Keweenaw Bay Ojibwa Community College

Faculty Guidebook
2020-2022

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Academic Calendar

Academic years begin with fall semester and continue through the subsequent summer semester. Academic calendars are published in the College Catalog.

The College calendar is comprised of two 15-week semesters, fall and spring. Summer sessions include accelerated courses of varying lengths, but all equivalent to the full-semester offerings. The College does not schedule examination periods separate from instructional weeks of the semester.

Credits and Class Time

Standard face-to-face courses will meet one 50-minute class hour per week throughout the 15-week semester for each credit. Courses with recitations may be scheduled with additional class time. Laboratory or studio hours are typically scheduled at a rate of two class hours per credit, but additional class time may be planned based on the course activities.

Accelerated courses must include the same class time per credit as in a 15-week semester, although scheduled in fewer weeks. Courses using alternative delivery modes, such as on-line delivery, must cover the same course material as the standard, face-to-face versions, typically using alternative student activities.

Definition of Credit Hour

Keweenaw Bay Ojibwa Community College follows the definition of credit hours widely used in higher education in the United States, based on a one class hour plus at least two hours of student work outside of class per week for a full semester. This definition is applied to various types of courses as follows:

- For standard lecture and discussion courses, one lecture credit hour represents one hour per week of scheduled class time and two hours of student work outside of class. For a three-credit course, this equals 45 hours of class time and 90 hours of homework. A four-credit course has 60 hours of class time and 120 hours of student work outside class.

- A laboratory course credit includes one hour per week of class time plus at least one hour per week of scheduled supervised laboratory work and 2 hours of student preparation time. Most laboratory courses are four credits and meet for at least six hours per week for a semester, or at least 90 hours total. This represents at least 45 hours of class time, 45 hours of laboratory time, and 90 hours of student work outside of class per semester.

- One practice or practicum credit hour (supervised student teaching, field work, etc.) represents three to four hours per week of supervised or independent practice, at minimum, yielding between 45 and 60 hours of work per semester. A practicum or practical course may also include scheduled class sessions or individual conferences. Students will not be required to enroll for more practicum credits than needed for their academic programs, even if they need to have a greater number of verified practical hours to obtain a certification.

- Internship credit hours are determined by negotiation between the supervising faculty and the work supervisor at the cooperating site, both of whom must judge and certify different aspects of the student's work. The credit formula is similar to that for practice credit. Students may participate in non-credit internships or internships with a minimal number of credits awarded.

- Independent study credits are calculated in the same way as practice credit hours.

- For courses using alternative forms of delivery, for example, on-line courses, credits are calculated using the same method as for practice or independent study credit hours. In addition, courses using alternative forms of delivery must have the same learning outcomes and content as their face-to-face equivalents.

College Catalog

The College Catalog is the definitive, general document for academic policies and information. This section of the Faculty Guide focuses on policies and procedures used by instructors.

Contact Hours

Contact hours are the class hours scheduled for a course, including lecture, lab, recitation, and studio hours. For instructors paid on an adjunct basis only, required office hours for student assistance are included as paid contact hours. For instructors paid as full-time or a fraction of full-time, office hours are to be included in their work time outside of class.

Course Scheduling

The Faculty Council will work with the Dean of Instruction to develop a course schedule for the following semester by the eighth week of each semester to allow for early registration. Faculty for each program with the Dean of Instruction will monitor the courses needed by their majors to ensure that the courses students need are included.

Course Enrollment

Registration dates are posted in the College Catalog. Registration begins the tenth week of fall and spring semesters for the following semesters. Late registration will be held the first week of classes.

Students who add a class through either late registration or the drop-add process are responsible for making up all missed work but are not considered to have been absent before being enrolled in the class. Students considering changes in registration may attend a class before being formally enrolled and may be encouraged to do so by the course instructor.

Course Cancellations

Standard courses with enrollment of fewer than eight students may be cancelled by the Dean of Instruction in consultation with the President. Specialized courses such as internships, practicums, research and special projects, and capstone, as well as courses taught by full-time faculty members, will usually be retained with low enrollment. Considerations in deciding whether to cancel or retain low-enrollment courses will be students' need for the course to stay

on schedule for graduation, ability to reschedule students into courses which meet program requirements, and impact on retention.

Cancellation decisions must be made by the last day of add-drop, the first week of classes, in order to allow students whose classes have been cancelled to add alternatives. When courses clearly must be retained or have no reasonable chance to make minimum enrollment, decisions will be announced as soon as possible.

When an adjunct or part-time instructor's section is cancelled for low enrollment, the instructor's employment for the course ends. Adjunct and part-time instructors are informed that employment is contingent on enrollment when a teaching assignment is offered. When a full-time instructor or department chair's section is cancelled, workload adjustments, if needed, will be made in accordance with the Faculty Guidebook. These may include alternate duties, course reassignments, or adjustment in a non-current semester.

Course cancellations may result in instructor re-assignments when a full-time instructor's or department chair's course load falls more than three credits below or above the faculty member's designated teaching load. As with initial teaching assignments, instructors will only be re-assigned to courses they are qualified to teach. All reasonable efforts will be made to avoid displacing instructors who have prepared for a course. If a part-time or adjunct instructor must be displaced from a teaching assignment without being re-assigned to an alternative course or courses, the displaced instructor will be compensated at least the equivalent of teaching one week of the course in recognition of the preparatory work.

Freedom of Expression

At Keweenaw Bay Ojibwa Community College (KBOCC), freedom of expression is of the utmost importance. Such freedom is felt to be absolutely critical to the growth, learning, and development of the individual because it allows for the exchange of knowledge and ideas. This right is applied equally to all individuals in the college community. KBOCC expects communication to take place in a manner that is respectful of divergent perspectives and opinions. Any form of disrespect will not be tolerated.

Grade Changes

Students who believe an error occurred on their grade reports are directed to contact the instructor as soon as possible. If they cannot reach the instructor or still question the grade, they have until the fifteenth day of classes of the following semester to submit a grade change request to the Dean of Instruction. Grade changes will be granted only when evidence shows that an error was made in grading. If, after review by the course instructor or Dean, students still believe that their final course grades were in error, they may appeal to Faculty Council. Appeals must be presented in written form and must explain clearly the errors the students seek to have corrected. (See College Catalog, page 28)

Instructors have up to one year after the end of the course to make grade changes, either to correct an error or upon the students' completion of an incomplete grade. After that, grade changes may be possible under the College's academic recovery policy (see College Catalog, page 30) or by special petition.

Incomplete Policy

Incompletes may only be granted in the event of serious illness or special circumstances. Whenever possible, students seeking an incomplete should request it before the end of the semester. An incomplete may only be issued when the student has completed the majority of the required coursework and has been earning a passing grade on completed work. (In courses with heavily weighted final exams, projects, or papers, consideration may be given to attendance and progress on the final assignment.) Incompletes should be approved only when students have a reasonable chance to complete their work and improve their grades.

Incomplete contracts must be accompanied by an agreement signed by the student, instructor and Dean of Instruction, specifying the work to be completed and the deadline for completion, which may be no later than the last week of the next semester. One copy of the contract will be kept by the student, one by the instructor, and one by the College. A final grade must be submitted to the Registrar's Office by the end of the following semester or the grade will be assigned as specified in the Incomplete Contract. In extenuating circumstances, such as a lengthy illness or family crisis, the student may apply for an extension of the incomplete.

Institutional Review of Research

Research conducted under College auspices or as a faculty member affiliated with the College is subject to institutional review. Projects including research interventions with humans or animals and those using unpublished photographs, audio or video recordings, or personally identifiable information must obtain Institutional Review Board (IRB) approval. Detailed information about IRB procedures is available from the Office of Sponsored Programs or the Dean of Instruction.

Policies on Faculty Classifications, Credentials, and Responsibilities

Employee Handbook

College policies which apply to all employees are found in the Employee Handbook. This section provides policies which are specific to faculty.

Definition of Faculty

Administrative Faculty/Instructional Faculty

The college's faculty includes credentialed educators who work together to conduct the college's instructional programs:

a. Administrative faculty members are those who primarily administer, plan, or assess instruction: The Dean of Instruction, Assessment Coordinator, and potentially curriculum developers, faculty researchers, or academic librarians.
b. Instructional faculty members are those who primarily teach courses: faculty chairs, part-time, and adjunct instructors.

Position Descriptions are found in Appendix A.

Classification of Faculty

Instructional faculty members are classified as:
- Full-time: Faculty who teach a full-time load year-including summer session), or full-time equivalent of teaching and other assigned duties, on a regular basis. Full fringe benefits are allowable.
- Permanent part-time: Faculty who teach at least six (6) credits per academic year on a regular basis. Not eligible for benefits.
- Adjunct: Faculty who are hired on a per-course basis. Not eligible for benefits.
- Substitute faculty: Faculty working on an on-call or fill-in basis in the absence of the regular course instructor. Not eligible for benefits.

Faculty Credentials

Faculty credentialing is reflective of the certifications required within the respective disciplines. At KBOCC, faculty are credentialed for either academic or vocational offerings.

Academic Faculty Credentialing Requirements

In order of preference, satisfactory credentials for all academic teaching faculty are:
- Master's Degree or higher in the teaching subject or a closely related field, or
- Bachelor's degree plus 18 graduate credits in the teaching subject or closely related field (Among candidates with graduate credits but not a degree in the teaching subject, those who have completed a graduate degree will be preferred over those who have not completed any graduate degree)

Instructors of Anishinaabe language (Ojibwa or other tribal languages), or of Anishinaabe art or culture (other than courses which fulfill general education requirements) may be credentialed

through official tribal verification of their expertise in the teaching subject. Tribal verification may be provided by a tribal government, such as the Keweenaw Bay Indian Community Tribal Council, or by a master teacher or educational organization officially approved by a tribal government.

Candidates with substantial teaching or applied experience may demonstrate qualifications based on evaluation of their documented experience, according to the College's Proven Experience Rubric. Candidates are responsible to submit documentation of experience for evaluation. Instructors who meet the criteria for qualification based on evaluation of experience will be considered fully qualified.

When no fully credentialed or qualified candidates apply, candidates with incomplete credentials will be considered, with order of preference based on the number of graduate credits and amount of post-graduate experience in the teaching area.

Instructors who are hired with less than a bachelor's degree plus 18 graduate credits in the teaching area must either seek that level of credentialing or demonstrate their qualifications based on proven experience. Instructors seeking academic credentialing must submit a plan of study to the Dean of Instruction and complete an average of 6 credits per academic year until full credentials are reached. A Master's degree with a minimum of 18 graduate credits in their teaching discipline is strongly recommended. To demonstrate qualifications based on proven experience, the instructor must provide evidence applicable to the appropriate Proven Experience Rubric, found in Appendix B.

Vocational Faculty Credentialing Requirements

Faculty teaching courses in a vocational degree or certificate program must satisfy the following requirements:
- Bachelor's degree OR Associate degree OR Certification in teaching area AND demonstrated competence in teaching discipline
- Four years full-time or equivalent years of employment in a professional setting.

Teaching experience is preferred but not required.

Vocational faculty credentialing focuses on certification by state or national licensing boards for the profession and/or by a combination of education and experience to demonstrate mastery in the field.

Support for New and Alternatively Credentialed Faculty

To assure high academic quality in all courses, faculty members who do not have a least a bachelor's degree plus eighteen graduate credit hours in the teaching area, as well as all new faculty, will receive support by being assigned a mentor to assist them with course design, drafting syllabi, assessment, and instructional methods. All new faculty will be observed by the Dean of Instruction during their first semester of teaching.

Faculty Development

KBOCC encourages its faculty to grow as teachers, scholars and, in the case of our career educators, as practitioners in their fields. All full-time faculty members are expected to complete

a minimum of eight hours of professional development in an academic year. On-going part-time and adjunct faculty members are expected to complete a minimum of four hours of professional development per year. Typically, this can be fulfilled through on-campus or partner university events at no cost to the instructors.

Support for Professional Development

Keweenaw Bay Ojibwa Community College allows all employees who are not eligible for other financial aid to take one tuition-free KBOCC course per semester. Textbooks and course fees are the employee's responsibility. Full-time employees who meet eligibility criteria may be granted up to 4 hours of educational leave per week to take college courses. Educational leave requirements and processes are described in the Employee Handbook.

In addition, full-time instructors may be granted release time for professional development. For example, this may entail attending a conference covering several class days and requiring a substitute instructor. Alternately, when funding is available, instructors taking courses for professional development may be assigned a reduced course load.

Funding to offset costs for faculty professional development is determined on an annual basis depending on the college budget. Each departmental budget includes professional development funding, and many sponsored programs include support for professional development. To receive approval for use of College funds for professional development, faculty members should complete a professional development plan form and either a purchase request or travel approval form.

Professional Development Objectives and Options

Professional development activities should meet one or more the following objectives:
- improving teaching
- enhancing knowledge in the teaching field
- staying current with and incorporating technology into the classroom, or
- increasing knowledge of Anishinaabe cultures, traditions and values.

Development activities should be spread across these objectives, rather than focusing on just one. Possible activities include external or on-site workshops, conferences, seminars, credit or non-credit courses, scholarly or creative publications or presentations, or faculty retreats. Use of release time or college funds for professional development must be pre-approved by the Dean of Instruction. Faculty Council will make recommendations for and plan on-site development workshops, seminars or retreats. Any faculty member may suggest appropriate activities to the Faculty Council.

Release Time

Release time refers to time when a faculty member is released from specified duties for a stated purpose with those duties being carried out by other employees. Most often the duties from which the faculty member is released are teaching hours. At Keweenaw Bay Ojibwa Community College, release time is available for short-term absences from the College or for workload reductions throughout a semester. The College does not offer sabbaticals of a semester or more.

Key differences between release time and adjustments in duties are that 1) release time is scheduled in advance, for example to support a faculty member in obtaining an advanced

degree or for participation in external research, 2) release time typically requires having another employee take on the released duties. A key difference between release time and educational leave is that educational leave only allows a full-time faculty member to reduce hours spent on campus and does not relieve the faculty member of any duties. In most cases, both educational leave and release time will be needed for a faculty member to pursue graduate education or external projects.

Short-term release time involves having a substitute instructor teach class sessions to allow an instructor to attend a conference, workshop, or short course. The College's professional development policy allows up to 16 hours per year for full-time instructors and up to four hours per semester for part-time instructors. This type of release time is arranged through the professional development process.

Semester-long release time is not assured to faculty members and is granted rarely, usually when external funding is available. For example, faculty fellowships for the completion of advanced degrees, such as the American Indian College Fund's Mellon or Nyswander-Blanchard Fellowships, may require the faculty member's college or university to pledge release time as a condition of the fellowship award. Funding for research or development projects may also require a faculty member to be released from some regularly assigned duties. Faculty members who receive funding or release time to support professional education will make a commensurate commitment to continue teaching at Keweenaw Bay Ojibwa Community College.

Agreements on arrangements for semester-long release time must be reached by the faculty member, the Dean of Instruction, and other faculty and staff involved and approved by the President at least 30 days before the start of the semester of release time, preferably earlier. The arrangements will be recorded on a release time arrangement form and the signed form filed in the faculty member's personnel file.

Work Schedules and Instructor Attendance

Contact Hours

All Keweenaw Bay Ojibwa Community College employees are paid on an hourly basis. Full-time instructors' hours are calculated as clock hours. Adjunct instructors' hours are based on 50-minute class hours as specified for their courses plus their scheduled office hours for student contact. For example, an instructor with a 3-credit course meeting twice a week would be credited 1.5 hours per class meeting.

Adjunct instructors are not ordinarily paid more for additional time spent at the College but may adjust their class or office hours when needed. For example, when a weather closure leads to class sessions being cancelled, instructors may schedule make-up classes or meet longer to catch up.

Office Hours

All faculty members are required to post office hours and be available in the amount of .5 hours per week for each 1-2 credit hour course taught and 1 hour per week for each 3-4 credit hour course taught. All faculty semester schedules should be turned in to the Dean of Instruction by the end of the first week of every semester.

Schedule Requirements for Instructors

Part-time/Adjunct

Adjunct instructors attend their classes, scheduled office hours, and mandatory events. At other times they are welcome to use College facilities for class preparation, etc. but are not required to be present.

Full-time

Full time instructors and department chairs are required to work 40 (clock) hours per week with at least 32 hours recorded on the time clock as on-site work. Thirty minutes for lunch will be deducted from each workday of eight hours or more whether or not a lunch break is taken.

Meetings and Events

Commencement is a mandatory event for faculty and has not been compensated. Other events or meetings may be designated as mandatory for all instructors or for full-time instructors.

Adjunct or part-time instructors may be paid for attending meetings at a flat rate, currently $20 per hour. Instructors are not usually paid for attending optional college events. Full time faculty members may adjust their schedules or earn compensatory time when attending meetings or events would result in more than 40 work hours in a week. When faculty members on ten-month contracts are asked to attend meetings or events during their breaks, they will be compensated at their non-pro-rated pay rates.

Absences

Planned Absences

When instructors are able to plan ahead for missing scheduled class sessions, they should make appropriate arrangements for the class in advance, ideally without cancelling class. Department chairs and the Dean of Instruction will assist adjunct instructors. Options include having a qualified substitute instructor, scheduling an exam with a suitable proctor, planning a film or guest speaker with a faculty or staff member monitoring, or holding a study or research session with a librarian or tutor.

Unplanned or Emergency Absences

When instructors must miss a class on an emergency or urgent basis, they should contact the Dean of Instruction as soon as possible after they realize they will not be able to teach the class session so that arrangements for class coverage or cancellation can be made. If they do not reach the Dean promptly, they should contact the student services assistant, the department chair, or another colleague. If cancelling a class will be necessary, they should e-mail the students and post information on the course web page.

Full-Time and Department Chair Teaching Load

Full time faculty members will fulfill a combination of teaching, administrative, and departmental development functions equivalent to fifteen contact hours each semester. Full-time instructors who are not department chairs and have few non-teaching responsibilities will be assigned 13-

15 contact hours per semester. Department chairs, who by definition have substantial non-teaching responsibilities, will be assigned 10-12 contact hours per semester.

When full-time instructors' teaching loads fall below 13 or above 15 contact hours for non-department chairs or below 10 or above 12 contact hours for department chairs, workload adjustments will be made through either changes in teaching assignments or adjustment of non-teaching duties. Non-instructional work hours will be substituted for instructional contact hours at a ratio of approximately three to one.

When an adjustment of workload within the semester is not feasible, an adjustment in a subsequent semester may be negotiated. This will be documented in writing and signed by the instructor, the Dean of Instruction, and the President, or President's designee. Alternately, when adjustments cannot be made, non-chair instructors carrying more than 15 contact hours or department chairs carrying more than 12 instructional contact hours will be compensated at the appropriate adjunct instructor rate for contact hours above the maximum.

Teaching loads will be assessed at the end of the drop-add period following all course cancellations. If necessary, teaching assignment adjustments will be made in accordance with the course cancellation policy.

Any remaining underloads will be adjusted through a re-assignment of duties, either in the current or subsequent semester. Reassignments will be recorded on an *Instructor Workload Adjustment Form* or *Non-Current Semester Teaching Load Adjustment Form.* Completed forms will be filed in the instructor's personnel file, with copies retained by the instructor and the Dean. Completion of alternate assignments will be documented in the personnel file. Remaining overloads will be adjusted in the same way, if feasible, or will be compensated. Digital forms are available in the Faculty Forum group files, or from the Dean of Instruction.

Faculty Evaluation

Effective Teaching Definition and Rubric   \

Definition of Effective Teaching: **An effective teacher is a scholar who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows concern for students.**

Practice of effective teaching includes planning, presentation, providing evaluation and guidance to students, professional development, assessment, and application of assessment results in the next cycle of planning. KBOCC measures effective teaching based on evidence drawn from a range of sources and aspects of teaching.

Description of rubric evidence for Effective Teaching Evaluation

General rationale: In order to avoid greatly increasing the reporting burden to individual instructors, the teaching evaluation is based mostly on assessment of documents already required from instructors. The self-assessment was new at the time the process was adopted, and the frequency of classroom observations was increased to at least once per year for all instructors. The process incorporates evidence on several aspects of teaching and evaluations by a range of observers in an effort to minimize effects of subjectivity and potential bias.

	Who?	What?	When?	Why?
Evaluation of syllabi	Instructor provides syllabus, Dean of Instruction (DI) evaluates	Syllabi	Beginning of each semester	Demonstrates planning and shows content
Student evaluations	Instructors administer survey, students evaluate	Online or paper course evaluation surveys	End of each semester	Provides student perspective, enthusiasm, concern
Dean/peer classroom observations	Dean or faculty member observes and evaluates	Standardized observation forms	Once per academic year	Direct observation shows technique, rapport
Self-evaluation or self-assessment	Faculty members provide reflections, DI scores for assessment	Written responses to questions	End of the academic year	Encourages reflection and improvement
Professional development	Event organizers provide sign-ins for in-house events, instructors self-report	Attendance sheets, Self-report forms	End of the academic year	Measures (partially) professional development
Writing across the curriculum	Instructors turn in materials, assessment coordinator (AC) evaluates	Assignment prompt, student writing samples, rubric sheets	Middle of each semester	Assesses whether and how well writing is included in the class
Learning outcomes collected evidence	Instructor selects learning outcomes, collects evidence, scores, and applies results, AC evaluates	Learning outcomes forms or online survey	End of each semester	Measures (partially) instructors' use of data-based assessment at the course level
Course rubrics assessment results*	Student work, instructors score, AC evaluates	Learning outcomes forms or online survey	End of each semester	Measures student outcomes (effects of teaching)

Effective Teaching Rubric

Evaluation of effective teaching is based on the rubric below. A score of twelve or above reflects effective teaching.

SCORES	0	1	2
Evaluation of syllabi	Did not turn in or unsatisfactory	Completed satisfactorily but late	Completed satisfactorily on time
Student evaluations	Did not administer	Average evaluation score 3 or below (0-5)	Average evaluation score above 3 (0-5)

Dean/peer observations	Average evaluation score 2 or less	Average evaluation score greater than 2 and less than 4 (0-5)	Average evaluation 4 or above (0-5)
Self-evaluation	Did not turn in	Turned in late or incomplete	Turned in on time and complete
Professional development	Did not attend any	Completed some professional development hours	Completed all required hours
Writing across the curriculum	Did not turn in	Turned in late or did not follow directions	Turned in on time and followed

			directions
Learning outcomes collected evidence	Did not turn in	Turned in late or did not follow directions	Turned in on time and followed directions
Course rubrics assessment results*	Evidence does not address learning outcomes	Rubric averages below 3 (0-5)	Rubric averages 3 or above (0-5)

* This is based the results of the learning outcomes assessment, while the line above is based on instructors' methodology and completion of collecting the learning outcomes evidence.

Faculty will perform annual self-evaluations based on their performance objectives and submit the results to the Dean.

Students will complete evaluations of courses and instructors at the end of each semester with results reviewed by the appropriate Department Chair and Dean of Instruction.

Peer evaluations will be arranged and conducted by Faculty Council on an annual basis with results reviewed by the Dean of Instruction.

All new faculty will be observed by the Dean of Instruction during their first semester of teaching. The Dean of Instruction will review all evaluation information and make recommendations as necessary.

Department Chair Evaluation

Additional evaluation of department chairs is based evidence from their annual departmental evaluation and assessment reports and involves a consultative process between the Department Chair and the Dean of Instruction.

Course Planning

Structure of the Curricula

Keweenaw Bay Ojibwa Community College's curricula are defined by the parallel structures of program requirements and learning outcomes. Program requirements specify the courses students must take to their degrees and are specified on pages 44-54 of the College Catalog.

Course learning outcomes specify what students will be able to do upon completion of the course. General education or college-wide learning outcomes and program learning outcomes state what students will be able to do upon successfully completing their degree programs. Each course contributes toward students' attainment of general education and program learning outcomes. The learning outcomes for each course are included in Appendix C.

The course learning outcomes and related program outcomes provide a framework for planning courses and selecting materials. Readings, assignments, and activities should be selected to enable students to meet all of the learning outcomes. Appendix C also contains an analysis template which can be used to cross-reference course activities and materials with learning outcomes.

Across the Curriculum Expectations

Because of the importance of written communication for students' success in further education and their future careers, the College requires each course to include practice in writing. Writing assignments should be appropriate to the subject area of the course. At least one assignment should be in the form of an essay. This may be an essay question on an exam or a homework assignment. Instructors will be asked to report on at least one essay assignment in the Writing Across the Curriculum survey.

Based on the College's mission and identity as a tribal college, Anishinaabe content and perspectives should be included in each course as feasible and appropriate. How Anishinaabe (Native American) content is included should be stated on the syllabus. Department chairs, librarians, and the Dean of Instruction will assist instructors in locating appropriate materials.

Textbook Selection

Textbooks and other materials are selected by course instructors in consultation with department chairs and, if applicable, other instructors who also teach the course. Besides the course learning objectives and content, faculty members should consider readability of the materials, cost to students, cultural appropriateness, and representation of diversity in making their selections.

To participate in Federal Student Aid programs, the College is required to publish book lists on the website before the start of the semester to allow students to compare prices for textbooks. The bookstore manager must receive the information from instructors in a timely manner in order to fulfill this requirement, as well as to ensure that textbooks are in stock at the bookstore in time for the start of classes. Students can charge textbooks to their financial aid account at the college bookstore but are free to purchase or rent books from other vendors.
Textbook and material orders should be submitted to the bookstore manager at least six weeks before the start of the semester. Earlier information is helpful. For book orders, course

instructors should provide the title, author, ISBN, publisher, and edition. Textbooks are provided to instructors. The bookstore manager can also assist instructors in obtaining textbooks support materials.

Book Order Forms are available in digital form in the Faculty Forum group files or from the bookstore manager.

Materials

Materials for student use, such as art supplies, notebooks, etc., may be ordered for the class through the bookstore or specified in the syllabus for students to obtain themselves. If materials are purchased for the class, they should be supported through course fees. Instructors should confer with the bookstore manager and Dean of Instruction to ensure that course fee estimates are reasonable. Considerations in deciding whether to purchase supplies for the class or have students obtain their own include the value of having specific items versus the learning involved in students making selections, the need for having the materials on hand at a specific time in order to conduct the class, the local obtainability of the materials, and the relative costs to students. Course fees are covered by students' financial aid, but will, naturally decrease their credit balances.

Course Fees

In addition to materials, course fees also support expenses for software subscriptions, field trips and guest speakers. Whenever possible, these expenses should be estimated in advance and included in the course fee. However, if an opportunity for an excellent student learning experience arises during the semester, instructors should consult their department chair or the Dean. The College will support unanticipated field trips or speakers when feasible.

Course fees are not refundable. Students who prefer to bring in in their own materials or miss class on the day of a speaker or field trip cannot obtain a refund or rebate. Students who withdraw from the course do not receive a refund of course fees, or a distribution of materials for the remainder of the course.

Planning Course Activities

Plans for each course session should include sufficient learning activities to occupy the entire time, emphasizing interaction. Instructors are expected to meet their classes for the entire session and use the time productively. Individual activities such as sustained silent reading or in-class individual writing should be used sparingly in most courses' class sessions; these are usually assigned for outside class in college courses. Beyond instructor presentations, discussion, group exercises, and projects are encouraged.

Field Trips

Field trips should be clearly related to the content of the course and should provide sufficient added value as learning experiences to justify the travel time and expense. The college van may be checked out for field trips, please see the Bookstore staff to reserve the vehicle. They will also provide the van driver forms which must be completed before driving the van. If needed, student services staff members or other instructors may be able to drive the van for field trips. Inquiries should be made well in advance of the trip.

For overnight field trips and field trips which would conflict with other classes, students must complete student travel forms and have them initialed by their instructors. This process should begin at least a week before the trip, preferably two weeks. If instructors do not give permission, students will not be allowed to travel in the van or have expenses paid by the college. Arrangements to allow students to participate in field trips can usually be made if the request comes far enough in advance.

Students on probation may be prohibited from optional field trips or co-curricular travel. The possible restrictions will vary from case to case.

Learning Management System

Keweenaw Bay Ojibwa Community College uses a learning management system provided by Jenzabar which can be accessed through the College website using the *MyKBOCC* link from any page or at http://my.kbocc.edu/ics . Instructors, students, and staff have access to the system, also called the Web Portal or JICS. Each course section has a page including informational spaces, calendar, assignment submission and test-taking sections, forum and chat functions, attendance, and gradebook. Students enrolled in the course will be entered into the attendance, gradebook, and coursemates areas by the system. Instructors need to add information to the home page "About this course" section and a syllabus and are encouraged to use the system to provide information, receive and respond to student work, and communicate with students. Time invested in organizing the course on the learning management system is typically yields substantial returns in time and effort saved later. In addition, course set-up and content can be copied to a new semester. Help documents for the system are available in the Faculty Forum group files as well as within the system itself. The IT department will provide assistance as needed.

Grades

Graded assignments should be planned in advance and specified on the course syllabus. The class web portals provide a gradebook function which can be used effectively to provide students with up-to-date information about their progress and standing and its use is strongly encouraged. Department chairs and the Dean will assist instructors in setting up the gradebook function for the intended course design.

Grade Reports

Midterm and final grades are reported through the web portal. The gradebook function does not submit reports automatically. Instructors can submit grades from the gradebook or by manual entry but must do so actively. If unable to supply a grade for an individual student, faculty should still submit grades for the remaining students so that grades can be distributed in a timely manner. See procedures for "N" and "I" grades below.

Midterm grades are provided to students and their advisors to assist them in tracking students' progress. Midterm grades are kept in students' files but are not a part of students' transcripts. Final grades become a part of the permanent record.

Grading System

The College uses an A through F grading system with pluses or minuses for calculating GPA. No other grades in use at the College affect a students' GPA. Other grades include:

AU = Audit. No credits awarded. Does not affect GPA.

Cr = Credit awarded through transfer, advanced placement, CLEP (College Level Examination Program), credit by exam, military training evaluation, prior learning assessment, or for certain internships, departmental and Research and Special Projects courses. Does not affect GPA.

I = Incomplete. A temporary grade issued until completion of required course work. A grade of "I" does not affect GPA.

N = No grade was submitted. (Temporary grade only) Does not affect GPA.

NCr = No Credit earned. Failure to complete all the requirements for a course enrolled in as Cr/NCr. Does not affect GPA.

NP = No pass. Earned less than the equivalent of a C in a course enrolled as P/NP. Does not affect GPA.

P = Passed successfully with course work equivalent to a "C" or better. Students must enroll as Pass/Fail at the time of registration. Does not affect GPA.

R = Course was repeated. Only the last grade given in a repeated course is counted in computing the GPA, even if that grade is lower than the original grade. A grade of "W" for the repeated course does not replace the previous grade. Does not affect GPA.

S = Satisfactory. Used as midterm grades only. Does not affect GPA.

U = Unsatisfactory. Used as midterm grades only. Does not affect GPA.

W = Withdrawal from course after drop/add period. No credit given. Does not affect GPA.

X = Currently enrolled. Does not affect GPA.

Syllabus Requirements

Course Syllabi

Each semester, instructors must prepare a course syllabus for each course they teach. A copy will be kept on file in the Dean of Instruction's office. Syllabi must be submitted in digital format (Word, pdf, or rtf) via email to the Department Chair or Dean of Instruction for approval at least 10 days prior to the start of the semester. New instructors will be provided with samples or templates for syllabus development. All syllabi must contain the following information:

- Course title and number
- Keweenaw Bay Ojibwa Community College
- Semester being offered
- Number of credits
- Class days and times
- Class location
- Instructor information: name, office location, phone number, and email address
- Office hours
- Text and other required materials
- Pre- or Co-requisites or other required conditions
- Course description:
  - o You must use the course description as it appears in the current catalogue. You may supplement this with additional information about your course in a separate paragraph.
- Course learning outcomes:
  - o The College's course learning outcomes *must* be included exactly as stated in the learning outcomes matrix.
  - o Instructors *may* state additional objectives or goals in a separate section. If adding objectives, they should state what the student will be able to <u>do</u> after successfully completing the course. Use active, measurable terms such as: describe, identify, discuss, create, explain, compute, analyze.
  - o There should be consistency between the learning outcomes and objectives and grading. In other words, a student receiving an "A" in the course must fully meet all of the outcomes and objectives.
  - o You should have assignments, quizzes or tests that measure each outcome and objective. Samples of student work will be collected every semester so keep copies of graded work. (If you are teaching an art course, use a camera to record student work and attach a brief note regarding which learning objective the piece demonstrates. Cameras can be checked out in the administrative office.)
- Attendance Policy
- Other course-specific policies, if any. These could include use of electronic devices, lab safety, in-class conduct, etc.
- Evaluation and grading system:
  - o Include your grading scale and a value for each assignment.
- Academic integrity:
  - o Specify your procedures for dealing with cheating, plagiarism, etc. Your disciplinary options may be limited if not specified.
  - o Include the Academic Integrity Pledge in Week One.
- Anishinaabe content and perspectives statement:
  - o Say how you plan to incorporate some aspect of the Native American (Anishinaabe) experience into your course.

- The Disability Statement (see below)
- Statement regarding Assessment of Student Learning (see below)
- Statement regarding possible school closures (see below)
- Statement regarding Computers/Information Technology (see below)
- Statement regarding KBOCC Web Portal (see below)
- Statement regarding KBOCC Email Use (see below)
- A course outline specifying the reading/lecture/discussion topic or studio or lab assignment planned for each session. This must include at least one essay-format writing assignment.

Disability Statement

If you need disability-related accommodations or services, please inform me and/or the Dean of Student Services, at 770 N. Main Street, L'Anse, MI 49946, or by phone at 524-8111. Reasonable and effective accommodations and services will be provided to students when requests are made in a timely manner with appropriate documentation in accordance with federal, state, tribal and college guidelines.

Assessment of Student Learning

As an accredited institution of higher education, Keweenaw Bay Ojibwa Community College has a responsibility to measure how well students are reaching learning outcome goals and to track its progress over time. In order to fulfill this responsibility, the college conducts placement exams and other assessments and collects samples of student work in classes, capstone projects, and other college learning experiences. Individual student outcomes will be kept confidential, but aggregate information may be used for institutional purposes.

School Closings

Inclement weather closures for Keweenaw Bay Ojibwa Community College will be announced on Eagle Radio 105.7 or 98.7 FM, and WLUC TV or the Upper Michigan Source web page. If scheduled classes will not be held for any other reason, the college will make every effort to contact you in advance. Please make sure the Enrollment Office has your current contact information.

Computers/Information Technology

Acceptable Use: Keweenaw Bay Ojibwa Community College provides computers for educational use. Access to information technology owned or operated by the College imposes responsibilities and obligations and is subject to its policies, and federal, state, and local laws. Acceptable use requires users to maintain ethical standards at all times. All users must abide by the Computer Use Policy as outlined in the Student Handbook.

User ID: Currently enrolled students are issued a user ID and password for access to the computers. User IDs and passwords must be protected from unauthorized use. Please see the Information Technology (IT) Department in Room 410 to get your user ID.

Availability: Computers are available for student use at both buildings when the building is open. The computer labs will be closed when classes are being held in the labs. At the Wabanung Building, students may use computers in the Computer Lab, Library, and Student Success Center.

KBOCC Web Portal

KBOCC utilizes a web portal located at http://my.kbocc.edu/ics. An overview and basic training of the web portal will be conducted at orientation each semester. It is the responsibility of all students to retain their login ID and password and to regularly access the web portal. Login information may be obtained from the IT Department (Room 410; 524-8410).

The KBOCC web portal allows students access to their schedules, transcripts, billing and other information. The web portal is also utilized by instructors as a means to track attendance, upload coursework and handouts, create discussion board topics for class participation, and issue quizzes/tests. *It is not the responsibility of instructors to teach students how to use the portal.*

KBOCC Student Email

The College provides free email addresses to all KBOCC students. Official communication including emergency alerts, important deadlines, upcoming events, class information and other information will be sent to students' email.

The KBOCC student email utilizes Microsoft Office 365 and can be accessed at http://outlook.office365.com. It is the responsibility of all students to retain their email address and password and to use this email account for College related communication. Login information may be obtained from the Information Technology Department (Room 410; 524-8410).

Unauthorized access is prohibited by the Computer Fraud and Abuse Act of 1986 and can result in administrative, disciplinary, or criminal proceedings. For information on the Computer Fraud and Abuse Act of 1986, please refer to the following link: http://www.gpo.gov/fdsys/pkg/STATUTE-100/pdf/STATUTE-100-Pg1213.pdf

Student Course Attendance

Students are required to attend all scheduled classes. Attendance should be recorded at all class sessions. Each instructor must establish an attendance policy which states how absences will affect students' grades. The policy must be clearly explained in the course syllabus.

Students who miss class excessively must be reported to the Student Services department for follow-up. Instructors may contact students' advisors regarding absences at their discretion. In addition, absences early in the semester are reason for an academic warning in the fourth week of the semester.

Special Courses

Directed Studies

Directed Study provides the content of an existing course to a student on an individual basis. The coursework, materials, and assessment are as similar as possible to those used when the course is offered in its usual format. The course number and title are those of the existing course.

Directed study courses will be provided only in cases of demonstrated student need for the course in the current semester and capacity for individual work.

1. Student need for a course can occur:
   a. when the course is a prerequisite for taking the next courses in a student's program of study, so that the student cannot progress toward the degree until the course is completed
   b. when the course is among the student's last few remaining graduation requirements and will not otherwise be offered soon enough to allow the student to graduate on schedule.
2. Directed study will be provided only when students cannot take the needed course in its usual form, generally because the course will not be offered in the current or coming semesters or its schedule conflicts with other required courses.
3. Directed study may be used as an adaptation to meet student special needs (learning disabilities, medical needs, etc.) only when no reasonable alternative for regular class instruction can be devised.
4. Departments may designate specific courses as inappropriate for directed study. Performance-based courses, courses relying on group activities, or courses which need special facilities or equipment are usually unsuitable for directed study.

In order for a student to take a directed study course, he or she must:
1. Provide a rationale explaining the need for the course. This is usually written with the assistance of the student's advisor.
2. Complete the student portions of a directed study request form.
3. Obtain faculty advisor approval and signature on the form
4. Obtain the approval of the course instructor and signature on the form.
5. Submit the directed study request form with the rationale and signatures to the Dean of Instruction prior to the end of the drop/add period for the semester of instruction.

Next,
6. The Dean must approve offering the course as a directed study
7. The Dean must obtain budget authorization, if applicable
8. The Dean may approve the student's request for the course but stipulate an alternate instructor. If an instructor change from the student's request is being considered:
   - the student's advisor will be consulted
   - both instructors must sign the request form to acknowledge the change.

Conditions for Teaching a Course as Directed Study

The following conditions must be met for a faculty member to teach a directed study course:
1. The course must be in the instructor's teaching areas and within his or her maximum teaching load.

2. The department chair, if applicable, and Dean of Instruction must approve the directed study request and may reassign the directed study course to another qualified instructor to provide a more equitable or feasible workload distribution or reduce costs.

Workload and Compensation Conditions for Directed Study

1. When a directed study course is taught by a part-time instructor or by a full time instructor who already has a full load of courses plus other duties, the instructor will be paid at 1/3 of his or her current adjunct teaching compensation rate per student for up to three students per course in a given semester.
2. When taught by a full-time instructor who does not already have a full load, a directed study course is included in the instructor's regular teaching load at one credit per student per course.

Research and Special Projects

Research and Special Projects courses numbered 299 in each subject area, give students opportunities to conduct research or create projects in areas of special interest for credit with the guidance of a faculty member. Students may take additional Research and Special Projects courses with different topics or projects or may present project proposals which call for enrollment over more than one semester.

Conditions for Offering a Research and Special Projects Course

Research and Special Projects courses, those numbered 299 in each area of study, are offered when an advanced student wants to pursue an area of interest independently, has the support of an instructor, and develops an appropriate plan for the project.

Approval Process for Student Enrollment in Research and Special Projects

A student must meet the following criteria to enroll for a research and special projects course:

1. The student must have at least a 3.0 grade point average and sophomore standing.
2. Working with the faculty mentor, the student must prepare a written proposal which will include a project schedule and evaluation methods.
3. The proposal must be submitted to the Dean of Instruction for approval prior to the start of the semester of enrollment.

Next,
4. The Dean must approve the proposal.
5. The Dean must obtain budget authorization, if applicable.
6. If approved, a copy of the proposal will be retained in the Dean's office.

Conditions for Teaching a Research and Special Projects Course

The following must be met for an instructor to supervise a research and special projects course:
1. The topic of the project must be within the instructors' teaching areas **or** the project proposal must clearly show how the student will receive adequate guidance. For example, the student's project may involve working with community experts.

2. The instructor's teaching load including the Special Projects course must be within the allowable maximum.
3. The Dean of Instruction and department chair, if applicable, must approve the proposal and obtain budgetary authorization if appropriate.

Workload and Compensation Conditions for Research and Special Projects Course

1. When a research and special projects course is supervised by a part-time instructor or by a full time instructor who already has a full load of courses plus other duties, the instructor will be paid at 1/3 of his or her current adjunct teaching compensation rate per student for up to three students per course in a given semester.
2. If the project is supported by external funding, the instructor may be compensated regardless of her or his total teaching load, and at a rate determined by the terms of the funding.
3. When taught by a full-time instructor who does not already have a full load, a research and special projects course is included in the instructor's regular teaching load at a minimum of one credit per student per course.

Developing New and Special-Topics Courses

New course offerings must be presented to the Faculty Council no later than 30 days before they are to be offered. A proposed course number, a course description, and learning objectives or a proposed syllabus should be presented when the request is made. Program offerings must be presented to the Faculty Council no later than 120 days before they are to be offered. Justification for new programs should accompany any program proposal.

Helpful information regarding designing and teaching a new course can be found at: https://www.cmu.edu/teaching/designteach/index.html.

Faculty Involvement in Research

Sponsored Projects

Faculty members are encouraged to seek external funding to support research. Grant applications submitted on behalf of the college must have prior approval by the Dean of Instruction in consultation with the President or the president's designee. A faculty member's involvement in work on sponsored projects may be initiated by the faculty member or by the college.

Full time and permanent part time faculty members may serve as project directors or principal investigators (PI) of a grant-funded project. Exceptions to allow adjunct faculty members to serve as project director or PI may be granted by the Dean of Instruction.

Contracts on behalf of the college must be signed or countersigned by an appropriate administrative official; individual faculty signatures are not sufficient.

Funded projects at KBOCC shall comply with the applicable regulations, particularly those for the protection of human subjects from risk and for the humane care and use of living beings. This includes seeking Institutional Review Board approval when appropriate, or other safeguards when applicable, for example, an environmental impact or response burden assessment. Keweenaw Bay Ojibwa Community College upholds the principles of academic freedom in research as well as in the classroom. The primary obligation of the faculty to their disciplines is to seek and to state the truth as they see it. To support the faculty pursuit of truth, the College promotes conditions of free inquiry and dynamic exchange of ideas. Sponsorship of research may not inhibit these freedoms.   Specifically: 1) no project sponsorship can be accepted if a condition of sponsorship is that the College may not reveal the existence of the grant or contact (donors may remain anonymous if they so desire) and 2) the results of all research at KBOCC must be freely publishable. The publication requirement refers to post-analysis research results only. Research data and individual responses will be maintained as specified in the participant's informed consent and described in the research proposal. In special circumstances, the President or President's designee may approve negotiated agreements to withhold publication for a specified period of time, generally not to exceed 180 days from completion of the study.

Faculty Time for Funded Projects

During semesters, faculty time for funded projects may be either reassigned time or overload.
   o   Reassigned time for work on sponsored projects means that a faculty member's regular responsibilities are reduced to allow the work to be done within the faculty member's existing time commitment. When teaching duties are reduced, a teaching contact hour is counted as equivalent to three (clock) hours of project work.
   o   Faculty may also add the obligations of a sponsored project to their normal college workload as an overload. When project work is done as an overload, any compensation would be paid by the research sponsor, either directly or through the College.

For faculty involved in research, the total time commitment during Fall and Spring semesters (overload when more than 100 percent) shall be limited to 125 percent of full time. Exceptions for short-term projects may be requested on a case-by-case basis. Faculty members conducting research as an overload are responsible for ensuring that their regularly assigned duties are carried out satisfactorily.

Pay Schedule for Research Duties

Typically, compensation for assigned time is the same as the faculty member's regular salary rate, unless the assignment involves a significant increase in responsibility level.

For released time, principal investigator compensation will be as stipulated by the grant. Compensation for new research project positions will be specified in the position descriptions, typically included in the grant proposal. Non-institutional awards made to individual faculty (e.g. fellowships, individual stipends) will be determined by the granting organization.

Student Research

The College encourages student involvement in research. Students may be involved in research as part of their course work, as an independent research project, as service learning, or as paid research assistants. The status and conditions of student involvement in research shall be clearly specified in writing at the beginning of their involvement. Student involvement in research may not interfere with students' regular course work. If appropriate, absences from classes to assist in research or report on research results must be approved in advance by the course instructors.

Procedures for Funding and Research

Procedure Steps for External Funding:

1. Faculty members may be assigned to prepare a proposal or may initiate a proposal.

2. If a proposal is initiated by a faculty member, approval in principle from an appropriate administrative official (the Dean of Instruction in consultation with the President) should be sought before devoting time to proposal development. When approval in principle is given, the official will specify the form and timing of additional or final approval requirements.

3. If the initiating faculty member is an adjunct or part time instructor and intends to serve as Principal Investigator or Project Director, permission to do so must be obtained from the Dean of Instruction. For projects unrelated to the college, adjuncts serving as PIs or PDs must inform the Dean of Instruction of their commitments to avoid any potential conflicts of interest.

4. When the assignment is made or approval in principle is granted, the administrative official will ensure that the college's registrations for grant submission systems are up to date to allow on-time submission of the finished proposal.

5. Completed proposals must be submitted to an appropriate administrative official in time to allow for review for signature as administrative representative or financial officer, as specified in the funding application instructions. Proposals may be presented for review in semi-final draft form. At least five business days should be allowed for review, unless prior arrangements have been made with the signing official (see step 2, above).

6. If the proposal is funded, the faculty member or members involved in the project will meet with the Dean of Instruction to define the workload and compensation conditions for the project.

7. Upon receiving notification of funding, the Principal Investigator or Project Director will meet with the college President or the President's designee, the Dean of Instruction, and the Director of Sponsored Programs to ensure that designated procedures are followed.

Procedure Steps for Internally Funded or Non-Funded Faculty- Initiated Research

1. Faculty members seeking assigned or released time for research not requiring external funding should make a written request to the Dean of Instruction. Alternately, if educational leave is requested for conducting research, the usual procedures for requesting educational leave will apply.
2. The Dean will review the request in consultation with the President as appropriate.
3. If reassigned time is granted, the Dean may require a research proposal and may stipulate progress and final reports.
4. Internally or non-funded research must comply with all college research policies, ie, IRB approval when appropriate, no publication restrictions, etc.
5. If approved to go forward, the Dean and faculty members will meet to establish the conditions for the project, with the resulting conditions to be documented in writing.

Procedure Steps for Assigned Research

1. The Dean of Instruction and other college officials involved, if any, will meet with the faculty members involved to establish and clarify the sponsored project assignment.
2. Faculty members will not be assigned research as an overload unless they volunteer for the overload <u>and </u>will be given appropriate compensation, either as wages or as a reduced load in subsequent semesters.
3. The research assignment, including compensation and workload agreements, will be documented in writing, including documentation in the instructor's personnel and academic files.

Documentation Steps for All Faculty Research

1. Research involvement and accomplishments will be appropriately documented as professional development and/or service to the college.

2. Copies of research reports or publications will be provided to the Dean of Instruction.

Procedure Steps for Student Research

Appropriate procedures will vary depending on whether the research is course-based, independent study, or as a research assistant. Please see the College Catalog, Faculty Guidebook, and Student Handbook.

Online Course Policies

To ensure consistency and quality in our online classes, KBOCC uses the following guidelines for online courses and instruction.

Online and Hybrid Instructor Communication Policy

Timely communication among participants in any learning venue is vital. In online and hybrid courses and during the regular work week, instructors should reply to their students on the same day that the question is asked, to the extent that is practicable. Students asking questions after normal business hours should expect to receive a reply as soon as possible the next morning.

Instructors working in online and hybrid classes should reply to college administrators, supervisors, and staff following the same guidelines. Response on the same business day, whenever possible, is best practice, but responses are required within twenty-four hours to communication within the workweek and on the following Monday for communications occurring over the weekend.

Academic Policies

Because of the virtual nature of hybrid and online courses, specific and uniform policies across all courses are recommended. These should be presented to students within the common course shell that forms the basic design for all courses offered via our distance learning platform.

Academic Integrity Policy

The Academic Integrity Policy is the same for on-campus and online classes. This policy is published in the Student Handbook.

In a discussion board due in the first or second week of class, instructors should present the Academic Integrity Policy and require that students post in response to the policy to affirm their understanding of and intentions to abide by it. In the discussion, students should be encouraged to ask questions about the policy and how they might be sure to avoid any issues in regard to the use of source material in their own writing.

Affirmation of Enrollment and Attendance Policy

Instructors will share the college's online attendance policy with students. This policy is designed to ensure that students know that they are required to attend their online classes every week, just as they are required to attend their campus-based classes at every meeting.

KBOCC Online Course Attendance Policy
In Week One, students must enter and post in their course on two days in the first week of class affirm their enrollment. Failure to actively participate as defined will result in administrative withdrawal. For students who add the course on the last day of the drop/add period, the posting requirement is extended through the second week of class.

In Week Two and subsequent weeks, students must enter and participate in the course(s) each week to maintain positive enrollment. Failure to maintain positive enrollment will be reported to and will have implications for student financial aid. Weekly participation is required to maintain good academic standing.

Late Work Policy

Because of the drop/add period, the late work policy will not be enforced in the first week of class. Instead, faculty members will engage in student outreach as outlined below under the heading, Student Outreach Guidelines.

In the second and subsequent weeks of class, the following policy is recommended:

Days late	Percentage deduction
1	5
2	10
3	15
4	20
5	25
6	30
7	35
8+	Late work not accepted

Exceptions to the late work policy may be granted at the discretion of the instructor, but instructors may implement no harsher penalty than what is outlined above.

Course Set-Up Guidelines:

At the start of the semester, online courses should be fully set up for the first two weeks of class, including the following:

- The course syllabus which follows the guidelines outlined in the Faculty Guidebook
- The course materials, including texts and other resources required for participation in the course
- Instructor office hours
  - o In an announcement include means of contact by phone, email, and instant messaging. Post your office hours in your syllabus, in your "Virtual Office" discussion forum, and in an announcement in the first week of classes. Also email it to students.
- Instructor and Student Introduction Discussion in Week 1
  - o An instructor biography is posted as a starting post in the Week 1 Autobiography discussion and include your virtual office hours and means of contact.
  - o Students are required to post an autobiography to verify their attendance in the course.

- Academic Integrity Policy and Pledge in Week 1
  - o Set up the academic integrity policy discussion and ask students to affirm their intention to abide by the policy.
  - o In this discussion, provide links to sites that help students to avoid plagiarism, such as the Purdue OWL at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

- KBOCC Online Attendance policy
  - Share the KBOCC Online Attendance Policy on your course home page.
- Late work policy
  - Share the KBOCC online late work policy.
- Tutoring support
  - Share information on how students can obtain support from our tutor, including email and phone contact information.
- Student Resources Forum
  - Share tutorials for accomplishing course tasks
  - Share links to online resources
  - Share YouTube video support
- Set up your Academic Alerts to be sent to the tutor and to yourself. Academic alerts should be sent if a student misses two consecutive classes. Instructors should send an email to students who miss two consecutive classes, reminding them to participate.

Once the class is started, course materials can be made available to students prior to the start of each new week. These materials will include a variety of the following items:

- Weekly materials:
  - reading assignments
  - online lectures
  - embedded films, videos, other multimedia
  - quizzes
  - discussion questions
- Milestone assignments, including the following
  - Essay/research paper assignments
  - Exams (midterm, final, and any other)

Verification of Student Identity

In online classes where instructor-student interaction occurs at a distance, it is important to verify students' identities within your classes. This should be done by using synchronous teaching tools, such as Zoom, Microsoft Teams, and individual conference calls with students periodically throughout the term.

General Flow of Course Work

Work within a week should follow a routine, with background reading, lectures, and films or videos assigned early. A reinforcing quiz or reading comprehension exercise can follow to reinforce retention of the concepts addressed in the materials. Application of the knowledge should be requested in a synthesis assignment, such as a discussion, short response assignment or other application.

The weekly assignments will build the knowledge and skills for students to demonstrate accomplishment of learning objectives sufficient to scaffold student success in larger milestone assignments required periodically (projects, larger exams, midterms, research assignments, and the like).

A midterm grade will be submitted in the eighth week of class via the portal. The final grade is also submitted via the portal within the time allotted.

Student Outreach Guidelines

Instructors should engage in student outreach at the start of each term, including completing the following activities:

Prior to semester start
Three days prior to the start of the semester, instructors should send a welcome email to their students. They should accomplish the following tasks in the email:
- Welcome students to the course.
- Outline the first week's activities, telling them what to do for each assignment and reminding them of the due dates for the first week.
- Provide a general overview of the work of the course, the number of major assignments, and the work that will build up to those assignments.
- Provide your late work policy.
- Share the means by which to reach out to you, including your email and your office phone. Although not required, a cell number for texting is also a good tool for connecting with students, but you should be prepared to be texted if you do so.
- Remind them of how to locate tutoring support and include the phone number and email address of the tutor.
- Let them know that you support their success.

On the first day of class
Continue outreach on the first day of class and throughout the course.
- On the first day of class, send students an email reminder to access their class.
- Tell them to post in the Autobiography Discussion and to respond to your autobiography.
- Tell them to acknowledge the Academic Integrity Policy in the Academic Integrity Policy discussion.
- Tell them what to read to prepare for the work of the week.
- Tell them the due dates of each assignment for the week.
- Tell them again that you are there to support their learning.

By Thursday of the first week of class
Continue to reach out to students.
- From your office phone, call each student on your roster who has not yet logged into the course and remind them to log into their class; send a follow-up email with the same information. Tell them of the following policies:
  - They must participate on two days in the first week in order to avoid administrative withdrawal.
  - They must post an autobiography and say hello in response to two other students' autobiographies.
  - They must affirm their intention to abide by our academic integrity policy.

During the second week and throughout the course
Continue to reach out to students.
- Make referrals to available campus resources as needed, including tutoring, counseling, the IT helpdesk, and emergency aid.

- When completing weekly grades, email every student who has missed any assignment(s). If a student does not participate in the first assignment of the subsequent week, email the student again. If no response is received by the close of business Thursday after your email, on Friday morning email the student again and reach out to Student Affairs to intervene.

Sample email to non-participating students:
Dear [student name],

I am writing because I have not seen you in class this week, and I am worried that you are falling behind in the course. Please do let me know if there is anything prohibiting you from accomplishing the assigned work of the course.

Here are the assignments that you are missing:
[List missing work and due dates]

In order for you to get back on track in the course, please complete your work as soon as possible, and be mindful of our Late Work Policy which reduces the amount of points available for work submitted late.

If you have extenuating circumstancing or technical issues that are preventing you from participating, we need to take corrective measures and work out an arrangement to assist you in catching up.

Please reach out in response to this email or by phone right away so that you can get back on track with your education.

Sincerely,
[your name]
Instructor in [course name]
Office phone: [xxx-xxx-xxxx]

Instructor Participation
Online courses incorporate at least one graded discussion per Unit in addition to readings, lectures, and a combination of other homework and assignments. In a fifteen-week course, there will be fifteen units of content. In a seven and one-half week courses, fifteen units of content will be delivered in the seven and one-half weeks of duration.

Faculty must meet contact requirements as determined by the credit hours of the course they are teaching. For example, in a three-credit course meeting on a fifteen-week schedule, faculty members will be required to participate in discussion forums on two days each week. In an accelerated delivery option, faculty members must participate in discussions on four days each week.

Grading, office hours, and preparation for teaching do not count toward the requisite participation, which requires active engagement with students in the online classroom.

Discussion Facilitation Guidelines

At set-up, faculty will provide discussion starters in discussion areas for the first week of their course(s). Then weekly thereafter, instructors will provide additional starters to shepherd discussion in a productive manner, connecting the course content for students, from week to week. In the starter, share tips or pointers for doing well in the discussion. You can also include

links to resources to help students accomplish the goals of the discussion assignment. In addition to helping students get started in discussions, the instructor posts reduce the stress for students of the first person posting in a discussion.

Instructors should respond to each initial post that students make in each discussion area within two days of the due date. Using an affirmative approach, instructors' responses will start with an acknowledgement of an aspect of the student's work that is done well or correctly. This response will acknowledge specifics of the student's submission in discussion. The affirmation should be followed by questions to engage the student more deeply in the content of the discussion, either by suggesting further implications to what they have already said or by suggesting another line of reasoning that may yield further insight. The response by an instructor to an initial post culminates with a positive comment that encourages the student to continue engagement with the material.

If outside sources are used in response to the student, the material must be cited correctly, using the appropriate documentation style. Instructor responses will be presented in edited prose and be absent of grammatical or mechanical errors.

Instructors are encouraged to respond to students' follow-up replies and should use best practices to promote engaged and insightful interchanges among all members of the class. While the instructor leads the discussion, he or she does not dominate it by drowning out student voices. Instructors will develop their sense of balance in facilitating and fostering student engagement.

Here is an example of an instructor starter post. This post repeats the discussion assignment and suggests some options for completing the assignment:

> Unit 4 Discussion One
>
> Last week, we discussed the various methods available for creating persuasive arguments, including the use of ethos, pathos and logos. This week we are practicing the creation of argument to support a point that you develop using one of these three available means of persuasion.
>
> Select one of the appeals, ethos, pathos, or logos, and create a case using that method supporting why we should expand the "bottle bill," which requires a ten-cent deposit on carbonated beverage containers, to include all beverage containers.
>
> Remember, if you use ethos (ethics), you are trying to convince your audience that you are an authority in the field and that they should agree with you based on your expert opinion. If you choose logos, you can create a logical argument using facts and research (logic) to support your case. If you choose pathos (emotion), then you would create an argument that is designed to move your audience emotionally to agree with the case you make.
>
> For this discussion, you should respond to the discussion prompt in 500 words. If you use resources, then be sure to cite the material correctly.
>
> When you have posted your response, do read and respond in at least 150 words to the work of two other students in the discussion area

Here is an example of a response to a student's initial posts:

> You have done excellent work in creating your persuasive case using an appeal to your reader's emotions, [Student Name]. When you bring in the loss of habitat for sea life, including mammals and fish, that occurs because of the loss of the polar ice cap, your

reader is moved to want to support your case. The situation of the shrunken habitat for polar bears is especially moving. If you added more emotional appeals to your case, for example adding the plight of penguins to your evidence, do you think it would enhance your argument, or would it desensitize your readers by overwhelming their emotions? Would it be better to employ a mix of evidence, instead of only using appeals to pathos?

Instructor Tone and Feedback

Instructor feedback to students in public forums, including class discussions, should be positive and supportive. Instructors may suggest developments in or revision of student work in a way that promotes the development of ideas, but not in a way that negatively points out shortcomings or flaws. While exclusively pointing out positive attributes in student work will not lead to their development of more insightful thinking, pointing out a shortcoming publicly will serve only to humiliate the student. Instead, offer support in a positive manner.

*Example of what **not** to say in a public forum*:

Your work is lacking a thesis statement that should appear at the end of your first paragraph. You did not include credible evidence to support your assertions in the body of your document. Without support, no one will believe the point you are making.

Example of how to publicly affirm students' efforts and promote critical development:

The opening of your essay attracts my attention for your topic. At the end of your first paragraph, write a sentence to share the main point of your work so that you are sure your readers understand what you want them to learn from your essay. The structure of the body of your work is nicely organized, and you have developed logical arguments to bolster your point. To further add credibility to your argument, you could add some statistics and expert testimonials to augment your logic. You would probably need to locate this support by doing a library search to locate more facts to help to build your case. As you go forward with your work, I think your revisions will result in a finely accomplished piece.

Keep communication regarding grades and grading feedback private.

All constructive criticism and communication regarding private matters, such as student personal or grade issues, should be addressed by email, phone, text-message, or the gradebook to preserve student privacy.

Discussion Participation

Faculty should be engaged in their classrooms and demonstrate that presence in the discussion forums. They should observe and respect the different requirements for public and private feedback to students and maintain a positive tone and offer only support for student learning in discussions. Constructive criticism is reserved for gradebook feedback.

Public Feedback in Discussions: To preserve the supportive nature of the online discussion forums, faculty should maintain the following practices:
- Within two days of the due date, instructors should respond to each student's initial post.
- If students follow up in response to your response, acknowledge that response as is appropriate.

- Focus students' attention on developing deeper insights into and greater understanding of the material under study.
- Do not offer criticism of student work in discussion; however, do provide guidance to assist students in accomplishing learning goals.

Private Feedback in the Gradebook on Student Work Discussions: When grading discussion forum participation, use a rubric to address the substance, development, and correctness of the posting as well as providing feedback on the quality of students' feedback to their peers in the discussion forum. Also provide a personal comment to provide qualitative feedback. An example rubric for discussion postings is provided below. This feedback is essential so that students may apply that feedback to future work to positively impact their performance in the class.

Responding to rough drafts of student work in threaded discussions

Be mindful of the public nature of the forum and be sure to keep instructional goals in mind when providing feedback on students' rough drafts in public forums:

- When responding to rough drafts, provide overall feedback about the higher order concerns, such as overall substance and development of the student submission. Be sure to point out aspects of student work that is particularly well done or which meets particular aspects of the assignment.
- Offer suggestions for additions or developments of the draft in a way that suggests how those developments might enhance the work instead of phrasing it as a matter of correcting deficiency. Keep your tone positive.
- Augment that overall feedback with in-text commentary on one or two representative specifics where particular changes are needed, focusing on citations, references, structural concerns, and the like.
- Comment on one or two editing issues, but do not correct students' work for them. Instead, provide them with advice on how to edit their work, including recommending running a spelling and grammar check in MS Word and printing their work and reading it out loud to hear how it flows to pinpoint and correct any issues.
- Remember that text is tone deaf, so be sure to use expressly positive phrasing and feedback.

Responding to final drafts in the gradebook

Gradebook feedback on essay and longer prose assignments can be summative and offer constructive criticism because of the private nature of the gradebook.
Final drafts should receive in-text and summary comments.

- The in-text comments can point out particularly well-expressed passages, offer suggestions for particular developments, and provide specific corrections in wording, documentation, or other features.
- Summary comments should provide overall assessment of the work, including its structure, development, substance, and overall accomplishment of the tasks of the assignment.
- Feedback on final drafts is provided in the gradebook only, so it is not visible to other students; keep in mind, however, the impact of your words is to provide summative feedback that students can apply to subsequent assignments and, thus, should serve to motivate, rather than demoralize, them.

Grading timelines and substance

Feedback to students should be timely and substantive. Grading criteria will be provided via rubrics posted in the assignment area for each graded assignment so that students are aware of how their work will be evaluated. Posting the rubric in a starter thread is one manner by which to assure that students are aware of how their work will be graded.

The KBOCC rubrics should be modified to fit the academic discipline and the conventions appropriate to that discipline prior to being used to grade written work.

Grades should be completed each week and guide students in improving their work week over week to enhance their learning opportunities cumulatively over the course of the term.
- Weekly grades should be completed by the end of the following week to allow for students to make immediate use of instructor insights on their performance. (Instructors have a week after students submit their work to complete grades.)
- Rough draft feedback as part of discussion facilitation should be presented in the discussion itself where at all possible so that students can see that they all are in the process of developing their ideas and the projects—the point of rough draft is to teach students that writing is a process through which quality prose is accomplished by attention to the various tasks of writing consecutively and cyclically until the desired result is created/built or until time runs out.
- Offering support for editing can be managed in responding to a draft, but the primary focus should be on higher order concerns (overall idea, logic, development, coherence) before attention is devoted to lower order concerns (grammar, mechanics, and punctuation).
- Rough draft grading—using the rubric—should be completed, including a substantive comment, and shared in the gradebook.
- Final draft feedback—using the rubric—is to be provided in the gradebook with in-text comments on the work itself and a summative comment in the rubric comment section.

Sample Rubrics

Below are KBOCC discussion, rough draft and final draft rubrics to support online faculty in grading in the online classroom. These are simplified versions of the KBOCC Written Communication Rubric. Faculty are encouraged to modify and use the rubrics that most effectively meeting their needs for providing robust feedback to their students.

Discussion Rubric

KBOCC Discussion Rubric						
Assessed feature	F-level	D-level	C-level	B-level	A-level	Points earned
Overall content—meets discussion guidelines	**0 points** No submission	**36-41 points** Focus unclear and post insufficiently developed	**42-47 points** Focuses on topic with minimal development.	**48-53 points** Focuses on topic and develops response fully.	**54-60 points** Focuses on topic and develops post fully and even eloquently.	
Participation in discussion – respond fully to two others and to your professor	**0 points** No responses to others	**12-13 points** One-sentence responses or responds to	**14-15 points** Responds in basic terms to two others.	**16-17 points** Responds fully to two others.	**18-20 points** Responds fully to two others and to the professor.	
Writing conventions	**0 points** No submission	**3-4 points** Writing is hard to understand and citations and references are missing.	**5-6 points** Writing is understandable; documentation is present but with errors.	**7-8 points** Writing is clear; documentation is present with few errors.	**9-10 points** Writing is clear, well-documented and error free.	
Comment:						Total points:

Rough Draft Rubric

KBOCC Rough Draft Rubric						
Assessed feature	F-level	D-level	C-level	B-level	A-level	Points earned
Overall content—meets assignment guidelines	**0 points** No submission	**36-41 points** Focus unclear and insufficiently developed	**42-47 points** Focuses on topic with minimal development.	**48-53 points** Focuses on topic and develops ideas sufficiently.	**54-60 points** Focuses on topic and develops ideas fully	
Completion of draft	**0 points** No submission	**3-4 points** One or two paragraphs are submitted.	**5-6 points** A work with an introduction, a body and a conclusion is submitted.	**7-8 points** A work with an introduction, more than one body paragraph, and a conclusion is submitted.	**9-10 points** A work with an introduction, a full body of support, and a conclusion is submitted.	
Participation in discussion – respond fully to two others and to your professor	**0 points** No responses to others	**12-13 points** One-sentence responses or responds to only one other.	**14-15 points** Responds in basic terms to two others, but does not follow peer review guidelines.	**16-17 points** Responds fully to two others, using peer review guidelines.	**18-20 points** Responds fully to two others using the peer review guidelines and provides helpful feedback.	
Comment:						Total points:

Final Draft Rubric

KBOCC Online Final Draft Rubric					
Assessed feature	F-level	D-level	C-level	B-level	A-level	Points earned
Overall content— meets assignment guidelines	**0 points** No submission	**36-41 points** Focus unclear and insufficiently developed	**42-47 points** Focuses on topic with minimal development.	**48-53 points** Focuses on topic and develops ideas sufficiently.	**54-60 points** Focuses on topic and develops ideas fully	
Completion of draft	**0 points** No submission	**3-4 points** One or two paragraphs are submitted.	**5-6 points** A work with an introduction, a body and a conclusion is submitted.	**7-8 points** A work with an introduction, more than one body paragraph, and a conclusion is submitted.	**9-10 points** A work with an introduction, a full body of support, and a conclusion is submitted.	
Writing conventions	**0 points** No submission	**3-4 points** Writing is hard to understand; citations and references are missing.	**5-6 points** Writing is understandable; documentation is present with errors.	**7-8 points** Writing is clear; documentation is present with few errors.	**9-10 points** Writing is clear, well-documented and error free**.**	
Comment:					Total points:

KBOCC Written Communication Rubric

	Level 1 – D Level	Level 2 – C Level	Level 3 – B Level	Level 4 – A Level
Purpose (Thesis, Context) *Focus: concise thesis at the end of the introductory paragraph; clear, accurate purpose.*	Demonstrates minimal attention to context, audience, purpose, or task. Thesis may be misplaced or missing.	Demonstrates awareness of context, audience, purpose, and task. Thesis may be vague or unfocused.	Demonstrates adequate consideration that aligns work to considerations of audience, context, purpose, and task. May deviate from the thesis.	Demonstrates a thorough understanding that focuses all elements of the work, organized around the purpose clearly stated in the thesis.
Organization and Unity *Focus: paragraph order; topic sentences; transitions; lack of tangents.*	Develops unclear or inconsistent organizational pattern; shows little awareness of genre and disciplinary conventions.	Develops organizational pattern unevenly; follows disciplinary or task expectations at a basic level of understanding.	Develops a recognizable organizational pattern that structures the whole work; uses disciplinary or task conventions consistently.	Develops an organizational pattern that enhances the flow and cohesiveness through the whole work; demonstrates detailed attention to and successful execution of disciplinary or task conventions.
Content (Support, Development) *Focus: clear, thorough information; all claims support the thesis; anticipates possible confusion*	Demonstrates simplistic development of content in some parts of the work.	Demonstrates appropriate development of ideas and disciplinary context through most of the work.	Demonstrates compelling ideas and subject development that shapes the whole work.	Demonstrates subject mastery that conveys the writer's understanding and shapes the whole work.
Sources and Evidence *Focus: in-text citations; works cited page*	Demonstrates minimal support for ideas in the writing; citations are present less than half the time or absent altogether. Works cited page may be missing.	Demonstrates an attempt to use credible and/or relevant sources; citations are present most of the time. Works cited page may be incomplete.	Demonstrates consistent use of credible, relevant sources; citations are present when necessary. Works cited paged may have errors.	Demonstrates skillful use of high quality, appropriate sources; citations are present when necessary. Works cited page is mostly accurate.
Syntax and Mechanics *Focus: grammar, punctuation, and mechanics; point of view errors*	Shows some understanding of writing basics, but errors distract from meaning.	Shows understanding of writing basics and conveys meaning although may have noticeable errors.	Shows competent use of writing to clearly convey meaning with few errors.	Shows skillful use of writing to communicate meaning with clarity and fluency; is virtually error-free.

Faculty Oversight

All faculty will be observed once each year by the Dean of Instruction or the Dean's designee. These observations will use the Classroom Assessment Form (see Appendix C) for the modality in which the classroom occurs.

Online Faculty Observations

The Dean of Instruction (or the Faculty Chair as designated by the Dean) will observe online faculty performance a minimum of four times each semester for new faculty. Continuing faculty will be observed at least twice per semester by the Dean and/or the Faculty Chair. If performance guidelines are not being met, the Dean will offer support for addressing any faculty performance issues. The Dean of Instruction will also offer support to resolve any student academic issues. Refer conduct issues to the Dean of Student Services or his/her designee.

Online Faculty Orientation

Prior to being assigned an online course at KBOCC, new faculty must complete the KBOCC Faculty Orientation Course. They will be assigned a faculty mentor, usually the Faculty Chair in their discipline, to support their professional development in the classroom, and they will be observed four times during their first semester by the Dean of Instruction who will offer support for their development as effective teachers. The Dean will note faculty compliance with online course guidelines.

Online Faculty Performance Issues

Failure to follow policy will result in mandatory refresher training to support the development of the skills and practices required for effective instructor performance in the online classroom. Willful and/or repeated disregard of online course policies will result in the development of a plan by the Dean of Instruction to bring instructor performance into line with expectations outlined in the Online Course Policies. If instructor performance does not show the desired improvements, the faculty member will be removed from the online classroom.

Administrative and Assessment Responsibilities

Student Course Attendance

During the first two weeks of each semester, instructors have students sign in for attendance and turn in the signed rosters to the Student Services assistant for attendance verification. The verification rosters are used to substantiate student enrollment and eligibility for financial aid. Students who are absent from class without an excuse during the first week of class will have their registration for that class cancelled. Student services attempts to contact each absentee to give them a chance to remain enrolled. Attendance verification continues through the second week to provide for verification of students who added the class or were absent the first week. The College must verify student attendance in class in order to issue financial aid.

Students are required to attend all scheduled classes. Attendance should be recorded at all class sessions and on the learning management system/web portal at least weekly. Each instructor must establish an attendance policy which states how absences will affect students' grades. The policy must be clearly explained in the course syllabus.

Students who miss class excessively must be reported to the Student Services department for follow-up through the academic alert process. Instructors may contact students' advisors regarding absences at their discretion. In particular, multiple absences early in the semester are reason for an academic alert.

Academic Alerts

Academic alert forms are used to inform the Student Services Department of students who may need help or be at risk of failing a course. Risk indicators include excessive absences, falling behind on assignments, poor performance on exams or assignments, etc. Instructors should complete a form whenever they think that Student Services should be aware of a student's difficulties or situation, indicating the actions that they have already taken. In most cases, a conversation with the course instructor is a vital first step, and can often fully address the problem.

Accident, Incident, and Maintenance Reports

Any accident resulting in a personal injury must be reported in writing on an Accident Report Form.

Code of Conduct violations which could result in formal disciplinary action must be reported on an Incident Report Form. Incident Report Forms are also used to report problems such as student becoming ill, missing or damaged property, etc.

Computer system or instructional technology problems should be referred to the IT helpdesk at helpdesk@kbocc.edu. Building maintenance needs should be reported by phone or in writing to Charlie Gauthier, 524-8501.

The Accident Report and Incident Report forms can be found in the Faculty Forum shared files or obtained from the Student Services Office.

Disability Accommodations

In order to receive disability accommodations, students must present documentation of their disability to the Dean of Student Services. Students who believe they have a disability but have not been diagnosed or who do not have documentation may request assistance from Student Services in obtaining a current assessment and documentation. Students' documentation is reviewed, usually by a panel, and recommendations are made for appropriate accommodations. Instructors are informed of the recommendations and are responsible for implementing accommodations as applicable to specific courses. Students may not be given accommodations or treated differently from their classmates simply on assertion of a disability.

Frequently recommended accommodations include proctored exams in a quiet space, additional time for exams, having test questions read aloud, use of voice recognition software for writing assignments, extended time to complete assignments, and permission to stand or move about during class (provided it is not disruptive). Tutoring / Academic coaching is often recommended alongside accommodations.

Emergency Response

Instructors lead their students and any other present in responding to emergencies. Emergency response procedures are detailed in the Campus Safety and Security manual. In brief:

- During an emergency evacuation, instructors direct their students to leave through the nearest exit and gather in the meeting place outside, check for stragglers, take a class list, and check attendance at the meeting place. Do not touch any electrical switches.
- During an emergency lockdown, instructors lead students in securing and barricading doors, covering glass, and remaining quiet and out of sight.
- During an emergency storm shelter event, instructors should direct students to remain in an interior room, away from windows.

Writing Across the Curriculum

As part of the College's stated policy, all instructors are required to provide practice in writing with useful feedback in every course. At least one essay-format assignment must be included and reported-on through the Writing Across the Curriculum survey. Copies of the assignment should be kept and handed in to the Department Chairs.

Course Learning Outcomes

Course learning outcomes describe clearly what students will know and be able to accomplish at the end of the course. They are performance-based and results oriented. Each course learning outcome should align with one or more of the program learning outcomes.

Course learning outcomes should state what the student will be able to do after successfully completing the course. Active, measurable terms such as: describe, identify, discuss, create, explain, compute, analyze should be used when creating outcomes. Faculty must ensure that there is consistency between the learning objectives and grading.

Instructors are required to provide evidence regarding how the course learning outcome is successfully met. By the 3rd week of classes, instructors should complete the Course Learning

Outcome Selection form for each class selecting two outcomes that will be measured during the semester. Copies of assignments, quizzes or tests that measure each objective should be kept as evidence by the instructor. If you are teaching an art course or have an oral assignment, use a camera to record student work and attach a brief note regarding which learning objective it demonstrates. Cameras can be checked out from the IT office.

Prior to the end of classes, instructors should complete the Course Learning Outcome Report form to provide details about what evidence was selected, results and what could be done differently. This information is vital in ensuring that course learning outcomes are successfully being met.

A complete list of course learning objectives can be found in Appendix C.

Anishinaabe (Native American) Experience

Each course taught by KBOCC should incorporate some aspect of the Native American experience. Assistance in developing appropriate content is available from the Anishinaabe Cultural Advisory Committee.

Semester Summary of Submissions

- Syllabus – ten days before classes start
- Content in web portal course page – first day of class
- Attendance verification – each class session for the first two weeks
- Course learning outcomes selection – as announced, usually week two or three
- Attendance in web portal attendance book – at least weekly, throughout semester
- Academic alerts – as needed throughout semester
- Midterm grade report – Friday of the eighth week
- Writing Across the Curriculum Report – as announced
- Student Course Evaluations - must give class time for students to complete web surveys
- Final Grades – Wednesday after the end of the semester
- Learning Outcomes Survey - Wednesday after the end of the semester

Annual Submissions

- Self-Assessment
- Professional Development and Activities Summary

Instructional Technology

The College provides and maintains certain technological and office equipment services, including computer systems, use of the Internet, telephones, electronic mail, and voice mail. The College provides the systems for the use of employees in conducting College business.

Classroom audio-visual equipment

Classrooms equipment includes markerboards, digital projectors, and document cameras. Most classrooms have installed projectors, and portables are available for the others. Most of the rooms are set up for instructors to plug in laptops. Instructors may use their own or check out a college laptop. The Dean of Instruction and IT technician will work with instructors to provide the equipment needed for their courses.

Computers

PCs are available for instructor and student use in the computer lab, Wabanung room 119E, and the study area of the library. MacIntosh computers are available in the digital art room, 15LL. Desktop computers (PC) which are connected to the heavy-duty printer are available in the adjunct office and department chairs each have an individually assigned PC, laptop, or both.

Computer Use

The College reserves the right to maintain, service, monitor, inspect, and access any part of the system. The IT Department will create user accounts, reset passwords, and unlock computers. Detailed guidelines for the use of KBOCC computers are provided in the Employee Handbook.

Copiers/FAX

The IT Department programs copy machines to accept employee identification codes. The Kyocera copier / printer/scanner in Room 202 Wabanung should be used for producing course materials. A fax machine is available in the Student Services offices. The unauthorized use of College copying and facsimile machines is prohibited as are the following:
   a. Excessive copying or facsimiles of personal material (more than 10 pages).
   b. Copying material that violates the College's code of conduct, standards of behavior, policies or procedures.

E-Mail and Outlook 365 Systems

Instructors are assigned College e-mail addresses which are to be used for College-related e-mailing. The e-mail address also provides access to functions of the office 365 system, which include user groups, cloud drive, calendar, and more. College E-mail is the primary means of communication with instructors and should be checked regularly.

Telephones

Telephones are installed in the adjunct office and department chair offices for instructor use.

Teaching Tips & Resources

This section of the instructor guide is a work in progress. Tips and resources will be added as they are identified by instructors.

Tips for New Instructors

Jenkins, Rob. "Tips for New Teachers at Community Colleges" *The Chronicle of Higher Education*, August 17, 2009. http://www.chronicle.com/article/Tips-for-New-Teachers-at/48003

The broad resource sites below also include material specifically for new instructors.

Broad Resource Sites

Center for Teaching and Learning at University of North Carolina: http://teaching.uncc.edu/

Eberly Center: Teaching Excellence and Educational Innovation at Carnegie-Mellon University: https://www.cmu.edu/teaching/index.html

National Education Association, Higher Education Best Practices – Teaching & Learning: http://www.nea.org/home/33508.htm

The Teaching Center of Washington University in St. Louis: https://teachingcenter.wustl.edu/resources/getting-started/tips-for-faculty-teaching-for-the-first-time/

Recommendations for Teaching Native American Students

Morgan, Hani. "What Every Teacher Needs to Know to Teach Native American Students" *Multicultural Education*, v16 n4 p10-12 Sum 2009, http://eric.ed.gov/?id=EJ858583

Mosholder, Richard; Waite, Bryan; Goslin, Chris. "Encouraging Post-Secondary Native American Student Persistence" on-line submission to ERIC. http://files.eric.ed.gov/fulltext/ED526311.pdf

Price, Melanie, Kallam, Michael, and Love, John. "The Learning Styles of Native American Students and Implications for Classroom Practice" Web publication. http://www.se.edu/nas/files/2013/03/NAS-2009-Proceedings-M-Price.pdf

Student Support

Placement Testing

The Student Services Office conducts placement testing in reading, writing and math for incoming students. Test scores are used to place students in the appropriate level classes. Instructors in these areas should work with the Dean of Student Services to ensure placement accuracy.

Counseling

At this time, the College does not provide personal counseling services. The Dean of Student Services and faculty can assist with student counseling needs by making referrals to tribal and community agencies for personal, spiritual, mental health, behavioral health, or substance abuse counseling.

Disability Services

Any student in need of reasonable accommodations due to a disability will need to inform his or her instructor or the Dean of Student Services. Requests for reasonable accommodations are processed in the Dean of Student Services office and require appropriate documentation. Questions or requests can be directed to Student Services at 524-8109.

Test Proctoring

The Student Services Department will provide test proctoring for students who need make-up exams or have quiet exams or spoken exams as accommodations. To arrange for a proctored exam, instructors contact the Student Services Assistant for scheduling and provide a copy of the exam along with any special exam administration instructions, such as time limit, allowable materials or equipment (computer, calculator, ruler, protractor, etc.). If no special instructions are received, they will be administered with a time limit of the length of the regular class period and only a pen, pencil, and blank paper allowed.

Tutoring and Workshops

Faculty provide assistance to students in their classes desiring additional individual help in meeting course requirements. In addition, professional and/or peer tutoring is usually available. Instructors are encouraged to refer students for tutoring whenever they feel the students would benefit. Educational workshops such as employability skills and cultural awareness workshops are offered periodically throughout the year. Instructors and staff members are encouraged to suggest workshops.

Internships

Internships provide workplace experience for students either for credit, stipend (pay), or both in a wide variety of locations both in the U.S. and abroad. While many are summer programs, some internships are available during the spring and fall semesters. To be eligible, students must have completed a minimum of 12 credits and be in good academic standing (2.0 cumulative GPA or above) or as specified by the sponsoring agency. Internships may be required in some programs, in which case, special requirements may be specified. Detailed

information about available internships can be found by visiting www.kbocc.edu/internship-opportunities/.

Referrals

Students are encouraged to contact the Dean of Student Services if they are seeking services or need assistance with external issues, i.e., daycare, transportation, time management, financial concerns, personal issues, etc. If no college program is available to meet a student's needs, contact information for community programs can be obtained at www.kbocc.edu/community-programs/community-resources/.

Transfer Services

Faculty advising students who anticipate continuing their education at a four-year institution should work closely with their advisees to ensure that their course selections will be compatible with the requirements of their intended four-year programs. The College maintains a collection of college catalogs and program brochures. Faculty should also assist students in accessing on-line information and facilitate direct contact with staff and faculty at transfer institutions if requested. If needed, faculty may assist students in the transfer admissions process.

To avoid confusion, transfer advising should only be conducted by the students' assigned advisors.

Library

Keweenaw Bay Ojibwa Community College Library

The KBOCC library is located in Rooms 206N and 208N Wabanung Campus. Its developing collection includes academic resources for each of the College's programs. The library's digital access and study area, which has study seating for up to 26 students, three desktop computers, and wireless internet access, is open for student use during building hours. Currently, access to the library's college-specific collection of digital resources is provided through the web portal, allowing students to use the resources anywhere they can log on to the Internet. The library's collections will be available during regular library hours or by arrangement with a librarian. Library hours may vary based on course scheduling and student need and are posted throughout campus. The library phone number is 524-8206.

Ojibwa Community Library

The Ojibwa Community Library is located at 409 Superior Avenue, Baraga. Ojibwa Community Library's collection includes a large and frequently updated selection of popular fiction in print, large-print, and audio formats and community-oriented non-fiction, specializing in Native American culture, literature, and art. The Ojibwa Community Library provides computer workstations and wireless internet access. Students and employees are eligible to use the Ojibwa Community Library. The Library phone number is 353-8163.

L'Anse School Public Library

The L'Anse School Public Library, located in the L'Anse Area Schools building at 201 N. 4th Street, L'Anse, is the public library for Baraga County, and all county residents are eligible for

library cards. The library provides a varied public library collection along with secondary school resources. It has special collections for Native American and Finnish-American materials as well as for Upper Michigan authors. The public library provides digital materials through Great Lakes Digital Library and presents a variety of library programs. Its phone number is 524-6213 and its website is at http://joomla.uproc.lib.mi.us/lanse/.

All three libraries are members of the Upper Peninsula Region of Library Cooperation, and the Ojibwa Community Library and L'Anse School Public Library also participate in inter-library lending and borrowing which provides direct access to library materials across the region. The UPRLC library catalog can be accessed at http://ibistro.uproc.lib.mi.us/ and allows users to search individual or all libraries. The Michigan Electronic Library provides digital resources throughout the state and can be web-accessed at http://www.mel.org.

Student Success Center

The Student Success Center in room 105E is available to enhance KBOCC students' academic performance by striving to help students achieve their highest academic potential with support, tutoring, coaching, and personalized instruction. It is located at the Wabanung Campus in the Student Services department. A number of services are available, such as tutoring, test prep, study sessions, exam proctoring, mentoring, resume' development, transfer search, and job opportunities. The Center is equipped with two study rooms and several computers. For more information contact Student Services at 524-8109 or Tutoring at 524-8103.

Student Discipline

Students have a responsibility to act consistently with the values of the College and to obey local, state, and federal laws.

Student Code of Conduct

KBOCC integrates traditional Ojibwa values into all its programs. The Student Code of Conduct finds its foundation in the seven sacred grandfather teachings which include the following:
1. Wisdom
2. Love
3. Respect
4. Bravery
5. Honesty
6. Humility
7. Truth

The Student Code of Conduct exists to help KBOCC maintain a safe and positive environment conducive to learning and to help promote student growth. Students are expected to behave in a manner that demonstrates behavior consistent with these teachings in all interactions with the College and broader communities.

Code of Conduct Violations

General Code of Conduct violations consist of, but are not limited to, the following:

1. Failure to comply with the directives of college officials including, but not limited to, faculty or administrators acting in the performance of their duties.
2. Violation of published college policies, rules or regulations, including academic integrity.
3. Violation or attempted violation of local, federal, or state laws.
4. Attempts to commit acts or encouraging others to commit acts prohibited by this code are also code violations.
5. Intentionally or recklessly interfering with college or college-sponsored activities.
6. Gambling at college-sponsored activities.
7. Threatening or insulting behavior.

Detailed information regarding disciplinary actions can be found in the Student Handbook.

Instructors' Role in Student Discipline

Instructors' role in student discipline is threefold, to exemplify positive, professional behavior, to teach traditional values, professional ethics, and appropriate conduct in an academic setting, and to respond appropriately to misconduct. A teaching approach within the instructional setting will be appropriate for most misconduct, but any incident involving violence or a credible threat of violence, or likely to result in formal disciplinary action, including grade penalties, should be documented using an Incident Report Form.

Instructors have authority to direct students to direct students to behave appropriately, to require students to correct or re-do assignments or exams, and to impose grade penalties up to a failing grade in the course. Instructors are authorized to direct disruptive students to leave a class

session, to require individuals believed to be under the influence of drugs or alcohol to leave campus, and to call law enforcement if an individual does not comply. More severe penalties require a formal disciplinary process, which is detailed in the Student Handbook.

Academic Integrity

Instructors have a key role in teaching and monitoring academic integrity and should be attentive to providing clear expectations and structuring classroom procedures to support ethical behavior. This may be as simple as having students clear the tables before starting a test. Providing clear expectations entails avoiding assumptions about what students already know. KBOCC students come to College with a very wide range of backgrounds and may have widely varying ideas about appropriate assistance, use of information, and classroom behavior.

Instructors should also consider intent in evaluating potential plagiarism, which often arises from ignorance. However, all instances of academic integrity violation call for correction, whether it is in the form of instruction or includes a penalty.

Emergency Procedures

Health & Safety

Maintaining an environment that is safe and conducive to learning is an important part of the College's mission. While at College or any College-sponsored activity, employees have the right to insist that actions which threaten or insult them in any way stop immediately. If problem behavior persists, supervisors and/or employees will intervene to keep co-workers and students safe.

Every effort will be made to provide a safe environment in which to work. All employees are expected to perform their work assignments in a safe and proper manner, use appropriate safety equipment, and work with care and consideration for co-workers.

In the event of an accident or injury, employees will immediately complete the written accident report and submit it to the Human Resources Office.

Acts of violence and aggression include verbal or physical actions that are intended to create fear or apprehension of bodily harm or threaten the safety of others in our workplace. Written reports of any acts of violence must be reported to your supervisor and submitted to the Human Resources Office. In case of an emergency, contact the local police department. Incidents of violence at the College are considered to be serious misconduct and will not be tolerated. Violent incidents will result in disciplinary action including dismissal.

Additional information, including the discipline procedure, can be found in the Employee Handbook.

Building Security

All employees are expected to perform in a manner that ensures the safety and security of people and property. A surveillance system is utilized at the College. Employees are expected to comply with campus security procedures.

Inclement Weather/Emergency Closing

The College will be closed due to inclement weather or other circumstances at the discretion of the President or appointed designee. In the event of inclement weather, the President will determine if a snow day or a delay is needed. If the President is out of the area, the Board Chairman will be next to make the determination for a snow day. In the event of emergency conditions such as mechanical malfunctions or natural disaster, an emergency closing may be ordered. When the College is closed due to inclement weather or an emergency closing, employees will be paid according to their full or part time status. Adjunct and permanent part-time instructors whose classes are cancelled due to inclement weather or other emergency conditions are not paid for the classes on that day but may schedule make-up class time which will be paid.

Inclement weather closures will be announced on the College's website and Facebook page, Eagle Radio 105.7 or 98.7, and WLUC TV.

Appendix A: Position Descriptions

Dean of Instruction

The Dean of Instruction is responsible for ensuring academic integrity and a quality learning experience for students; providing supervision and direction for the faculty and academic instructional programs including program development, curriculum, and articulation initiatives. The Dean of Instruction shall

- Recruit, interview and recommend faculty to the President and Board of Regents.
- Provide orientation, mentoring, performance counseling, and recognition of faculty.
- Supervise faculty.
- Preside over Faculty Council meetings.
- Collaborate in creating <u>and</u> implementing new academic programs.
- Help create and approve faculty development opportunities that support curriculum needs and teaching excellence.
- Evaluate professional development plans for faculty members.
- Coordinate peer evaluation of faculty performance ensuring fairness and impartiality.
- Coordinate administration of student evaluations. Review and provide feedback to faculty in a timely manner.
- Administer the college's academic advising program.
- Supervise registrar functions and conduct transcript evaluations and degree audits.
- Coordinate with the Dean of Student Services in management and application of student data.
- Oversee the student academic grievance process
- Collaborate with the Dean of Student Services in organizing and conducting graduation and other academic ceremonies.

Faculty- Department Chairs

Each Department Chair serves as full time instructor and program director for the respective department. The Chair is responsible for the planning and coordination of the instructional program; student advising; participation in the recruitment and selection of departmental faculty; supervision and peer performance review of departmental faculty; preparation of department reports and other documents; participation in the development and administration of the department budget; active participation in the Faculty Council and assigned committees; communication of administrative directives to faculty and students, and student and faculty concerns to administration; mediation of issues arising within the department. The department chair shall:

- Perform a full-time professional load of teaching and administrative duties.
- Maintain posted office hours.
- Prepare a syllabus for each assigned course which meets KBOCC content requirements.
- Assess and evaluate student performance in accordance with the Assessment of Student Learning.
- Maintain accurate records of student attendance and achievement.
- Advise and mentor departmental majors
- Advise student organizations related to the department.

- Maintain currency in area of teaching and pedagogical methods.
- Assist with the development and implementation of the college's strategic plan.
- Manage departmental academic affairs including coordinating class schedules, approving syllabi, and submitting catalogue updates.
- Supervise and mentor adjunct and permanent part-time faculty within the department.
- Develop the departmental budget.
- Manage and maintain departmental equipment.
- Participate in interviewing and selecting departmental faculty.
- Coordinate textbook selection within the department.
- Recommend the selection of instructional materials and resources including library purchases.
- Participate in the College's accreditation process.
- Seek external funding for projects related to the department.
- Recommend and coordinate professional development activities for departmental faculty.
- Coordinate special department activities.
- Assist with student recruitment and community/college relations.
- Supervise student interns.
- Attend graduation and honor ceremonies.
- Perform duties as a member of the Faculty Council including the development, oversight and implementation of policies and procedures related to: academic procedures, the college curricula, student and faculty performance evaluation, faculty professional development, student academic achievement, student grievances, and teaching and learning resources.
- Submit grades and other evaluative materials on or before deadline.
- Perform other duties as assigned.

Full-Time Faculty

Full-time faculty perform a full-time credit load of teaching, or teaching and other assigned duties (See Appendix A for credit-hour equivalents), on a permanent basis. Full-time faculty shall:

- Teach assigned courses, including lab sections where appropriate, and provide tutorial support for students.
- Prepare a syllabus for each assigned course which meets KBOCC content requirements.
- Maintain posted office hours.
- Assess and evaluate student performance in accordance with Assessment of Student Learning.
- Maintain accurate records of student attendance and achievement.
- Submit grades and other evaluative materials on or before deadline.
- Remain current in area of teaching and teaching methodologies.
- Participate in departmental and college events including graduation and honors ceremonies.
- Provide service to the college community through committee and student organization involvement.
- Advise students as assigned.
- Participate in curriculum development.
- Perform other duties as assigned.

Permanent Part-Time Faculty

Permanent part-time faculty teach a part-time credit load of courses on a continuing rotation.
Permanent part-time faculty shall:
- Teach assigned courses, including lab sections where appropriate, and provide tutorial support for students.
- Prepare a syllabus for each assigned course which meets the College's content requirements.
- Maintain posted office hours.
- Assess and evaluate student performance in accordance with Assessment of Student Learning.
- Maintain accurate records of student attendance and achievement.
- Submit grades and other evaluative materials on or before deadline.
- Remain current in area of teaching and teaching methodologies.
- Participate in departmental and college events including graduation and honors ceremonies.
- Provide service to the college community through committee and student organization involvement.
- Advise students as assigned.
- Participate in curriculum development.
- Perform other duties as assigned

Faculty (Adjunct)

Adjunct faculty positions are one semester contract positions for teaching a specific course.
Adjunct faculty shall:
- Teach assigned courses, including lab sections where appropriate, and provide tutorial support for students.
- Prepare a syllabus for each assigned course which meets KBOCC content requirements.
- Maintain posted office hours.
- Assess and evaluate student performance in accordance with the Assessment of Student Learning.
- Maintain accurate records of student attendance and achievement.
- Submit grades and other evaluative materials on or before deadline.
- Participate in departmental and college events including graduation and honors ceremonies.
- Perform other duties as assigned.

Appendix B: Proven Experience Rubrics

Procedures for Qualification Based on Proven Experience

1. Gather Documentary Evidence

Instructor position postings specify that applicants must provide academic transcripts. When applicable, postings will also specify providing documentation of tribal certification as part of the application documents. Consequently, these documents will already be present.

When instructor candidates with less than full credentials make inquiries or are interviewed, they will be given information about qualification through proven experience, which will include the proven experience rubric, and the opportunity to present additional evidence documents.

2. Evaluate Evidence

Applicants' evidence will be evaluated by at least two reviewers from the following list, chosen to avoid potential conflicts of interest:
- Dean of Instruction
- Department Chair
- Dean of Student Services
- Faculty Peers in the Discipline or closely related fields
- Human Resources staff

The evaluation will be conducted using the appropriate proven experience rubric. The stated criteria represent thresholds for considering instructor candidates to be qualified. Specific scores may be used in comparing candidates or designing professional development plans.

Three rubrics are available:
- Academic and General
- Anishinaabe Arts and Culture
- Native Languages

3. Verify Qualification and Create Professional Development Plan

When the evaluation is complete, the candidate will be informed of the results and provided a copy of the scoring sheet. If the candidate is hired, a signed results document will be placed in the personnel file.

Instructors whose qualifications have been verified based on proven experience will still be encouraged to seek academic credentials, particularly if they are in early-to-middles stages of their careers. The Dean of Instruction, or Department Chair, if appropriate, will meet with the instructor to discuss planning professional development.

Keweenaw Bay Ojibwa Community College

Proven Experience Rubric – Academic and General

Use this rubric for candidates to teach courses in academic majors and general education who have at least a bachelor's degree.

Experience Category	1	2	3	4
Graduate Credits in teaching area or defined related field	1 to 6	7 to 9	10 to 12	13 to 17
Non-credit postgraduate - level[1] professional development /CEUs	30 to 270 hours or 2 to 27 CEUs	271 to 405 hours or 28 to 40 CEUs	406 to 540 hours or 41 to 54 CEUs	541 or more hours *or* 55 or more CEUs
Semesters of college teaching experience in teaching area(s)	2 to 12	13 to 20	21 to 30	31 to 40
Years of successful K-12 teaching in discipline	1-10	11 to 20	21 to 30	31 to 40
Teaching evaluations and awards	Above Average/ Very Good	Outstanding	Exceptional	
Other professional teaching or mentoring experience	Good experience Example: evidence shows duration and excellence in several aspects of teaching	Excellent Experience Example: evidence shows duration plus excellence in many aspects of teaching		
Externally measured student outcomes	Moderate/ Above Average	Good	Very Good	Excellent
Scholarly or creative work in discipline (will vary by discipline consider both quantity and quality)	Moderate/ Above Average	Good	Very Good	Excellent
Applied experience: consider: duration, achievement, and relationship to teaching subject	Experience Example: evidence shows duration and reasonable applicability	Good Experience Example: evidence shows duration and strong applicability **or** relevant achievement	Very Good Experience Example: evidence shows duration, strong applicability **and** relevant achievement	Excellent Experience Example: evidence shows duration, strong applicability, and outstanding achievement
Technical or professional skill certifications (will vary depending on discipline)	Moderate Has the certifications appropriate for a practitioner in the field	Good Has certifications beyond those expected for a practitioner in the field	Very Good Has certifications well beyond expectations; esp. in teaching or evaluation	Excellent Has certifications far beyond expectations; esp. in teaching or evaluation
Professional Recognition	Moderate/ Above Average	Good	Very Good	Excellent

Criterion – 12 points or more

Keweenaw Bay Ojibwa Community College

Proven experience scoring sheet – Academic and General Education

Candidate: _____   Rater(s): _

Experience Category	Evidence and Evaluation	Score
Graduate Credits in teaching area or defined related field		
Non-credit postgraduate - level[1] professional development /CEUs		
Semesters of college teaching experience in teaching area(s)		
Years of successful K-12 teaching in discipline		
Teaching evaluations and awards		
Other professional teaching or mentoring experience		
Externally measured student outcomes		
Scholarly or creative work in discipline (will vary by discipline; consider both quantity and quality)		
Applied experience: consider: duration, achievement, and relationship to teaching subject		
Technical or professional skill certifications (will vary depending on discipline)		
Professional Recognition		

[1]This rubric is to be used for candidates with at least a bachelor's degree. Criterion: 12 points or more

Keweenaw Bay Ojibwa Community College

Proven experience scoring sheet – Sample for Academic and General Education

Candidate: Ann Example   Rater(s):   D. Partment

Experience Category	Evidence and Evaluation	Score
Graduate Credits in teaching area or defined related field	*Transcript from Michigan Technological shows 8 graduate credits in teaching area*	2
Non-credit post-graduate-level[1] professional development/CEUs	*SB - CEU certificates show at least 10 CEUs in teaching area*	1
Semesters of successful college teaching in discipline	*Employment records at KBOCC show 30 semesters of teaching.*	3
Years of successful K-12 teaching in discipline	*Resume' and reference check show 35 years of high school teaching.*	4
Teaching evaluations and awards	*Student course evaluations have averaged 3.8 or higher on 4 point scale. Dean/Peer evaluations have averaged 3.75, and the candidate has received two teaching awards including Faculty Member of the Year.*	4
Other professional teaching or mentoring experience	*Coached Odyssey of the Mind, 3 years* *Coached History Slapdown, 4 years*	1
Externally measured student outcomes	*No evidence provided (NEP)*	
Scholarly or Creative Work in discipline	*NEP*	
Applied experience: consider: duration, achievement, and relationship to teaching subject	*NEP*	
Technical or professional skill certifications (will vary depending on discipline)	*NEP*	
Professional Recognition	*NEP*	
Total		15

Keweenaw Bay Ojibwa Community College

Proven Experience Rubric – Anishinaabe Arts and Anishinaabe Culture

Tribal Certification is sufficient to demonstrate qualifications to teach Anishinaabe Arts or Anishinaabe Cultural courses which do not count toward general education requirements. Instructors teaching general education course may need additional credentialing, which may be demonstrated through academic credentials or proven experience.

Proven Experience will be assessed as follows:

Experience Category	1	2	3	4
College credits in teaching area defined related field	3 to 19	20 to 39	40 or more	Completed bachelor's degree
Graduate Credits in teaching area or defined related field	1 to 6	7 to 9	10 to 12	13 to 17
Non-credit training or /CEUs	30 to 270 hours or 2 to 27 CEUs	271 to 405 hours or 28 to 40 CEUs	406 to 540 hours or 41 to 54 CEUs	541 or more hours *or* 55 or more CEUs
Semesters of teaching experience in subject area(s)	2 to 12	13 to 20	21 to 30	31 to 40
Teaching evaluations and awards	Above Average/ Very Good	Outstanding	Exceptional	
Externally measured student outcomes	Moderate/ Above Average	Good	Very Good	Excellent
Scholarly or creative work in discipline (will vary by discipline; consider both quantity and quality)	Moderate/ Above Average	Good	Very Good	Excellent
Applied experience: consider: duration, achievement, and relationship to teaching subject	Experience Example: evidence shows duration and reasonable applicability	Good Experience Example: evidence shows duration and strong applicability **or** relevant achievement	Very Good Experience Example: evidence shows duration, strong applicability **and** relevant achievement	Excellent Experience Example: evidence shows duration, strong applicability, and outstanding achievement
Technical or professional skill certifications (will vary depending on discipline)	Moderate Has the certifications appropriate for a practitioner in the field	Good Has certifications beyond those expected for a practitioner in the field	Very Good Has certifications well beyond expectations; esp. in teaching or evaluation	Excellent Has certifications far beyond expectations; esp. in teaching or evaluation
Professional Recognition	Moderate/ Above Average	Good	Very Good	Excellent

Criterion – 12 points or more scored on rubric

Keweenaw Bay Ojibwa Community College
Proven Experience Scoring Sheet for Anishinaabe Arts and Culture
Candidate: _____   Rater(s): _____

Experience Category	Evidence and Evaluation	
College credits in teaching area defined related field		
Graduate Credits in teaching area or defined related field		
Non-credit training or /CEUs		
Semesters of teaching experience in subject area(s)		
Teaching evaluations and awards		
Externally measured student outcomes		
Scholarly or creative work in discipline (will vary by discipline; consider both quantity and quality)		
Applied experience: consider: duration, achievement, and relationship to teaching subject		
Technical or professional skill certifications (will vary depending on discipline)		
Professional Recognition		

Criterion – 12 points or more scored on rubric

Keweenaw Bay Ojibwa Community College

Proven Experience Rubric – Native Language Instruction
Any of these alternative credentials is sufficient to demonstrate qualifications to teach a Native Language.

- Tribal certification
- Language Instructor certification by an accredited institution of higher education
- Certification by Tribally recognized language institute or master teacher
- Speaking the language as a first or home language plus suitable education or experience in teaching (each item would need to be documented)

Proven Experience will be assessed as follows:

Experience Category	1	2	3	4	
Formal language instruction (expressed as college credits)	1 to 4	5-8	9 to 12	13 or more	
OR Tested language ability	Introductory	Intermediate	Advanced	Fluent / Conversational	
Professional experience using language (interpreter, translator, author, etc.)	Limited or rudimentary	Moderate	Substantial	Extensive	
Teacher Education	Introductory	Intermediate	Advanced	Complete: Fully credentialed as a teacher	
Semesters of successful language teaching	2 to 12	13 to 20	21 to 30	31 to 40+	
Teaching evaluations and awards	Above average/ Very Good	Outstanding	Exceptional		
Externally measured student outcomes	Moderate / above average	Good	Very Good	Excellent	

Criterion – 10 or more points on rubric

Keweenaw Bay Ojibwa Community College

Proven Experience Scoring Sheet for Native Language Instruction

Candidate: _____   Rater(s): _____

_____

Experience Category	Evidence and Evaluation	
Formal language instruction (expressed as college credits)		
OR Tested language ability		
Professional experience using language (interpreter, translator)		
Teacher Education		
Semesters of successful language teaching		
Teaching evaluations and awards		
Externally measured student outcomes		

Criterion – 10 or more points on rubric

Appendix C: Classroom Assessment/Peer Review Forms

Classroom Assessment/Peer Review Form
Keweenaw Bay Ojibwa Community College

Instructor _____   Date _____
Course Name and # _____   Semester _____

Reviewer Name _____

Instructional Setting _____

Rating Scale: 1= Opportunity for Improvement   2= Good   3= Excellent
                    (Identify at least one area of opportunity for improvement.)

Teaching Skills and Competencies	Rating
I. Communication Skills	
1. Has command of the language	
2. Expresses ideas clearly	
3. Speaks audibly and enthusiastically in a well-modulated voice	
4. Uses level-appropriate language	
II. Subject Matter Knowledge	
5. Demonstrates thorough knowledge of the subject matter	
6. Relates subject matter to other fields, the Native American tradition, or current issues	
7. Elaborates and expands upon textbook material	
III. Teaching Methods	
8. Organizes and presents subject matter clearly and systematically	
9. Uses appropriate teaching strategies and techniques, including a variety of media	
10. Arouses students' interest and encourages them to think for themselves	
11. Encourages student participation in class discussion	
12. Uses appropriate instructional aids to give concreteness to abstract ideas	
13. Challenges students with highly motivated assignments	
14. Elicits correct answers from students through skillful questioning	
IV. Classroom Management	
15. Keeps students engaged and focused on course-related content	
16. Maintains systematic and orderly classroom routine	
V. Instructional Materials	
17. Content of instructional materials was clear	
18. Handouts have a professional appearance	
19. Test, quiz, or assignment was fair and level appropriate	
VI. Course Organization	
20. The class began and ended on time with an appropriate break	

Average Score: _____

Commendations and Recommendations:

_____
_____
_____

Comments

Communication Skills

_____

_____

_____

Subject Matter Knowledge

_____

_____

_____

Teaching Methods

_____

_____

_____

Classroom Management

_____

_____

_____

Instructional Materials

_____

_____

_____

Course Organization

_____

_____

_____

Signature of Reviewer _____ Date _____

Signature of Instructor _____ Date: _____

Signature of Academic Dean _____ Date: _____

Online Classroom Assessment/Peer Review Form
Keweenaw Bay Ojibwa Community College

Instructor _____ Date _____

Course Name and # _____ Semester _____

Reviewer Name _____

Instructional Setting _____

Rating Scale: 1= Opportunity for Improvement   2= Good   3= Excellent
                (Identify at least one area of opportunity for improvement.)

Teaching Skills and Competencies	Rating
I. Communication Skills in Audio and Media Materials	
1. Has command of the language	
2. Expresses ideas clearly	
3. Speaks audibly and enthusiastically in a well-modulated voice	
4. Uses level-appropriate language	
II. Subject Matter Knowledge	
5. Demonstrates thorough knowledge of the subject matter	
6. Relates subject matter to other fields, the Native American tradition, or current issues	
7. Elaborates and expands upon textbook material	
III. Teaching Methods	
8. Organizes and presents subject matter clearly and systematically	
9. Uses appropriate teaching strategies and techniques, including a variety of media	
10. Arouses students' interest and encourages them to think for themselves	
11. Encourages student participation in class discussion	
12. Uses appropriate instructional aids to give concreteness to abstract ideas	
13. Challenges students with highly motivated assignments	
14. Elicits correct answers from students through skillful questioning	
IV. Classroom Management	
15. Keeps students engaged and focused on course-related content	
16. Maintains systematic and orderly classroom routine	
V. Instructional Materials	
17. Content of instructional materials was clear	
18. Handouts have a professional appearance	
19. Test, quiz, or assignment was fair and level appropriate	
VI. Course Organization	
20. The instructor is present and participates in discussions on more than one day each week and completes grading requirements in a timely manner.	

Average Score: _____

Commendations and Recommendations:

_____

_____

_____

_____

Comments

Communication Skills

_____
_____
_____

Subject Matter Knowledge

_____
_____
_____

Teaching Methods

_____
_____
_____

Classroom Management

_____
_____
_____

Instructional Materials

_____
_____
_____

Course Organization

_____
_____
_____

Signature of Reviewer _____ Date _____

Signature of Instructor _____ Date: _____

Signature of Academic Dean _____ Date: _____

Learning Outcomes Addressed by Course				
Course: EN105 Public Speaking (Example)				
Resources and abbreviations:		Pearson, Judy C., Nelson, Paul E., Titsworth, Scott, Harter, Lynn. *Human Communication*, 4th ed. McGraw Hill: New York, NY. 2011. (HC)		
Learning outcome	Level[1]	Learning resources[2]	Student Activities & Assignments	Assessment Evidence
Course Learning Outcomes				
1. Apply communication principles to public speaking situations	I, D, A	HC ch. 1-4 Class material Wks 1-2 Proxemic research story	Communication models Tone of voice role-play Proxemic research re-enactment Discussion on ch 2-4 Speech planning template	Speech planning template
2. Use appropriate listening techniques	I, A	HC ch. 5 Class material Wks 1-3	Discussion on ch 5 Listening exercises Peer ratings and reviews	Peer review assignment
3. Use apprehension management strategies	I, D, A	HC ch. 353-355 Handouts: "No Fear!" And "Research-based Strategies for Reducing Speech Apprehension "Class material Wks, 2-4	Writing & discussion on conquering fears Delivery checklists Post- speech self-evaluation	Post-speech self-evaluations Delivery checklists
Program Learning Outcomes - ES				
8. Conduct a professional poster presentation	D, A	All	All, particularly preparation and use of visual aids	Visual aids, speech evaluations
General Education Outcomes				
1. Communication Skills	D, A	All	All	End self-reflection, final speech evals
3. Critical Thinking	D, A	Most, esp Ch. 5, 12-13	Audience Analysis, Critiques, Self-Analysis	Selected Critiques

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[1] Level of instruction, for example: I=Introduce, D= In-depth, A= apply or practice, R= Reinforce or review.
[2] Readings, lectures, films, demonstrations, etc.