HLC Accreditation Evidence

Title: Ft. Riley Military School Instructor Handbook

Office of Origin: VP of Instruction

Military School's Programs

Instructor Handbook

Revised 19 March 2015

CONTENTS

Purpose

The purpose of this document is to provide a consolidated reference of specific program guidelines and procedures for full-time and associate faculty teaching in the Military School program. These guidelines in no way replace or supersede any Barton campus or Fort Riley official policies. Nor do they replace the college's official Faculty Handbook. The intent is to provide some answers and direction concerning routine operations in the program for faculty members. It also serves as an introduction/orientation document for new and potentially new faculty members.

Introduction

Military School provides technical education to soldiers in military related skills i.e. logistics management, weapons storage facility operations, physical training, medical treatment, and field sanitation. This is a unique training mission in that most skills trained here are specifically military and not generally available on the civilian market. Additionally, the program provides college credit to soldiers for successful completion of the training. This credit translates into promotion points, which in turn help enlisted Soldiers advance in their military careers. Military School's secondary mission is to provide training to DOD employees, family members, and others included in the total Army family. Barton Community College Military School prides itself in delivering a quality program that is unmatched in the Army.

- 1995 - Instructional responsibilities transferred to Barton Community College through Memorandum of Understanding with Fort Riley.
- Operating hours – Class are available to military units 7 days a week 24 hours per day.
- Student Enrollments: 4,000-5,000 annually.
- Active Courses: 30
- Staff & Faculty : 3 staff, 9 Full-time Faculty, 8 Associate Faculty
- The average Military School instructor has over 18 years of prior military service and experience in his/her subject area. Most hold Baccalaureate degrees and various state and national certifications recognized throughout industry and various governmental agencies.

Additional programs administered by Barton Military School

Military On-site Training (MOST): Military On Site Training was developed to enhance the readiness posture of the U.S. Army Reserve and National Guard units by delivering cost effective and flexible skills-based training at locations outside the Fort Riley installation. Courses are offered, through contract, in and out of state. Previous training locations include: Fort Leavenworth KS, Fort Leonard Wood MO, Fort Gordon GA, Fort Meade MD, Fort Sill OK, Forbes Field Topeka, and National Guard Training Center Salina.

New Faculty Instructor Orientation

New faculty orientation will consist of several different phases as part of the integration into Military Programs. Phase 1 is the subject/teaching area orientation, Phase II is the mentoring phase, and Phase III is the re-evaluation phase. Further explanation of each of the phases is listed below. Use the Classroom Visitation Form 9-11 (Attachment H).

Phase I: New Faculty Instructor will be required to sit in the class for subject area being hired to teach.

> -Will be required to take the training and the end of course exam.
> - Be present for entire course.

> Full Time Faculty Instructor:
> -Provide all required training material (TSP, POI, Pre-Test and Post-Tests, etc.)
> -Syllabus
> -Daily/hourly timeline for course
> -Handouts

> Director:
> -Will provide copies of enrollments, sign-in roster, grade sheets, attendance rosters, and student surveys
> - Will show the new faculty instructor everything that is involved with the administrative paperwork, when the paperwork is due and to whom receives administrative paperwork
> - will provide a copy of the Faculty Handbook

Phase II: Mentoring Phase for new Faculty Instructor – When the new faculty instructor teaches his/her first class, a Full Time Faculty Instructor will be assigned as a Mentoring Faculty Instructor.

> Mentoring Faculty Instructor will:
> - Will periodically observe the new Faculty Instructor for content of subject
> - Provide constructive feedback to the Director and new Faculty Instructor by the end of day
> - Conduct random evaluations throughout the academic year.

> Director:
> - Will periodically observe the new Faculty Instructor for content of subject and instructional content.
> - Provide constructive feedback to the Director and new Faculty Instructor by the end of day
> - Conduct random evaluations throughout the duration for the course.

Phase III: The new Faculty Instructor will be re-evaluated by the Director throughout the year. If the quality of instruction does not meet expected standards of teaching, the Faculty Instructor will be counseled on performance areas that need to be improved. If the Instructors performance does not meet expectations after the designated period then the Faculty Instructor will be released.

Faculty Dress & Conduct

Guideline intent: Instructors should always present a clean, neat, and professional appearance during working hours.

1. Hats will not be worn while teaching in a building.

2. Daily attire should consist of presentable casual wear that reflects your status as a professional. Acceptable attire: Shirts with collars, to include polo's, button up, sweaters, cardigans (during cold weather), blouses, slacks, kakis or skirts. Ties, dresses, or pantsuits are encouraged on occasion but by no means are mandated. No Wrinkled, Dirty or Torn Clothes, No T-shirts! No Sport Jersey! No Shorts! Over garments should be appropriate, no derogatory lingo.

3. Jeans should be worn during class periods that require instructors to conduct an activity that could result in soiled clothes, such as Unit Armorer, Miles, CLS, and other hands-on activities. While there is no mandate on when jeans are not to be worn, if you decide to wear them please insure they are clean, presentable, and serviceable, i.e. without holes, tie died, etc.

4. Sneakers and/or running shoes are NOT permitted (exception PRTLC or CLS Lanes conducted outside). Shoes must be thoroughly cleaned and present a neat appearance, i.e. strings not dragging on the floor.

5. Hair length, beards, and mustaches have no mandated guidelines. However, you should always consider your status as a professional, especially the image you portray to students. Keep your appearance neat!

6. Barton **Name tags must be worn** during all class instruction. See Director for name tag orders and replacements.

7. Students and Instructors of Barton Community College constitute a special community engaged in the process of education. The college assumes that its instructors will demonstrate a code of personal honor which is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

8. At no time will profanity be used in the classroom. Derogatory remarks regarding race, sex, religion, or sexual orientation is not permitted and may be grounds for disciplinary action up to dismissal.

9. Instructors must make every effort to schedule all personal appointments for non-class days. **Appointments must not interfere with scheduled classes**. All appointments must be scheduled with the Director and noted on schedule.

Faculty Meetings & Professional Development

1. <u>Military School faculty meetings and professional development sessions</u>-
   Faculty meetings will be scheduled on a quarterly basis. Attendance at these meetings is **Mandatory** for full-time faculty provided they are not scheduled for teaching or on leave. Associate faculty are invited but not required to attend.
   Professional development sessions will be scheduled on a monthly or bi-monthly basis. Attendance at these meetings is **Mandatory** for full-time faculty provided they are not scheduled for teaching or on leave. Associate faculty are invited but not required to attend.

2. Weekly meetings are scheduled every Thursday at 0830 hours in the Administrative office in room 108 bldg. 8388. These meeting are meant to disseminate information/updates. Attendance to these meetings is recommended, but not mandatory.

3. <u>All faculty meetings</u> - The Great Bend Campus (Vice President of Instruction and Student Services) schedules approximately two all faculty meetings each year which includes the Barton County Campus, Fort Riley, and outlying sites. These meetings are normally scheduled whereby one meeting is conducted at the Fort Riley campus and the other at the Great Bend Campus. Attendance at each meeting is encouraged for full-time faculty provided no teaching conflicts exist. Associate faculty are invited to attend. The department will schedule its own faculty meeting on a quarter bases which are held at the Barton Grandview Plaza Campus. Attendance at each meeting is mandatory for full-time faculty provided they are not scheduled for teaching or on leave. Associate faculty are invited but not required to attend.

4. <u>All College Forums</u> - meetings scheduled by the President of the college to facilitate organizational communications. These will be conducted both at Fort Riley and on the Barton Campus. Schedules will be sent to you by email and will also be posted in the Military School administrative office. Barring a conflict with teaching schedules or leaves, all staff and faculty are encouraged to attend these meetings.

5. <u>Professional and Education Development Form</u> – this form serves as a measurable planned process for establishing professional development through educational or certification goals and objectives (attachment J). Full Time Faculty will fill out this form then submit the form to the Military Programs Director on an annual basis. Full Time Faculty will indicate what their professional goals are for the year. At the end of the year the Director will review the faculty's professional goals using the Professional Development annual review form (Attachment K).

6. Instructors are also encouraged to attend professional training seminars, conferences, etc. that directly relate to your teaching area. It is the instructor's responsibility to seek out such opportunities and to coordinate request with Director on the availability of funding. All requests should be submitted at least 12 months prior to the dates of attendance <u>if possible</u>.

7. Faculty are encouraged to submit professional development ideas and topics to Director for inclusion in the monthly/bi-monthly Military School meetings.

Faculty Evaluations

Evaluation of faculty occurs in accordance with the following schedule**:**

1. A faculty member in the first two consecutive school years of employment shall be evaluated by their supervisor at least one time each academic term.

2. During the third and fourth years of employment, a faculty member shall be evaluated at least one time each academic year.

3. After the fourth year of employment, a faculty member shall be evaluated at least once in every three academic years.

4. Additionally, a supervisor may evaluate a faculty member anytime at their discretion.

Documents used for Faculty Evaluations can be found at Faculty Forms in the <u>VP & Instruction webpages</u> (click on Faculty Handbook & Resources on the left, then choose Faculty Forms located in the middle of the page).

http://internal.bartonccc.edu/vp/faculty-resources.html

These forms include:

1. Instructional Evaluation Form - completed as a self-evaluation by the instructor, and by the supervisor. (Attachment I)

2. Classroom Visitation Form - completed by the supervisor (Attachment H)

3. Faculty Recommendation Form - completed by the supervisor

4. Performance/Conduct Improvement Plan - this form can be obtained from the Human Resources Office or the Vice President's Office.

Faculty Work Hours

1. Normal work hours for instructors are 0815-1645 hours Monday through Thursday and Fridays 0815-1530 hours. Hours for the Distance Learning facility instructor will vary by course. Since the Military School program provides training 24 hours a day, 7 days per week, Instructors, on occasion, may be required to teach nights, weekends, and training holidays.

2. Military Class Hours are:

Monday-Thursday:	0900-1630 hours
Friday:	0900-1500 hours
Nights, weekends, & holidays:	To be determined

3. All instructors should check the work schedule located inside Director's office, routinely, as changes can sometimes occur several times per week.

4. It is imperative that classes begin and end on time. Instructors must be on the platform teaching at the established start time, normally this is 0900 hours for day classes and 1730 hours for evening classes. The first day of class excepted as students are sometimes late on the first day due to locating classrooms. 10 minute breaks should be taken each hour during class to reduce student fatigue. Breaks should not exceed 10 minutes. Students tend to watch instructors and do not move toward the classroom until instructors do. So, you should return to the classroom on time after breaks. Due to the increased traffic on Custer Hill, students are to be released for lunch from 11:45 to 1300 hrs. Day classes are to end at 1630 hrs. **Students will not be released prior to 1630 hrs. without prior approval.** The only exception is the last day of class when final exams are normally given.

Conducting a Course:

1. Preparation:

Instructors will prepare for classes prior to the first day of each course. Classrooms, audio visual equipment, student guides, etc. should all be checked and prepared, before class, in order to identify and minimize potential problems if possible.

Class enrollment packets can be picked up from the Administrative Office prior to the start of the course. In most cases experienced instructors will prepare their own packets. If you would like access to classrooms outside of normal work hours, please make arrangements with Director.

2. Materials:

Basic materials required for starting your class should include:
- Enrollment forms
- Sign-in roster
- Attendance roster (ATRRS Roster From DPTMS Training Technician Ed McKendry)
- Student evaluation forms (if applicable)
- Grade sheet
- Syllabus/Course outline/POI
- Student texts and or handouts (if applicable)
- Board markers, audiovisual equipment if teaching at unit locations.
- Visitor Book (includes syllabus, sign-in roster, and copies of handouts/PEs)

Each instructor is responsible for keeping current and upgrading all course materials used in his/her primary assigned course. Course materials include: Syllabi, student handouts, outlines, lesson plans, visitor books, and/or programs of instruction. Materials should be updated at least semi-annually to insure appropriate changes are incorporated into each course. Instructors are also responsible for ensuring that copies of all course materials are

placed on file in the Military School administrative office with Director's. (Note: In some cases the Fort Riley subject area proponent will provide updates to POIs and required class materials.)

Routine reproduction services should be requested through Director to DPTM at least 3 weeks in advance of the date materials are required. When requesting copies, instructors should plan ahead at least 6 months so that required materials are always on hand.   Small quantities of materials may be reproduced on the copier located in bldg. 8388. Currently there is not a copy limit for this machine.

All text and classroom equipment are U.S. government property <u>and may not be taken out of the classroom for personal or student use without authorization</u>. Students may not borrow books or materials overnight unless specifically approved by you the instructor and the DPTM staff. Instructors must make every effort to account for classroom property before and after each class period. In some cases instructors may be required to sign for equipment for accountability purposes. Failure to account for assigned property may result in the instructor being held accountable for lost items.

3. First Day of Class

Be sure to brief students on the following:
- Military Certificate Program with focus areas in Logistics, Leadership and Dangerous Material Handling.
- Class hours, breaks, lunch, and scheduled meeting dates.
- Overview of course syllabus.
- Grading and grievance procedures.
- Personal appointments, classroom discipline, absenteeism, etc.
- Emergency and contact phone numbers.
- Safety – fire procedures, severe weather procedures, evacuation routes, etc.
- No food or drinks in class rooms.
- Smoking area, rest room location, break area, snack machine locations, etc.
- Cell phone usage in the classroom.
- Tell them not to open the work station unless directed.
- Do not change setting on the computers.

Although, not required, you may want to take this time to brief students on the college credit they will receive for successfully completing your course and the potential benefits. Those soldiers who are interested or those who have little or no college credit may be interested in requesting an evaluation of their military training for conversion to college credit. This can be accomplished by first completing 3 credit hours at Military School or with any other Barton program then scheduling an appointment with Barton Counselors in building 8388 at Military Schools Administrative office Room 108 on Custer Hill. Such an evaluation may lead to additional promotion points for enlisted personnel and help them start their journey to completing a college degree. Military School is a unique opportunity to start college in that every course under the program offers college credit. Also, soldier's family members can

attend popular Military School courses such as Emergency Medical Technician (EMT) training at no cost. For more information have them stop by the Director's office.

Your next item of business will be to enroll the students. It works best to walk students through the enrollment form line by line and item by item. Because so many of the lines require specific information, or are not fully explained on the form, students tend to make mistakes when allowed to work ahead or on their own. These mistakes frequently require that a new enrollment form be completed.

Make sure that students use **black/blue ink pen** to complete the form, no pencils or other colors.   Also, that they press firmly enough for the writing to be legible on the last page, and that the social security number written in agrees with the number on their I.D. cards.

Please do not have students check the semester block or write in year on the form. The Enrollment Specialist will determine the appropriate semester and annotate it on each form.

During the first break of class, take some time to go over the enrollment forms to check for errors prior to turning them in. Some common mistakes requiring correction are:

- Illegible social security numbers
- Check Date of Birth, make sure that they DON'T put the current date
- Forgetting to write in the town or state of their high school
- Forgetting to write in the date of high school graduation
- Checking both the GED box and filling out a high school graduation date – if they have both, they only need the high school and graduation date
- Checking "no" for Kansas resident when they are permanently assigned to Fort Riley.
- Failure to sign the document.

When you have finished checking the forms, turn them in along with a copy of the sign-in roster to the Enrollment Specialist and return the DPTMS class roster to Military Schools Training Coordinator at your earliest convenience.

After students have enrolled, review the syllabus with the class to ensure that each student understands course standards and requirements. This can be done a couple of ways. Students may be given an individual copy of the syllabus to review or you may want to project a copy through the overhead projector. Once the review is completed, <u>provide a copy for the student to keep, if they desire</u>. Otherwise, retain the copies to use during the next course.

Clean Up: The first day of class, the senior <u>enlisted </u>class member should be designated as class leader. Each Instructor will brief the class leader on classroom and building clean-up duties for the building. Daily clean-up in your classroom should include emptying the trash, accounting for class materials, cleaning the white board, and ensuring desk and chairs are placed orderly before dismissing the class.

Classes must start on time and cannot be dismissed early unless approved. Instructors should remain in the classroom with students regardless of activities such as PEs, and movies. If the

movie is important enough for the instructor to show it, then instructors should be in the classroom to comment on it regardless of how many times he or she has seen it before.

Because courses are offered during duty hours, the instructor must record all times missed by the student whether from absence, tardiness, or leaving early for any reason. Instructors should report all absences 30 minutes after class begins to the Military School staff. This procedure also applies to civilians enrolled in the course. Class drops must be coordinated through the Director and the DPTM staff. Instructors cannot drop or dismiss students early from the course. Even students arriving late on the first day of class after the class has been filled must be reported to the Military School staff. D<u>o not send them back to their unit</u>. Students with appointments or unit functions must be identified at the beginning of class. Those students who have appointments of unit functions will be returned back to unit. Those students having appointments or unit functions interfering with class attendance must be reported to the Director or Military School (DPTM) staff.

4. Last Day of Class

On the last of class, students will need to complete a BCC student evaluation form. Grades must be turned into the Enrollment Specialist on the last day of class. Once the grades have been entered into the college system, each instructor will be required to verify the grades once again by signing a grade printout produced by the Enrollment Specialist. At a later date each instructor will also be required to sign course certification rosters. Instructors are encouraged to keep copies of course data in addition to those in the program's official files in case of future discrepancies.

Miscellaneous Administrative and Other Topics

<u>Concerns/Grievances</u> should be directed to the Director of Military programs or the Executive Director of Technical and Military Programs. Every effort will made to resolve issues in-house. Issues involving school wide policies or procedures should be directed to the Dean for appropriate disposition. If you desire to submit complaints above the Military School or Dean level you may request an appointment with the Vice President of Instruction and Student Services at the Barton Campus.

<u>Leaves / Time off</u> should be scheduled as far out as possible so as not to conflict with your teaching schedule. Please see the Director for approval of all leaves and to ensure that your leave is placed on the work schedule. Sick leave will be taken for illness, medical, or dental appointments only.

<u>Appointments</u> should not interfere with scheduled classes. Every effort should be made to schedule your appointments around class hours. If this cannot be avoided, please notify the Director's to determine if a substitute instructor is available to cover classes.

<u>Distribution Boxes</u> for each instructor is located in the Barton administrative office room 108, Bldg. 8388 (Military School). These boxes are for receipt of mail, documents, rosters, and other miscellaneous communications. Please check weekly

Pay Period - All associate faculty and full-time instructors will be paid on the 27th of each month. Actual pay days may vary if the 27th falls on a weekend or a federal holiday. In most cases if the 27th falls on a weekend or federal holiday, pay day will normally be the last working day prior. Fort Riley training holidays are not considered in determining pay days as the Barton Campus and other outlying sites do not observe these dates. Currently only one pay period per month is authorized. For associate faculty, contracted days falling after the 10th of the month will normally be paid the following month.

Classroom Supplies – Request for routine classroom supplies can be submitted to the Director or Enrollment Specialist. Items of substantial value or those requiring coordination with DPTM staff or the College should go through the Director. Some routine supplies are kept on hand in the Enrollment Specialist's office such as white board markers, erasers, file folders, pens, pencils, etc.

Property & Equipment Responsibility – All equipment and property provided to you by the college or Fort Riley to conduct your course must be safeguarded and maintained. In some instances, you will be required to sign for equipment in order to establish a chain of responsibility. In such cases, you must be aware that failure to properly account for and or safeguard such property may possibly result in financially liability.

Military Courtesy – As you know the Military School is an on duty program. Soldiers attending classes are in fact at work. Let us make every effort to honor and abide by military protocol by addressing soldiers by their proper titles (Specialist, Sergeant, Captain, etc.). If you are unfamiliar with a certain rank, either asks the soldier or an associate for their proper title. If all else fails, please refer to the soldier as Mr. or Ms. until you can determine their rank.

Communicating with Outside Agencies (e.g. military units & agencies) - Faculty should understand the general concept of Military programs and Barton Community College's mission and goals. These will be important in communicating with students and others inquiring about programs and services. Instructors must not coordinate or commit any Military School or college services with any agency but rather refer all inquiry to the appropriate administrator or service office. Faculty should give specific information on the conduct of the classes they teach. It is imperative that the processes, procedures, and systems in place for administration of programs function effectively in order to provide the best possible services.

Relationship with DPTM Staff – DPTM has a few staff members on site in building 8388 Military School Dan Hammond (Chief), Ray Arnold (Program Director), and Ed McKendry (Training Coordinator), SSG Miller (NCOES). These staff members provide oversight of the program and coordination with military units to schedule soldiers for training. In addition, they are responsible for coordinating equipment and supply requests to support classes. These are not Barton employees and are in no way in Barton instructor's supervisory chain. Any request for information beyond routine classroom related issues should be directed to the Director. All requests for services and or assistance should also be directed to the Director. Although not in our chain, it is also important to maintain a good working relationship with DPTM Staff; this not only improves the work environment but is instrumental in helping to provide soldiers with the best training experience possible.

Open Door – If you have any issues, concerns, complaints, or just would like to talk, the Director, Executive Director of Technical and Military Outreach and the Fort Riley Dean of Technical and Military Outreach's door is always open. Military School faculty and staff constitute a unique group of people that have formed only what can be described as family bonds. Let's keep our family communicating; we want Military School not only to be the best program at Barton Community College but also the best place to work!

Military Get-togethers – It has become tradition at Military School that a few get-togethers are planned throughout the year, normally, one in the late spring, one in late fall, and one to start the end of year holiday season. Locations are determined based on faculty preference, cost, anticipated attendance, convenience, and availability of space. If you have suggestions for other types of fun activities or get-togethers, please bring them up for discussion in our Military School program meetings. Attendance at Military School get-togethers is strictly voluntary.

ATTACHMENT A
Hiring Procedures of New Faculty Instructors

All administrative hiring procedures will be followed according the Barton Community College Policy # 2461 Hiring Guidelines for Associate Faculty. In addition to the Policy # 2461, Military Programs will incorporate the following steps below as guidelines for hiring new faculty Instructors.

Screening/Interview

1. The Director of Military Programs will review the application to see if the applicant meets basic qualification and current certifications in accordance with Barton Community College Policy #2461 –Hiring Guidelines for Associate Faculty.

2. Set up an appointment for applicant to take End of Course Exam in subject area. If applicant passes with an 80% or higher, then the applicant will move onto the next phase of interview process.

3. Have applicant teach one hour in classroom of position applying for or 20 minute session with the interview panel.

      -If teaching in classroom, full-time faculty will provide a copy of the POI to the applicant which will be used to instruct a one hour session in the classroom.

      -If teaching in front of an interview panel, full-time faculty will provide a copy of the POI for a 20 minute session. The POI will cover a subject related to the position.

Based on the applicant's performance will determine if the applicant will move to the next phase of interview process.

4. Applicant will move forward to the Formal Interview phase. If the applicant has a satisfactory score on the end of course exam and teaching performance, then applicant will go before an Interview Panel for questions and answers.

5. Based on the results of all the different phases of the interview process, the Director will forward recommendations up to the Executive Director of Technical and Military Programs and Dean of Fort Riley of Technical and Military Outreach who will forward request for approval up to the Vice-President.

Hired Candidate

The approved hired candidate's supervisor is responsible for ensuring that the newly hired candidate completes all required employment paperwork with Human Recourses and is familiar with the Barton Community College's Policy guidelines (Attachment L- Barton Community College Policies and Procedures).

After completion of employment paperwork, the newly hired candidate will go through an orientation process with the Director which will include but not limited to areas as listed in the New Instructor Orientation portion in this handbook.

The Director will introduce the newly hired applicant to the DPTMS staff of Military Schools, which consist of the Chief of Military Schools, Project Manager and Training Technician. They will receive a brief introduction, the Military Schools staff's roles and their relationship with Barton Community College.

The Director will introduce newly hired candidate to the faculty and staff personnel that work at the Fort Riley Technical and Military Outreach Campus Office in Grandview Plaza. They will meet with the Fort Riley Dean of Technical and Military Outreach, the Executive Director Technical & Military Programs. Introduction to the Administrative Staff and faculty and the relationship to Military Programs.

Attachment B

Full-time Faculty Job Description

Position Description for Full-Time Faculty
Barton Community College

Narrative general description:

As a learning college and learning organization, Barton Community College faculty members are committed to our students, our colleagues, and the College. Faculty's primary objective is to provide quality education and training. In addition to teaching responsibilities, faculty also participates in student assessment, professional development, support of college policies and procedures, and service to college and community. Therefore, we the faculties are individually and collectively responsible for the following:

Faculty Responsibilities:
Mastery of Subject Area
Demonstrates a thorough and accurate knowledge of the field or discipline;
Provides and reinforces linkages between instruction and practical applications;
Participates in activities, which relates to professional growth.

Teaching Performance
Guided by the outcomes, teaches to the competencies as outlined in the course syllabus;
Presents ideas clearly and creates a climate conducive to learning and critical thinking;
Presents well prepared well-organized and relevant material.

Evaluation of Student Learning
Participates in assessment activities for the purpose of effecting improvement to student learning, instructional delivery, and curricular development;
Develops evaluation methods which measure student progress towards course outcomes and competencies;
Evaluates student work and provides feedback in a timely manner.

Support of College Policies and Procedures
Complies with established college policies and procedures.
Teaches courses in accordance with catalog descriptions and the schedule of classes except as modified by agreement with the appropriate associate dean or college administrator.
Ensures accessibility to students and colleagues by posting and adhering to appropriate on-campus or on-line office hours.
Maintains accurate scholastic records of students while assuring confidentiality of student information.
Prepares, updates, submits and distributes syllabi for all assigned sections in accordance with college policy.
Performs other reasonable duties as may be prescribed by the appropriate associate dean or college administrator.

Service to the College and Community.

Participates within the department and across curricular areas in the development of new courses and/or programs within the mission of the college.
Participates in recruitment and retention of students, faculty, and staff.
Serves on College, divisional, and program committees as assigned.
Attends meetings and events as required by College administration.
Responds in a timely fashion to information requests from College, division, and program administrators.
Collaborates and supports associate and full-time colleagues in development and execution of responsibilities.

Consulting Tasks
Faculty members will cooperate with their colleagues on and off campus, other campus departments, supervisors, and administration in carrying out the mission of the college.

Supervises the Following Staff
None

Required Knowledge and Skills
Must possess excellent knowledge in appropriate teaching field(s) *as well as exceptional communication/people skills*.
Must be able to demonstrate excellent teaching skills *that incorporate and attain measurable student learning outcomes*.
Must be able to interact professionally and effectively with faculty, administration, staff, students, and community.

Experience
Successful college teaching/community college teaching preferred.

Required Qualifications

Academic qualifications vary according to instructional discipline.

For academic/transfer courses and programs, an appropriate graduate degree in the subject area is required;
For vocational instructional programs, an undergraduate degree and/or appropriate certification(s) representing industry standards for employment in occupational/career is required.

Exemption status
Exempt

Attachment C

Associate Faculty Job Description

BARTON COMMUNITY COLLEGE
POSITION DESCRIPTION

_____

 Classification: Position Title:
Military School Faculty   Associate Faculty
(On a needed basis)

_____

Organizational Unit: Reports To: Date: 10-25-10
Military Programs   Program Coordinator/Director

_____

I.   Narrative General Description:
     Under the supervision of the Program Coordinator/Director Military Programs, Instructors
     are responsible for the delivery of instruction and services in accordance with the
     Memorandum of Understanding between Barton Community College (BCC) and Fort
     Riley.

II. Functional Responsibilities:

     A. Teach assigned courses in accordance with the published schedule and syllabus.
     B. Maintain accurate academic records of enrolled students; ensure accurate attendance data is reported on
         class; rosters and administrative data on enrollment forms.; and Complete all end-of-course administrative
         requirements in a timely manner.
     C. Participate in appropriate professional development activities.
     D. Maintain continuous and close liaison with the Ft. Riley/Grandview Plaza Administrative Office to ensure
         that Military School contributes to the vocational mission of the College.
     E. Other duties as assigned.

III.   Consulting Tasks:

     A. Work closely with full-time faculty/staff to ensure classes are consistent in content and quality with other
         classes being taught and to ensure completion of BCCC's mission.
     B. Act as a curricular consultant for BCCC administrative personnel, full-time faculty, or students.

IV.   Supervises the Following Staff:

     A. None.

V.   Required Skills/Knowledge:

     A. Ability to demonstrate excellent teaching skills.
     B. Ability to work with and teach individuals of diverse ages and backgrounds.
     C. Ability to professionally and effectively interact with BCCC administrative personnel, faculty, and
         students, as well as Army Continuing Education Services (ACES) and Department of the Army (DA)
         personnel.
     D. Knowledge of teaching methodologies and applications for adult learners.
     E. Knowledge of DA mandated curriculum pertaining to appropriate Military School subject area.
     F. Knowledge in appropriate teaching field.

VI.   Required Experience:

    A.   Five years' experience in the field of instruction.
    B.   Prior successful military teaching experience preferred.

VII.   Educational Requirement:

    A. Associate's Degree, BS preferred.

VIII.   Exemption Status:

    A. Exempt

Military School Master Course List

Active: 27
Ammunition Handler
Multiple Integrated Laser Engagement System (MILES)
Battle Staff Course
Bus Driver
Combat Lifesaver
Combat Lifesaver Recertification
Digital Training Management System (DTMS)
Field Sanitation
Fuel Handler
92F Department of Transportation Regulations
Chemical, Biological, Radiological & Nuclear (CBRN) Operations
Hazardous Waste Operations and Emergency Response (HAZWOPER)
Master Driver Course (MDC)
Maintenance Manager Course
Self Help (Building Maintenance)
Unit Armorer
Unit Armorer Supervisor
Physical Readiness Training Leaders Course (PRTLC)
Property Book Unit Supply Enhanced (PBUSE)
Property Book Unit Supply Enhanced Managers and Leaders (PBUSE)
Property Book Unit Supply Enhance – Automated Identification Technology
Standard Army Maintenance System – Electronic (SAMS-E)
Standard Army Maintenance System – Electronic Managers (SAMS-E)
Unit Movement Officer Course
TC AIMS, Unit Movement I, II, and SADAB
Inactive: 11
Modern Army Combatives Level I
Modern Army Combatives Level II
Arab Customs & Manners
Up-Armored High Mobility Multipurpose Wheeled Vehicle (HMMWV) Operations
Instructor Training Course
Small Group Leader Training Course
United States Army Europe (USAREUR) Driver's Training
Power Generator Operator
Emergency Medical Technician (EMT) Basic
Emergency Medical Technician (EMT) Refresher
Cardio Pulmonary Resuscitation (CPR)

Attachment E

Teaching Principles/Ethics

TEN PRINCIPLES FOR INSTRUCTING ADULTS EFFECTIVELY

- Act a leader, helper, guide change agent, coordinator, and facilitator of learning
- Promote active participation and three-way communication
- Develop a collaborative climate.
- Recognize the individuality of the learner.
- Assist your learners to set and understand goals.
- Use effective questioning.
- Be experience-centered.
- Promote mutual problem solving
- Be a group member
- Reinforce learning through self-evaluation.

A CODE OF ETHICS FOR INSTRUCTORS

- Seek and share truth.
- Govern behavior by ethically sound principles
- Maintain high standards of professional integrity.
- Recognize unique human personalities and strive to help each learner reach full potential.
- Deal impartially with all learners.
- Strive to broaden understandings and knowledge to become a better instructor and leader.
- Contribute to and loyally support the organization and its missions and standards.
- Be conscious of the privilege and responsibility to preserve and strengthen the integrity of the organization.

Jeffrey A. Cantor, <u>Delivering Instruction To Adult Learners</u>, 1992, Wall & Emerson, Inc., Toronto, Canada

Attachment F

Classroom Assessment Techniques (CATS)

WHAT IS CLASSROOM ASSESSMENT?
from <u>**Classroom Assessment Techniques: A Handbook for College Teachers**</u>
by Thomas A. Angelo and K. Patricia Cross

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, classroom teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning. Faculty can then use this information to refocus their teaching to help students make their learning more efficient and more effective.

PURPOSE OF CLASSROOM ASSESSMENT

Despite the diversity of the over-three thousand colleges and universities across America, all share one fundamental goal: to produce the highest possible quality of student learning. In other words, the central aim of all colleges is to help students learn more effectively and efficiently than they could on their own.

Learning can and often does take place without the benefit of teaching--and sometimes even in spite of it--but there is no such thing as effective teaching in the absence of learning. Teaching without learning is just talking. College instructors who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary when they grade tests and term papers. Too often, students have not learned as much or as well as was expected. There are gaps, sometimes considerable ones, between what was taught and what has been learned. By the time faculty notice these gaps in knowledge or understanding, it is frequently too late to remedy the problems.

To avoid such unhappy surprises, faculty and students need better ways to monitor learning throughout the semester. Specifically, teachers need a continuous flow of accurate information on student learning. For example, if a teacher's goal is to help students learn points A through Z during the course, then that teacher needs first to know whether all students are really starting at point A and, as the course proceeds, whether they have reached intermediate points B, G, L, R, W, and so on. To ensure high-quality learning, it is not enough to test students when the syllabus has arrived at points M and Z. Classroom assessment is particularly useful for checking how well students are learning at those initial and intermediate points, and for providing information for improvement when learning is less than satisfactory.

Through practice in classroom assessment, faculty become better able to understand and promote learning, and increase their ability to help the students themselves become more effective, self-assessing, self-directed learners. Simply put, the central purpose of classroom assessment is to empower both teachers and their students to improve the quality of learning in the classroom.
CHARACTERISTICS OF CLASSROOM ASSESSMENT

Classroom assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.

Learner-Centered
Classroom assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. To improve learning, it may often be more effective to help students change their student habits or develop their metacognitive skills (skills in thinking about their own thinking and learning) than to change the instructor's teaching behavior. In the end, if they are to become independent, lifelong learners, students must learn to take full responsibility for their learning. To achieve that end, both teachers

and students will need to make adjustments to improve learning. Classroom assessment can provide information to guide them in making those adjustments.

Teacher-Directed

A defining characteristic of any profession is that it depends on the wise and effective use of judgment and knowledge. No one can provide teachers with rules that will tell them what to do from moment to moment in the complex and fluid reality of a college classroom. What faculty do depends on their skill, experience, professional knowledge, and insight. Classroom assessment respects the autonomy, academic freedom, and professional judgment of college faculty. As a result, in this approach, the individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment.

Mutually Beneficial

Because it is focused on learning, classroom assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. When students focus more clearly, participate more actively, and feel more confident that they can succeed; they are likely to do better in their course work.

Faculty also sharpens their teaching focus by continually asking themselves three questions: "What are the essential skills and knowledge I am trying to teach?" "How can I find out whether students are learning them?" "How can I help students learn better?" As teachers work closely with students to answer these questions, they improve their teaching skills and gain new insights.

Formative

Classroom assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students; consequently, many of the concerns that constrain testing do not apply. Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias. They must take into account student anxiety, cheating, and issues of fairness. Classroom assessments, on the other hand, are almost never graded and are almost always anonymous. Their aim is to provide faculty with information on what, how much, and how well students are learning, in order to help them better prepare to succeed--both on the subsequent graded evaluation and in the world beyond the classroom.

Context-Specific

To be most useful, classroom assessments have to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. Any good mechanic or carpenter will tell you, "You need the right tool to do the job right"; similarly, you need the right classroom assessment technique to answer the question right. Therefore, classroom assessment is context-specific: what works well in one class will not necessarily work in another.

Ongoing

Classroom assessment is an ongoing process, perhaps best thought of as the creation and maintenance of a classroom "feedback loop." By employing a number of simple classroom assessment techniques that are quick and easy to use, teachers get feedback from students on their learning. Faculty then complete the loop by providing students with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, faculty use classroom assessment again, continuing the "feedback loop." As this approach becomes integrated into everyday classroom activities, the communications loop connecting faculty to students--and teaching to learning--becomes more efficient and more effective.

Rooted in Good Teaching Practice

Most college teachers already collect some feedback on their students' learning and use that feedback to inform their teaching. Classroom assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective. Teachers ask questions, react to students' questions, monitor body language and facial

expressions, read homework and tests, and so on. Classroom assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

By taking a few minutes to administer a simple assessment before teaching a particular class session, the teacher can get a clearer idea of where the students are and, thus, where to begin instruction. A quick assessment during the class can reveal how well the students are following the lesson in progress. Classroom assessment immediately after the class session helps to reinforce the material taught and also uncovers gaps in understanding before they become serious impediments to further learning.

Finally, teaching students techniques for self-assessment that they can use in class or while they are studying helps them integrate classroom learning with learning outside school. Directed practice in self-assessment also gives students the opportunity to develop metacognitive skills; that is, to become skilled in thinking carefully about their own thinking and learning.

NEED FOR CLASSROOM ASSESSMENT

As they are teaching, faculty monitor and react to student questions, comments, body language, and facial expressions in an almost automatic fashion. This "automatic" information gathering and impression formation is, in large part, a subconscious and implicit process. Teachers depend heavily on their impressions of student learning and make important judgments based on them, but they rarely make those informal assessments explicit or check them against the students' own impressions or ability to perform. In the course of teaching, college faculty assumes a great deal about their students' learning, but most of their assumptions remain untested.

Even when college teachers routinely gather potentially useful information on student learning through questions, quizzes, homework, and exams, it is often collected too late--at least from the students' perspective--to affect their learning. In practice, it is very difficult to "de-program" students who are used to thinking of anything they have been tested and graded on as being "over and done with." Consequently, the most effective times to assess and provide feedback are before the chapter tests or the midterm and final examinations. Classroom assessment aims at providing that early feedback.

STEP 1: PLANNING

Start by selecting one, and only one, of your classes in which to try out the classroom assessment. We recommend focusing your first assessments on a course that you know well and are comfortable with. Your "focus class" should also be one that you are confident is going well, one in which most students are succeeding and relatively satisfied. Although this may seem an odd suggestion, it is best not to use classroom assessment to gather data on a problematic or difficult situation until you become experienced in the approach. In other words, it is best to minimize risks while you develop confidence and skill.

Once you have chosen the "focus class," decide on the class meeting during which you will use the classroom assessment technique. Make sure to reserve a few minutes of that class session for the assessment. At this point, you need to select a CAT. The five techniques listed below, described in detail in Chapter Seven of Angelo and Cross's book Classroom Assessment Techniques, are all flexible and easily adaptable to many situations, and simple and quick to apply. They also generate data that are easy to analyze. For those reasons, they make excellent introductory CATs and have been widely used by faculty from many disciplines.

> Minute Paper (CAT 6)
> Muddiest Point (CAT 7)
> One-Sentence Summary (CAT 13)
> Word Journal (CAT 14)
> Documented Problem-Solutions (CAT 21)

They can be quickly summarized here. The *Minute Paper* asks students to respond to two questions: (1) What was the most important thing you learned today? (2) What questions remain uppermost in your mind as we conclude this class session? The *Muddiest Point* is an adaptation of the Minute Paper and is used to find out what students are unclear about. At the end of a lecture or class session, students are asked to write brief answers to the following

question: What was the muddiest point in my lecture today? The *One-Sentence Summary* assesses students' skill at summarizing a large amount of information with a highly structured, compact format. Given a topic, students respond to the following prompt: Who did what to / for whom, when, where, how, and why? In a course on U.S. government or American history, for example, this CAT could be used to assess students' understanding of the Constitutional Convention. The *Word Journal* assesses students' memory and ability to synthesize and summarize information. Typically, after a short reading assignment, students are asked to choose a word they believe best summarizes the text; then, students defend their word choice in a paragraph or two. Finally, *Documented Problem-Solutions* is a CAT that assesses students' understanding of a problem-solving technique or skill. It is particularly useful in math classes.

Detailed descriptions of five of Angelo and Cross's CATs are included in this packet of handouts.

STEP 2: IMPLEMENTING

Once you have chosen a focus course and selected a simple CAT to use in it, let students know beforehand (at the beginning of the class period or at the prior class meeting) what you are going to do. Whenever you announce your plans, be sure to tell the students why you are asking them for information. Assure them that you will be assessing their learning in order to help them improve, and not to grade them. In most cases, it is best to ask for anonymous responses.

When it comes time to use the classroom assessment technique, make sure that the students clearly understand the procedure. You may need to write directions for the CAT on the chalkboard or project them using an overhead projector and transparency. Let students know how much time they will have to complete the assessment. The first time you use a particular CAT, it is helpful to allow a little extra time for responses.

STEP 3: ANALYZING STUDENT RESPONSES

After the students have finished, collect their responses and read through them quickly as soon as you can. If you have time to read and analyze the responses fully immediately after class, so much the better. However, if you must put the CAT responses aside for a while, this fast "read-through" will help you recall exactly what students were responding to when you later read their answers more carefully.

As a rough technique for estimating time required, you can expect to spend one to two minutes per response analyzing the feedback. For example, if you were to use the Muddiest Point technique in a class of thirty students, you would need to budget at least thirty minutes--one minute per response--of your out-of-class time to analyze the feedback; for the Minute Paper, which poses two questions, you would estimate sixty minutes; for the One-Sentence Summary, which requires more complex feedback from students, you would probably need slightly more than an hour. The good news is that, with practice, teachers get faster at "processing" the data from classroom assessments.

Even a cursory reading of the five CATs can provide useful information. In analyzing feedback from the Muddiest Point technique, for example, you can simply note how many and which "muddy points" are mentioned and how many times the same "muddy points" come up. The same method can be used to analyze feedback from the Minute Paper or any other CAT that elicits student opinions or questions. Other techniques, such as Directed Paraphrasing, the One-Sentence Summary, or Applications Cards, prompt responses that can be judged more or less correct, or more or less complete. Student response to this type of CAT can be quickly sorted into three piles: correct / complete (or "on-target") responses, somewhat correct / complete (or "close") responses, and incorrect / incomplete ("off-target") responses. Then the number of responses in each pile can be counted, and the approximate percentage of the total class each represents can be calculated. Teachers also can look for particularly revealing or thoughtful responses among the on- and off-target groups.

STEP 4: RESPONDING

To capitalize on time spent assessing, and to motivate students to become actively involved, you will need to "close the feedback loop" by letting them know what you learned from the CAT exercise and what difference that information will make. Take a few moments to think through what, how, and when you will tell your students about

their responses. Responding can take the form of simply telling the class, "Forty percent of you thought that X was the 'muddiest' point, and about one-third each mentioned Y or Z. Let's go over all three points in that order." In other cases, a handout may allow for a more effective and complete response. However you respond let the class know what adjustments, if any, you are making in your teaching as a result of the information they have provided. Just as important, inform students of adjustments they could make in their behavior, in response to the CAT feedback, in order to improve learning. In other words, let students know that their participation in the classroom assessment can make a difference in your teaching and their learning.

Work Cited

Angelo, Thomas A. and K. Patricia Cross. Classroom Assessment Techniques: A
       Handbook for College Teachers. 2nd ed. San Francisco: Jossey-Bass, 1993

Helpful links**: http://internal.bartonccc.edu/vp/assesment.html**

Attachment G

Enrollment Form Guidelines

US Army Reservist

- All Army Reservist who do not physically live in Kansas will be enrolled as a non-resident, regardless of whether they drill with a unit located in the state or not. They are in essence federally employed not state.
- Have them write-in physical home address (residence) on the enrollment form

Kansas National Guard

- Kansas National Guard personnel are enrolled as state (KS) residents. These soldiers are considered semi-state employed since they drill in Kansas. You must ensure they drill and or live in the state of Kansas. While some KS guard members may live in adjacent states (NE, MO, etc.) they are still considered residents of KS for enrollment purposes provided they drill (work) in Kansas.
- Write-in the address of their Kansas Unit on the enrollment form.

Fort Riley Active Duty/DoD Employees/Family Members

- All Active duty personnel, DOD employees, and family members permanently stationed at Fort Riley should write in their local addresses. Have them write in full home or unit addresses, no postal boxes.

Personnel from Installations outside Kansas

- Active duty, guard, reservist, etc. stationed outside of the state of Kansas must enroll as non-resident using their home station address on the enrollment form. You may have two different situations with students in this status:
  1. Student may be mobilizing here on Fort Riley for deployment. They still enroll as stated above, non-resident.
  2. Student may be here only to attend training and will return to their home station upon completion of the course. They too are enrolled as non-resident as stated above, however these students require tuition to be paid before they can attend your course. You must contact Director immediately!!!

Key Points to Remember

- Ensure there is an enrollment form for each person attending your course. Take a moment to review each form as you receive them to check for errors and completeness.
- When in doubt as to a student's status, contact Director ASAP.
- The most common errors on enrollment forms are failure to write in correct birth date and signing the form.

Attachment H   **CLASSROOM VISITATION FORM**

Instructor's Name: _____   **Class/Format**:_____
Time: _____   **Date:** _____

1. Teacher-student interaction	1. Needs	2. Meets	3. Exceeds s
Encourages student discussion and/or questions			
Explains answers in detail			
Knows student's names			
Treats students fairly			
Engages students in the learning process			
Provides a supportive learning environment			
Asks questions in class			
Other			
2. Classroom presentation	1. Needs	2. Meets	3. Exceeds
Delivers content at a pace that can be followed			
Emphasizes important points			
Speaks in a clear, distinct manner			
Presents material in an enthusiastic manner			
Uses terms and phrases that are understood by the students (doesn't talk above their heads)			
Incorporates real life experiences/situations into the class			
Other			
3. Evidence of pre-planning and organization	1. Needs	2. Meets	3. Exceeds
Begins class with review of previous work			
Prepared for class			
Begins and ends class on time			
Stresses important points and concepts			
Maintains order in classroom			
Informs class of changes and reminds them of assignments			
Other			
4. Incorporates supplemental instructional equipment and materials into lecture	1. Needs	2. Meets	3. Exceeds
chalk/white board/overhead			
PowerPoint			
videos			
handouts			
Internet			
eCompanion Shell			
Hands-on Activites			
Other			

Evaluators Overall Summary:

_____
_____
_____
_____

_____   _____
Instructional Representative   Date   Instructor
                                                                    Date
(My signature indicates I have received & read this evaluation. It does not necessarily indicate I agree.)

Instructional Evaluation Form

Instructor Evaluated (print):   **Date:**

1. **Demonstrates a thorough and accurate knowledge of the field or discipline.**	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
2. Provides and reinforces linkages between instruction and practical applications.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
3. Actively seeks opportunities to participate in, such as professional organizations and events, which allow instructors to network and interact with others in their teaching field at the state, regional, or national level.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
4. Guided by the outcomes, teaches to the competencies as outlined in the course syllabus.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			

Supervisor Comment:			
5. Presents ideas clearly and creates a climate conducive to learning and critical thinking;	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
6. Presents well prepared well-organized and relevant material.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
7. Participates in assessment activities for the purpose of effecting improvement to student learning, instructional delivery, and curricular development.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			

8. Develops evaluation methods which measure student progress towards course outcomes and competencies.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
9. Evaluates student work and provides feedback in a timely manner.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
10. Complies with established college policies and procedures.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
11. Teaches courses in accordance with catalog descriptions and the schedule of classes except as modified by agreement with the appropriate supervisor or college administrator.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			

Supervisor Comment:			
12. Ensures accessibility to students and colleagues by posting and adhering to appropriate on-campus or on-line office hours.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
13. Maintains accurate scholastic records of students while assuring confidentiality of student information.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
14. Prepares, updates, submits and distributes syllabi for all assigned sections in accordance with college policy.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			

15. Performs other reasonable duties as may be prescribed by the appropriate supervisor or college administrator.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
16. Participates within the department and across curricular areas in the development of new courses and/or programs within the mission of the college.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
17. Participates in recruitment and retention of students, faculty, and staff.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
18. Serves on College, divisional, and program committees as assigned.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			

Supervisor Comment:			
19. Attends meetings and events as required by College administration.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
20. Responds in a timely fashion to information requests from College, division, and program administrators.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			
21. Collaborates and supports associate and full-time colleagues in development and execution of responsibilities.	1. Needs Improvement	2. Meets Expectations	3. Exceeds Expectations
Faculty comment:			
Supervisor Comment:			

Supervisor's Signature _____ Date
_____

Dean's
Signature_____Date_____
____

Faculty's Signature _____ Date
_____
[Faculty signature indicates this evaluation was discussed with him/her, and is not intended to infer agreement.]

<u>Checklist for Chain-of-Command Approval</u>
The supervisor will complete the Faculty Recommendation Form based on the results of the Instructional Evaluation Form, Classroom Visitation Form, and if applicable, the Performance/Conduct Improvement Plan. Once done, the supervisor will attach all of the forms together and then send them up the chain-of-command for approval with the final approver being the Vice President.

_____   The Instructional Evaluation Form has been completed by both the supervisor and the employee.

_____   Any Instructional Evaluation Form score of "3" includes supporting comment by the supervisor.

_____   A Performance/Conduct Improvement Plan is included if the Instructional Evaluation Form contains any score of "1" on the Instructional Evaluation Form, or if any concerns are documented on the Classroom Visitation Form.

_____   The Instructional Evaluation Form, Classroom Visitation Form and if applicable, the Performance/ Conduct Improvement plan were presented to the faculty member in a face-to-face meeting.

_____   The Instructional Evaluation Form, Classroom Visitation Form, and if applicable, the Performance/ Conduct Improvement Plan have all been signed by both the supervisor and the faculty member.

_____   The Instructional Evaluation Form, Classroom Visitation Form, Faculty Recommendation Form and if applicable, the Performance/Conduct Improvement Plan have been stapled together as a single document and submitted for additional signatures up through the chain-of-command.

Attachment J

<center>

**PROFESSIONAL / EDUCATION DEVELOPMENT PLAN
FORT RILEY TROOP SCHOOL
FACULTY**

</center>

Purpose: Serves as a measurable planned process for establishing professional development though educational /certification goals and objectives.

Name_____**Date**_____

Position Title_____

Employment Status_____

Tenured: Y/N_____   Date Employed Full-Time _____

Highest Degree_____ If pursuing a Baccalaureate or an advanced degree, when do you anticipate completion?_____

Credit Hours required to complete pursued Degree_____

Credit Hours completed to date_____

Degree pursued is _____ from _____
               (Degree and major)   (College)

Current Certifications _____

                       _____

                       _____

                       _____

                       _____

If you do not have a Baccalaureate degree, explain the steps and process you will pursue to obtain this required degree, when and how you plan to get there. (include timelines, dates, anticipated yearly progress, date of completion, etc.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

If pursuing certification(s), when do you anticipate completion?
Certification Title: 1._____Date_____
                         2._____Date_____
                         3._____Date_____
                         4._____Date_____

Educational goals for next 12 months (credit hour completion, etc.):
(Example: I expect to complete 21 Credit hours towards my degree in the next 12 months)

_____
_____
_____
_____
_____
_____

Short-term educational goals (1-3 years):

_____
_____
_____
_____
_____
_____

Long-term educational goals (5-8 years):

_____
_____
_____
_____
_____
_____

What professional training do you expect to participate in this year? (classes, workshops, seminars, etc.)

_____
_____
_____
_____

_____
_____
In what ways will you improve your teaching and classroom work in the next 12 months?

_____
_____
_____
_____

What areas of change or improvement have you and your coordinator discussed that will develop your capacity as an instructor and as a member of Troop School staff?
_____
_____
_____
_____

Other issues you would like discussed?
_____
_____
_____
_____

This education plan will be reviewed annually. Faculty member may make periodic revisions as necessary.

Instructor Signature_____ Date_____

Director Signature   _____Date_____

Dean,
Military Outreach Signature _____Date_____

Attachment K

<div align="center">

EDUCATION DEVELOPMENT PLAN
ANNUAL REVIEW
FOR_____
(FACULTY MEMBER)

</div>

Purpose: Serves as an evaluation of faculty member's progress toward meeting educational goals and objectives.

Date:_____ **Department:**_____

Inclusive Review Dates, From_____ to_____

Date of Education Plan:	Revision Date(s)
Degree Pursued:	Completed Y/N:
Credit Hours Attempted:	Credit Hours Completed:
Previous Total Credit Hours:	Current Total Credit Hours:
Anticipated Degree Completion Date:	

Certifications Attempted:	Certifications Completed & Date
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Professional Development Classes, workshops, seminars, etc. attended (include title, date and locations):
_____
_____
_____
_____
_____
_____

Classes Completed this review period toward pursued Degree:
_____
_____
_____
_____
_____

Were annual education/certification goals and objectives achieved?_____

_____
_____
_____

Have personnel records been updated this review period ? Y/N_____

Note: attach a copy of all course transcripts, workshop, seminar certificates, etc. completed this review period to this document.

Faculty Member Comments:

_____
_____
_____
_____
_____
_____

Education Plan Revisions Required (Y/N)_____

Instructor Signature_____ Date_____

Coordinator Signature_____Date_____

Comments:

_____
_____
_____
_____
_____

Director,
Military Training Signature_____Date_____

Comments:

_____
_____
_____
_____

Attachment L

Barton Community College
Policies and Procedures

New Employee

During in-processing and orientation with Human Resources, they will make you aware of the college's policies and procedures this applies to all new faculty and staff employees. HR representative will have you sign a document acknowledging your receipt of the Barton Community College On-line New Employee Guide, including the President's expectations. You will be required to read these documents on you own.

Annual Review of the College's Policies and Procedures

It is suggested that all Faculty (Full-time, Part-time, Associate Faculty) and Staff employees to review the college's policies and procedures annually. These policies and procedures are reviewed, and modified periodically, then presented to the President and Broad of Trustees for approval.

How to access Barton Community College's Policies & Procedures page:
- http://internal.bartonccc.edu/humres/instruction---1500.html

OR
- Visit www.bartonccc.edu.
- Scroll to the bottom of the page and select the "For Faculty & Staff" link.
- Select "Policies & Procedures."
- Most policies and procedures that pertain to associate faculty can be found under the "Instruction" link. Each of the below policies are expanded upon on the College's website.

Attachment M

Typical military unit size & leaders

Typical Unit Size (US Army)			
Unit	**Approximate Personnel**	**Composition**	**Typical Commander & Enlisted Leaders**
Army	100,000	2+ corps, HQ	General/ Command Sergeant Major of the Army
Corps	30,000+	2+ divisions	Lt. General/ Command Sergeant Major
Division	15,000+	3 brigades, HQ, support units	Maj. General/ Command Sergeant Major
Brigade	4,500+	3+ regiments, HQ	Brig. General/ Command Sergeant Major
Regiment	1,500+	2+ battalions, HQ	Colonel/ Command Sergeant Major
Battalion	700	4+ companies, HQ	Lt. Colonel / Command Sergeant Major
Company	175	4 platoons, HQ	Captain/ First Sergeant
Platoon	40	4 squads	Lieutenant /Sergeant First Class
Squad	10		Staff Sergeant
Team	5		Sergeant

Attachment N   COMMON QUESTIONS

Information Services

Q. Who do I contact for computer issues related to eCollege/ Bartonline/class shells?

    A. The Helpdesk can be contacted 3 different ways:
- **a)** Live Chat: http://247support.custhelp.com/
- **b)** Email: helpdesk@bartonline.org
- **c)** Phone: 877-740-2213

Q. Who do I contact for computer issues related to email?

    A. computerhelp@bartonccc.edu

Q. Who do I contact for computer issues related to the internet?

    A. computerhelp@bartonccc.edu

Q. Who do I contact for computer issues after regular office hours?

    A. Call the Help Desk - extension 100 from any phone on campus or 786-1100 from your cell phone.

Human Resources

When will I be paid? How often will I be paid? How much will I be paid? When will I receive my employment form to sign?

The answers to these questions vary from department to department based on a variety of factors including, but not limited to level of education, number of students, length of class, and number of credit hours.

For these questions, please contact your immediate supervisor. They will help you find these answers.

Financial Aid

Commonly asked Financial Aid related questions and responses for faculty, staff, student general questions may be located at bartonccc.edu/financialaid/resources/faq

Professional Development

Please take a moment to check out the Professional Development page internal.bartonccc.edu/humres/professional-development.html. It's an invaluable resource! Online training is available at the Professional Development page. ![GCF] is an option for these trainings and doesn't' require setting up an account or login. You can access tutorials in such subjects as:

    lMicrosoft programs including Outlook, Wood, Excel, Publisher, PowerPoint, and Access.
    lApple, iPad, and iPhone basics
    lCareer advice, including cover letter and resume tutorials lSocial media including blogging, Facebook

Certification Rosters

Fall Semester

If you teach a year-long class, you will receive an email from the Office of the Registrar in September. This email lists instructions for how to certify your class rosters through your PAWS account.

Year-Long

If you teach a year-long class, you will receive an email from the Office of the Registrar in September. This email lists instructions for how to certify your class rosters through your PAWS account.

Spring Semester

If you teach a semester-long class in the spring, you will receive an email from the Office of the Registrar in January-February. This email lists instructions for how to certify your class rosters through your PAWS account.

If you haven't yet seen this email, please check your spam filters in your email inbox. Sometimes those filters catch our .edu addresses and file them away.

Certifying rosters is a very important part of your responsibility as associate faculty members. If you have received the email but not yet completed it, please sign into your PAWS account and do so immediately. If you have technical issues when you reach the PAWS sign in page read through the directions listed there. If you need your Barton ID number, use the Lookup ID button and verify your information. If you're a new PAWS user, your PIN is your six-digit birthdate. If you have signed in before but forgotten the password you reset, please use the Forgot PIN? button.

If you are still unable to sign in, please contact Enrollment Services at (800) 748-7594 or (620) 792-9252. Their contact information is also listed on the sign in page, should you need to contact them.

Classroom Assessment Techniques
(CATs, for short)

Submitting a CAT only takes a few minutes!!
Submission/Documentation of the CAT can be done using the following link: www.tinyurl.com/submitCAT

We ask that you submit one CAT for every CRN that you teach, so please enter the CRN on the form, not the course number. For courses with multiple CRNs tied to them, there is a field where multiple CRNs may be entered on the form.

If you made a change of any sort after performing your CAT in your classroom, answer Yes to the final question. For example: Deciding not to teach a lesson based on the fact that your CAT determined your class already understood the material is still a positive changed based on a CAT, so you should answer *Yes.*

After you click *"Submit,"* the following web page will load to confirm submission:

Classroom Assessment Technique Reporting Form

Thanks!

Your response will now appear in my spreadsheet.

If you think that you submitted a CAT, but it didn't get to us, please consider these possibilities:
Did you click Submit? It's fairly common to fill out the information and close the information before clicking the Submit button.

- Did an error message pop up when you completed your CAT? There are required fields on the form, and if any of those are left blank, the form won't be processed.
- Did you type your Course Reference Number (CRN) correctly? The most common errors made when submitting CATs is to mistype the CRN or to complete more than one CAT while duplicating the CRN. The survey is set to accept one CAT per CRN and will not correct you if you've typed it incorrectly.

Evaluation Process

Paper and Pencil Evaluations:
Student feedback about our classes is very important to the College. The evaluation process takes place during the final week(s) of a class. You will receive a packet of paper evaluation forms from the support staff in your area.

The packet also includes information for the proctor of the evaluations. We ask that instructors not administer the evaluations them- selves, and the information for proctors includes detailed information about what's asked of them.

Classes with fewer than three students will not be evaluated. If you teach levels I and II of a class, and your class total is more than three students, we will send you a packet for evaluation. If your classes via ITV total more than three students, we will send packets to an appropriate contact at the sites where you don't instruct in person.

In the case of a "mixed" classroom, the packet only includes enough forms for students taking your class for college credit, so please do not have students taking the class for only high school credit complete an evaluation.

There will be an envelope and mailing information included in the packet. The evaluation should be conducted approximately two weeks prior to the final days of class.

Electronic Evaluations:
If you elected to have your student evaluations sent to you electronically, students will need to access their course shells in order to complete the evaluation. Student evaluations will automatically deploy into the students' course shells seven days prior to the class's end date.

Final Grade Reporting

Final Grades
- **Sign into PAWS**

    Hover over MyBarton and select PAWS
- **Select Faculty & Advisors**
- **Select Enter Final Grades**
- **Select Terms and Submit**
- **Select Class & Submit**
- **Enter grades using the Drop Down**
- **Once all grades have been entered – Submit**

*Be careful to not scroll while you are hovering over the dropdown menu because grades are very easily changed. If you accidentally report an incorrect grade, contact Lori Crowther immediately at crowtherl@bartonccc.edu.

Report Final Grades in Paws by the fifth day after the conclusion of the semester.

- **Grades assigned by an instructor to any quiz, scheduled examination, or final examination are final. However, an instructor has the right to correct errors in calculating or recording a grade. Through the academic appeals process, student may challenge grades.**

Final Grade Documentation
(Due by Mail or Email)

Depending on how your department handles final grade documentation, you will either receive a mailed letter or an email reminder to submit your final grade documentation toward the end of the semester.

If you use your eCompanion shell for your course, you do not need to submit complete grade sheets for your students. Simply print out a "Grade To Date Report" from your ECompanion shell and mail or email the listed materials to your executive director, director, or support staff as designated in the mailed letter or an email. You will also need to upload your attendance records to your shell. *Please make a note on the Grade To Date Report that you uploaded your attendance record to your shell and initial it.* This will serve as the required grade and attendance documentation.

If you *do not* use an eCompanion shell or letter for the course, you are required to submit the following hard-copy class documentation to your supervisor immediately following the submission of your online grades:
- **Final student grades**
- **Daily (per class session) attendance records (include students who withdrew)**
- **Grades for every student project, assignment, quiz, test, etc. that were completed in the class (include students who withdrew)**
- **Incomplete grade contract forms**
- **Alternate grades awarded if different than the grading scale for the course**

Attachment O

DIRECTORY

Advisement Center
Learning Resource Center – North End, L-134, (620) 792-9225
bartonccc.edu/academicadvising

- Change of major and/or advisor
- Graduations checks
- General advisement

Bookstore
Student Union - Upper Level (620) 792-9229
bartonccc.edu/bookstore

- Books and supplies
- Book buyback
- Coffee, drinks, sandwiches, muffins, chips and candy
- Barton apparel and accessories
- Computers

Campus Safety Department
Facility Maintenance (T-Building), (620) 792-9217 bartonccc.edu/campussafety

- Campus emergencies – medical and criminal
- Safety – secure campus buildings
- Open and lock buildings
- Patrol campus buildings and housing units

Enrollment Services BC Campus
Kirkman Building, P-107A, (620) 792-9252 bartonccc.edu/enrollment

The Office of Enrollment Services provides and maintains the accuracy, integrity, and confidentiality of academic records for all Barton students.

- Transcript requests
- Request proof of enrollment
- Request a duplicate diploma
- Name and address changes
- Schedule changes
- PAWS information
- Grade information
- Transcript evaluation
- Graduation evaluations/ceremony information
- Residency paperwork
- Other requests related to your student records

This office also ensures the privacy of your student records in accordance with the Family Educational Rights and Privacy Act (FERPA).

Financial Aid
Kirkman Building, P-107A, (620) 792-9252 bartonccc.edu/financialaid

- State financial aid
- Institutional financial aid
- External scholarships and loans

Information Services
Administration Building, 792-9258, <u>internal.bartonccc.edu/it</u>
Help Desk

- On campus – ext. 100
- Off campus – 620-786-1100
- Email – **<u>computerhelp@bartonccc.edu</u>**
- Student terminal server computer help
  <u>tshelpdesk@bartonccc.edu</u>

Human Resources
Kirkman Building, 792-9388 <u>internal.bartonccc.edu/humres</u>

- College directories
- College Policy & Procedure Manual
- Early retirement
- Employee information management
- Personnel laws & regulations
- Student employment (placement handled by Career Center)
- Employee compensation, relations, & separation
- Employee ID's
- Employee recruitment
- Job descriptions
- Mandatory online employee training courses
- Professional Development Committee
- New employee orientation
- CDL drug testing
- Employee exit interviews
- Employee benefits
- Course work grants
- Unemployment
- Worker's compensation

Library
Learning Resource Center, 792-9362 <u>bartonccc.edu/library</u>

- Local newspapers, Books, Popular magazines and Professional journals
- Computers for research
- Interlibrary loan services
- Faculty reserve area
- Microfilm and Microfiche reader/printer
- Fax machine (free)
- ITV classes
- iPad printer
- Online databases (on and off campus access)
- College archival records
- Plaza de Cavanuagh (community room)
- Cohen Center for Kansas History
- Faculty Resource Room: room for faculty to meet, receive training, and work on courses (students are not allowed in this room as instructors use this room to grade exams, etc.)
- iPad mini (library use only)
- Kindles: available for a 1-week check-out
- Headphones: available for check-out (library use only)
- Children's collection, includes DVDs
- Special Collections: Reference, Professional, and College Life
- Sunflower Classroom: reserve via Facilities/R-25
- Coffee Cove: coffee, snack and microwave
- Quiet Rooms: 2, no reservations (on a first-come, first-serve basis)

President and President's Staff

Dr. Carl Heilman
President
A-120, (620) 792-9301

Amye Schneider
Assistant to the President
A-122, (620) 792-9302

Instruction and Student Services

Dr. Penny Quinn
Vice President of Instruction and Student Services
A-115B, (620) 792-9303

Marsha Miller
Administrative Assistant
A-124, (620) 792-9312

Academics

Dr. Richard Abel
Dean of Academics
F-139, (620) 792-9333

Deb Reed
Administrative Assistant
F-142, (620) 792-9391

Student Services

Angela Maddy
Dean of Student Services
L-137, (620) 792-9226

Virginia Fullbright
Administrative Assistant
L-135, (620) 792-9282
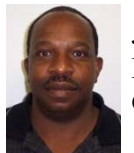
Fort Riley Learning Services & Military Operations

Ashley Arnold
Dean of Military Academic Services
Fort Riley Programs Office,
(785) 784-6606

Arlette Stratton
Administrative Assistant
Fort Riley Programs Office,
(785) 784-6606

Environmental Technology & Military Programs

Bill Nash
Dean of Technical Education
Grandview Plaza Office, (785) 238-8550

John Truitt
Executive Director of Technical & Military Programs
Grandview Plaza Office, (785) 238-8550

Distance Learning

Ange Sullivan
Associate Dean of Distance Learning
Fort Riley Programs Office, (785) 784-6606

Cassandra Kingslien
BARTonline User Interface Exp Coord
Fort Riley Programs Office,
(785) 784-6606

Workforce Training & Community Education

Elaine Simmons
Dean of Workforce Training & Community Education
S-143, (620) 792-9214

Denise Schreiber
Administrative Assistant
S-141, (620) 792-9324

Krystall Barnes
Coordinator of Workforce Training Projects & Events
S-144, (620) 792-9332

Business, Technology & Community Education

Jane Howard
Executive Director of Business,
Technology & Community Ed
T-137, (620) 792-9358

Renetta Furrow
Secretary
T-134, (620) 792-9208

Karly Little
Coordinator of Community Education
T-130, (620) 792-9294

Nursing & Healthcare Education

Dr. Kathy Kottas
Executive Director of Nursing & Healthcare Education
T-89, (620) 792-9355

Heather Dombroski
Secretary
T-94, (620) 792-9357

Workforce Training & Economic Development

Mary Foley
Executive Director of Workforce Training & Economic Development
T-194, (620) 792-9278