



Adjunct Faculty Handbook

2025-2026

(A compilation of policies, procedures and expectations to guide Adjunct Faculty members in their professional careers at NCCC.)

Revised Edition – 8/2025:LM

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WELCOME TO NORTH COUNTRY COMMUNITY COLLEGE

Thank you for joining us at North Country Community College, the only public institution of higher education in the Adirondacks. Adjunct faculty members are a vital part of the North Country Community College (NCCC) family. Your experience, knowledge and skills expand the academic programs we are able to offer our students and complement the work of our full-time faculty. We are pleased that you have chosen to join us in creating an educational atmosphere that provides students the best possible advanced educational opportunities.

This Adjunct Faculty Handbook is a companion to the NCCC Faculty Handbook, which is available online on the NCCC website and is intended for the use of all faculty members, both full and part-time. In it you will find detailed policies and procedures regarding academic and instructional issues, grading, record keeping, and other important institutional concerns. Be sure to review it in depth; it will help you understand the overall functions and responsibilities that all teaching staff needs to be aware of and includes a listing of important on-campus contacts and examples of the various forms you will need to document the progress of your classes.

The Adjunct Faculty Handbook is intended to assist you in realizing a smooth integration with the campus community, and highlights issues of particular interest to adjunct faculty. It is organized as a guide to procedures you need to be aware of to navigate the institutional needs and requirements of NCCC.

Communication is the foundation of success at NCCC. All faculty members are issued a College email account when hired, and email is an important official form of communication between the administration, faculty, and students regarding college related issues. In addition, faculty members are provided with a physical mailbox on campus. Be sure to check your campus mailbox and email on a regular basis to make sure you are up to date.

Your most critical campus resource is your Academic Coordinator/Chair/Director. We encourage you to work with your Coordinator/Chair/Director closely, communicating your needs and questions to them on a regular basis. You will find a list of Academic Coordinators/Chairs/Directors in the Appendix at the end of this document.

We are pleased that you have chosen to share your expertise with our students, and wish you the best for the coming semester. If you discover that there are items you would like to be included in later editions of this Adjunct Handbook, please let us know. We would love to get your feedback and input. Please email Laurie Muncil (lmuncil@nccc.edu) with any comments or suggestions.

College Non-Discrimination Statement:

North Country Community College does not discriminate. We embrace and encourage the celebration of differences and affirm the rights of individuals guaranteed by state and federal laws and the U.S. Constitution. We reject all manifestations of discrimination or harassment on the basis of race, color, national origin, religion, creed, age, disability, self-identified sex, gender identity or expression, status of being transgender, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, carrier status, military or U.S. veteran status, domestic violence victim status, prior criminal conviction, socioeconomic status, or any other differences among people which have been excuses for misunderstandings, divisiveness, or hatred. When such rights are infringed upon by violence, threats, or unlawful harassment, the College will follow due process and use every necessary resource to decisively identify perpetrators for administrative action, civil action, and/or criminal prosecution.

For information regarding non-discrimination policies, please contact the College's Civil Rights Compliance Officers below:

Ms. Lisa Williams

ADA/504 Coordinator
McCormick Hall 12
23 Santanoni Avenue
Saranac Lake, NY 12983
accommodations@nccc.edu

Ms. Tara Evans

Title VI Coordinator
Hodson Hall 156
23 Santanoni Avenue
Saranac Lake, NY 12983
titleviordinator@nccc.edu

Ms. Jackie VanBrunt

Title IX Coordinator
Hodson Hall 125
23 Santanoni Avenue
Saranac Lake, NY 12983
titleixcoordinator@nccc.edu

Anyone believing they have been subjected to any kind of discrimination that conflicts with the College's Non-Discrimination Statement and initiatives should seek assistance from a supervisor, Human Resources representative, or from the College's Civil Rights Compliance Officers listed above.

Grievance Process:

A grievance refers to a complaint or concern from a student, staff, or faculty member at NCCC. If a student, staff, or faculty member believes that they have been negatively impacted or that a policy/procedure has been violated, the individual may file [A WRITTEN REPORT](#).

What to Do When You Are Hired

Acquire Identification:

To accomplish your job as an Adjunct Faculty member, you need access to on-campus resources. The Office of Campus and Student Life (Kathy Goodrow: 518.891.2915 ext. 1204; kgoodrow@nccc.edu) is your main contact point for information on acquiring faculty identification cards and parking permits at the Saranac Lake campus. In Malone, contact Bruce Kelly (518.891.2915 ext. 3226; bkelly@nccc.edu) and in Ticonderoga, contact Selina LeMay-Klippel (518.891.2915 ext. 2212; slemay-klippel@nccc.edu).

Acquire Keys and Codes:

To learn about adjunct office facilities, receive keys, copier codes, acquire an official email address, and other associated issues, adjuncts at all campuses should contact Laurie Muncil at the Office of the Vice President for Academic Affairs (518.891.2915 ext. 1203; lmuncil@nccc.edu) in Saranac Lake. You will be assigned both a faculty email address and a physical mailbox. Be sure to check both on a regular basis. All administration documents and notices are distributed through these resources.

The Library:

Be sure to visit the Library. You can also access library resources through the “Library” link on the main NCCC webpage, or click on <http://www.nccc.edu/library>. This also provides information on NCCC book collections through NorPac, our online catalog. The library collections of NCCC contain books, journals, and other media that support the curricular, career, personal, creative, and intellectual needs of the students and faculty of the college. It is the mission of the library staff to equip library users with the skills to engage in life-long learning and to adapt to a changing society and culture. For more information on library services, contact the following people:

Saranac Lake: In Process (518.891.2915, ext. 1222;)

Malone: April Peterson (518.891.2915, ext. 3227; apeterson@nccc.edu)

Ticonderoga: In Process (518.891.2915, ext. 2208;)

Students and faculty have access to Ask Us 24/7. This is a library reference chat service manned by reference librarians 24 hours a day, 365 days per year. It is also available from our web page. In addition, there is a library Facebook page from which students and faculty can access our resources and obtain current library announcements.

Learn How to Access the Faculty Portal (Comprehensive Academic Management System):

The Faculty Portal is our web-based student information system. It is the default tool you will utilize to post mid-term and final grades and learn about on-campus activities. Although the portal is the official reporting system for grades and student records, instructors should use D2L Brightspace to supplement course instruction and online courses. When you are assigned an email address, you will be told how to log on to the system. One of your first steps to understanding the system is to go to [Faculty & Staff/Faculty Portal/Resources Page/Faculty Training Documents/Faculty Portal – Course Management](#); this is where you will find the manual for the operation of the Faculty Portal. The Faculty Portal is also the official place to record mid-term and final grades.

The Faculty Portal also has class rosters for all your classes and a vast array of tools that will prove vital during your time at NCCC. Explore it, ask questions of other staff and your Academic Coordinator/Chair/Director and/or email the Help Desk at helpdesk@nccc.edu if you need help.

D2L BRIGHTSPACE:

D2L Brightspace is a course management system that allows students and faculty to interact online in much more dynamic ways than our previous system. This program includes the ability to easily link course materials to online resources, create assignments that can be graded within the program, deliver exams in various formats, and post course materials that are visually appealing. Faculty members desiring to enhance their instruction in classes, whether online, face-to-face or a hybrid of the two, can do so through D2L Brightspace (*Please note: The faculty portal is no longer available for use in this capacity*). For more information on D2L Brightspace, contact the Help Desk at helpdesk@nccc.edu. (Please note that helpdesk@nccc.edu is the best way to contact IT for various needs. That email address goes to all full-time IT staff.) We also have access to the SUNY Help Desk, which has been instrumental in helping faculty across the SUNY system transition to the new system. They can be reached at [SUNY Online Support Services](#). This service will connect you with someone at SUNY System not local to our college.

SUNY Help Desk Phone Support: 1-844-673-6786 or 1-518-320-1300 (Direct).

Distance Learning:

In addition to the traditional classroom-based courses, many instructors teach courses using asynchronous formats such as distance learning or online. As of Fall 2023, NCCC has officially adopted D2L Brightspace as the course learning management system for online courses. The only exception is that grades must still be submitted through the Faculty Portal. Contact Sarah Maroun at 891.2915, ext.1203 or smaroun@nccc.edu for more detailed questions about distance learning.

Review the Faculty Handbook:

The complete Faculty Handbook is available online at: https://ncccedu.sharepoint.com/:w:/r/sites/AcademicAffairs/_layouts/15/Doc.aspx?sourcedoc=%7B7BC6E4A5-E42E-4C11-9341-EAEF957A37EF%7D&file=Faculty%20Handbook%202017.2018.docx&action=default&mobileredirect=true. In it you will find detailed information on the policies and procedures established by North Country Community College relating to your classroom and institutional responsibilities. There are sections on grading and record keeping, codes of conduct, expectations of faculty and staff, and forms and procedures that will help you navigate the school year. This Adjunct Handbook is meant to supplement the full Faculty Handbook. Its intent is to help the new adjunct instructor adjust to the campus environment quickly. It is not a substitute for the full Faculty Handbook.

Review the Parking Policy:

Visitors are welcome to park in any location. In advance or when you arrive, request a temporary parking permit from:

Saranac Lake: Office of Student Life (518.891.2915, ext. 1204; kgoodrow@nccc.edu)

Temporary permits will only be valid for the date and vehicle for which it is originally issued.

Designated parking applies to weekdays during the academic year from 7:30am - 4:00pm. For students and employees, parking is permitted only in areas marked or signed as parking spaces and zoned appropriately for the permit being displayed. Vehicles parked on campus without a permit or parked in an area where the permit is not valid will be ticketed. A campus map outlining parking is distributed when parking permits are issued. Maps are also posted around campus. Please note designated parking.

Parking permits are required and must be displayed on all student and employee vehicles including motorcycles. Students and employees may register up to three vehicles. Go to the college's electronic portal to register. Once the vehicle(s) are electronically registered, parking decals can be picked up from the Office of Campus and Student Life.

Handicapped Parking: Students, staff and visitors accessing handicapped parking must have the required disabled placard or license plate. For additional information, contact the Office of the ADA 504 Coordinator at the Saranac Lake campus (Cammy Sheridan: 518.891.2915, ext. 1271.) Branch campus personnel and students should contact the Office of Campus & Student Life. Necessary vehicle information will be recorded and a special parking permit may be issued for a specified period of time. A physician's certification is necessary to verify eligibility for handicapped parking. The physician's certification should clearly state the nature of the disability and specify the anticipated length of disability.

Learning Assistance Center:

Become familiar with the Learning Assistance Center (LAC) on your campus. It is a tremendous resource for you and your students. The LAC provides one-on-one tutoring, small group tutoring, study groups with peer and professional mentors, and a computer lab for academic use (no Facebook!)

If you have students who are having trouble writing at a college level, suffering from “test anxiety,” or needing to take make up exams, the LAC can help.

Contact people:

Saranac Lake: Lisa Williams: (lwilliams@nccc.edu, 518.891.2915, ext. 1217)

Malone: Renee Poirier : (rpoirier@nccc.edu, ext. 3224)

Ticonderoga: Tom McGrath (tmcgrath@nccc.edu, 518.891.2915, ext. 2217)

Absences & Class Cancellations:

The canceling of classes, in general, is the responsibility of the College President or her/his designee. This includes reasons such as inclement weather and emergencies. Instructors who are canceling classes due to issues such as personal illness, are encouraged, where possible, to email their students notifying them of their absence and any assignments as far in advance as possible. In addition, instructors are required to contact the following individuals as early as possible prior to the class:

❖ Laurie Muncil (lmuncil@nccc.edu) ext. 1203

- ❖ Their Academic Chairs/Director (see list)
- ❖ Campus Coordinator (Ticonderoga and Malone only)

Canceling of classes for planned/anticipated reasons (conferences, medical appointments) should be approved by one's supervisor/coordinator and, where appropriate, the VPAA. In the case of planned/anticipated absences, instructors should plan assignments for students to substitute for the instructor's absence. The same is encouraged for those unplanned absences as well, including weather-related closings. Instructors may elect to have a fellow faculty member cover a class in their absence. This is possible with the consent of one's academic chair/supervisor.

As policies and procedures are updated and changed, this document will be revised and posted on the website and the portal.

Weather-Related Cancellation of Classes

Cancellation of classes due to severe weather is rare, but does occasionally happen. The following communication resources can be accessed for information in the event the college is closed due to weather or safety related incidents.

INTERNET

Web Site: www.nccc.edu

RADIO STATIONS

WSLK	106.3 FM (Saranac Lake)
WLPW	105.5 AM (Lake Placid)
WIRD	920 AM (Lake Placid)
WSLP	93.3 FM (Lake Placid/Tupper Lake/Saranac Lake)
NCPR	North Country Public Radio
WICY	1490 AM (Malone)

TELEVISION

WPTZ	Channel 5
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Preparing For Class

Course Syllabus:

All instructors are required to develop a syllabus for each course they teach. You can find details of the required format for this document in the Faculty Handbook under “Academic/Instructional Policies and Procedures.” Prior to the start of classes, you should receive a syllabus template for the course(s) you will be teaching that semester from either your chair or the Academic Affairs office. The template identifies the elements that must be included in your syllabus, including the course description, course objectives, course content, grading guidelines and other academic policies. The course description, course objectives and course content are departmentally determined and your syllabus needs to include these verbatim. When completed, a copy of your syllabus should be forwarded to your Academic Coordinator for review and approval. Once a final draft has been completed, email a copy to your Academic Coordinator/Chair/Director and to Laurie Muncil (lmuncil@nccc.edu) in the Academic Affairs office. Students should receive a copy during the first week of class, delivered either as a physical document or electronically via the Faculty Portal.

Order Textbooks:

Consult with your Academic Coordinator/Chair/Director about appropriate textbooks for the courses you are teaching. In some cases, standardized textbooks have been adopted for particular classes. In other cases, you are free to choose your own texts or to use alternate resources, such as the internet, for in-class teaching materials. Always consult your Academic Coordinator/Chair/Director before settling on the texts you will use in class. Textbooks are ordered through the college bookstore. You will be notified by email about cutoff dates for ordering.

Set Up Grading Parameters in the Faculty Portal:

Each course you are teaching will have a separate “Course Options” page on the Faculty Portal. You will need to “set up” several options before the semester begins.

1. Under “Course Options,” go to “Course Utilities” and click on “Set Student Access.” There are a number of options you can choose to give your students access to online files you post. Choose the ones appropriate for your class and hit “Save.”
2. Under “Course Options,” locate “Course Gradebook.” There is a section titled “Setup Gradebook” with three options: Setup Grade Standards, Setup Categories, and Setup Assignments.
 - A. Click on “Setup Grade Standards.” This is where you decide the numerical equivalent of letter grades. You will have the option to create your own definitions, use default standards, or copy standards from a different course. Make and save your choice. In most cases, the default standard is the best option.

B. Click on “Setup Categories,” then on “Add Category.” In this section you will define what kind of assignments and activities on which you will base each student’s grade. You will find multiple options (attendance, exams, papers, midterms, final exams, special projects, etc.) Choose the categories you will be using, and assign to each the percentage of the grade it will represent. The total must equal 100 percent. For example, attendance might equal 10%, papers 20%, midterm exam 20%, projects 20%, and final exam 30%.

C. Click on “Setup Assignments.” This is where you will define what assignments need to be completed within each category, and specify what percentage of the grade will apply to each. For example, if “papers” is worth 20% of a student’s grade, and you are assigning four papers during the semester, each paper might be worth 5%.

3. In order to allow students to view what is available to them in the course portal you must give them access under the “Student Access” section. Click on “Student Access” and select the areas that you would like to have open to the students. You do not need to use all of them; most faculty do not.

Learn How In-Classroom Technology Works:

Most classrooms have a variety of technology resources you can use to help deliver content to your class, including computers, overhead projectors, and digital projectors. NCCC offers technical support to help you use these tools. Most classrooms have ceiling projectors plugged into a laptop located on a podium. If you need support getting your in-class technology up and running or are unfamiliar with the equipment, the help desk staff provides instruction and may be present at the beginning of a class until the instructor feels comfortable with the equipment. They also provide standard technical support: TV/VCR-DVD, video-taping, and in-class video conferencing. If you have trouble using the technology provided, or it malfunctions, contact Information Technology:

Networked computers, printers and video-conferencing issues can be directed to the help desk at the following:

helpdesk@nccc.edu (call 518.891.2915 ext.4357)

Please leave computers on and logged in as “studentuser01.”

In addition, any student account or student support needs should also be directed to the help desk.

During The Semester

Facility Etiquette:

Many of our facility resources are shared, such as computer labs, adjunct offices, printer rooms and classrooms. Please use common courtesy when dealing with them. If a class is in session in a computer lab, do not interrupt it to do your printing. If you move seating around in the classroom, restore it to its original condition for the next instructor. Everyone thanks you in advance.

Working with Struggling Students:

If you have students who are having trouble succeeding in your class, you can refer them to the Learning Assistance Center (LAC) for help. Each campus has its own LAC and each is staffed with professional and peer tutors to assist students who are struggling academically. The LAC is a tremendous resource, providing tutorial help and learning support to the NCCC community. Become familiar with its services and use it whenever appropriate. We encourage you to be quick to refer students there, either through a personal hand-off or electronically through email or a referral form.

Here are directions on **two ways** to refer students:

1. **Option 1:** Go to the Learning Assistance Center website (found under Academics<Tutoring Services) and click on the “Request Help” button. That will take you to a referral form.
2. **Option 2:** Email one of the LAC coordinators with the following information: Student name, class, basis for referral and any other information you think would be helpful.

Malone: Renee Poirier: rpoirier@nccc.edu

Saranac Lake: Lisa Williams: lwilliams@nccc.edu

Ticonderoga: Tom McGrath: tmcgrath@nccc.edu

** Please speak with your students, and let them know that you sent a referral.

If you perceive that students are having emotional problems dealing with the college environment, seek guidance on how to proceed from the Student Affairs Office (518.891.2915, ext. 1205.)

Posting Grades:

You will receive emails from the College Registrar designating due dates for posting midterm and final grades. You do this through the Faculty Portal. For each class, go to “Class Options,” then “Record Grades.” Use the “Calculate” function to input grades, the “View” function to review grades before posting, and the “Submit” function to post grades. Once grades are submitted, they cannot be changed via the Faculty Portal. If you need to change a grade after it has been posted, obtain a “change of grade” form from the Registrar. At the end of the 3rd week of each semester, you will be asked to report on students who have never attended your class. See Appendix J for instructions on how to give an “E-grade” for these students.

Submit Final Exams to the Academic Affairs Office:

At the end of each semester, you will receive a notification from the Academic Affairs office to submit a blank, electronic copy of the final exam, as well as copies of the students’ completed final exams administered for each class. You will also receive a cover sheet with instructions on how to bundle the final exams of each class. In Saranac Lake, the completed packets should be submitted to Laurie Muncil (518.891.2915, ext. 1203); lmuncil@nccc.edu) In Malone and Ticonderoga, take them to the main office; they will be delivered to Saranac Lake by courier.

Important Contacts

Note: All staff can be reached at 518.891.2915 unless otherwise indicated.

Academic Support (contracts, contacts, resources, supplies, etc.)

Laurie Muncil lmuncil@nccc.edu ext. 1203

Athletics

Chad LaDue cladue@nccc.edu ext. 1323

Business Office

Brian Pelkey bpelkey@nccc.edu ext.1207

Student Life

Jackie VanBrunt jackie.vanbrunt@nccc.edu ext. 1205

Computer/Printer/Video-Conferencing Support

Scott Harwood helpdesk@nccc.edu ext. 4357

College Bridge

Luke Hudak lhudak@nccc.edu ext. 1235

Continuing Education

Sarah Maroun smaroun@nccc.edu ext. 1203

Marketing and Enrollment

Kyle Johnston kjohnston@nccc.edu ext. 1381

Facilities Management

Rick Heath rheath@nccc.edu ext. 1263

Financial Aid

Mary Ellen Chamberlain mchamberlain@nccc.edu ext. 1285

Human Resources

Tara Evans tara.smith@nccc.edu ext. 1209

Instructional Technology/Institutional Research

Scott Harwood sharwood@nccc.edu ext. 1246

Learning Assistance Center(s)

Lisa Williams (Saranac Lake) lwilliams@nccc.edu ext. 1217

Renee Poirier (Malone) rpoirier@nccc.edu ext. 3224

Tom McGrath (Ticonderoga) tmcgrath@nccc.edu ext. 2217

Library Services

In Process ext. 1222

Payroll

Stephanie Rose srose@nccc.edu ext. 1260

Registrar (Grading Support, Important Dates)

Shelly St. Louis sslouis@nccc.edu ext. 1278

Students with Disabilities (Learning, Mobility, etc.)

Lisa Williams lwilliams@nccc.edu ext. 1217

ACADEMIC CHAIRS/COORDINATORS/DIRECTORS– BY DISCIPLINE**Malone Campus Coordinator**

Bruce Kelly bkelly@nccc.edu ext. 3226

Ticonderoga Campus Coordinator

Selina LeMay-Klippel slemayklippel@nccc.edu ext. 2212

Art

Elaine Taylor-Wilde etaylor@nccc.edu ext. 3235

Business

Kim Duffey kduffey@nccc.edu ext. 3223

Criminal Justice

Dave Merrick dave.merrick@nccc.edu ext. 1292

English/Humanities

Shir Filler sfiller@nccc.edu ext. 1249

Human Services

Kathleen Dowd kdowd@nccc.edu ext. 1202

Massage Therapy

Jennifer Barrett jbarrett@nccc.edu ext. 1297

Math

Allison Warner awarner@nccc.edu ext. 1309

Nursing

Tana Hare thare@nccc.edu ext. 1269

Outdoor Recreation Leadership/**Environmental Studies**

Jimmy Cunningham jimcunningham@nccc.edu ext. 1223

Radiologic Technology

Becky LaDue bladue@nccc.edu ext. 1291

Science

Sarah Shoemaker sshoemaker@nccc.edu ext. 1308

Social Sciences

Kelli Rodriguez krodriguez@nccc.edu ext. 3244

Sports and Events Management

Jerrad Dumont jdumont@nccc.edu ext. 1236

Appendices

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Vice President for Academic Affairs

Date

APPENDIX B



North Country Community College Course Syllabus Guidelines

The following is a basic outline of what should be included in a syllabus. The syllabus that we hand out on the first day of classes is a contract between the students and the instructor, so it should contain some basic information that is uniform across the department. How you format and organize your syllabus is your choice, but the essential required information should be included in it.

Since this is a contract, the more specific you are the easier it is to ensure fairness to all students, and when a problem does arise you, the department coordinator/director, vice president, and president will have a specific document to refer to help resolve the problem and to better support you as the instructor. A vague syllabus opens the door to problems and misunderstandings. Also since the syllabus is handed out the first day of classes, this is your chance to establish the learning environment and how you want the class structured so that everyone can learn.

Another reason for your syllabus to be complete and specific is that when students transfer, colleges are now asking for copies of specific syllabi instead of the general course outline that are not always updated in a timely manner. The colleges accepting our students as transfer students want a more specific picture of what happened in a course so that they can better determine the transferability of a course. If you have a vague syllabus you may jeopardize the transferability of the course for a student.

Please note that you will need to submit a copy of your syllabus to the Vice President for Academic Affairs Office at the beginning of each semester.

REQUIRED ELEMENTS IN YOUR SYLLABUS

Course and Title:

The course number and title of the course (i.e. MAT 121 Elementary Statistics)

Credits:

Identify the number of credits. Most courses are three (3) credit courses, however, many science courses are four (4) and physical education courses one (1) credit. If uncertain, contact your area coordinator/director or the Academic Affairs office.

Instructor:

Your name

Office:

Location of your office (full time faculty) or where students can find you for additional help (adjunct faculty) when on campus.

Time/Room:

The specifics for when your class will meet and where it will be held. For example: M, W 4 – 5:20 p.m. in C-13.

Office Hours:

These are specific times that you will be available on campus to provide extra help to students. These hours should not conflict with other responsibilities. Full-time faculty members are required to have five (5) hours spread out throughout the week. Adjunct faculty members are requested to hold one office hour per course and are encouraged to be available for a few minutes before or after class meets.

Telephone:

For full time faculty this should be their office telephone extension (should also include the phone number that dials into your campus). For adjunct faculty this should be the main phone number for the campus you are at so that a message can be taken and left in your mailbox. If you wish you may include your home or cell phone number, but this is not encouraged.

E-mail:

You should include your NCCC email address. If you wish to include another email address you may also. Using official NCCC contact information is encouraged over personal address information. Whatever address you provide students with you are expected to check for messages on a regular basis.

Required or Recommended Materials:

This should state the materials you expect students to have for the class. The required textbook should be specifically stated, using the title, edition and author (ISBN is optional). Any other materials that you want the students to have should also be identified. You should be specific in what is required and what is recommended. For example, if requiring calculators, be specific if you require a basic four-function calculator or a graphing calculator.

Course Description:

This should be copied *exactly* as it appears in the department's course outlines. If you have not received the course syllabus template for the course, please contact your chair or the Academic Affairs office. This description is what appears in the college's student catalog and on the college website.

Course Objectives:

This should be copied *exactly* as it appears in the department's course outlines. If you have not received the course syllabus template for the course, please contact your chair or the Academic Affairs office

Course Content:

This can be as simple as just stating the chapters you plan on covering out of the required textbook for the course. The recommendation is to include a statement that says if there is extra time, then the following additional chapters will be covered. A more elaborate description can be to copy what is in the course outline for the course.

Attendance:

You should have a stated attendance policy. The policy should include consequences for at least excessive absences. See Faculty Handbook for the College's Supported Attendance Policies.

Homework:

Many courses of study yield the best results through regular homework assignments. Your policy should be specific in what you expect students to do in general for homework, how often you will collect, and what you expect for work. You should also have a statement about how the homework will be graded. You are encouraged to collect homework at least on a random basis throughout the semester. If you do not collect homework, you should have a statement in your syllabus that encourages students to do homework and then have another method (also stated in the syllabus) of confirming that they have done the homework. For example weekly or daily quizzes have worked well for others.

Tests & Quizzes:

For clarity's sake, the definitions of quiz and test are:

A quiz is a quick check in on the most current material and a test is a more comprehensive assessment/evaluation over a longer period of time/material.

You are encouraged to use a combination of measurements, including tests and quizzes where appropriate, to determine a student's semester grade. At a minimum there should be measurements in place to assess midterm grades (in some cases a cumulative midterm exam) and there must be a final exam/activity for each course. It is strongly recommended that you give several opportunities for students to demonstrate their learning. You should also include a timeline for when tests and quizzes will be given. There should also be a statement concerning your policy on if or how a student can make up a missed test or quiz.

Papers/Other Assignments:

Some courses assess student performance and achievement via papers and or other assignments, either as the primary source of grades or to supplement tests and quizzes. As with tests and quizzes, you are encouraged to use a combination of measurements to determine a student's semester grade. While all the details are not required to be included in the syllabus, the more information you can provide regarding your expectations the better.

Grading:

You should be specific in exactly how you will calculate the student's grade. Regardless of whether you use a percentage system or point system the student should be able to take the materials you have graded and the syllabus and be able to calculate their own grade. If you will also drop any low grades you should be specific in how you will determine what grades will be dropped. This statement could appear under the specific category in which you will drop the grade. For example, if you drop the lowest quiz grade then you could state that under the section where you describe what you will expect when you give a quiz.

Grading System:

This should be how a numerical grade will translate to the letter grade that will appear on the student's official transcript. The college's letter grade system is below.

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	Below 60%

Calendar/Outline:

This is a tentative schedule of what you plan to cover in each class meeting. For those who want a more detailed course content section this can be combined with the outline. The purpose here is to give the student some idea of what you want to cover and how quickly you want to cover the various topics for the course.

Academic Honesty:

You should have a statement about academic honesty in your syllabus and the consequences of dishonesty.

OPTIONAL ELEMENTS IN YOUR SYLLABUS**NCCC Student Email:**

Student email accounts are the official communication tool of the college to the students. You are encouraged to require students to check their student email on a regular basis and to use the college's official communication tool to contact students outside of the classroom.

Classroom Accommodations:

For classroom accommodations to be granted you should get an official letter from the accommodations director (or whoever is responsible on the various campuses) that details what the accommodations are. Without this letter you need to treat all students the same. It is the student's responsibility to give you this letter and to provide all the necessary paperwork to the appropriate people who issue the letters. As far as your syllabus goes you can include a statement about what the student needs to do to get you the appropriate letter. If you have questions about accommodations you should contact the person on your campus who coordinates the paperwork on your campus (generally the person is in the LAC).

Other Issues:

This can be anything else that you want to include in your syllabus to improve the learning environment in your classroom. Some examples are listed below.

Examples: Classroom Manners
Study Skills
Video conferencing issues
Other resources available to the student (LAC, websites, etc.)

If you have any questions, comments, or suggestions on what you think should be included in a syllabus please contact your area coordinator/director. How you format and present the syllabus is up to you, but the more specific you are the better.

NORTH COUNTRY COMMUNITY COLLEGE
SARANAC LAKE, NY
COURSE SYLLABUS – Fall 2008



COURSE TITLE: Introduction to Cultural Anthropology

COURSE NUMBER: ANT 100

CREDIT HOURS: 3

TEXTS: Serena Nanda and Richard L. Warms. 2007. Cultural Anthropology. 9th Ed. Wadsworth, Cengage Learning: Belmont, CA.

Gary Ferraro. 2009. Classic Readings in Cultural Anthropology. 2nd Ed. Wadsworth, Cengage Learning: Belmont, CA.

Annette B. Weiner. 1988. The Trobrianders of Papua New Guinea. 1st Ed. Wadsworth, Cengage Learning: Belmont, CA.

SUPPLEMENTARY READINGS:

Throughout the course, there may be additional, assigned readings to supplement the class and text.

INSTRUCTOR:

Dawn Ofman dofman@nccc.edu
Saranac Lake: SB-B1 867-5309 ext. 867
Malone: BM-202 483-4550 ext 000

OFFICE HOURS:

Saranac Lake: Mon & Weds 9:55-10:55 am
Fri 7:55-8:55 am
Malone: Tues/Thurs 8:15-9:15 am

Other times available by appointment.

COURSE DESCRIPTION:

Anthropology is the study of human beings in all times and places, tracing human biological and cultural development from our origins to the present. This course explores the field of cultural anthropology, introducing students to the discipline, its principle theories and methods and the wealth of knowledge learned about the human experience from studying other cultures, past and present.

COURSE OBJECTIVES:

Students who successfully complete this course will be able to:

1. Develop an understanding of the "anthropological perspective" and examine its application to the study of human social life
2. Explain the central role of *culture* in anthropology and discuss *culture* as a multi-faceted entity
3. Develop a working knowledge of both classical and current anthropological research and the insights gleaned regarding the human experience including:
 - a. how humans organize themselves and how these organizations influence their behavior
 - b. how societies are structured and function
 - c. the role of culture and socialization in shaping society and our behavior
 - d. the role of language, religion, gender, status and other social forces on our human experience and life chances
4. Disarm ethnocentric thinking regarding other cultures, while developing an enhanced understanding of and appreciation for the diversity of human behavior via the examination of past and present cultures
5. Develop a working knowledge of the theoretical perspectives and research methods used by anthropologists in their quest to understand human behavior
6. Develop an understanding of the ethical issues facing anthropologists in their study of humans and their culture
7. Apply and further develop competencies/skills such as writing, researching, revising, oral communication, information management, reasoning critically, and using mathematical methods where appropriate
8. Demonstrate knowledge of the major concepts, models and issues of cultural anthropology (*Social Sciences ~ Gen Ed SILO #2*)

COURSE CONTENT

A. Introduction to American Anthropology

1. Franz Boas and the Birth of American Anthropology
2. The 4-Field Approach
3. Core Anthropological Concepts
 - a. culture
 - b. ethnocentrism
 - c. human diversity (biological)
4. Anthropological Approaches to Culture
 - a. cultural relativism
 - b. emic vs etic

B. Anthropological Methods ~ "Doing Anthropology"

1. Ethnography and Fieldwork
 - a. Participant observation
 - b. Role of informants
2. Ethnology
3. Ethnohistory
4. Ethical Issues in Fieldwork
5. Historical and Contemporary Approaches

C. Towards an Understanding of Culture

1. Historical Approaches
2. Characteristics of Culture
3. Culture as Adaptation
4. Culture as Ideas (Mental Templates)
5. Culture as Shared Meanings
6. Culture as Norms

D. Language and Linguistic Anthropology

1. Language and Field Work
2. Origins of Human Language
3. Linguistic Subfields
 - a. Structural/descriptive
 - b. Historical
 - c. Language and Culture (Ethnolinguistics)
 - d. Sociolinguistics

E. Culture and Human Development

1. The Enculturation Process
 - a. Cross-cultural practices in child-rearing
 - b. Rites of Passage
2. Psychological Anthropology
 - a. National Character Studies
 - b. Mental Illness in Cross-Cultural Comparison

F. Subsistence Strategies

1. Foraging
2. Pastoralism
3. Horticulturalism
4. Intensive Agriculture
5. Peasants

G. Economic Anthropology

1. Economic Systems
2. Organization of Labor
 - a. Sexual Division of Labor
 - b. Specialization
3. Systems of Exchange (Distribution of Resources)
 - a. Reciprocity
 - b. Redistribution (Potlatch)
 - 1) Leveling Mechanisms (cargo systems)
 - c. Market exchange (capitalism)

H. Marriage and Family

1. Functions of Marriage
2. Marriage Rules
 - a. Exogamy/Endogamy/Number of Spouses
 - c. Potential Mates/Mate Selection
3. Marriage as Economic Exchange
 - a. Bridewealth/Bride Service/Dowry
4. Family Types and Residence Rules

I. Kinship

1. Defining Kin

2. Rules of Decent
3. Types of Descent Groups
4. Kinship Classification

J. Gender and Sexuality

1. Gender vs. Sex
2. Gender as Cultural Construction
 - a. Alternative Gender Roles
3. Culture and Sexual Expression
4. Gender Roles and Gender Relations

K. Political Anthropology

1. Politics and Power
2. Types of Political Organization

L. Social Stratification

1. Examining Social Stratification
2. Stratification Criteria
3. Systems of Stratification

M. Ethnicity

1. Perspectives on Ethnicity
2. Ethnicity and the Nation-State

N. Religion

1. Functions of Religion
2. Characteristics of Religion
3. Religion, Magic, Witchcraft
4. Religious Practitioners

O. The Arts

1. Art and Culture
2. Functions of Art

GRADING/COURSE EVALUATION

Examinations/Assignments:

Grades will be upon your performance on three-four examinations (including a final), quizzes and out-of-class assignments (papers/reports). You can expect an exam every three-four weeks and will receive adequate notice prior to all assignments. Late assignments will not be accepted. Students who miss a quiz, exam or assignment will receive a grade of zero.

Exams are typically 100 points unless otherwise noted. The final exam will also be worth 100 points unless otherwise noted. Exams are typically a combination of objective (multiple choice, true-false, matching) and subjective (short-answers, essays) questions with each comprising about 50% of the exam.

Assignments will vary this semester from shorter (due next class period) to longer (due within a week or two of the assignment given). As anthropology is a course that allows for a lot of “doing” you can expect to receive a number of out of class assignments that help you with in-class concepts. Some anticipated assignments include:

- a mini-ethnography
- classroom presentation on a culture
- others specific to a topical area (language, kinship)

Grading

Your final grade will be determined by your performance on quizzes, exams and assignments.

The following is a rough estimate of how grades will be assessed:

- ❖ 1. Unit exams and finals 50-60%
- ❖ 2. Assignments 30-35%
- ❖ 3. Quizzes 10-20%

Each assignment and exam will have a point total that you will be apprised of. Grades are assigned and recorded and you will be made aware of your grade on each assignment. At the conclusion of the class, I will take the number of points earned by you during the semester and compare them to the total possible number of points and calculate your final average. In fact, I keep an ongoing record of your average throughout the semester and you are welcome to that information at any time.

Late Assignments and Make-ups

As a rule, late assignments will not be accepted. Any changes to that rule will need be reviewed with me prior to the time that the assignment is due. In the case of extenuating circumstances, accompanied by an excused absence and with prior instructor approval, a make-up exam may be given. However, the student needs to have this confirmed by the instructor prior to the examination. In the case of missed exams, quizzes and assignments the student will receive a grade of zero.

Academic Integrity

Doing your own work is an essential component of education. Thus students are expected to submit the fruits of their personal efforts only. Cheating and/or plagiarism is not tolerated and will result in an automatic failure for the course.

Final Exam Policy

In order to pass the course, students must complete the final exam.

OTHER COURSE REQUIREMENTS

Writing, Grading and Quality of Material Submitted ~

Writing is a critical competency in anthropology and any individual aspiring to be a professional is wise to be literate. Learning to write, write well or improve your writing are all worthwhile goals that pay handsomely. As a result, I hold you to high standards regarding writing. Materials that you submit to me, unless otherwise noted, need to be typed (word-processed). They will also need to be presentable – that is, clean, neat, attended to, stapled, identified (your name, this class) and so forth. If you are not a good speller this is an opportunity for you to learn to become a better one, to learn spell-check and/or to reach out and ask someone to proofread your material. **Written work that is not up to the basic standards expected in the field will result in a loss of points, and in some cases will not be accepted and returned to you without a grade.** Take pride in your work and express it through the quality of what you submit.

Students may receive additional support with developing/fine-tuning their writing skills by visiting the Learning Assistance Center (LAC). The LAC is open Monday-Friday with student-friendly hours and their services are free-of-charge.

Attendance Policy ~

Students are expected to attend all scheduled classes. To be successful in class, regular attendance and participation is critical. Students are responsible for all information presented and discussed as well as assignments given at each class meeting. **More than two unexcused absences** can result in loss of a letter grade for the final grade. Additionally, **more than four absences can result in dismissal from the class.** Students are responsible for keeping track of their absences as well as notifying the instructor if absences are excused.

Late Policy ~

Attendance will be taken at the start of each class period. Students are expected to be on time for class. If you know you are going to be legitimately late, alert me quick call or email where possible. Tardiness is disruptive to the class and the education process. Excessive tardiness (> 3 class periods late) can negatively impact the student's overall grade and may result in the student's forfeiting their right to participate in that class.

Ethical Conduct ~

It is expected that students will conduct themselves in a manner that is respectful of the class as a whole. Behavior that is considered to be disruptive/disrespectful will result in the student being removed from the class. I request that **all cell phones be turned off/disabled during class**, along with other electronic paging devices. Additionally, **drinking beverages in class is welcomed, however eating is not.**

Course Changes ~

The instructor reserves the right to modify the policies and the outline of the course in the event that the course goals are deemed to be better served by such alterations.

Student Portal ~

Throughout the semester we will be using the Student Portal for posting of assignments, information and grades. Please check your portal frequently.

A Final Note - Keys to Success:


Here are some suggestions I would like to make to you about how to be successful, at least in this class. The following list identifies some of the key behaviors you can take to gain all you can from the material and demonstrate that on exams.

- ◆ **Regular attendance and being prepared for class.** This includes asking questions about material that is not clear, commenting on material and ideas that are presented, reading/completing assigned material in a timely fashion. Not knowing is the starting point of learning. To admit that you don't understand something, don't know something or aren't clear about something is not an admission of failure. It is in fact an awareness of self that can lead to greater understanding, knowledge and liberation. If you don't know, please ask!
- ◆ **Regular study habits** – The old rule of college success is the 1:3 rule. For every one-hour in class you are studying three hours outside. Students who apply this guideline perform better than those who don't. Studying the material regularly, rather than just before the exam commits the material to long-term memory and is known to be more effective than cramming, where you store the information in a more short-term compartment.
- ◆ **Active note-taking in class and active reading of the text.** When reading your text, do so to answer your objectives. Ask questions of the material you are reading and the material presented in class. Become an active participant of it.
- ◆ **Answer the objectives using both the material from your reading as well as from class notes.** I would recommend a section of your notebook devoted to answering the objectives. Combine both your reading and your notes to fully answer the objectives. Once you have done this, use those answers to guide your studying

Grading Method

Student achievement is reported according to letter grades. The quality of work indicated by each grade is as follows:

A	(93+)	4.0	Superior work indicating exceptional ability and application
A-	(90-92)	3.7	
B+	(87-89)	3.3	
B	(83-86)	3.0	Better than average work indicating excellent ability and application
B-	(80-82)	2.7	
C+	(77-79)	2.3	
C	(73-76)	2.0	Average college work indicating average ability and application
C-	(70-72)	1.7	
D+	(67-69)	1.3	
D	(63-66)	1.0	Passing work, below average but acceptable. (Not transferable to most schools.)
D-	(60-62)	0.7	
F	(<60)	0.0	

	ANT100A Cultural Anthropology Course Outline Fall 08		
Class	Date	Topic	Assignment
1	Weds Sept 3rd	Review Syllabus & Course Overview Introduction to Anthropology <ul style="list-style-type: none"> - 4-field approach - Hallmarks of Field - Anthropological Perspective 	Reading <ul style="list-style-type: none"> - Nanda & Warms (Ch 1) - Ferraro <ul style="list-style-type: none"> • Ch 1 (Nacerima)
2	Mon Sept 8th	Development of modern Anthropology <ul style="list-style-type: none"> - Offspring of Colonialism - 19th Century anthropology - Franz Boas (Pt 1) - Emic vs Etic approaches 	Reading <ul style="list-style-type: none"> - Complete Ch 1 Nanda...
3	Weds Sept 10th	Anthropology Methods <ul style="list-style-type: none"> - Ethnography and Ethnohistory - Ethnographic Method - Ethnography and Fieldwork 	Reading <ul style="list-style-type: none"> - Nanda (Ch 3) - Introduction & Ch 1 (Weiner) - Lessons in Intro Fldwk
4	Mon Sept 15th	Ethnography in Historical Perspective <ul style="list-style-type: none"> - Boasian Influence - Malinowski's contributions - Positivism vs post-modernism - Contemporary issues 	Reading <ul style="list-style-type: none"> - Complete Ch 3 (Nanda) - "From the Verandah"

5	Weds Sept 17 th	Human Origins (Pt 1) <ul style="list-style-type: none"> - Biological vs Cultural Evol - Theory of Natural Selection - Humans as Primates 	Reading <ul style="list-style-type: none"> - Nanda (Ch 2) Assign Mini-ethnography
6	Mon Sept 22 nd	Human Evolution – (Pt 2) Overview of Human Ancestors <ul style="list-style-type: none"> - Australopithecines - Homo 	Reading <ul style="list-style-type: none"> - Complete Ch 2 (Nanda)
7	Weds Sept 24 th	Exam #1	
8	Mon Sept 29 th	Exploring Culture (Pt 1) <ul style="list-style-type: none"> - Characteristics - Conceptualizations of culture 	Reading <ul style="list-style-type: none"> - Nanda (Ch 4) - Ferraro (Ch 2 <i>Queer Customs</i>)
9	Weds Oct 1 st	Exploring Culture (Pt 2) <ul style="list-style-type: none"> - Cultural universals and particulars Modes of Cultural Change	Mini-ethnography Due Reading (hand-outs) ~ “Not a Real Fish...” ~ “Eskimo Science”
10	Mon Oct 6 th	Language, Culture and Human Behavior <ul style="list-style-type: none"> - Origins of Language - Language Acquisition - Anthropological Linguistics <ul style="list-style-type: none"> • Structural/Descriptive/Historical 	Reading <ul style="list-style-type: none"> - Nanda (Ch 5) - Ferraro <ul style="list-style-type: none"> • Ch 3 (<i>Rapport Talk...</i>) • Ch 4 (<i>Sounds of Silence</i>) Assign <ul style="list-style-type: none"> - Compliment analysis
11	Weds Oct 8 th	Language (Pt 2) Sociolinguistics <ul style="list-style-type: none"> - Language and Gender Ethnolinguistics ➤ Sapir-Whorf Hypothesis	Reading <ul style="list-style-type: none"> - Complete Ch 5 (Nanda)
12	Mon Oct 13 th	College Closed Columbus Day	
13	Weds Oct 15 th	Enculturation <ul style="list-style-type: none"> - Psych Anthro - Cross-cultural look at Child-rearing <ul style="list-style-type: none"> • Dependent vs Independent - Rites of Passage 	Reading HO
14	Mon Oct 20 th	Psychological Anthropology <ul style="list-style-type: none"> - Development <ul style="list-style-type: none"> • Erikson vs Amish - Mental Illness (Scheper-Hughes) 	Reading <ul style="list-style-type: none"> - Ferraro <ul style="list-style-type: none"> • Ch 8 (<i>Death without weeping</i>)
15	Weds Oct 22 nd	Exam #2	
16	Mon Oct 27 th	Subsistence – Making a Living <ul style="list-style-type: none"> - White’s Layercake Model of Culture - Subsistence Strategies - Foraging Exercise 	Reading <ul style="list-style-type: none"> - Nanda (Ch 6) - Hand-out <ul style="list-style-type: none"> • <i>Trekking w/ Yanomami</i> - Ferraro <ul style="list-style-type: none"> • Ch 5 (<i>Eating Xmas...</i>) Compliment Analysis Due
17	Weds Oct 29 th	Social and Political Char’s of <ul style="list-style-type: none"> - Foraging societies - Horticultural societies 	Reading <ul style="list-style-type: none"> - Nanda ~ complete Ch 6 and read Ch 11

		- Agricultural societies	- Hand-out (<i>Worst Mistake in History</i>)
18	Mon Nov 3 rd	Economic Anthropology (Pt 1) - Economics - Mauss' "Gift" & American "gift-giving" - Production and Distribution Patterns Potlatch & Leveling Mechanisms	Reading - Ch 7 (Nanda) - Hand-out (<i>Potlatch</i>) Assign Gift assignment
19	Weds Nov 5 th	Econ Ant (Pt 2) Reciprocity Systems - The Kula - Functions Market Systems	"Kula" Reading - Nanda (Ch 7)
20	Mon Nov 10 th	Marriage and Family (Pt 1) - Marriage - Functions/Types/Customs - Family (Types and Functions)	Reading - Nanda (Ch 8) - Ferraro • Ch 7 (<i>When Brothers..</i>)
21	Weds Nov 12 th	Marriage and Family (Pt 2) - Reckoning Kin Kinship – (Pt 1) - Residence Patterns	Reading - Nanda (Ch 9) Gift Assignment Due
22	Mon Nov 17 th	Kinship – (Pt 2) - Descent Groups - Kinship Patterns	Reading - Complete Nanda (Ch 9)
23	Weds Nov 19 th	Exam #3	
24	Mon Nov 24 th	Sex and Gender - Anthropology tx of Gender - Mead "Sex and Temperament" - Berdache & Hijras	Reading - Nanda (Ch 10) - Ferraro • Ch 9 (<i>Society Sex Roles</i>) • Ch 10 (<i>Women & Men</i>)
25	Weds Nov 26 th	Thanksgiving Break (Weds Nov 26 th – Fri Nov 28 th)	
26	Mon Dec 1 st	Religion - Anthropology of Religion - Religious Rituals and Practitioners	Reading - Nanda (Ch 14)
27	Weds Dec 3 rd	Revitalization Movements - Handsome Lake - Ghost Dance	Reading - Nanda (Ch 14) - Ghost Dance
28	Mon Dec 8 th	Magic, Witchcraft and Religion	Reading - Ferraro • Ch 13 (<i>The Notion of Witchcraft to Explain Unfortunate Events</i>) • Ch 14 (<i>Baseball Magic</i>)
	Weds Dec 10 th	Art and Culture	Reading - Nanda (Ch 15)
30	Mon Dec 15 th	Final Exam	
31	Weds Dec 17 th	Review Final Exam	

APPENDIX D

THE NCCC CODE OF CONDUCT CAN BE FOUND ON THE NCCC WEBSITE UNDER CAMPUS LIFE<OFFICE OF CAMPUS & STUDENT LIFE<CODE OF CONDUCT.

APPENDIX E

RESPONSIBLE USE OF ELECTRONIC COMMUNICATIONS

Guidelines

North Country Community College is respectful of freedom of expression and reveres the diversity of perspectives, values, and beliefs of the individual members of the College community. NCCC owns and operates computing systems which are provided for the express use of registered students, faculty, and staff in support of the programs of the College and are to be used for educational purposes, academic research, and academic development only. PERSONAL, COMMERCIAL, SOCIAL, AND RECREATIONAL USES ARE PROHIBITED. All computer users, including special permission invitees, are expected to use the available hardware, software, and Internet access for permitted uses only and only in an effective, efficient, equitable, ethical, and lawful manner in accordance with College policies, the Code of Conduct - Individual Rights and Responsibilities, as well as Local, State, and Federal Laws.

Agreement

By using any of these computer systems the user agrees that they have read, understand, and will comply with these Guidelines.

Rights

The College does not censor or condone censorship. NCCC does, however, reserve the right to place appropriate restrictions on the use of its computers and systems in response to verified, valid complaints presenting evidence of violations of these Guidelines, applicable College policies, the Code of Conduct - Individual Rights and Responsibilities, as well as Local, State, and Federal Laws.

Responsibilities

Users of NCCC computers and computer systems are responsible for complying with the following conditions:

1. Equitable sharing of all computers, computer systems, software, and Internet access and instructional services.
2. An educationally sound environment conducive to teaching, research, and learning.
3. An environment free of illegal, unethical, malicious, harassing, or hostile acts.
4. An electronically safe and secure environment based on academic honesty and integrity.

Sanctions

The full range of sanctions is available for any and all violations. In the case of criminal acts, further legal action by law enforcement officials beyond the limits of the NCCC Code of Conduct - Individual Rights and Responsibilities may result.

In the event a violation of the Code of Conduct is established, the following types of sanctions can be imposed:

1. OFFICIAL REPRIMANDS AND WARNING LETTERS may be imposed outlining the consequences if the behavior continues.
2. RESTRICTIONS ON ACTIVITIES OR PRIVILEGES may be imposed, including social probation, by which students are prohibited from attending non-academic functions sponsored by the College or the Student Government Association. Social probation may be given for academic or disciplinary reasons, and shall be made for a specific time period.
3. RESTITUTION may be imposed, which may include direct payment for damages caused by the offender or indirect payment of the same through service to the College.
4. LOSS OF COURSE CREDIT may be imposed for academic offenses only. In such cases, no monetary refund of any College fees shall be allowed.
5. DENIAL OR REVOCATION OF A COLLEGE HONOR, DEGREE, OR CERTIFICATE may be imposed in cases where falsification of records or academic offenses are of such nature that the absence of entitlement to the honor, degree, or certificate is established. In such cases, the final decision is subject to review and final determination by the College President. In such cases, no monetary refund of any College fees shall be allowed.

6. WITHDRAWAL FROM A COURSE may be imposed and may be made for academic or non-academic reasons. No monetary refund of any College fees shall be allowed.
7. SUSPENSION FROM COLLEGE may be imposed, and shall mean that the student is not allowed to participate in any College activity in any form, including classes, for a specified length of time. No monetary refund of any College fees shall be allowed.
8. DISMISSAL FROM COLLEGE may be imposed, and shall mean that the student is prohibited from taking part in any College activity. No monetary refund of any College fees shall be allowed. In such cases, the final decision is subject to review and final determination by the College President.

The College reserves the right to update and amend this Electronic Communication Policy at any time without notice. Individuals wishing to submit relevant suggestions for improving and strengthening this policy are urged to contact the Vice President for Academic Affairs or the Vice President for Enrollment Management and Student Services.

Inappropriate Computer Usage

Prohibited and inappropriate use of NCCC computers and computer systems includes, but is not limited to, intentional behaviors which violate one or more of the following:

1. Any Federal, State, or Local Law.
2. The stated mission of the College.
3. The Family Educational Rights and Privacy Act of 1974 (The Buckley Act, P.L. 93-308), or in any way accessing, divulging, or transmitting any personally identifiable information of another individual.
4. The NCCC Code of Conduct - Individual Rights and Responsibilities.
5. Any College rule or regulation, particularly those found in the College Catalog and in Appendix A of the NCCC Code of Conduct - Individual Rights and Responsibilities.
6. NCCC sexual harassment policy. This includes, but is not limited to, creating, displaying, printing, downloading, or in any way transmitting sexually explicit, pornographic, graphically disturbing, or sexually harassing images to text.
7. Installing and/or playing computer games.
8. Use of chat rooms for social, rather than educational purposes.
9. Knowingly installing or running any program, virus or worm, or conducting any other activity that threatens or contaminates the integrity of the computers, computer systems, computer programs or software of the College.
10. Illegally accessing and/or using the intellectual property of another individual.
11. Installing, changing, or deleting software on any computer system, to include changing system defaults, personally customizing settings, deleting files belonging to others, and inappropriate storing of data files.
12. Using electronic messages to harass, intimidate, or in any manner that violates the personal and property rights of others.
13. Deliberately overloading computer resources and/or wasting or failing to conserve computer resources, including document printing, instruction, and time.
14. Using computer equipment for personal, financial, or commercial gain.
15. Violating copyright laws, usage policies, or violating network regulations or contracts.
16. Plagiarism, cheating, or any behavior that violates academic honesty standards.

17. Purchasing or ordering for trial use any goods or services without documented administrative approval.

Violations and Reporting Violations

Adhering to due process rights, all reports of alleged violations will be handled in accordance with the provisions set forth in the North Country Community College Code of Conduct - Individual Rights and Responsibilities. All such alleged violations will be administratively processed and determined by the Vice President for Enrollment Management and Student Services and should be immediately submitted using the "NCCC Incident Report Form". Incident Report Forms should be routed directly to the Vice President through class instructors, academic department chairs, academic coordinators, computer lab supervisors, and/or any computer service administrator. Under extreme circumstances, the Vice President may immediately and/or temporarily suspend an individual's computer access rights. Some violations may constitute criminal offenses requiring legal action referrals.



FIELD TRIP PLANNING FORM

If you propose to conduct off-campus field trips in your course(s), please complete the following form, supplying the required information for each proposed field trip:

Course: _____

Instructor: _____

Date of Field Trip: _____

Destination: _____

Time of Departure: _____ Time of Return: _____

Please return this form to your Department Coordinator/Director. All proposed field trips must receive *prior* authorization by the Department Coordinator/Director. All sessions of all courses will meet in their assigned classrooms at the scheduled times unless exceptions are granted.

Instructor Signature

Date

Department Coordinator/Director Signature

Date

Vice President for Academic Affairs

Date

INCIDENT REPORT FORMS

Incident Reports are submitted online and can be found on the NCCC webpage at www.nccc.edu.

Go to: **STUDENT LIFE<CAMPUS SAFETY** for a link to the Incident Report Form.



FACULTY OBSERVATION FORM

** POLICY AND INSTRUCTIONS FOR FACULTY & OBSERVERS **

POLICY

Faculty are essential in creating an atmosphere that is conducive to learning, as well as promoting good will at the institution. To this end, faculty observations, by peer or supervisor, help to inform and support positive faculty growth.

This procedure shall serve to:

1. Provide the faculty member with an overview of the class dynamics;
2. Provide the faculty member with a detailed account of areas of sound teaching pedagogy and areas for improvement; and
3. Provide the immediate supervisor with pertinent information in completing annual evaluations.

INSTRUCTIONS

Utilizing the observations recorded on the first page of the form, observers are to write a narrative of the experience for the faculty member being observed. Recall that observations, at their best, are honest assessments of relative strengths and weakness and, in the end, should help foster the development of the individual's instructional ability.

Ultimately, what is being observed and evaluated is one's ability to instruct at the college-level effectively. This involves a number of factors that should be considered in the assessment of the experience. Mastery of the material/content that is being covered coupled with effective methods of delivery/teaching are essential components of effective instruction. These are necessary but not sufficient. Other factors to be included are more material in nature, such as the physical space and whether or not it supports learning, while others still are more temperamental, such as the individual's ability to connect, read and respond to the class. When all is said and done, the narrative ought to address these issues and more. It should support and praise what is working, identify what is not and suggest steps to take to improve one's abilities and skills.

The narrative should include the following subheadings and address the questions covered within:

- A. Introduction** – Background information to set the stage:
 1. Brief description of teaching space.
 2. Outline of class presentation including topics/material covered.
 3. Student information/composition of class.
- B. Observations of Instructor/Instruction**
 1. Does the method of instruction observed support student learning of the material presented? Why or why not?
 2. What strong points characterize this instructor's teaching? Content? Methods? Give examples to illustrate.
 3. What did you find wanting in the instructor's teaching? Give examples to illustrate.
- C. Summary and Suggestions**
- D. Overall Rating of Observation**

** Please use a separate page to keep informal notes/observations to cite for the narrative section. **

NOTE: This page is not to be submitted with the completed Faculty Observation Form.

FACULTY OBSERVATION FORM

Faculty Name: Click here to enter text

Date of Observation: Select a date

Course Observed: Click here to enter text

Observer's Name: Click here to enter text

Location: Choose a location

Modality: on-site hybrid online

RATINGS:

EE = Exceeds Expectations

ME = Meets Expectations

AE = Approaches Expectations

NM = Does Not Meet Expectations

Part I:

INSTRUCTIONAL/TEACHING PRESENTATION	EE	ME	AE	NM
Mastery of material (<i>lesson illustrates individual's depth of knowledge and understanding of material</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynamic (<i>confident, enthusiastic</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovative/resourceful (<i>able to think on his/her feet</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presence (<i>eye contact, voice quality</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LESSON DESIGN	EE	ME	AE	NM
Organization (<i>lesson was easy to follow and organized in a logical manner</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity (<i>lesson objectives, assignments, activities, due dates clearly explained</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching methods appeal to various learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stimulates student engagement and intellectual efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation – <i>online courses only</i> (<i>text color, shading, font size and type throughout lesson documents are easy to read and follow</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING ENVIRONMENT	EE	ME	AE	NM
Classroom management (<i>instructor creates conditions to support student learning including student behavior</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty-student rapport (<i>interaction is respectful, welcoming, and supportive</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor regularly evaluates student learning throughout lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Narrative

A. Introduction

1. Brief description of teaching space:

[Click here to enter text.](#)

2. Outline of class presentation including topics/material covered:

[Click here to enter text.](#)

3. Student information/composition of class:

[Click here to enter text.](#)

B. Observations of Faculty/Instruction

1. Does the method of instruction observed support student learning of the material presented? Why or why not?

[Click here to enter text.](#)

2. What strong points characterize this instructor's teaching? Content? Methods? Give examples to illustrate.

[Click here to enter text.](#)

3. What did you find wanting in the instructor's teaching? Give examples to illustrate.

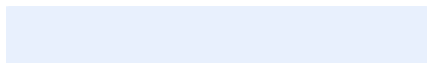
[Click here to enter text.](#)

C. Summary and Suggestions

[Click here to enter text.](#)

D. Overall Rating of Observation (check one).

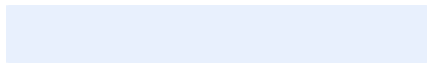
- Exceeds Expectations
- Meets Expectations
- Approaches Expectations
- Does Not Meet Expectations



SIGNATURE OF FACULTY

[Click to select a date.](#)

DATE



SIGNATURE OF OBSERVER

[Click to select a date.](#)

DATE

.....

DISTRIBUTION:

ORIGINAL: OFFICIAL PERSONNEL FILE (HUMAN RESOURCES)

COPIES: FACULTY MEMBER

PEER OBSERVER/IMMEDIATE SUPERVISOR

AREA SUPERVISOR (AS APPROPRIATE)



Student Evaluation of Faculty

Instructor Name: _____

Date: _____

Course #: _____

Course Title: _____

INSTRUCTIONS:

Please evaluate questions 1 – 12 using the given rating scale:

	Strongly agree	Agree	Somewhat Agree	Disagree
Instruction/Teaching				
1. The instructor was knowledgeable about the course content, and where applicable, its relationship to other courses and careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor used effective teaching methods; was organized and prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor was available to discuss my performance in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Design				
4. The course was intellectually stimulating and engaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The course lessons were well-designed and had a logical flow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The course/lesson objectives, assignments, and due dates were clearly explained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Environment				
7. The instructor was effective in managing the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The instructor promoted a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor was respectful, welcoming, and supportive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor was fair in grading my performance in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor returned and posted grades on assignments and quizzes/exams in a reasonable timeframe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I would recommend that others take a course from this instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX J

Verification Grade Submission via the Faculty Portal Instructions Document

Verification grades are submitted three weeks into the Fall and Spring terms. At the 'Verification Point' in each Fall or Spring term, Faculty will report any student that has Never Attended Classes for the term by submitting a Final Grade of 'E' for the student.

Verification Grade Submission Process / Procedure:

To submit any grades for a course you must first setup your course gradebook(s) for the term within the Faculty Portal. If your course gradebook is already setup and at least one assignment has been graded go to Submitting Grades below.

Gradebook Setup Process:

- Select Setup Grade Standards and load the appropriate grade scale for your course.
- Select Setup Categories and establish categories based on your grading scheme for the course.
- Select Setup Assignment and establish at least one assignment that can be graded.

You must have your gradebook(s) setup for the term with at least one Category and one Assignment established to submit Verification Grades.

Recording Grades:

- Record a grade of '0' for at least one assignment for any students that have Never Attended Classes as of the Verification Point

Submitting Grades:

- **Select Calculate Final Grades – please make sure you submit as a final and not midterm**
- Select Submit Grades
- On Submit Grades step 1 of 3 ensure that Final Grades are checked and the select 'Continue to Submit Grades Step 2'.
- On Submit Grades step 2 of 3 change the 'Allowed Grade' to the letter grade 'E' using the available dropdown list for any student(s) that have Never Attended Your Class.
- Make sure you submit only grades of 'E'. Uncheck the Final Grade Submit box before any non 'E' grades before proceeding to submission. Once you have entered all 'E' grades for the course and have unchecked the Final Grade Submit option for all non 'E' grades select 'Continue to Submit Grades Step 3'.
- On Submit Grades step 3 of 3 you will see a confirmation message that states 'New Grades have been submitted to the Registrar's Office'. At this point you are finished with Verification Point Grade Submission.

If you have questions or need assistance submitting Verification Grades please contact:
(Academic Requests) Registrar's Office at 518-891-2915 ext. 1245 or records@nccc.edu

(Technical Requests) Computer Support at 518-891-2915 ext. 1246 or helpdesk@nccc.edu

2025-2026 COLLEGE CALENDAR

August 18	Faculty return to campus - New Student Registration week for Fall 2025
August 19	Orientation – Ticonderoga Campus
August 20	Department Meetings
August 21	Orientation – Malone Campus
August 22	Orientation – Saranac Lake Campus
August 25	Fall 2025 Semester begins
August 25 – 29	Add/Drop Period – Full Semester Courses If a student drops a course before or during this period, there is no record on the transcript.
August 25-27	Add Period for 1st Quarter Courses
August 25-29	Drop Period for 1st Quarter Courses If a student drops a course before or during this period, there is no record on the transcript.
September 1	Labor Day – College Closed
September 2 - November 14	Official Withdrawal Period for Fall 2025 Full-semester courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after November 14th without the signature of the Vice President of Academic Affairs.
September 2 – October 3	Official Withdrawal Period for 1st Quarter Courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for 1 st Quarter courses will be accepted after October 3rd without the signature of the Vice President of Academic Affairs.
September 3	E grades due for 1st Quarter courses
September 12	E grades due for full semester courses
October 6	Progress Reports Due by noon
October 6-10	Midterm Exam Period for full semester courses
October 13	Fall Break - No Classes, College closed
October 15	End of 1st Quarter Courses
October 17	1st Quarter course grades due by noon
October 20	Beginning of 2nd Quarter Courses
October 20-22	Add Period – 2nd Quarter Courses If a student drops a course before or during this period, there is no record on the transcript.
October 20-24	Drop Period – 2nd Quarter Courses If a student drops a course before or during this period, there is no record on the transcript.
October 27 – December 1	Official Withdrawal Period for 2nd Quarter Courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for 2 nd Quarter courses will be accepted after December 1st without the signature of the Vice President of Academic Affairs.
October 29	E grades due for 2nd Quarter courses
November 3	Deadline for filing for December 2025 Graduation
October 27 – November 7	Preregistration for Spring 2026 courses
November 10	New Student Registration Events start
November 26-28	Thanksgiving Break - No Classes, College closed
December 11	Last Day of classes for Fall 2025 Semester

December 16	Final grades for full semester and 2 nd quarter due by noon
December 16	Last Faculty workday
December 24 – January 2	Winter Break – No Classes, College closed
January 5	Winterim 2026 classes begin
January 5-6	Add/Drop Period – WI-26 If a student drops a course before or during this period, there is no record on the transcript.
January 7-13	Official Withdrawal Period for WI-26: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for Winterim courses will be accepted after January 13 th without the signature of the Vice President of Academic Affairs.
January 19	Martin Luther King Day - No Classes, College closed
January 20	Faculty return
January 22	Orientation – Malone Campus
January 23	Orientation – Saranac Lake Campus
January 23	WI-26 classes end
January 26	WI-26 grades due
January 26	Full Semester classes begin Spring 2026
January 26-30	Add/Drop Period – Full Semester Courses If a student drops a course before or during this period, there is no record on the transcript.
January 26-28	Add Period - 1st Quarter courses
January 26-30	Drop Period – 1st Quarter courses If a student drops a course before or during this period, there is no record on the transcript.
February 2 – April 17	Official Withdrawal Period for Full Semester courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after April 17 th without the signature of the Vice President of Academic Affairs.
February 2 - March 5	Official Withdrawal Period for 1st Quarter courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA. No withdrawals for full semester courses will be accepted after March 5 th without the signature of the Vice President of Academic Affairs.
February 4	E grades due for 1 st Quarter courses
February 13	E grades due for full semester
February 16	President’s Day - No Classes, College closed
March 9	Progress Reports Due by noon
March 9-13	Midterm Exam Period for full semester courses
March 13	1 st Quarter courses end
March 16-20	Spring Break – No Classes. College Open
March 23	1 st Quarter grades due by noon
March 23	2 nd Quarter courses begin
March 23 –25	Add Period – 2nd Quarter courses If a student drops a course before or during this period, there is no record on the transcript.
March 23-27	Drop Period – 2nd Quarter courses If a student drops a course before or during this period, there is no record on the transcript.

March 30 – April 27	Official Withdrawal Period for 2nd Quarter courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after April 27th without the signature of the Vice President of Academic Affairs.
March 30 April 10	Preregistration for Fall 2026 - Watch for more information.
April - August	FA-26 Registration Events TBD - Watch for more information.
April 1	E grades due for 2nd Quarter classes
April 2	Deadline for filing for May 2026 Graduation
April 3	Good Friday – No classes. College Closed
May 14	Last Day of classes for Spring Semester
May 16	Commencement
May 21	Final grades for full semester and 2nd quarter due by noon
May 21	Last Faculty workday
May 25	Memorial Day – No Classes, College Closed
May 26	1st Summer Session (6wks) and 10wk Summer Session Begin
May 26 - 28	Add/Drop Period – 1st (6wk) Summer Session/10wk Summer Session If a student drops a course before or during this period, there is no record on the transcript.
May 29 – June 18	Official Withdrawal Period for 1st (6wk) Summer Session courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after June 18th without the signature of the Vice President of Academic Affairs.
May 29 – July 16	Official Withdrawal Period for 10wk Summer Session courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after July 16th without the signature of the Vice President of Academic Affairs.
July 3	End of 1st Summer Session
July 6	Independence Day Observed – No Classes, College Closed
July 7	Final grades for 1st Summer Session due
July 7	2nd Summer Session Begins (6wks)
July 7-9	Add/Drop Period – 2nd (6wk) Summer Session If a student drops a course before or during this period, there is no record on the transcript.
July 10 – 30	Official Withdrawal Period for 2nd (6wk) Summer Session courses: If a student officially withdraws from a course(s), he/she will receive a “W” grade on his/her transcript. The “W” will not affect his/her GPA but will impact the student’s SAP. No withdrawals for full semester courses will be accepted after July 30 without the signature of the Vice President of Academic Affairs.
July 31	End of 10wk Summer Session
August 3	Final grades for 10wk Summer Session due
August 14	End of 2nd Summer Session
August 17	Final grades for 2nd Summer Session due

(This calendar is subject to change without notice.)

Questions? Contact the Records office (518) 891-2915 ext. 1278

Community Resources

Emergency 911	
CRISIS HELPLINE 24 Hr:	800-342-5767
North Star, Saranac Lake:	518-891-5535
North Star, Malone:	518-483-3261
New York State Police:	518-897-2000
Saranac Lake Fire Dept:	518-891-2211
Malone Fire Dept:	518-483-0386
Ticonderoga Fire Dept:	518-585-3456
National Suicide Prevention:	800-273-8255
Sexual Assault Hotline:	877-212-2323
Malone Police Dept:	518-483-2424
Saranac Lake Police Dept:	518-891-4422
Ticonderoga Police Dept.:	518-585-3456

*****The President's Office should be notified immediately if emergency medical services, or the police or fire department are called to any campus or college event. *****

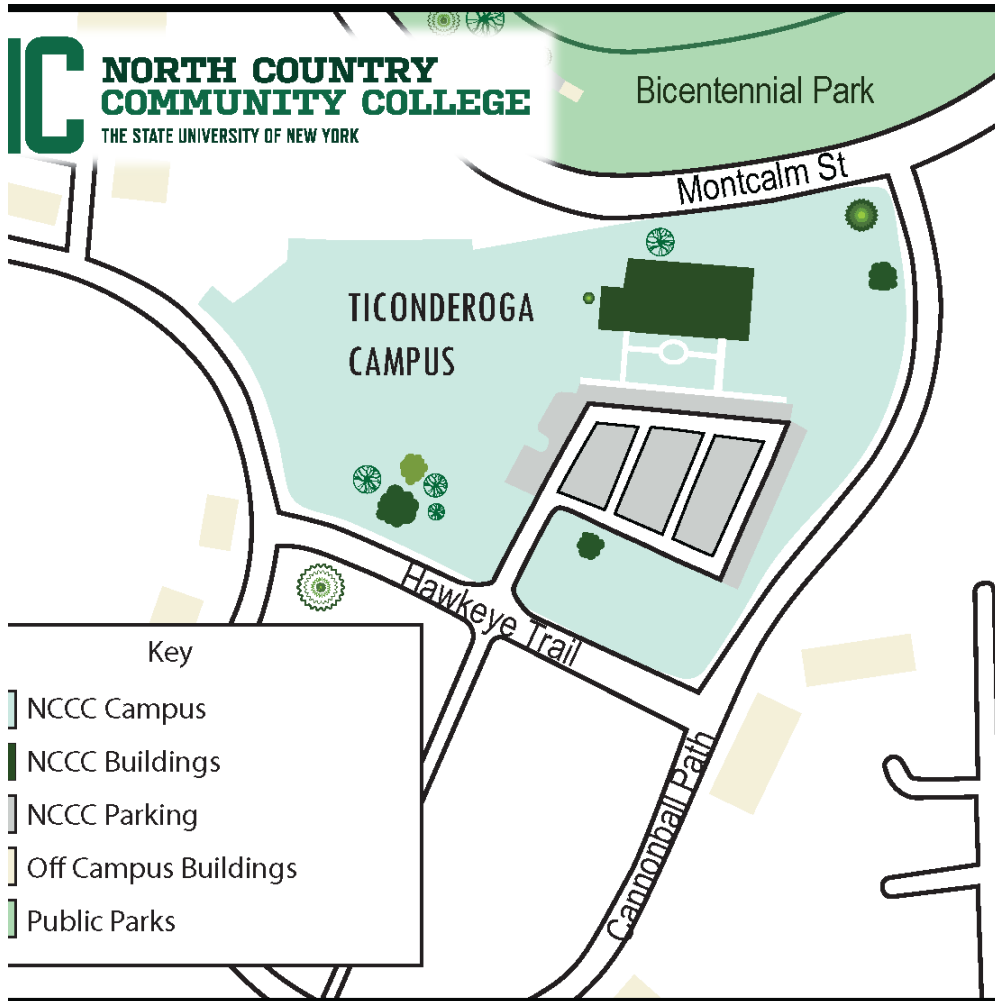
(518) 891-2915, x1201

*****The Office of Campus and Student Life should be notified immediately if any of the Crisis, Sexual-Assault Hotline, or National Suicide Prevention numbers are called.**

(518) 891-2915, x1204

Campus Map ~Malone





APPENDIX O

Conflict of Interest Policy

THE NCCC CONFLICT OF INTEREST POLICY CAN BE FOUND AT:

https://www.nccc.edu/pdfs/hr_policies/Conflict%20of%20Interest.pdf

APPENDIX P
VIDEO SURVEILLANCE POLICY

https://www.nccc.edu/pdfs/hr_policies/Security%20Camera%20-%20Video%20Surveillance%20Policy.pdf