d. poor e. very poor

6. Rate the instructor:

a. very good b. good c. fair d. poor e. very poor

7. Rate the course in general:

a. very good b. good c. fair d. poor e. very poor

8. Semester:

a. interterm b. fall c. winter d. spring e. summer

9. The instructor follows his/her stated course syllabus.

a. strongly agree b. agree c. disagree d. strongly disagree

10. The instructor is well prepared for each class.

a. strongly agree b. agree c. disagree d. strongly disagree

11. The instructor is knowledgeable of the subject matter.  
a. strongly agree b. agree c. disagree d. strongly disagree
12. The instructor expresses ideas clearly.  
a. strongly agree b. agree c. disagree d. strongly disagree
13. Please mark "A" on this item.
14. The instructor effectively communicates the subject matter to the students.  
a. strongly agree b. agree c. disagree d. strongly disagree
15. The instructor seems genuinely interested in what he/she is teaching.  
a. strongly agree b. agree c. disagree d. strongly disagree
16. The instructor shows enthusiasm when teaching.  
a. strongly agree b. agree c. disagree d. strongly disagree
17. The instructor is concerned with whether or not the students learn the material.  
a. strongly agree b. agree c. disagree d. strongly disagree
18. Please mark "B" on this item.
19. The instructor seems genuinely interested in me as a person.  
a. strongly agree b. agree c. disagree d. strongly disagree
20. The instructor helps students to feel free to ask questions.  
a. strongly agree b. agree c. disagree d. strongly disagree
21. The procedure for grading is fair.  
a. strongly agree b. agree c. disagree d. strongly disagree
22. The instructor has a realistic definition of good performance.  
a. strongly agree b. agree c. disagree d. strongly disagree
23. Please mark "C" on this item.
24. The instructor keeps me informed of my current grade.  
a. strongly agree b. agree c. disagree d. strongly disagree
25. This course challenges me intellectually.  
a. strongly agree b. agree c. disagree d. strongly disagree
26. I have become more competent in this area because of this course.  
a. strongly agree b. agree c. disagree d. strongly disagree
27. The instructor usually holds class for the full amount of allotted time.  
a. strongly agree b. agree c. disagree d. strongly disagree
28. Please mark "D" on this item.
29. The instructor works to make the subject matter interesting.  
a. strongly agree b. agree c. disagree d. strongly disagree
30. The course assignments are clearly specified.  
a. strongly agree b. agree c. disagree d. strongly disagree
31. The instructor is an effective speaker.  
a. strongly agree b. agree c. disagree d. strongly disagree
32. This is an interesting course.  
a. strongly agree b. agree c. disagree d. strongly disagree
33. Please mark "A" on this item.
34. The content of this course is consistent with the stated outcomes of the course.  
a. strongly agree b. agree c. disagree d. strongly disagree
35. The instructor makes me aware of the current issues in this field.

a. strongly agree b. agree c. disagree d. strongly disagree

36. The instructor's use of examples helps to get points across in class.

a. strongly agree b. agree c. disagree d. strongly disagree

37. The instructor clarifies complex concepts.

a. strongly agree b. agree c. disagree d. strongly disagree

38. Please mark "B" on this item.

39. The class time spent is worthwhile.

a. strongly agree b. agree c. disagree d. strongly disagree

40. I would recommend this course to a fellow student.

a. strongly agree b. agree c. disagree d. strongly disagree

41. Assistance from the instructor outside of class is readily available.

a. strongly agree b. agree c. disagree d. strongly disagree

42. The exams are fair.

a. strongly agree b. agree c. disagree d. strongly disagree e. N/A

43. Please mark "C" on this item.

44. The instructor takes reasonable precautions to prevent cheating.

a. strongly agree b. agree c. disagree d. strongly disagree e. N/A

45. The instructor generally uses technology effectively.

a. strongly agree b. agree c. disagree d. strongly disagree e. N/A

Please comment on the following items:

Instructor:

Coursework:

Teaching Materials (books, notes, films, etc.):

Positive aspects of the class:

Negative aspects of the class:

Additional comments:

Agenda Item VIII-I: July 3, 2008 Holiday

In April 2008 the Board approved summer hours for the College. Non-faculty employees work four, 10-hour days beginning June 2 through July 31. The College is closed on Fridays. Board policy states that when July 4 falls on a weekend either Friday or Monday is considered the holiday. July 4<sup>th</sup> falls on Friday this year, so Thursday, July 3<sup>rd</sup> would be the date that would be the paid holiday if we followed the Board policy reasoning.

It was the President's recommendation that the Board approve July 3 as the paid holiday for July 4 for non-faculty employees.

#### **Resolution 2008-44**

RESOLVED, That the Board of Trustees of Neosho County Community College approves July 3 as the paid holiday for July 4<sup>th</sup> for non-faculty employees.

Upon a motion and a second the above resolution was approved. Motion passed unanimously.

#### **Amended Agenda Item J: Personnel**

It was the President's recommendation that the Board accept the resignation of Brandon Lesovsky, assistant director of residence and student life; effective June 14, 2008.

It was also the President's recommendation that the Board accept the resignation of Edith Godinez as the administrative assistant for the nursing department at Chanute. Her resignation is effective June 20, 2008.

#### **Resolution 2008-45**

RESOLVED, That the Board of Trustees of Neosho County Community College accepts the resignation of Brandon Lesovsky effective June 14, 2008 and the resignation of Edith Godinez effective June 20, 2008.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

#### **Amended Agenda Item K: Personnel**

It was the President's recommendation that the Board approve the employment of Marcie Burk as the administrative assistant for the STARS grant. Ms. Burk earned an AAS degree from Neosho County Community College. She is currently employed as an administrative assistant for Sierra Midwest in Chanute. Prior to that her

employment includes Cobalt Boats, Everbrite Electronics, Bank of Commerce and Neodesha Plastics.

Ms. Burk will be paid \$9.30 per hour starting June 30, 2008.

**Resolution 2008-46**

RESOLVED, That the Board of Trustees approves the employment of Marcie Burk as the administrative assistant for the STARS grant starting June 30, 2008 at a pay rate of \$9.30 per hour.

**Upon a motion and a second the above resolution was approved. Motion passed unanimously.**

**Agenda Item VIII-J: Executive Session-Non-Elected Personnel**

Upon a motion and a second the Board recess into executive session for thirty minutes to discuss personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy. Motion passed. The Board entered executive session at 6:55 p.m.

The Board returned to open meeting at 7:25 p.m.

Upon a motion and a second the Board returned to executive session an additional thirty minutes to continue to discuss personnel matters of non-elected personnel which if discussed in open meeting might violate their right to privacy. The Board entered executive session at 7:26 p.m.

The Board invited the President to join the executive session at 7:45 p.m. The Board returned to open meeting at 7:56 p.m.

**X. Adjournment**

The meeting adjourned at 7:58 p.m.