Welcome to Kirtland Community College

We are proud to have you join our college family! Part-time faculty are vital to us. You provide the flexibility that allows us to constantly adjust our scheduling and programming to meet the needs of the students we serve. You bring to our classrooms up-to-date, realistic knowledge of the many fields our students seek to enter. We could not do our job without you. We recognize that, economically, we cannot compete with the private sector, so we understand that your service to the college is a form of public service for which we are very grateful.

I am happy to welcome you as new part-time faculty and to welcome back those of you who have already committed years of service. Thank you for sharing your expertise with our students and the communities we serve.

Thomas Quinn, Ph.D.
President
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This handbook serves only as a guide for part-time faculty; it is not intended and does not constitute, in whole or in part, a binding employment contract. Policies may be modified at any time by action of the federal or state governments, or by the college board of trustees. Procedures implementing these policies may be modified by administrative action, legal opinions, committee recommendations, and so forth. Employees will be informed, generally through e-mail notification, of changes which may significantly amend the following information. Employees are encouraged to contact the office of the Dean of Instruction, ext. 270; the Human Resource Office, ext 271; or the Business Office, ext. 240, as appropriate, if there is any question on the applicability of any matter listed below.
Kirtland Community College

Vision
We provide open access to education, as well as cultural opportunities, to enrich the lives of the people in northern Michigan.

Mission
We offer higher education in a student-focused environment, providing transfer and career technical programs; developmental studies; workforce development; personal enrichment and cultural opportunities. We focus resources on our local service area, while maintaining a welcoming climate for our neighbors in northern Michigan.

Guiding Principles
Student learning is our commitment—
1. We use continuous-improvement processes to ensure currency and relevancy of programs, services, and facilities.
2. We strive for consistent use of appropriate data in all decision making.
3. We ensure that all decisions are effectively communicated and contribute to student success.
4. We are open and welcoming to all, while recognizing a special responsibility to young adults.
5. We recognize the value of our employees by striving for a high quality of work life and providing opportunities for professional development.
6. We participate in community partnerships, based on shared values and mutual goals, with a focus on K-12 and economic development.
7. We seek optimum size based on community needs, available resources, financial responsibility, and college capabilities.

College History
Kirtland Community College was created on March 7, 1966, by election of the voters from six K-12 school districts: Crawford-AuSable, Fairview area, Gerrish-Higgins, Houghton Lake, Mio-AuSable and West Branch-Rose City. Kirtland’s district, covering four entire counties, parts of five other counties and 2,500 square miles, makes it the largest geographical community college district in Michigan.

Location
Kirtland Community College sits in a rural area near the center of the college’s district. Located approximately 170 miles from Detroit, Michigan, it is accessible by F-97 from the north and south and M-18 to County Road 603 from the west. Below is a list of cities in the district and their approximate distances to the college:

<table>
<thead>
<tr>
<th>City</th>
<th>Distance to College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairview</td>
<td>40 miles</td>
</tr>
<tr>
<td>Frederic</td>
<td>35 miles</td>
</tr>
<tr>
<td>Grayling</td>
<td>30 miles</td>
</tr>
<tr>
<td>Houghton Lake</td>
<td>30 miles</td>
</tr>
<tr>
<td>Mio</td>
<td>30 miles</td>
</tr>
<tr>
<td>Roscommon</td>
<td>11 miles</td>
</tr>
<tr>
<td>Rose City</td>
<td>35 miles</td>
</tr>
<tr>
<td>St. Helen</td>
<td>8 miles</td>
</tr>
<tr>
<td>West Branch</td>
<td>25 miles</td>
</tr>
</tbody>
</table>

Part-time Faculty Handbook   4
Directions coming from the North/Northwest
I-75 south to Roscommon exit 244; turn left/east on M-76 into Roscommon (about three miles); turn north/left at the traffic light on M-18; proceed about eight miles to County Road 603 (Silsby Road); turn right; go to stop sign, turn right, proceed to the blinker and turn left onto Sunset Road. Entrance to the Administration Center is approximately one mile on your right.

Directions coming from the South
I-75 north to St. Helen, exit 222; turn right/north to St. Helen; turn right/north at F-97 just north of town; continue 8 miles, and college will be on left.

Directions coming from US-127
Take North Higgins Lake/Military Road/Roscommon exit (just north of M-55) east into Roscommon (about 13 miles); turn north/left at the traffic light onto M-18; proceed about eight miles to County Road 603/Silsby Road (watch for sign to KCC); turn right; go
to stop sign, turn right, go to blinker and turn left onto Sunset Road. Entrance to the Administration Center is approximately one mile on your right.

**Directions coming from Mio/Luzerne area**
Drive west on M-72 and turn left on M-18 (blinker light). Take M-18 to F-97 south/left (about four miles) to Kirtland.

**Enrollment/Student Profile**
Kirtland serves over 3,000 students annually through college level and community service classes. According to the 2009 winter semester, forty-one percent of Kirtland’s students are under the age of twenty-five, though the average age is twenty-eight. Two-thirds of the students attend classes part-time, and most students work either part-time or full-time jobs. Approximately eighty percent of Kirtland’s students receive financial aid through scholarships, grants, loans and/or student employment.

**Accreditation**
Kirtland is a member of the Michigan Community College Association and the American Association of Community Colleges and has received accreditation from the Higher Learning Commission, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504, 800-621-7440.

**Board of Trustees**
The college trustees are elected from the district for six-year terms:
- MaryAnn Ferrigan, Chair, Crawford County
- Jack Kramer, Vice-Chair, Roscommon County
- David Dougherty, Secretary/Treasurer, Roscommon County
- Kristi McGregor, Trustee, Oscoda County
- Ed Pearen, Trustee, Roscommon County
- Roy Spangler, Trustee, Roscommon County
- Kathryn Wallace, Trustee, Roscommon County

**College Administrative Team (CAT)**
- Thomas Quinn, President, ext. 253
- Julie Lavender, Dean of Instruction, ext. 298
- Michelle Vyskocil, Dean of Student Services, ext. 248
- Jason Broge, Chief Financial Officer, ext. 240
- Tim Scherer, Director of Institutional Services, ext. 299
- Nick Baker, Director of Institutional Research, ext. 335
- Sarah Madonna, Director of Public Information, ext. 242
- Evelyn Schenk, Director of Facilities, ext. 249
- Dale Shantz, Director of Human Resources, ext. 271
- Laura Percival, Associate Dean of Technical Programs, ext. 360
- Deb Shumaker, Director of Library Services & Tutoring, ext. 235
- Nicholas Holton, Associate Dean of Technical Programs, ext. 360
<table>
<thead>
<tr>
<th>Full-time Faculty</th>
<th>Department/Program</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Awrey</td>
<td>Nursing &amp; Allied Health</td>
<td>ext. 281</td>
</tr>
<tr>
<td>Lisa Balbach</td>
<td>Computer Information Systems</td>
<td>ext. 414</td>
</tr>
<tr>
<td>Kevin Baughn</td>
<td>Mathematics</td>
<td>ext. 256</td>
</tr>
<tr>
<td>Kelly Bennett</td>
<td>Health Information Technology</td>
<td>ext. 230</td>
</tr>
<tr>
<td>Bernadine Besebes</td>
<td>Developmental Reading/Writing</td>
<td>ext. 410</td>
</tr>
<tr>
<td>Scott Cochran</td>
<td>Physical Science</td>
<td>ext. 320</td>
</tr>
<tr>
<td>Jose Colunga</td>
<td>Surgical Technology</td>
<td>ext. 281</td>
</tr>
<tr>
<td>Joe Donna</td>
<td>Two Dimensional Art</td>
<td>ext. 226</td>
</tr>
<tr>
<td>James Eastman</td>
<td>Sonography</td>
<td>ext. 3604</td>
</tr>
<tr>
<td>Carol Finke</td>
<td>English</td>
<td>ext. 386</td>
</tr>
<tr>
<td>Gene Frazier</td>
<td>Computer Information Systems</td>
<td>ext. 293</td>
</tr>
<tr>
<td>Fred Giacobazzi</td>
<td>English/Philosophy</td>
<td>ext. 321</td>
</tr>
<tr>
<td>Judith Grenkowicz</td>
<td>Business/Marketing</td>
<td>ext. 219</td>
</tr>
<tr>
<td>Anne Hauser</td>
<td>Life Science &amp; Chemistry</td>
<td>ext. 286</td>
</tr>
<tr>
<td>Wendy Hillman</td>
<td>Nursing &amp; Allied Health</td>
<td>ext. 331</td>
</tr>
<tr>
<td>Chuck Hinman</td>
<td>Criminal Justice/Sociology</td>
<td>ext. 255</td>
</tr>
<tr>
<td>Denise Kemp</td>
<td>Life Science</td>
<td>ext. 391</td>
</tr>
<tr>
<td>Jane Lange</td>
<td>Mathematics/Business</td>
<td>ext. 327</td>
</tr>
<tr>
<td>Lisa Lashley</td>
<td>Office Information Systems</td>
<td>ext. 237</td>
</tr>
<tr>
<td>Douglas Mace</td>
<td>Mathematics</td>
<td>ext. 297</td>
</tr>
<tr>
<td>Alan Mabarak</td>
<td>Construction Technology at M-TEC</td>
<td>ext. 3694</td>
</tr>
<tr>
<td>Julie McClure</td>
<td>Nursing &amp; Allied Health</td>
<td>ext. 222</td>
</tr>
<tr>
<td>Mark McCully</td>
<td>Welding</td>
<td>ext. 3631</td>
</tr>
<tr>
<td>Bob Oakes</td>
<td>Automotive Technology</td>
<td>ext. 241</td>
</tr>
<tr>
<td>Nancy Pavelek</td>
<td>Nursing &amp; Allied Health</td>
<td>ext. 392</td>
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<tr>
<td>Scott Rice</td>
<td>Three Dimensional Art</td>
<td>ext. 300</td>
</tr>
<tr>
<td>Marcell Romancky</td>
<td>Mathematics &amp; Tech Prep</td>
<td>ext. 290</td>
</tr>
<tr>
<td>Jennifer Sieszputowski</td>
<td>Biology</td>
<td>ext. 229</td>
</tr>
<tr>
<td>Krista Stauffer</td>
<td>Nursing &amp; Allied Health</td>
<td>ext. 222</td>
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<tr>
<td>John Thiel</td>
<td>History/Humanities</td>
<td>ext. 278</td>
</tr>
<tr>
<td>Jon Thompson</td>
<td>English</td>
<td>ext. 234</td>
</tr>
<tr>
<td>Sinan Toprak</td>
<td>Political Science</td>
<td>ext. 265</td>
</tr>
<tr>
<td>Shannon Weaver</td>
<td>Cosmetology</td>
<td>ext. 274</td>
</tr>
<tr>
<td>Service</td>
<td>Phone Numbers</td>
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<td>----------------------------------</td>
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<tr>
<td>Admissions</td>
<td>284, 259, 258</td>
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<td>Allied Health Lab</td>
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<tr>
<td>Auditory</td>
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<tr>
<td>Automotive Lab</td>
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<tr>
<td>Biology Lab</td>
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<td>Bookstore</td>
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<tr>
<td>Cafeteria (The Grill)</td>
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<td>Career and Employment Services</td>
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<tr>
<td>Ceramics Lab</td>
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<tr>
<td>Chemistry Prep Room</td>
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<tr>
<td>Children's Learning Center/Warbler's Nest</td>
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<td>Community Education</td>
<td>279</td>
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<td>COOR</td>
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<tr>
<td>Cosmetology Lab</td>
<td>274</td>
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<tr>
<td>Counseling (SSC)</td>
<td>280</td>
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<tr>
<td>Courtesy Phone - Academic Building</td>
<td>317</td>
<td></td>
</tr>
<tr>
<td>Courtesy Phone - Administration Center</td>
<td>400</td>
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<td>Courtesy Phone - Art Building</td>
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<tr>
<td>Courtesy Phone - Conference Center</td>
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<tr>
<td>Courtesy Phone - Library</td>
<td>373</td>
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<tr>
<td>Courtesy Phone - Student Center</td>
<td>269</td>
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<tr>
<td>Day Care</td>
<td>232</td>
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<td>Early Childhood Learning</td>
<td>232</td>
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<td>eServices</td>
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<tr>
<td>Emergency-Sheriff's Dept.</td>
<td>911</td>
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<tr>
<td>Faculty Office</td>
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<tr>
<td>FLEX Lab</td>
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<tr>
<td>Health Sciences</td>
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<tr>
<td>Honors Program</td>
<td>359</td>
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<tr>
<td>Human Resources</td>
<td>239</td>
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<tr>
<td>Instruction Office</td>
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<td>Kirtland Foundation</td>
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<tr>
<td>Library</td>
<td>246</td>
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<tr>
<td>M-TEC at Kirtland-Gaylord</td>
<td>705-3600</td>
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<tr>
<td>Nursing</td>
<td>281</td>
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<tr>
<td>Nursing Lab</td>
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<tr>
<td>Performing Arts Center</td>
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<tr>
<td>Photo Lab</td>
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<tr>
<td>President's Office</td>
<td>253</td>
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<tr>
<td>Print shop</td>
<td>243, 272</td>
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<tr>
<td>Public Safety</td>
<td>283</td>
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<tr>
<td>Registrar’s Office</td>
<td>251</td>
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<tr>
<td>Security</td>
<td>355, 283, 390</td>
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<tr>
<td>Special Populations (SSC)</td>
<td>280</td>
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<tr>
<td>Student Financial Services (cashier &amp; financial aid)</td>
<td>257, 218</td>
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<tr>
<td>Student Food Pantry</td>
<td>289</td>
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<tr>
<td>Student Senate Office</td>
<td>288</td>
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<tr>
<td>Student Success Center (SSC)</td>
<td>280</td>
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<tr>
<td>Student Support Services (SSC)</td>
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<tr>
<td>Testing Center</td>
<td>339</td>
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<tr>
<td>Theatre Arts</td>
<td>375</td>
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<tr>
<td>Ticket Office</td>
<td>(275-6777) 777</td>
<td></td>
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<tr>
<td>Tutoring</td>
<td>246</td>
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<tr>
<td>Veteran's Office</td>
<td>257</td>
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</tr>
<tr>
<td>Warbler’s Nest</td>
<td>232</td>
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<tr>
<td>Welding Lab</td>
<td>294</td>
<td></td>
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<tr>
<td>Writing Center</td>
<td>403</td>
<td></td>
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</tbody>
</table>

SSC = Student Success Center
Programs of Study

**ART**
- Animation & Game Design, AAS
- Graphic Design, SC and CC
- Graphic Design, AAS
- Fine Arts: Studio Art, AFA
- Foundations in Fine Art, AAS
- 3-D Product Design, AAS
- Photography, AAS

**AUTOMOTIVE**
- Automotive Technology Diesel Service Specialist, CC
- Automotive Technology, AAS
- Automotive Technology Auto Body Specialist, CC
- Automotive Technology Master Certification, CC
- Automotive Technology Management, AAS

**BUSINESS**
- Business Management, AAS
- Accounting Clerk, CC
- Small Business Management and Entrepreneurship, CC

**COMPUTER INFORMATION SYSTEMS**
- Computer Technician, CC
- Web Master, CC
- Web Design and Internet Development, AAS

**CONSTRUCTION TECHNOLOGY**
- Electrical Technology, CC and AAS
- Heating/Ventilation/AC/Refrigeration, CC and AAS

**COSMETOLOGY**
- Cosmetology, CC
- Cosmetology, AAS

**EDUCATION**
- Paraprofessional, AAS

**PUBLIC SAFETY**
- Corrections Administration - Jail Administration, AAS
- Criminal Justice Pre-Service, AAS
- Emergency Medical Service, AAS
HEALTH SCIENCES
Cardiac Sonography, AAS (M-TEC Gaylord)
Nursing - Associate Degree in Nursing - Level II, AAS
Nursing - Practical Nursing – Level I, CC
Pharmacy Technology, CC
Surgical Technology, CC and AAS
Vascular Sonography, CC

INDUSTRIAL TECHNOLOGIES
Welding & Fabricating, CC and AAS
Mechatronics Facility Technician, AAS
Mechatronics Industrial Technician, AAS

OFFICE INFORMATION SYSTEMS
Administrative Assistant, AAS
Legal Secretary, AAS
Medical Billing and Coding, CC
Medical Clerk, CC
Medical Secretary, AAS
Health Information Technology, AAS

TECHNOLOGY MANAGEMENT
Technology Management, AAS

TRANSFER
General Studies, SC and CC
Associate in Arts, AA
Associate in Business Administration, ABA
Associate in Computers, Computer Science
Associate in Computers, Information Systems
Associate in Criminal Justice - Generalist
Associate in Fine Arts, Creative Writing, AFA
Associate in Fine Arts, Studio Art, AFA
Associate in Fine Arts, Theatre Arts, AFA
Associate in Science, AS

Calendar
Kirtland Community College has two fifteen-week semesters beginning in August (fall semester) and mid to late-January (winter semester) and one eleven-week semester beginning in mid May. The fifteen-week semesters actually cover a sixteen-week time frame due to holidays, associated days off and spring break, but each weekly class meets fifteen times and each bi-weekly class meets thirty times.
College Addresses, Phone Numbers and website

<table>
<thead>
<tr>
<th>CENTRAL CAMPUS ADDRESS:</th>
<th>M-TEC ADDRESS:</th>
<th>WEST BRANCH ADDRESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirtland Community College</td>
<td>Kirtland Community College</td>
<td>Kirtland Community College</td>
</tr>
<tr>
<td>10775 N. St. Helen Road</td>
<td>60 Livingston Blvd.</td>
<td>2479 S M-76</td>
</tr>
<tr>
<td>Roscommon, MI 48653</td>
<td>Gaylord, MI 49735</td>
<td>West Branch, MI 48661</td>
</tr>
<tr>
<td>989-275-5000</td>
<td>989-705-3600</td>
<td>989-275-6781</td>
</tr>
</tbody>
</table>

Kirtland’s website is found at http://www.kirtland.edu

College Telephone
When calling Kirtland if you know your party’s extension number you may dial it as soon as the auto attendant message starts. If you do not know the extension number, there are options available to direct you to the appropriate department by listening to the auto attendant message.

If calling from a campus phone to another office on campus, just dial the three digit extension number. To call any extension at M-TEC, dial the four digit extension.

To call any number within the 989 area code, dial only the seven digit number, i.e. 275-XXXX. To call any number outside the 989 area code, dial the area code and number, i.e. 231-275-XXXX. You do not need to dial any other prefixes to make external calls.

Evening Phone Numbers
Security can be reached by dialing extension 355, and maintenance can be reached at extension 350. In the evening, allow the phone to ring five times to permit for the call to switch to a radio.

Weather Emergencies
Contact public safety at ext. 322 or on the radio at extension 355. Kirtland also has voice notification for emergencies, closures, and class cancellations through the Rave notification system which can be set for your telephone, text messages, or email.

College Cancellations
When it is necessary to cancel classes due to inclement weather or other unusual circumstances, announcements of college closings will be made on the following radio and television stations. In addition, the college website will reflect cancellations under “Urgent Announcements” and email/text messages will be sent via the Rave notification system.

Television Stations:

- Cadillac: WWTV Channel 9 & 10
- Cadillac: Fox 32 Channel 3
- Bay City: WNEM-TV Channel 5
- Traverse City: WPBN-TV Channel 7 & 4
- Traverse City: WGTU-TV Channel 29 & 8
Radio Stations:

<table>
<thead>
<tr>
<th>Location</th>
<th>Station</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpena</td>
<td>WHSB</td>
<td>106.1 FM</td>
</tr>
<tr>
<td>Alpena</td>
<td>WHST</td>
<td>107.7 FM</td>
</tr>
<tr>
<td>Alpena</td>
<td>WCLS</td>
<td>99.9</td>
</tr>
<tr>
<td>Alpena</td>
<td>KIX</td>
<td>100.7 FM</td>
</tr>
<tr>
<td>Alpena</td>
<td>WHAK</td>
<td>100 FM</td>
</tr>
<tr>
<td>Alpena</td>
<td>PBS</td>
<td>91.7 FM</td>
</tr>
<tr>
<td>Gaylord</td>
<td>WMJZ FM</td>
<td>101.5</td>
</tr>
<tr>
<td>Grayling</td>
<td>WGRY/WQON</td>
<td>101.5</td>
</tr>
<tr>
<td>Houghton Lake</td>
<td>WHGR/WUPS</td>
<td>98.5 FM</td>
</tr>
<tr>
<td>Mount Pleasant</td>
<td>PBS</td>
<td>89.5 FM</td>
</tr>
<tr>
<td>Petoskey/TC</td>
<td>WKHQ</td>
<td>96 FM</td>
</tr>
<tr>
<td>Petoskey/TC</td>
<td>WKPK</td>
<td>107 FM</td>
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<td>WAIR/WKLT</td>
<td>92.5 FM</td>
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<tr>
<td>Tawas City</td>
<td>WIOS/WKJC</td>
<td>104.7 FM</td>
</tr>
<tr>
<td>Traverse Area</td>
<td>WTCM</td>
<td>103.5</td>
</tr>
</tbody>
</table>

Announcements that refer to evening classes mean any class beginning at 5:00 P.M. or later. Saturday and/or Sunday class cancellations will not be announced on the radio or television. Faculty who teach classes on Saturday and/or Sunday will determine if class is cancelled and alert students by a phone call tree, established on the first day of class.

If local schools are closed where off-campus classes are held, Kirtland classes will also be cancelled.

M-TEC closing can be ascertained by calling the weather line at 989-705-3696.

In district, off-campus classes will be cancelled if the main campus classes are cancelled.

Nursing clinical courses held at clinical sites will be cancelled at the discretion of the instructor, and students will be notified through a phone call tree, set up the first week of classes.

**Class Cancellation**

If for some reason a class must be cancelled, the faculty must contact their associate dean to provide notice and call the faculty office at extension 279 so the class cancellation can be posted in designated areas on campus, on the Kirtland website in the Urgent Announcements section, on the Rave notification system.

**Parking**

Parking is free and allowed in approved areas only. Car stickers are available in the Criminal Justice office at extension 348. Such stickers enable security to identify your car in the event your lights are left on or there is an accident involving your car.
Course Locations
Kirtland Community College regularly holds classes at our central location in Roscommon, in Gaylord at the MTEC, in West Branch, and at the IRESA in Tawas. Classes are also offered at high schools throughout the district on occasion.

Health and Safety
Your health and safety are of primary concern to the college and your colleagues. Exercise appropriate care to avoid injury, follow safe work practices, and maintain awareness of potentially unsafe conditions. If you become aware of a potential health or life-threatening situation, you have an obligation to ensure that staff responsible for dealing with the situation are notified. Hazardous facilities matters, such as damaged structures, sharp and protruding objects, blocked egress points, exposed wiring, and similar matters are to be reported to maintenance at ext. 350, or to the campus facilities office at ext. 263. Hostile or threatening utterances or behaviors on the part of an individual are to be reported to human resources (ext. 271 or 239) if by an employee or guest, student services (ext. 248 or 289) if by a student. Contact campus public safety immediately (ext 355) if a threatening individual appears potentially violent. If unsure as to the nature of the threat, contact public safety (ext. 355), and they will ensure the appropriate notifications are made. If at all possible, do try and speak directly to a person, and do not rely solely on leaving a message. Be aware that if a full-scale emergency breaks out, normal communication systems may become overtaxed and fail. Limit communications to matters of urgent need, follow the appropriate emergency response guidelines, and provide guidance to any students or staff under your responsibility.

EMERGENCY RESPONSE GUIDELINES (Refer to POL 2.200)
Bomb Threat
- If you receive a bomb threat, keep the person talking as long as possible
- Get as much information as possible: where is the bomb, what type, what will make it explode, etc.
- Record the caller ID and any other characteristics of the call: background noise, accent, etc.
- Do not hang up the phone; use another means to contact public safety (355)
- Do not use cell phones or 2-way radios as these may set off bombs
- If you are told there is a bomb threat, follow evacuation guidelines for your building

Crime in Progress
- Notify Public Safety (355). Do not attempt to interfere or apprehend except in self defense
- Do try to get a detailed description of the perpetrator(s) and any vehicle
- Unless threatened, remain on the scene until contact is made with a public safety officer
Follow the instructions of public safety officers

**Dangerous Weather Conditions (extreme winds/tornado)**
- When notified of extreme weather conditions, **do not leave the building** unless instructed to do so
- **Evacuate rooms with exterior walls** to a supported interior hallway or room on the lowest level
- **Take attendance** of students or staff under your charge, turn in to designated personnel when released
- **Avoid rooms with large roof areas, stay away from windows**
- Sit down next to an interior wall, preferably under a sturdy piece of furniture
- If outside, **seek shelter**
- When directed to evacuate, **observe hazards** (broken glass, unstable walls and equipment, charged electrical lines) and direct any under your responsibility to avoid them.

**Fire**
- **Notify Public Safety (355).**
- If the fire is small and you have the training and proper extinguisher, attempt to put the fire out
- If the fire is beyond the capacity of immediate resources, pull the fire alarm, help anyone out that may need assistance, close any doors on the way out
- Evacuate the building per building guidelines
- If possible, **take attendance** of students or staff under your charge, turn in to designated personnel
- In the event of forest fire, follow evacuation guidelines and the instructions of public safety personnel

**Hazardous Material Release**
- **Vacate the affected area** and seal it off by closing doors; if insufficient to contain the material, activate building alarm, follow evacuation procedures.
- Do not switch lights or equipment on or off or use cell phone as such can ignite fumes
- As soon as you are clear of area, **contact public safety (355);** they will communicate with facilities and secure the area. Be as specific as possible about the nature, quantity, and location of the material.
- Anyone contaminated with a hazardous substance should avoid physical contact with others, take recommended first aid and await specialized medical and decontamination response.

**Hostile Intruder(s)**
In the event of a person(s) causing or immediately threatening serious injury or death
- **Follow the RAIN model** (noted below)
- If not in a classroom or secure office, try to get to one and **lock the door behind**
you.
• Otherwise run (in an erratic pattern), hide, play dead, or as last resort, fight back.
• If possible contact public safety (355)
• Turn off lights and audio-visual equipment, stay away from windows with sight into hallways
• Take attendance of students or staff under your charge, turn in to designated personnel when released
• Faculty should utilize classroom packet and appropriate display of green or red cards
• When directed by public safety personnel, move class or office staff to designated area
• Assist evacuation of handicapped or injured
• Follow the directions of public safety personnel. Be aware that in a violent situation you yourself may be required to keep your hands in the air, or be handcuffed until the intruder(s) is identified and neutralized.

Medical Emergency
• Contact Public Safety (355); they will notify any available on-site assistance, call 911 if potentially life-threatening
• Do not move the person unless there is substantial danger where they are
• If qualified and they permit, render first aid
• Avoid contact with body fluids, inform trained responders if you do contact body fluids
• Remain on site to guide trained responders to injured person

Psychological Crisis
• If threat exists of immediate harm to themselves or others, contact Public Safety (355)
• If speech, writings, or behavior is creating concern of potential harm or hostile workplace or educational environment, contact Human Resources (271 or 239) if by employee or guest, Student Services (248 or 289) if by a student. If unsure, any of the above-referenced numbers will take the call.
• Do not ignore disturbing speech, writings, or behavior, nor attempt to handle the matter yourself.
• Notify Public Safety (355) of any persons acting in a suspicious or irrational manner on campus grounds

Other Emergency Situation
• Follow the RAIN model (noted below)
• Notify Public Safety (355).
• Do not ignore dangerous or disturbing situations
RAIN
Respond - Students and employees under your responsibility need your level-headed guidance
Assess - the situation and act accordingly
Isolate - dangerous situations and individuals
Notify - public safety (355) and any other necessary and appropriate individuals

Bloodborne Pathogens
One of the major goals of the Occupational Safety and Health Administration (OSHA) is to regulate facilities where work is carried out and to promote safe work practices in an effort to minimize the incidence of illness and injury experienced by employees. Relative to this goal, OSHA has enacted the bloodborne pathogens standard, codified as 29 CFR 1910.1030. The purpose of the bloodborne pathogens standard is to “reduce occupational exposure to hepatitis B virus (HBV), human immunodeficiency virus (HIV) and other bloodborne pathogens” that employees may encounter in their workplace.

Kirtland believes that there are a number of good general principles that should be followed when working with bloodborne pathogens. These include that:
- It is prudent to minimize all exposure to bloodborne pathogens.
- Risk of exposure to bloodborne pathogens should never be underestimated.
- Our group should institute as many work practices and engineering controls as possible to eliminate or minimize employee exposure to bloodborne pathogens.

We have implemented an exposure control plan to meet the letter and intent of the OSHA Bloodborne Pathogens Standard. The objective of this plan is twofold:
- To protect our employees from the health hazards associated with bloodborne pathogens.
- To provide appropriate treatment and counseling if an employee is exposed to bloodborne pathogens.

Contagious Disease
In the event of Pandemic Flu, or other severe contagious disease outbreak, and depending on the nature, severity, and location of the outbreak, the college will act in the approximate order listed below:
1. Prevention and education. Conduct planning operations and periodic exercises
2. Travel advisory, encourage 10 day quarantine if travel has occurred to affected areas
3. Track attendance, intensify prevention and preparation activities, cancel events and work-related travel
4. Send students and staff home who display contagious symptoms
5. Cease on-campus operations, close the college, maintain only essential services and communication
6. When cleared by emergency management office, re-open college, initiate recovery operations
Staff is encouraged to practice good habits of disease prevention: Clean hands often with soap and water or appropriate sanitizer; keep shared equipment clean; cough or sneeze into upper sleeve or cover mouth and nose with tissue, dispose of tissue properly; avoid unnecessary contact with eyes, nose, mouth, and cuts, and obtain appropriate immunizations.

**Drugfree Workplace** (Refer to POL 5.215)
It is the policy of the college that the manufacture, distribution, dispensation, possession, sale, or use of controlled substances or illegal drugs by any employee of the college is strictly prohibited. This includes being under the influence of controlled substances or illegal drugs while on duty, reporting to duty, on the college campus, or participating in any college activity or while using college owned or leased equipment either on or off the campus.

The college will take reasonable steps to ensure that drug abuse among its employees does not occur in any college-related activity, and the college will comply with applicable laws and administrative regulations mandating maintenance of a drug-free workplace. Refer to POL 5.215 for more information about this policy.

**Employee Assistance Program (EAP)** (Refer to POL 5.405)
The college depends on the physical and psychological health of its employees for its welfare and success. When employee personal problems begin to affect job performance, attendance, work site safety, and/or organizational productivity, then such personal problems become a concern of the college. Specifically, Kirtland recognizes that personal problems of a psychological, family, marital, medical, alcohol/drug use, job maladjustment, financial or legal nature can disrupt an individual employee's personal life and cause difficulties that can impact the employee's ability to do his/her job. Because some of these problems are considered to be treatable problems, employees will not be exempted from the personal obligation to seek diagnostic and appropriate treatment or assistance.

The college acknowledges that an employee will frequently delay or resist getting help for such personal problems because of the fear attached to securing professional assistance. Recognizing this fact, the college has developed an employee assistance program (EAP). Kirtland Community College's EAP provides an employee with the opportunity to secure confidential help for his/her personal problems(s) before unsatisfactory job performance renders him/her unemployable. The program is also available to your family members. EAP does not provide leave privileges or minimize employee work performance. Job performance issues may continue to be addressed by the employer.

**Hazardous Materials**
All hazardous materials that are received on campus are accompanied by a material safety data sheet in compliance with the Michigan Right-to-Know Law. You may request
to see the material safety data sheet at any time by calling the facilities office at ext. 263. This sheet will describe the contents of the material and health side effects. All employees coming in contact with these hazardous materials will be trained to use them and protect themselves from them. Additional information may be obtained from the facilities office.

**Smokefree Workplace** (Refer to POL 2.140)
Smoking or the use of any tobacco products is prohibited in all leased or owned college facilities, including college vehicles. Smoking or the use of any tobacco products on college grounds may occur only in personal vehicles.

**Employee Wellness**
Kirtland Community College encourages all employees to exercise appropriately, eat and drink moderately, refrain from harmful activities, obtain recommended immunizations, and receive regular medical, dental, and vision checkups. The college provides exercise rooms, nutritious offerings in the cafeteria, counseling services, places to walk, and will periodically bring in services such as immunization clinics. Staff is encouraged to form fitness groups and assist each other in attaining fitness goals. Please feel free to direct any questions or suggestions on wellness activities to the Human Resource Office, ext. 271.

**Statement on Expectation of Privacy**
While the college has neither the resources nor interest to routinely monitor employees’ use of college computers, nor what the employee may store in the electronic and physical space the college assigns employees, all employees should be aware that the college has not relinquished its rights to do so. All college facilities, vehicles, offices, workplaces, and physical and electronic storage facilities, including but not limited to desks, lockers, file cabinets, computers, computer networks, voice mail and email systems, and other electronic information storage devices or systems, are the property of Kirtland Community College, and are provided to employees for the college’s lawful business purposes, only. The college reserves the right to access its property and review the contents at any time, without advance notice to any employee. Therefore, employees should not expect that such property will be treated as private and personal to the employee.

**Statement of Assurance of Compliance with Federal Law**
It is the policy of Kirtland Community College that no person shall, on the basis of race, color, religion, national origin or ancestry, age, sex, disability, physical proportions, sexual orientation, marital status, or genetic information be excluded from participation in, be denied the benefits of, or be subjected to, discrimination during any program, activity, service, or in employment. For information, or to register a grievance, contact the Director of Human Resources, Room 226 ADM Building, 10775 N St Helen Rd, Roscommon, MI 48653, 989-275-5000 x 271 or 239.
Campus Map

Kirtland Campus Map

A-H – Parking Lots

ADM - Administration Center – Admissions; Administrative Offices; Accounting; Athletics; Business Conference Room; Business Office; Careers in Public Safety, Computer Labs; Financial Aid Office; FLEX lab; General, computer and multimedia classrooms; Human Resources; President’s Office; President’s Board Room; Registrar’s Office; Student Financial Services; Student Success Center; Testing Center

ART – Fine Arts Center - Art Department Office; Art Gallery, Art labs; Sculpture lab

CLC – Warbler’s Nest (Children’s Learning Center)

CTC – Career Technology Center - Automotive labs; Cosmetology lab; Manufacturing lab; Welding lab; Faculty offices

INS - Instructional Center - Faculty offices; General and computer classrooms; Biology lab; Chemistry lab; Health Sciences Offices; Music lab, Instructional Services Office, Honors Program & PTK Office; Nursing lab, Physics lab

KIR – Kirtland House

LIB - Library - Computer lab; eServices; Library facilities; Telecommunications Center, Tutoring Center

PAC – Performing Arts Center – Kirtland Center for the Performing Arts; G.I. Stewart Auditorium

PHY - Physical Plant – Print shop-Mailroom; Maintenance and Grounds Department; Shipping & Receiving

STU - Student Center - Bookstore; The Grill (cafeteria); COOR Offices; Student Center Conference Room; Student Senate Office; Public Safety and Security Office
Employment Issues

Part-time Faculty Definition
A part-time faculty member is a person employed by the college to teach an instructional load and is not in a budgeted full-time faculty position. Part-time faculty are exempt from the Fair Labor Standards Act and are contracted to work on a semester basis, subject to adequate enrollment in the class(es) assigned. Part-time faculty do not have tenure, and there is no guarantee that they will continue employment from one semester to another.

Work Load
A part-time faculty member teaches an instructional load less than that of a full-time faculty member. Many full-time faculty have a minimum base teaching load of 496 or 528 contact hours as defined by the Master Agreement. There are also special loads in areas such as M-TEC, Cosmetology, and Office Information Systems. Full-time faculty have other requirements and duties as set forth in the Master Agreement between Kirtland Community College and the Kirtland Community College Federation of Teachers.

For the purpose of describing workload, one contact hour equals one hour of lecture or one hour of lab per week over a typical 15-week semester. When an instructor teaches two or more courses within the same block of time, that block of time will be considered a cluster course. A cluster course will be treated as one class.

Employment Status
Since part-time faculty are employed on a semester basis, no probationary period exists. Individual concerns expressed by students, faculty and administration will be addressed as they become known. The appropriate administrator will determine what action, if any, should take place based on the individual case. Results of administrative and/or student evaluations will be used in part to determine whether the college will offer continued semester contracts to individual part-time faculty. Part-time faculty may be subject to discharge with or without cause and with or without notice.

Standards for Employment
It is preferred that part-time faculty have a minimum of a master’s degree in the subject area they will be teaching. Exceptions may be made depending on the applicant’s other credentials, including teaching and work experience. Occupational faculty instructing under the provisions for Perkins funding must possess the requisite experience and credentials.

Part-time Faculty Process for Employment
Employment is processed through the human resources office. Before classes begin, part-time faculty must complete withholding exemption certificates (W-4, MI W-4) and employment eligibility verification form (federal form I-9). Official transcripts from colleges attended, verification of previous work experience and certifications or licenses (if any) are also required. Contracts are issued at the beginning of the semester. Part-time faculty may call the Coordinator of Instructional Services at extension 270 or their associate dean a day before the semester begins to verify enrollment is adequate for
the course to be held. The dean of instruction and associate deans ascertain what adequate enrollment is for a course two days prior to the start of the semester.

Part-time Faculty Rights

Kirtland Community College provides equal employment opportunities, equal educational opportunities and non-discrimination in providing educational and other services to the public. All decisions regarding recruitment, employment, promotions and all other terms and conditions of employment will be made without discrimination on grounds of race, color, creed, religion, sex, national origin, sexual orientation, age, handicap or other factors which cannot be lawfully the basis for employment.

Part-time Faculty Benefits

1. Sick Hours – Each part-time faculty member who teaches a minimum of sixteen contact hours (one hour per week over a typical fifteen week semester) in a semester shall earn sick leave during that semester equal to 1/16 of the total contact hours taught (i.e. a faculty member teaching 48 contact hours shall receive 3 sick hours). Sick leave is defined as any time in which a faculty member fails to meet class hours that he/she has scheduled due to illness.

   As soon as a faculty member knows they will miss a class, they must contact their associate dean to provide notice and call the faculty office at extension 279 so the class cancellation can be posted in designated areas on campus, on the Kirtland website in the Urgent Announcements section, and on the call-in cancellation message. Upon return to campus, an absence report form should be completed and submitted to the appropriate associate dean.

   Any sick hours not used during the semester in which they were earned will be carried forward for future use to a maximum of 120 hours. If a part-time faculty member does not teach at Kirtland Community College for two consecutive academic years, any previously accrued sick time will be forfeited.

2. Retirement Credit – The college will make contributions to the Michigan Public School Employees Retirement System on behalf of each part-time faculty member as mandated by the retirement system. There will also be a payroll deduction for the employee contribution as mandated by the retirement system.

3. College Closings – Part-time faculty members scheduled to be present shall be entitled to absence with pay when the college and/or off campus facilities are closed due to emergency situations (i.e. inclement weather, electrical outages, etc.).

4. Tuition-free course – Part-time faculty members who teach a minimum of sixteen total contact hours in a semester shall be eligible for one tuition-free Kirtland Community College course (maximum of four credit hours) for each semester taught in an academic year (an academic year begins with the fall semester and ends with the summer semester).
Participation in tuition-free classes must be with no interference with regular employee responsibilities. Part-time faculty teaching more than one semester in an academic year may accumulate tuition-free courses from semester to semester within the academic year. All tuition-free courses must be used by the end of the academic year in which they are earned, or they will be forfeited.

In the event the part-time faculty does not take advantage of the tuition free course(s), his or her spouse or dependent children (per POL 5.170) are eligible for this benefit. The recipient of the tuition-free class must pay application fees, student activity fees, course fees, technology fees, books and all other fees at the time of registration.

5. Public Service Compensation – Part-time faculty called for public service duty when they are scheduled to work are compensated for the difference between the pay amount issued by the court and the employee’s regular pay. (see POL 5.210 Part-time Faculty Benefits)

6. Bereavement Leave – Part-time faculty are entitled to bereavement leave in the event of the death of an immediate family member (see POL 5.210 Part-time Faculty Benefits)

Other Part-time Faculty Benefits

- Pay for Meetings – Part-time faculty who attend mandatory meetings approved by the appropriate associate dean will be paid at the rate of $18 per hour.
- Temporary full-time Status – In the event a situation arises where a full-time position needs to be filled and the administration chooses to fill that position temporarily with a current part-time faculty member for one or more semesters, the part-time faculty member selected for the position will be paid at the full-time rate commensurate with that person’s qualifications.
- KCC employees and students are entitled to a free email account. This can be obtained by contacting eServices at extension 499. Part-time faculty may also be provided with an on-campus office and computer access if space and equipment are available. Contact your associate dean to check on this.
- KCC employees may utilize the fitness center during the hours that it is available to employees. Call extension 283 for information.
- The cosmetology program offers reduced rate services. Call extension 274 for information or an appointment.
Pay
Payroll is processed biweekly on Fridays. When pay day occurs on a holiday, pay will be issued the preceding day whenever possible. Payroll is distributed via direct deposit. Pay stubs are available to employees on MyKirtland under the employee tab in the human resources folder. Mandatory deductions from payroll checks include federal income tax, state income tax, FICA, and Michigan Public School Employees Retirement System fund contributions. If there is an error in your paycheck, contact the accounting department at extension 244 as soon as possible. Adjustments will be made in the next regular pay.

When a course does not have sufficient enrollment to be offered as a regular course (paid by contract) the instructor may be asked to teach the class as an independent study (IS) course. IS assignments are paid as outlined below. The administration reserves the right to pay either the calculated IS rate or the regular contracted amount, whichever is less.

Expense reimbursements for such items as pre-approved mileage expense or materials are issued on the 10th and 25th of every month. Funds are distributed via direct deposit. Reimbursement will not be made unless expense reports with supporting documentation (itemized receipts) are in the accounting office five working days prior to the check run dates.

Extra pay for independent studies and grading stipends are calculated in the Instructional Support Office and paid out during the semester.

### 2013-14 Part-time Faculty Pay Schedule
*(for all part-time faculty except cosmetology and criminal justice)*

<table>
<thead>
<tr>
<th>Semesters Completed At KCC*</th>
<th>Less than BA/BS</th>
<th>BA/BS Degree</th>
<th>MA/MS Degree</th>
<th>PhD Degree</th>
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<tr>
<td>0-14</td>
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<td>20 &amp; up</td>
<td>$34.64</td>
<td>$39.39</td>
<td>$45.16</td>
<td>$46.57</td>
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### 2013-14 Cosmetology and Criminal Justice Pay Schedule

<table>
<thead>
<tr>
<th>COSMETOLOGY</th>
<th>CRIMINAL JUSTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA/BS or less</td>
<td>MA/MS or PhD</td>
</tr>
<tr>
<td>$27.50</td>
<td>$25.00</td>
</tr>
<tr>
<td>$27.50</td>
<td>$35.00</td>
</tr>
</tbody>
</table>

2013-14 Independent Study Rate: $60.00 per contact hour per student enrolled as of the census date (up to a maximum of 11 students per section)
2013-14 Grading Stipend Rate: $100 per student over the maximum class size (determined on the census date)

* A semester completed is defined as 16 contact hours taught to qualify for advancement on the pay schedule.

Part-time Faculty Responsibilities

Duties
The duties of part-time faculty shall include the following:
1. Maintain current knowledge of the field taught.
2. Utilize a variety of teaching/learning strategies.
3. Submit textbook requests promptly upon request to the designated book adopter for your discipline, check with your associate dean to identify book adopters.
4. Prepare a syllabus to distribute to students and upload a copy into your course shell in Canvas. Contact the Center for Teaching and Learning for assistance ext. 500.
5. Provide instruction as outlined in contract that meets course goals, learning objectives and department guidelines.
6. Keep daily attendance records of students (grade books are available online through Canvas or in the faculty office supply room).
7. Be available and accessible for office hours or as needed/requested by students.
8. Complete progress reports, submit grades and other requested tasks by due dates. Dates can be found on the master calendar.
9. Submit copies of grade book at semester’s end to the Instructional Services Office (not a copy of the final grades submitted to the registrar).
10. Check mailbox and/or email and/or voice mailbox regularly.
11. Conduct a final examination or other capstone assignment commensurate with departmental standards and procedures
12. Notify students of course evaluations and assure student and insure confidentiality/anonymity in the process.
13. Unless returning the next semester, turn in any keys, books or other college property to the faculty office, your associate dean or the human resources office during exam week.
14. Conduct oneself professionally and ethically, promoting the interest of Kirtland Community College.

Current Knowledge and Professional Development
Kirtland Community College encourages part-time faculty to seek and secure professional development. If part-time instructors wish to attend a conference or professional meeting that furthers their knowledge in their academic field or teaching and would like to seek financial assistance from the college, a Faculty Request for Professional Development form should be submitted to their associate dean. These forms are available online. A copy of the program should be attached. Based on available funds and relative value to the college, the expenses, such as tuition, mileage and lodging, may be approved for reimbursement. These activities should not interfere with a part-time faculty member’s teaching responsibilities.
Part-time faculty are encouraged to participate in pre-semester meetings, such as convocation and department meetings, as well as instructional professional development programs provided at Kirtland Community College. Part-time faculty is also encouraged to utilize the resources of the library.

Part-time faculty will be assigned a faculty mentor to assist with the orientation to Kirtland as well as the instructional process. Part-time faculty are encouraged to talk with their associate dean about any questions, issues or concerns that arise.

Teaching/Learning Strategies

Learner-centered teaching focuses attention squarely on learning: what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is applying the learning, and how current learning positions the student for future learning.

- When teaching is learner-centered, the action focuses on what the students (not the teachers) are doing....This learner-centered orientation accepts, cultivates, and builds on the ultimate responsibility that students have for their own learning.
- When teaching is learner-centered, content is used, not covered.
- Course content / curriculum is not the end; it is the means to the end.
- Don’t assume that because teachers have taught, that students have learned.
- This is not only about how teachers need to become learner-centered teachers, but also teaching the students to become learner-centered learners.

The paradigm shift to learner-centered teaching can be summed up with the following seven principles, as discussed in Learner-Centered Teaching by Maryellen Weimer:

**Principle 1: Teachers Do Learning Tasks Less**
Learners do more of:
- Organizing the content
- Generating the examples
- Asking the questions
- Answering the questions
- Summarizing the discussion
- Solving problems
- Constructing diagrams

**Principle 2: Teachers Do Less Telling; Students Do More Discovering**
This is “messier,” in that classrooms may be “louder,” it may take longer for students to “get” concepts, and the teacher learns new teaching methods. Students progressively take more responsibility for their learning through discovering, and “uncovering” what they need to know.

**Principle 3: Teachers Do More Design Work (of activities and learning experiences)**
Effective assignments and activities, which are designed to help students:
- Increase learning skills (learning “how to” learn)
- Motivate student involvement and participation
- Discover work that is related to the discipline/real world
- Develop content knowledge, learning skills, and awareness
**Principle 4: Faculty Do More Modeling**
Demonstrate for students how an expert approaches a learning task, and how **you** problem solve.

**Principle 5: Faculty Do More to Get Students Learning from and with Each Other**
Use collaborative activities and cooperative groups for learning.

**Principle 6: Faculty Work to Create Climates for Learning**
Create learning environments conducive to students taking responsibility for their own learning.

**Principle 7: Faculty Do More with Feedback**
Feedback is not just about grades, but also informal and helps students learn from mistakes.

*(Weimer, 2002)*

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**Using Active Learning Strategies in Learner-Centered Teaching**
So, if lecture is not the primary instructional method, what is? Learner-centered teaching utilizes “active learning strategies,” often referred to as “experiential learning.” Learners are regularly presented with tasks, whether it be problems to solve, opportunities to discuss, hands-on projects, simulations, etc. **IMPORTANT: Don’t do an activity “just to do” an activity.** It should be connected in some way to the learning that you want to occur, whether it’s specific to the Student Learning Outcomes (SLOs) or critical thinking skills. Always tie it back to the learning.

Kolb’s Model of Experiential Learning provides one of the foundations for this model of how learning occurs in the classroom. **Note that it is an ongoing cycle of learning (not only for the student, but also for the teacher!):**

![Kolb’s Model of Experiential Learning (Kolb, 1984)](image)

This model of learning follows these steps:
1. **Action / Activity** - The learner performs some type of activity related to the lesson or subject.

2. **Reflection** - The learner reflects about what they did and what happened as a result of their activity. This can be in one of several forms: free writing, journaling, or small or large group discussions.

3. **Knowledge/theory** - The learner uses the results of the reflection to develop knowledge and theories, which helps further the learning process because the learner is conceptualizing their own theories, not just accepting the theory of the instructor.

4. **Planning** - Based on the learner’s theories, they plan what to do next and anticipate the results of further activity. This process moves the learner into the higher levels of thinking than merely recall/recite facts or information.

**Critical Thinking Takes Students Deeper in Their Learning**

Employers are looking for graduates who can problem-solve, know how to work in teams, are flexible, have strong interpersonal skills, and who can use “higher level thinking.” We want students to move from “surface-level” learning to “deep learning,” which is a facet of being a lifelong learner. Learner-centered teaching focuses on developing critical thinking skills, by intentionally challenging the students to do more than just recall facts and figures. When was the last time was your boss asked you to complete a multiple-choice task?

The most common framework used to explain deeper levels of critical thinking is the one developed by Benjamin Bloom, in 1956. *The Taxonomy of Educational Objectives* described and explored six levels of critical thinking in the cognitive domain. In 2001, this taxonomy was revised by Anderson and Krathwohl, incorporating new knowledge. Essentially, the six levels of critical thinking include:

**Remembering:**
*Retrieving, recognizing, and recalling relevant knowledge from long-term memory.*

**Understanding:**
*Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.*

**Applying:**
*Carrying out or using a procedure through executing, or implementing.*

**Analyzing:**
*Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.*
Evaluating: Making judgments based on criteria and standards through checking and critiquing.

Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

Within learner-centered teaching, a major emphasis should be to help students progress in their critical thinking skills. In Appendix A, a chart is provided that further describes each level of critical thinking, along with verbs that can be used in assignments, projects, and discussions, along with potential student “products” that will require the use of the various levels of critical thinking.

The Importance of Reflection in Learning
In Kolb’s model above, reflection is one of the crucial steps of learning. Without reflection, learning doesn’t occur. Again, this is not about how to “memorize and recall” information. It’s about connecting, integrating, and synthesizing experiences, information, thoughts, and feelings with real-life application. Reflection is the bridge between what “happens” and how it gets applied in life. In helping students develop critical thinking skills, reflection is essential. The question then becomes “How?” The answer is: “In a number of ways.”

You will have some students in your classroom that will need to reflect internally. Often categorized as “introverts,” these learners need to process their information through thinking, journaling, and by themselves. In other words, introverts “think to speak.” Contrast this with the extroverts, who struggle to process information unless they are doing it externally, and with other people. They often think as they talk (and sometimes talk before they think...); whereas introverts will typically think about an answer for a while before they speak (if they share at all). In other words, they “speak to think.” **You will be able to quickly observe who is who in your class, based on who is typically answering questions versus who does not typically initiate an answer. And you yourself probably fit into one of the two categories.** Neither is the “best” way, but combined, this poses a challenge for a teacher: How to engage both introverts and extroverts in your class in the practice of reflecting on their learning?

Tips for engaging introverts and extroverts in discussion and reflection:
- Know your **own** preference!
- Address this issue with your students. Ask them to identify where they would categorize themselves.
- Ask the students to identify how they best can be engaged (provide a way for introverts to write their answers down!)

<table>
<thead>
<tr>
<th><strong>Introverts</strong></th>
<th><strong>Extroverts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide discussion / reflection questions ahead of time</td>
<td>It’s okay to allow extroverts to “process” or think out loud; encourage them to do this quietly in pairs or threes to give introverts space to think</td>
</tr>
<tr>
<td>Allow time for them to think, reflect before they answer</td>
<td>May need to coach extroverts to not</td>
</tr>
<tr>
<td>When facilitating class or group discussion, make sure you “check in”</td>
<td></td>
</tr>
</tbody>
</table>
provide "reflection breaks"
- Give opportunity for them to "think out loud" on paper before verbalizing it

We have provided a list of discussion / debriefing / reflection activities in this packet. Note especially those activities listed in the “Journaling” and “Reflection / Debriefing” sections of the index.

Note: Reflection is a discipline that is good for faculty as well as students. Do you practice reflection on your teaching and on your own learning?

**Asking Better Questions Improves Learning**

Often the biggest challenge is to know how to ask better questions. It’s easy to get caught in using “Yes / No” and “closed-ended” questions. And students are used to getting these! Unfortunately, they usually don’t yield quality discussions or reveal if learning has actually occurred.

An open-ended question is designed to encourage a full, meaningful answer using the subject’s own knowledge and/or feelings. It is the opposite of a closed-ended question, which encourages a short or single-word answer. Open-ended questions also tend to be more objective and less leading than closed-ended questions. **Keep in mind that you may want to have discussion questions in pairs or small groups (4-5), to get more students involved in the discussion. Pairs or groups can then “report out” to the rest of the class.**

Open-ended questions typically begin with (or imply) words such as "Why" and "How", or phrases such as "Tell me about..." Often they are not technically a question, but a statement which implicitly asks for a response. Examples:

<table>
<thead>
<tr>
<th>Closed-ended Questions</th>
<th>Open-ended Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many kids are in your family?</td>
<td>Tell me about your family.</td>
</tr>
<tr>
<td>Do you hope to get a job after your graduate?</td>
<td>Describe the kind of job you would like.</td>
</tr>
<tr>
<td>Did you get the answer right?</td>
<td>How did you get to that answer?</td>
</tr>
</tbody>
</table>

In **Appendix A**, you’ll find a list of verbs that correspond to the levels of critical thinking. These can be used to craft open-ended discussion, reflection, and assessment questions. An example of how to use these critical thinking verbs is in the following list of generic question stems. **Keep this list handy!** Generic question stems serve a variety of purposes. That can be provided to students as an aid in developing review or discussion questions, or they can be used to generate questions as part of an activity or for student reflection. *(Adapted from King, 1995 and Endres, 2003)*
Generic Question Stems

- Compare ... and ... with regard to...
- Describe ... in your own words.
- Do you agree or disagree with this statement...? What evidence is there to support your answer?
- Explain how...
- Explain why....
- How are ... and ... similar?
- How could ... be used to ...?
- How does ... affect...?
- How does ... apply to everyday life?
- How does ... tie in with what we learned before?
- Summarize ... in your own words.
- What are the implications of...?
- What are the strengths and weaknesses of ...
- What do we already know about...
- What do you think causes ...? Why?
- What does ... mean?
- What is ... analogous to?
- What is a counter-argument for ...?
- What is a new example of ...?
- What is another way to look at ...?
- What is the best ... and why?
- What is the counter argument for...?
- What is the difference between ... and ...
- What is the meaning of...?
- What is the nature of ...?
- What is the solution to the problem of ...
- What is...analogous to?
- What would happen if ...?
- Why is ... happening?
- Why is ... important?

Suggestions for Using Learning Activities

Keep in mind that doing activities “just to do activities” will not aid the learning process. Different activities are useful for different purposes in teaching, but some activities can be used for more than one purpose. More complex activities and or combinations of activities will take longer than the minimum suggested time. Keep in mind that the activities can be modified, combined with other activities, and /or tailored to meet your specific goals. Make sure that the activity has a purpose directly tied to the content being taught. As you plan, here are some things to keep in mind:

1. **First, determine what concept(s) you are trying to teach. (What do you want them to learn?)**
2. **Second, determine how you will know if the concept has been learned?**
3. **Then, determine which activity (or activities) will best help teach that concept.**

   *(Adapted from Wiggins and McTighe, 2005)*

Characteristics of good activities should:

- Relate to one or more learning outcomes or critical thinking skills. **(PURPOSE)**
- Be appropriate for the learning outcomes. (For example, it is very difficult for a student to practice problem solving on a multiple-choice test.)
- Motivate and engage students.
- Integrate assessment and feedback. **(ALWAYS REFLECT)**
- Facilitate transfer to real world applications.
- Require students to make decisions based on facts, information, logic, and/or reasoning (Duch, 2001)
• May require students to determine what information is needed and/or what steps or procedures need to be taken (Duch, 2001)
• May be given in stages with additional information in the second or later stages (Duch, 2001)
• Be complex enough to engage whole group directly. (Duch, 2001)
• Include the appropriate informational resources to support the learner such as lecture, textbook, research materials, and so on.

Depending on the use of a specific activity, it may not meet all of these characteristics. For example, an activity used to assess prior student knowledge may not meet the criteria of practice with learning content and transfer to real world application. The same may be true of a content activity used in place of a lecture as a way for students to generate the learning content.

Finally:
A. **Be creative.**
B. **Be flexible.**
C. **Do your own “reflection” after the activity to assess for its effectiveness, what you would change, how you might use it again in the future.**

**Textbooks**
Textbooks are often pre-selected by the department, but if this is not the case, part-time faculty may choose the text for the assigned course. When two or more instructors are teaching the same course, there should be an agreement on a standard text(s) to use in course sections. Book orders must be submitted by a trained book adopter for each discipline, and the associate dean must approve all textbook changes. As soon as it is determined that a textbook is not going to be used again, the bookstore should be notified. The faculty secretary can order courtesy desk copies of textbooks. There is a Desk Copy Request (pink) form to complete.

**Syllabus**
The course syllabus is an important legal document. Ask your associate dean for an example of a past course syllabus. The syllabus should be clear, complete, current and specific. It should be distributed the first day of class, and faculty should review it with the students. There are required elements that should be in each syllabus:

- *Name of course and course number* – the college curriculum committee has approved the course name, and the registrar has assigned the course number. Be sure these read correctly in your syllabus.
- **Course description** – this should be how it appears in the catalog (found on college website), and the college curriculum committee must approve any changes.

- **Instructor name and contact information**, including **office location and hours, office phone number or voice mailbox, and email address** – students need to know how to contact their instructor outside of class time. Office hours immediately before or after class often work well for students, but then you must plan to be available to students and not busy preparing for class. It is a good idea to offer office hours by appointment in addition to regularly scheduled hours. If you are using email, let students know when you will be checking your email. If you are using an answering machine or voice mailbox, let students know how to leave messages and when you will be picking them up. It is not required or encouraged that faculty give out personal home or work information. Students should not be instructed to contact the faculty office. Part-time faculty can obtain a voice mailbox for students to use by contacting their associate dean.

- **Textbooks and any other Required Materials** – include the full text name, author, date, publisher, and ISBN number for any required or recommended textbooks.

- **Course Goals and Learning Objectives** – the college curriculum committee must approve any changes to these. Learner objectives should be measurable utilizing verbs that reflect appropriate depth of learning. “Following successful completion of this course, the student will be able to”:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
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</thead>
<tbody>
<tr>
<td>define</td>
<td>describe</td>
<td>apply</td>
</tr>
<tr>
<td>name</td>
<td>discuss</td>
<td>demonstrate</td>
</tr>
<tr>
<td>recall</td>
<td>explain</td>
<td>employ</td>
</tr>
<tr>
<td>record</td>
<td>identify</td>
<td>interpret</td>
</tr>
<tr>
<td>relate</td>
<td>locate</td>
<td>illustrate</td>
</tr>
<tr>
<td>repeat</td>
<td>recognize</td>
<td>operate</td>
</tr>
<tr>
<td>list</td>
<td>review</td>
<td>practice</td>
</tr>
<tr>
<td>underline</td>
<td>translate</td>
<td>sketch</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>collect</td>
<td>assess</td>
</tr>
<tr>
<td>calculate</td>
<td>construct</td>
<td>choose</td>
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<tr>
<td>compare</td>
<td>create</td>
<td>compare</td>
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<tr>
<td>contrast</td>
<td>design</td>
<td>estimate</td>
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<tr>
<td>criticize</td>
<td>formulate</td>
<td>evaluate</td>
</tr>
<tr>
<td>examine</td>
<td>organize</td>
<td>judge</td>
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<tr>
<td>question</td>
<td>plan</td>
<td>score</td>
</tr>
<tr>
<td>test</td>
<td>prepare</td>
<td>value</td>
</tr>
</tbody>
</table>

- **Grading criteria and requirements** – include clear delineation of how students will be evaluated and how their final grade will be determined. Students get very
upset if this changes during the course. Some departments or programs may have grading scales that are used consistently. The grading scale used should reflect what constitutes an A, A-, B+, etc.

- **Special definitions of cheating** – include an explanation of what is considered cheating or plagiarism
- **Assignments, projects, and other requirements** – include an explanation of what is expected of the student including due date, expectations and details, etc. Faculty are encouraged to include a writing assignment.
- **Teaching Methods** Classroom learning experiences may include lecture, discussion, demonstration, seminar, audio-visual presentations, web enhancements and active learning experiences. Objectives identify the learning expectations of the student in order to guide the student toward expected course outcomes. Computer literacy is mandatory including word processing, online information search, and emailing skills.
- What is active learning? Active learning is exhibited when students come to class prepared to solve case studies and answer questions at an analysis level, which is higher than knowledge level. Critical thinking is expected in all semesters. Classroom experiences and lab experiences demand a high level of preparation before class.
- **Class schedule** – include all dates that the course meets (be sure to note days off for holidays) and an outline of topics, content and/activities. Be sure to state that the schedule is subject to change at the discretion of the instructor, so adjustments can be made as needed.
- **Description of resources, readings, field trips, etc.**
- **Attendance policy** – include whether attendance is part of the grade, what students should do if they need to be absent (make student responsible for obtaining content from classmates if possible) and what happens if they miss a test (i.e. student may make up test in the test center before the next class)
- **Required compliance statements** – the faculty office will provide the required ADA and Title IX statement which must be included in syllabi.
- **Class cancellation Notice** - The College provides email and text message notification via the Rave notification system.
- **Degree Requirements** – The following common core competencies and an assessment of student performance of those competencies should be incorporated into your course.
  - Communication- read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligibly communicate with different audiences in a variety of social and professional settings.
  - Personal Growth and Responsible Citizenship- act purposefully, effectively, and responsibly to function in social and professional environments as a productive citizen in the community.
Technology, Research, and Information Literacy- recognize how to acquire and use information through responsible use of technology to understand, evaluate, and synthesize information and data.

Critical Thinking and Problem Solving- think clearly, critically, and creatively to analyze, synthesize, evaluate and judge to solve real world problems.

Work Productively- use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.

Systems/Processes- apply quantitative and qualitative reasoning skills, problem solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community.

The following checklist may be used to insure completeness of your syllabi:

**Course Syllabus Production Checklist (items to consider)**

**Course details:**

1. Course name, number, & term
2. When and where the class meets
3. Instructor’s name, office location & phone number
4. Instructor’s office hours
5. Lab or discussion section(s) time & place
6. Teaching Assistant’s name, office location, office hours, contact information

Have you included this?

☐

**Course overview:**

7. Course description (e.g., course catalogue)
8. Teaching approaches / activities (How will students learn the material? In-class, out-of-class? Online? Hybrid?)
9. Learning goals (what will students know, be able to do as a result of taking the class?)
10. Related, what skills will students develop?
11. How does the course fit within the program of study?
12. How do the course goals support the program goals?
13. How do the course goals align with the general education goals?

Course requirements:
14. Course prerequisites (what prior knowledge, skills do students need for success?)
15. Textbooks and other required materials
16. Detailed description of how grades are calculated
17. How will student assessment occur? (tests, quizzes, homework, papers)
18. How do assignments, exams relate to learning goals?
   (e.g., why weekly quizzes: how do they support student learning?)
19. Grading policies: How will assignments be graded? Rubrics to guide assignment development, clarify expectations?
20. Class management policies: What is expected from the students?
   (Attendance, makeup exams, late policy, academic honesty, participation, extra credit, cell phones & personal computer usage during class, clickers)
21. Course calendar: In what sequence will the course content be taught?
   e.g., exam dates, due dates for major projects, other special dates (guest speaker, field trip), required readings, service-learning component, internships

Other information:
22. Recommended readings
23. How will students receive timely feedback on their performance?
   (Instructor/TA? Self-assessment? Peer review? Online? In-class?)
24. Related, how will students be informed about their progress and grades?
   (Sakai?)
25. What resources are available to assist students? (Online lecture notes, study guides, sample quizzes, TA, study groups, Student Success Center, Writing Center)
26. How will students be able to provide feedback about their learning experience?
Also consider

27. Are assignments connected to learning goals and teaching methods?
28. How detailed and explicit should the syllabus be?
29. Will there be some flexibility built into the schedule?
30. Is the syllabus “user friendly?”
31. Is the language encouraging, does it invoke excitement for the course, does it communicate instructor passion for the material, concern for student learning?

Providing Instruction
Classes must meet all scheduled times throughout the semester. Classes must meet 54 minutes for each scheduled hour. A class scheduled to meet from 10:00 a.m. to 11:30 a.m. would be dismissed at 11:21 A.M. if no break was taken. Classes scheduled for a three-hour period must meet 162 minutes, not including breaks, etc. Faculty should always plan their classes so that they begin promptly on time and so that students are dismissed six minutes prior to the end of the class since the classroom may be scheduled immediately afterwards for another class.

As soon as a faculty member knows they will miss a class, they must contact their associate dean to provide notice and call the faculty office at extension 279 so the class cancellation can be posted in designated areas on campus, on the Kirtland website in the Urgent Announcements section, and on the call-in cancellation message and Rave notification system. Upon return to the campus, a time off request form should be completed and submitted to their associate dean. Indicate the number of hours rather than days on the form.

Instructors should be prepared for class. Focus on active, meaningful learning that meets the course goal(s), the stated learning objectives and reflects the guidelines set forth by the department. Active learning is when students are doing things and thinking about what they are doing, such as reading, writing, discussion and problem solving. Meaningful learning emphasizes relating new information to information already known by the learner. Repeat, respond, reinforce, ask questions, and encourage student involvement. Another way to actively involve students in their learning is to have them critically think both about the knowledge they have and the new knowledge they are learning. Knowledge is absolutely necessary for critical thinking. Critical thinking stresses the individual’s ability to evaluate and interpret information, make predictions, identify assumptions, and draw conclusions from data.
Kirtland Community College is committed to the belief that all graduates should possess the skills and breadth of knowledge necessary to realize their potential to live full and productive lives. This belief forms the foundation of Kirtland’s commitment to the process and goals of general education. The pursuit of general education provides learners with the broad intellectual foundation necessary for continuing growth to achieve their potential and become successful lifelong learners in a changing world. General education provides the common knowledge and skills that enable us to understand one another, interact, collaborate to solve problems, and build an effective community.

Kirtland Community College seeks to achieve the aims of general education in three ways:

1. The Core Competencies
Every degree-seeking student completes core competencies that nurture foundations in communication, citizenship, information literacy, problem solving, and other areas.
   - Communication – read, write, speak, listen and use nonverbal skills to clearly, concisely, and intelligible communicate with different audiences in a variety of social and professional settings.
   - Personal Growth and Responsible Citizenship – act purposefully, effectively, and responsibly to function in social and professional environments as a productive citizen in the community.
   - Technology, Research, and Information Literacy – recognize how to acquire and use information through responsible use of technology to understand, evaluate, and synthesize information and data.
   - Problem Solving – think critically, and creatively to analyze, synthesize, and evaluate to solve real world problems.
   - Work Productively – use reasoned judgments and responsible commitments in social and professional settings to contribute to group success.
   - Systems/Processes – apply quantitative and qualitative reasoning skills, problem solving, and interpersonal skills to manage systems and processes to adapt to changes in the workplace and global community.

2. General Education Across the Curriculum
All of Kirtland’s degree courses, regardless of discipline, are designed to build upon, apply, and continue to nurture the development of the knowledge and skills acquired in the general education core.

3. Extracurricular Programs and Events
Kirtland seeks to extend, foster, and enrich the general education experience for its students through a variety of extracurricular programs and events, such as Performing
Artists Series, Service Learning Program, Center for the Performing Arts, Student Writing and Art Competitions, Community Education Program, and Kirtland Youth Theatre.

**Attendance and Progress Reports**
Individual class lists can be obtained online, and they are updated daily as students drop and add. Access the web module at http://www.kirtland.edu/MyKirtland/. You will use your single sign-on, provided by the ITS department, to access MyKirtland. If you have a problem, contact Information Technology Service at extension 499 for assistance. Make sure you are in the current term that you are working on. If you need to change to a different term, click the tab on the left titled “Change Term” and find the appropriate term. Click on “My Classes,” “View,” then “Print”

Students are expected to attend all classes and labs in which they have registered; however, college students are adults, so reasons for absenteeism need not be requested. Students should be advised of the consequences of their decisions, however. Instructors are required to take daily attendance and record it. Compare attendance with your class list. Only registered students are allowed to attend class after the first session. Students who are doing poorly and not attending regularly are at risk of losing financial assistance. Progress reports must be submitted online by specific due dates (see calendar; generally approximately two weeks into the semester and again about 7-8 weeks into the semester, but may be submitted any time). A progress report is required to be completed on any student who is doing poorly and/or not attending. Be sure to note the “last date of attendance” if the student has stopped attending but has not dropped the course. This is also necessary if a student is registered but has never attended. Contact your associate dean if you need assistance or direction with obtaining class lists or completing progress reports.

**Office Hours**
Part-time faculty must be available and accessible for office hours as needed/requested by students. Part-time faculty will be assigned office space (not necessarily exclusive) if they are teaching on-campus. Keys for rooms and keycards for the building can be requested by contacting one of the faculty secretaries or your associate dean.

**Grades**
There are several steps involved in submitting grades. First of all, instructors need to recognize that the recording of grades in the online delivery system does not submit grades to the administrative computing system that is used to generate grade reports and transcript information at the end of each semester. The following steps MUST all be done for grade submission be complete:
a) Submit student grades using MyKirtland and within the time required (generally within one day after the semester end)

b) Submit a copy of your grade book to Terry Geary in the Instructional Dean’s Office (includes all grades given during the course and attendance)

c) Last Date of Attendance must be filled in for all students receiving a failing grade.

Every student must receive a grade at the end of the semester. Kirtland uses A, B, C, D, E, SA, SB, SC, SD grades; minus and plus grades are computed in students’ current and cumulative grade point averages. For some courses, S (satisfactory) or U (unsatisfactory) is awarded. When arranged in advance, an AU (audit) grade may be awarded. If a student has withdrawn officially from the course at the registrar’s office, they will have already been given a W in the system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Below Average</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>Audit</td>
<td>n/a</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>n/a</td>
</tr>
<tr>
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<td>n/s</td>
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<td>SA</td>
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<td>n/a</td>
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<tr>
<td>SB</td>
<td>Above Average</td>
<td>n/a</td>
</tr>
<tr>
<td>SC</td>
<td>Average</td>
<td>n/a</td>
</tr>
<tr>
<td>SD</td>
<td>Passed but had attendance issues</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Students who simply stop coming to class should not be assigned an “I”. They should receive whatever grade they earned based on course evaluation standards outlined in the syllabus and whatever work they have completed. This may be an E.
An incomplete grade should be assigned only if all of the following circumstances exist:

- the student has requested a grade of “I” incomplete
- 60% of the course has been satisfactorily completed
- the instructor agrees (he/she has the discretion not to)
- the student has some extenuating circumstance that has made it impossible beyond the student’s control to complete the work
- the student and instructor have agreed upon a specific deadline for coursework completion (generally from a few weeks to the end of the next semester)
- the instructor is available to evaluate the work when it is completed

In addition to submitting the grade of “I” online, instructors must also fill out an Incomplete Grade Request form and submit it to their associate dean. Upon completion of the work, instructors fill out a Change of Grade form (available online), which replaces the “I” grade with the appropriate letter grade. By the end of the deadline if the required work has not been completed, the student must negotiate a new deadline with the instructor or receive an E.

Mailbox, Email, and Communication
Part-time faculty teaching on-campus will have a mailbox assigned to receive inter-departmental mail. The mailboxes are in the faculty lounge and are arranged each semester with the full-time faculty on the left and the part-time faculty on the right. Faculty teaching at M-TEC should talk to the staff there about mail procedures. Faculty teaching only at other sites will have mail sent to them. For faculty teaching on campus, please check mailboxes weekly for important notices. Students are not permitted in the lounge/mail room. Please inform students to leave items for you with the secretary.

All part-time faculty are entitled to a Kirtland email account and address. Faculty are encouraged to accept and use this account for student communication and receiving college communication, including direct deposit pay stubs and W2 forms. Kirtland utilizes online communication a great deal, and those who choose not to use a Kirtland email address may miss important information. Part-time faculty who have a Kirtland email account should check their email at least twice per week, and whenever you have advised students, you will access their messages. For help in setting up an account, contact Information Technology Service at extension 499 or Information Technology Service@kirtland.edu

Kirtland email addresses are the employee’s preferred first name, dot, person’s last name @kirtland.edu (i.e. john.smith@kirtland.edu). Your associate dean and full-time faculty in your department will make every attempt to keep you informed, but communication is two-way. Please ask for assistance in whatever way you need to do a good job.
Tests and Examinations
Final exams or other appropriate capstone assignments are required for each class. If the class does not have a final exam the capstone assignment must be commensurate with departmental standards and procedures and be approved by the associate dean. Instructors decide during which class period to hold the final exam, typically the last class period of the semester. Some departments use standard final exams for all sections of a course. Determine in advance how you will handle absences during tests and examinations, and clearly outline that policy in your syllabus. Some faculty do not permit test make-ups but drop the lowest test score. Other faculty permit a limited number of test make-ups in the Testing Center with prior notification within a limited period of time. The test center is available for test make-ups but should not be used to implement all testing in a course. Routine testing should take place during class time. Students who require special accommodations should be referred to the office of Special Populations (located in Student Success Center, ext. 252); however, students may still be required to take the test at the same time as the rest of the class.

After conducting a test, the instructor should review the test and give students their grades as soon as possible (preferably within 48 hours or the next class period). Ideally, the test should be reviewed immediately after students have completed the test, and the grades should be given to students by the next class. When posting grades for students, do not use names or full social security numbers. You may not use parts of social security numbers or anything that would allow someone else to identify that student when posting grades. During the administration of an exam, the instructor should not leave the classroom. Scantron machines are available for grading tests comprised of true/false and/or multiple choice questions. Ask your associate dean for training on its use if you are interested. When using multiple-choice questions, number the questions, and then use small case letters for the choices. It is not good practice to have “all of the above” or “none of the above” as options. Ideally, there should be four choices, and all options should sound feasible.

It requires skill and practice to create good tests and examination questions. If using test bank questions, carefully choose the questions, and do not assume they are all good questions. This is an area where part-time faculty should ask for assistance from faculty mentors. Part-time faculty are also encouraged to seek assistance from their associate dean and/or faculty mentors when dealing with academic dishonesty issues.

Course Evaluations
All faculty report to an administrator, who is their immediate supervisor. The associate dean, with the assistance of full-time faculty, will conduct evaluations of part-time faculty. Results of the evaluations will be shared with the faculty member and kept in the instructional office. The evaluation may include a classroom observational visit.

Students will receive a Mid-term student evaluation, sent electronically, from the Center for Teaching and Learning. It is important you encourage your students to complete it.
Students will also receive electronically an End of the semester student evaluation survey. The number of classes and the specific classes to be evaluated will be determined by the administration. It is very important that the evaluations are completed. Students will receive an email with a link to complete the survey.

End of the semester student evaluation surveys will be completed for part-time faculty each semester. The number of classes and the specific classes to be evaluated will be determined by the administration. Compiled results will be shared with the instructor and the associate dean and kept in the instructional office. Depending on the nature of the evaluation results, the associate dean may meet with the part-time faculty member to discuss the results. Part-time faculty should review the evaluation results carefully and consult with other faculty or their associate dean with questions.

**Support Services**

The faculty office is staffed by the faculty secretary from 8:00 a.m. through 4:30 p.m. Monday through Friday. With sufficient notice, the secretary can type handouts or tests for you. Allow sufficient time (several days) for her to return these items to you for proofreading. There is a form in the office to complete and leave with the item to give instructions on what you want done. She keeps needed classroom supplies in office #31 for your convenience. If you are in the faculty office after hours, please lock the doors behind you.

There is a photocopier in the faculty office that can collate and staple and can be used for small amounts (less than 15 pages) of copying. You should plan to use the print shop routinely. The print shop is more cost-efficient and is staffed to handle all kinds of copying, collating, overheads, hole-punching, etc. Again, you need to plan in advance so the print shop has a few days to produce what you need. You need to know the budget center number for your class to use either the print shop (needed on the form) or the faculty office copy machine. That number can be obtained from the faculty secretary. Please inform students there are copiers for use in the hallway of the INS building, in the library, or in the print shop. Students should not be permitted to use the faculty office copy machine.

The department of Information Technology Service assures the classrooms have the audiovisual equipment you need for your instruction. Visit your assigned classroom prior to the beginning of the semester to see what equipment exists. Contact the Information Technology Service staff at extension 499 if you need additional equipment or if you need an inservice on how to use the existing equipment. Staffing during the fall and winter semesters is Monday through Friday from 8:00 a.m. - 4:30 p.m.

The Warbler’s Nest is an on-campus day-care center for children of all ages. Contact extension 232 for information. It is a school policy that children are not allowed to attend classes.
The Tutoring Center is located in the Library and is free to all students. In addition to subject tutoring, they offer help with note-taking, test-taking, time management and study skills. Contact extension 246 for information.

The Writing Center is located in the library and assists students with writing. Call extension 403 for information.

The Library offers a variety of assistance including Information Literacy instruction, reference service for faculty and students, access to the online catalog, online databases, and interlibrary loan. A librarian is available to assist faculty and students with their information needs. Part-time faculty are encouraged to request print, non-print, electronic, and audio-visual materials that will help them with their instruction. Call extension 246 for a librarian.

The Department of Public Safety is located in the Student Center and can be reached by calling extension 322. They provide the following services:

- response to medical emergencies while awaiting 911 response
- after dark escort service from classrooms to vehicles
- response to on-campus criminal behavior complaints
- vehicle emergency assistance (dead batteries, keys locked inside, flat tires)

Your associate dean is available to help you do your job. Do not hesitate to contact them as questions or issues arise. Full-time faculty are also available to assist you.

Faculty Conduct
Part-time faculty shall conduct themselves professionally and ethically, promoting the interest of Kirtland Community College. Some specific and important conduct issues include:

- **Confidentiality** – Instructors are required to maintain confidentiality relative to any and all student information. The maintenance and disclosure of student records by this institution are governed by state and federal law, particularly the Family Educational Rights and Privacy Act (“FERPA”), 20 USC 1232g, and its implementing regulations, 34 CFR 99.1 et seq. See POL 6.090 in the policy and procedure manual online. For more information, contact Human Resources.
- **Sexual Harassment** – This is unlawful and contrary to providing an effective learning environment. There is zero tolerance for any behavior perceived as sexually harassing.
- **Student Rights and Responsibilities** – Instructors should read this section of the catalog online.
- **Copyright laws and policy** – Instructors should read this policy online; the librarians are great resource people should you have questions in this area.
- **Students as Customers** – Some of the most common complaints from students about instructors include lack of organization/preparation, lack of interest or
objectivity or respect, inconsistency and/or changing the rules mid-semester and not treating the student like an adult. These concerns are easy to avoid through preparation and forethought.

- **Dress Code** – There is no specific dress code for faculty, and there is no difference in acceptable dress during daytime versus evening or offsite. In general, all faculty should appear neat, clean and professional and dress in a way that does not distract from teaching and learning.

- **Security** – Please take it upon yourself to turn off the lights, projectors, and monitors, and close the doors to the classroom when your class is finished. Please remove any grade books or other documents with student information in accordance with FERPA guidelines. Also, make sure you have closed the windows and outside doors when you finish class.

- **Academic Freedom** – Academic freedom is simply the freedom of speech in higher education. It is understood that higher education promotes inquiry and advances the sum of human knowledge and provides instruction to students; therefore, it is understood that faculty must have the freedom to speak related to their subject. “Speech as a citizen is to be free of institutional censorship or discipline but subject to ‘special obligations.’ Teachers speaking as citizens should
  a. At all times be accurate
  b. Exercise appropriate restraint
  c. Show respect for the opinions of others
  d. Make every effort to indicate that they are not speaking for the institution”
  (Hamilton, 2002, p. 37)

**Field Trips**
Instructors can arrange field trips for their classes by submitting a *Request for Field Trip* form to the associate dean for approval. If you want to use a college vehicle, be sure to complete a *Request for Authorization to Drive College Vehicles* form and submit to the human resources for processing a minimum of two weeks prior to the planned trip. A *Vehicle Use Request Form* should be submitted to the facilities office with a list of field trip participants. There is also an application to be completed by whoever will be driving.

**Online Instruction**
Some faculty like to use our online learning management system (Canvas) to supplement their course(s) or as a course tool. This is not required, and part-time faculty should discuss this with their associate dean prior to planning to use online supplementation. When used, an orientation for students must be planned for the first day of class by contacting The Center for Teaching and Learning at extension 500. Faculty must also attend an educational session on using Canvas. Online delivery of courses must be approved by the curriculum committee to assure that standards of instruction are met.
References


Journals: Adjunct Advocate
Change (The magazine of higher learning)
Community College Journal
New Directions for Community Colleges
Teaching English in the Two Year College
The Chronicle of Higher Education

Websites: www.aacu.org/aacu_news/
Appendix A

A Reference to Effective Lesson Planning

A lesson plan is an instructor’s guide of what to do. An effective lesson plan offers enough detail so that any instructor could teach from it as a guide.

While there are many formats to lesson planning most lesson plans have the following common ingredients:

- Title of Lesson
- Course
- Student Learning Goals
- Assessment Strategy
- Materials Needed
- Instructional Procedures
  - Beginning/Opening/Anticipatory Set
  - Middle
  - End/Conclusion

Attached you will find an example of a lesson plan template. The purpose of this is to assist you in planning the most impactful learning experiences in your class session. Consider that some lesson templates are best suited for a specific type of instruction while others can transcend instructional variation.

When developing your lessons, consider the type of your lesson and ALWAYS be sure that your assessment aligns with your objectives. For your reference, listed below are types of lessons and assessments. If you are unfamiliar with any of these, use it as a guide to conduct some informal research so that you are competent and comfortable with each.

### Types of Lessons
- Direct
- Inductive/Constructivist
- Cooperative
- Differentiated
- Adapted or Modified for ELL or students with disabilities
- Small group
- Whole group
- Problem-based

### Types of Assessment
- Formative
  - Pre-assessment
  - Self-assessment
  - Informal
  - Authentic
- Summative
  - Post-assessment
  - Authentic
  - Project-based
  - Traditional
  - Standardized
Lesson Plan Template

Title of Lesson:
Identify this lesson by title or big idea and the week.

Course:
Name of course.

Student Learning Goal(s):
Is the goal/outcome a ‘know’ or a ‘do’? What SLO does it support?

Bloom’s Taxonomy and Rigor/Relevance Framework:
Identify the level in which you expect to engage your students on Bloom's Taxonomy.
Identify the quadrant in which you expect to engage your students.

Assessment:
Identify the type(s) of assessment that you will use to check for understanding.
Will the assessment be formative or summative?

Procedures/Lesson Sequence:
Provide a sequential overview of what you and what your students will be doing during the lesson, including how you plan to open the lesson and close the lesson.

Materials:
List the necessary materials that you need.

Technology:
What technology will you integrate? What technology will you require of your students? How does the technology engage the students? How does the technology foster learning?

*UBD: When you are developing a lesson according to Backwards Design, you will ALWAYS start with the end in mind. In other words you will need to consider what it is will you will want your students to be able to do and or know before launching into the assessment and the instructional activities.
Adaptations:
*Considering your student abilities, do you need to make any modifications i.e. strategic grouping?*

**Reflection (to be completed after the lesson is taught):**

1. What went well?

2. How effectively did the students accomplish the objective(s)?

3. What evidence of understanding do you have?

4. What would you do differently the next time you teach this lesson?
## Appendix B

### Taxonomies of the Cognitive Domain:

<table>
<thead>
<tr>
<th>Bloom's Taxonomy 1956</th>
<th>Anderson and Krathwohl's Taxonomy 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Remembering or retrieving previously learned material. Examples of verbs that relate to this function are:</td>
<td>1. Remembering: Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.</td>
</tr>
<tr>
<td>know</td>
<td>define</td>
</tr>
<tr>
<td>identify</td>
<td>recall</td>
</tr>
<tr>
<td>relate</td>
<td>memorize</td>
</tr>
<tr>
<td>list</td>
<td>repeat</td>
</tr>
<tr>
<td>2. Comprehension: The ability to grasp or construct meaning from material. Examples of verbs that relate to this function are:</td>
<td>2. Understanding: Constructing meaning from different types of functions be they written or graphic messages activities like interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.</td>
</tr>
<tr>
<td>restate</td>
<td>identify</td>
</tr>
<tr>
<td>locate</td>
<td>discuss</td>
</tr>
<tr>
<td>report</td>
<td>describe</td>
</tr>
<tr>
<td>recognize</td>
<td>review</td>
</tr>
<tr>
<td>explain</td>
<td>infer</td>
</tr>
<tr>
<td>express</td>
<td>conclude</td>
</tr>
<tr>
<td>3. Application: The ability to use learned material, or to implement material in new and concrete situations. Examples of verbs that relate to this function are:</td>
<td>3. Applying: Carrying out or using a procedure through executing, or implementing. Applying related and refers to situations where learned material is used through products like models, presentations, interviews or simulations.</td>
</tr>
<tr>
<td>apply</td>
<td>organize</td>
</tr>
<tr>
<td>relate</td>
<td>employ</td>
</tr>
<tr>
<td>develop</td>
<td>restructure</td>
</tr>
<tr>
<td>translate</td>
<td>interpret</td>
</tr>
<tr>
<td>use</td>
<td>demonstrate</td>
</tr>
<tr>
<td>operate</td>
<td>illustrate</td>
</tr>
</tbody>
</table>
4. Analysis: The ability to break down or distinguish the parts of material into its components so that its organizational structure may be better understood. Examples of verbs that relate to this function are:

<table>
<thead>
<tr>
<th>analyze</th>
<th>differentiate</th>
<th>experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare</td>
<td>contrast</td>
<td>scrub</td>
</tr>
<tr>
<td>probe</td>
<td>examine</td>
<td>separate</td>
</tr>
<tr>
<td>inquire</td>
<td>contrast</td>
<td>compare</td>
</tr>
<tr>
<td>examine</td>
<td>contrast</td>
<td>differentiate</td>
</tr>
<tr>
<td>contrast</td>
<td>contrast</td>
<td>discriminate</td>
</tr>
<tr>
<td>categorize</td>
<td>deduce</td>
<td>separate</td>
</tr>
</tbody>
</table>

4. Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate to one another or to an overall structure or purpose. Mental actions included in this function are **differentiating**, **organizing**, and **attributing**, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

5. Synthesis: The ability to put parts together to form a coherent or unique new whole. Examples of verbs that relate to this function are:

<table>
<thead>
<tr>
<th>compose</th>
<th>plan</th>
<th>propose</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce</td>
<td>invent</td>
<td>develop</td>
</tr>
<tr>
<td>design</td>
<td>formulate</td>
<td>arrange</td>
</tr>
<tr>
<td>assemble</td>
<td>collect</td>
<td>construct</td>
</tr>
<tr>
<td>create</td>
<td>set up</td>
<td>organize</td>
</tr>
<tr>
<td>prepare</td>
<td>generalize</td>
<td>originate</td>
</tr>
<tr>
<td>predict</td>
<td>document</td>
<td>derive</td>
</tr>
<tr>
<td>modify</td>
<td>combine</td>
<td>write</td>
</tr>
<tr>
<td>tell</td>
<td>relate</td>
<td>propose</td>
</tr>
</tbody>
</table>

5. Evaluating: Making judgments based on criteria and standards through **checking and critiquing**. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. In the newer taxonomy evaluation comes before creating as it is often a necessary part of the precursory behavior before creating something.

- **Remember this one has now changed places with the last one on the other side.**

6. Evaluation: The ability to judge, check, and even critique the value of material for a given purpose. Examples of verbs that relate to this function are:

<table>
<thead>
<tr>
<th>judge</th>
<th>assess</th>
<th>compare</th>
<th>evaluate</th>
<th>conclude</th>
<th>measure</th>
<th>deduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>argue</td>
<td>decide</td>
<td>choose</td>
<td>rate</td>
<td>select</td>
<td>estimate</td>
<td>infer</td>
</tr>
</tbody>
</table>

6. Creating: Putting elements together to form a coherent or functional whole; **reorganizing** elements into a new pattern or structure through **generating**, **planning**, or **producing**. Creating requires users to put parts together in a new way or synthesize parts into something new and different a new form or product. This process is the most difficult mental function in the new taxonomy.

- **This one used to be #5 in Bloom's known as synthesis.**
Changes to Bloom’s
