

Adjunct Faculty Handbook 2006-2007

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INTRODUCTION

Teaching, as you may already know, is both a demanding and a rewarding experience. Part-time teaching is no exception in that it requires a commitment involving certain sacrifices and, normally, a great deal of personal satisfaction.

This handbook, along with the other services and materials provided to adjunct instructors, has been prepared to help make your teaching experience as positive and enjoyable as possible. In addition to identifying our expectations and your responsibilities, the handbook refers to other sources of information and assistance that you will most likely need or want to have before the conclusion of your teaching assignment. Please take the time to read this handbook carefully so that any questions you might have regarding its contents can be addressed.

This handbook was prepared based upon our perceptions of the information you need. Please take a few minutes to complete the feedback sheet provided at the end of this handbook. We need your feedback. We want to be as helpful as we can.

Finally, we want to thank you for your willingness to share your knowledge and expertise with our students. We encourage you to seek our help in resolving concerns.

Dr. Morteza Ardebili, Provost

Dr. Amy Fugate, Dean
Humanities and Fine Arts

Dr. Ben Hayes, Director
Faculty and Staff Development

Dr. Charles Wilson, Dean
Social and Behavioral Science

Mr. Holly Blythe, Chair
Adjunct Faculty Instruction Committee

GENERAL INFORMATION

Accreditation

Kansas City Kansas Community College is accredited by The Higher Learning Commission, and the Kansas State Board of Regents. The college is approved by the Kansas Veterans Commission and the Veterans Administration for veterans' college training. The College has institutional membership in the American Association of Community Colleges, Council of North Central Community Junior Colleges, and the Kansas Association of Community Colleges Trustees.

Mission and Purpose

Kansas City Kansas Community College is a public, urban, open-door, and comprehensive community college committed to excellence in higher education. Through an accessible and supportive learning environment, the college mission is to provide higher education and lifelong learning to the varied communities, primarily in its service area of Wyandotte and Leavenworth counties.

Kansas City Kansas Community College seeks to fulfill its mission by providing:

- **an education environment** that encourages a strong commitment to high academic standards that sustains and advances excellence in learning and encourages challenging, innovative, and varied programs, teaching methods, and delivery systems; enhances student intellectual and social development to the fullest extent possible; and stresses the attitudes, behaviors, responsibilities, and skills required for effective learning and citizenship in the multicultural democracy
- **transfer education** in liberal arts and sciences that enables students to pursue a baccalaureate degree
- **career education** in a technical or professional field that enables students to achieve a certificate and/or associate degree
- **general education** and support services that expand students' social, cultural, ethical, and intellectual horizons through the investigation of the liberal arts and sciences
- **continuing education** that enables students to achieve and maintain workforce credentials, and to enhance personal growth and cultural enrichment
- **developmental education** that enables students to improve basic learning skills in reading, writing and mathematics to make satisfactory progress toward educational objectives
- **community services** that offer cultural and recreational activities, provide access to college facilities, and serve as a planning, research, and resource center to the college's varied communities
- **education and support services** that are responsive to the needs of the college's service area, including educational systems, business and industry, community agencies, and other post-secondary institutions
- **student support services** that assist students in achieving their educational objectives through quality advising, counseling, financial aid, enrollment services, child care, job placement services, and special needs programs
- **a multicultural environment** that reflects and respects diversity and seeks to increase understanding and appreciation of differences
- **administrative and institutional support** services that continuously assess and evaluate college policies, procedures, and practices to ensure that the College is fulfilling its mission and achieving its purposes

- **activities** that encourage student and community involvement geared to broaden occupational, social, political, cultural, aesthetic, athletic, and recreational interests
- **a campus environment** that promotes the teaching and learning process through accessible, comfortable, safe, and well-maintained facilities.

Values

Kansas City Kansas Community College commits itself to the following:

- an appreciation multicultural education, respect for diversity and the enhancement of positive human relationships among its students, faculty, staff, and the larger community.
 - the development of a caring and concerned community based upon the principles of fair treatment for all; open communication; and cooperative efforts.
 - accessible, affordable, convenient opportunities designed to serve the interests and needs of our students and community.
 - High academic standards and high expectations for faculty and student performance through accountable, value-added experiences.
 - alternative support programs and services to assist students in reaching their goals.
 - An openness to innovation and change at every level and in every unit throughout the college environment.
- an emphasis on quality through efficient, effective, fiscally responsible education and services and ongoing professional development.**

Course Syllabus Guidelines

All fulltime and part-time faculty members are required to have an appropriate course syllabus for each class they are scheduled to teach on file in the Division Office before the first official teaching day of the semester. The syllabus must follow the KCKCC Syllabus Template (available on the Intranet in the faculty syllabus file) and Generic Syllabus (available on the Intranet in the faculty syllabus file) for the given course. A copy of that syllabus will be distributed to each student in your class the **FIRST CLASS MEETING**.

Course syllabi are designed to meet Kansas Board of Regents Guidelines, KCKCC Academic Policies Committee Guidelines, and to make students aware of course expectations, grading rationale, and requirements for course completion. Your course syllabus constitutes a legal written covenant between you and your students. It binds students, who wish to succeed in a course, to a path they should follow. It also binds the instructor to the same path.

A generic syllabus for each course that has been approved by the Kansas Board of Regents is located in the faculty syllabus drive on the Intranet. Your syllabus should contain the information contained in the generic syllabus, plus any additional information that you deem appropriate. While course content should remain the same in all sections of a particular course, regardless of who the instructor is, the delivery methods and teaching/learning strategies that an instructor uses are left up to his/her prerogative. Any deviation from the approved course content listed in the generic syllabus must be approved by the KCKCC Academic Policies Committee and then by the Kansas Board of Regents. This is important because of transferability of the courses.

There are three formats used for syllabi, depending upon the type of course being offered (Onground, Online, and Telecourse). All fulltime and part-time faculty are required to submit to their appropriate dean/director completed competency logs for each student enrolled in the course at the end of each semester. This is required by the Kansas Board of Regents for all Online courses and all Telecourses and is subject to audit by the Kansas Board of Regents.

The following three formats are used for all KCKCC courses:

1. Generic Syllabus
2. KCKCC Competency Index
3. On line Syllabus Format

***Competency sheets must be completed for each student in a class when the class does not meet state required seat time. These sheets are subject to state credit hour audits.**

Generic Syllabus Format

CIP CODE:

SEMESTER:

COURSE TITLE:

COURSE NUMBER:

CREDIT HOURS:

INSTRUCTOR:

OFFICE LOCATION:

OFFICE HOURS:

TELEPHONE:

PREREQUISITE(S):

REQUIRED TEXT AND MATERIALS:

COURSE DESCRIPTION:

METHOD OF INSTRUCTION:

COURSE OUTLINE:

EXPECTED LEARNER OUTCOMES:

COURSE COMPETENCIES:

ASSESSMENT OF LEARNER OUTCOMES:

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student's progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Valerie Webb, Room 3354 or 596-9670 V/TDD.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multi cultural education and environment that reflects and respects diversity and that seeks to increase understanding and tolerance.

KANSAS CITY KANSAS COMMUNITY COLLEGE

COMPETENCY INDEX

Course Number/Section/Title:

Student Name:

Student Number:

Instructor:

Division:

RATING SCALE for Competency Achievement

4-Superior, 3-Good, 2-Average, 1-Inferior, 0-Failure, NA-not addressed

DIRECTIONS:

Evaluate the student by checking or highlighting the appropriate number to indicate the degree of competency achieved.

COURSE COMPETENCIES:

(Insert course competency for this class and the rating scale) Example:

4 3 2 1 0 NA 1. The student

4 3 2 1 0 NA 2.

Please check one of the following:

_____I certify that the student completed the course and the competencies, as indicated.

_____I certify that the student completed 25% of the course competencies, as indicated.

Instructor Signature:

Date:

Online Syllabus Format

Please read carefully, print, sign, and send. Keep a copy for yourself. You must include a personal, not shared, email address. Contact your instructor if you have any questions.

Contract for Online Students at Kansas City Kansas Community College

Course Number and Name:

Semester and Year: ____Summer ____Fall 200_

Send to:

Kansas City Kansas Community College

7250 State Ave.

Kansas City, Kansas 66112

Fax:

I have read the syllabus and understand that it is the student's responsibility to have the prerequisite computer and Internet access/skills required for an online course. I understand that successful completion of the course requires class participation and assignments as designated. I agree to submit this contract to the instructor by the date required. I understand that no credit will be given for the class until the instructor receives all assignments and this course contract.

My signature on this contract represents my agreement to adhere to the guidelines of this course. I affirm by my signature that I am the individual designated on the enrollment form and I am the sole author of the assignments.

Drop/refund/Withdrawal information:

- Contact the Admissions Office admiss@kckcc.edu or 913-288-7600 for refund/withdrawal information regarding your course.
- Contact the KCKCC Bookstore regarding textbook refunds bookstor@kckcc.edu or 913-288-7633
- To withdraw from a class, the student must send a letter (not an email) listing the course name and number asking to be withdrawn to:

Alvina Laird
Admissions Office
7250 State Ave.
KC, KS 66112

IMPORTANT NOTICE: Students needing signatures to receive Pell Grant monies must complete 25% of the course competencies before the instructor will authorize your financial aid form.

Student Name (Please print)_____

Student Signature:

SSN:

Your Email address:

(required) _____

Instructor's Signature:

Date:

Auditing information:

The syllabus and all assignments are available to the student in the virtual classroom.

The course syllabus is attached to this form.

The competency index is completed and attached to this form.

ONLINE SYLLABUS TEMPLATE

CIP CODE: <check with administrative assistant>

SEMESTER: Current

COURSE TITLE:

COURSE NUMBER: <do not list section>

CREDIT HOURS:

INSTRUCTOR:

OFFICE LOCATION:

OFFICE HOURS: <include online office hours if you hold them>

TELEPHONE: **EMAIL:** <where you want to receive your emergency email; always use WEBCT mail for assignments/communications>

PREREQUISITE(S) : <add academic requirements or NONE> Basic computer skills and regular Internet access/skills. Please review the [On-line Course Requirements](#).

REQUIRED TEXT AND MATERIALS: <add your text and materials>

Texts are available from the [KCKCC Bookstore](#).

It is the student's responsibility to have a compatible browser and reliable internet service. For information about appropriate browsers, settings, and downloads visit http://www.webct.com/quickstart/viewpage?name=exchange_browser_tuneup

Access the course: <http://www.kckcc.edu> > Go to Online Classes. It is the student's responsibility to access the online class in a timely manner. If any difficulties are encountered, it is the student's responsibility to contact [Technical Support](#). A personal, **accurate** email address is required. Technical Support is not responsible for responses returned based on inaccurate addresses, unknown users, or full mailboxes.

COURSE DESCRIPTION: <include the course description> **Onground meetings for this course are <not required/required/optional--select one. If required or optional, add guidelines under "Learner Assessment">.**

METHOD OF INSTRUCTION: e.g. online discussion, assigned readings, case studies, text assignments, etc.

COURSE OUTLINE: <Basic Outline>

EXPECTED LEARNER OUTCOMES: <otherwise known as goals/objectives; usually 5-7>

COURSE COMPETENCIES: <10 per credit hour is standard; must be the same as onground course competencies>

ASSESSMENT OF LEARNER OUTCOMES: grading procedures <If you are requiring on campus visits or exams, then you will need to indicate that off campus students will have to have proctored exams or must come to campus.>

ADDITIONAL COURSE INFORMATION: <see Course Description; other material you want to add>

SPECIAL NOTES: <required>

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Revised: 02/18/04

KANSAS CITY KANSAS COMMUNITY COLLEGE
COMPETENCY INDEX

Course Number/Section/Title:

Student Name:

Student Number:

Instructor:

Division:

RATING SCALE for Competency Achievement

4-Superior, 3-Good, 2-Average, 1-Inferior, 0-Failure, NA-not addressed

DIRECTIONS:

Evaluate the student by checking or highlighting the appropriate number to indicate the degree of competency achieved.

COURSE COMPETENCIES:

(Insert course competency for this class and the rating scale) Example:

4 3 2 1 0 NA 1. The student

4 3 2 1 0 NA 2.

Please check one of the following:

_____I certify that the student completed the course and the competencies, as indicated.

_____I certify that the student completed 25% of the course competencies, as indicated.

Instructor Signature:

Date:

Note to Students Taking Online Classes:

The decision to take a class online as opposed to an on ground class should be carefully considered before enrolling. It is true that online courses allow a student to be free of time and place. Class occurs when the student logs on to the computer at his or her convenience. It doesn't matter if it's 6:00 p.m. in the computing lab, Sunday afternoon at the local library, or 3:00 a.m. at home. The class will be there when the student is ready. That's a wonderful advantage to those with full time jobs, full time families, transportation problems, special needs or interests.

However advantageous online courses appear to be, please consider the following:

- Online courses require extreme self-discipline. One must log on and be prepared to read through many pages and comments. It must be done regularly (3 -5 times per week). Please note that most online courses at KCKCC are not self paced. They have definite start and stop dates, many with assignments due weekly.
- A great deal of time is spent visiting web sites, reading articles, dealing with technical problems. Technology is unreliable. The plan to submit homework at the last moment can be defeated with a busy or down server.
- Sometimes the cyber dog eats your homework. That is no excuse for not submitting homework. You should always have a copy saved to a disk so you can resubmit. Failure to do so leads to more work.
- Online courses require extreme self-discipline. One must log on and be prepared to read through many pages and comments. It must be done regularly (3 -5 times per week) or the process can take several hours.
- A great deal of time is spent visiting web sites, reading articles, dealing with technical problems. Technology is unreliable. The plan to submit homework at the last moment can be defeated with a busy or down server.
- Most people who have taken online courses find them 'labor intensive'. Often, the course timeline is condensed (6-10 weeks). Students report spending approximately 7 hours per week on a typical online course.
- If you are not highly motivated, disciplined, and patient, online courses are not the best option. There are other forms of course delivery that may be more appropriate for you.

Telecourse Syllabus Format

CIP CODE:

SEMESTER:

COURSE TITLE:

COURSE NUMBER:

CREDIT HOURS:

INSTRUCTOR:

OFFICE LOCATION:

OFFICE HOURS:

TELEPHONE:

PREREQUISITE(S):

REQUIRED TEXT AND MATERIALS:

COURSE DESCRIPTION:

METHOD OF INSTRUCTION:

COURSE OUTLINE:

EXPECTED LEARNER OUTCOMES:

COURSE COMPETENCIES:

ASSESSMENT OF LEARNER OUTCOMES:

SPECIAL NOTES:

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KANSAS CITY KANSAS COMMUNITY COLLEGE

COMPETENCY INDEX

Course Number/Section/Title:

Student Name:

Student Number:

Instructor:

Division:

RATING SCALE for Competency Achievement

4-Superior, 3-Good, 2-Average, 1-Inferior, 0-Failure, NA-not addressed

DIRECTIONS:

Evaluate the student by checking or highlighting the appropriate number to indicate the degree of competency achieved.

COURSE COMPETENCIES:

(Insert course competency for this class and the rating scale) Example:

4 3 2 1 0 NA 1. The student

4 3 2 1 0 NA 2.

Please check one of the following:

_____I certify that the student completed the course and the competencies, as indicated.

_____I certify that the student completed 25% of the course competencies, as indicated.

Instructor Signature:

Date:

**Example of Student Competencies Profile Sheet
Kansas City Kansas Community College**

Course Number/Section/Title:

Student Name:

Student Number:

Instructor:

Division:

RATING SCALE for Competency Achievement:

- 4 Superior**
- 3 Good**
- 2 Average**
- 1 Inferior**
- 0 Failure**
- NA Competency not addressed**

DIRECTIONS:

Evaluate the student by checking or highlighting the appropriate number to indicate the degree of competency reached. Rate each task to reflect employability readiness.

Course Competencies

Computer Literacy/Software Navigation Skills:

1. The student will locate the course URL.
4 3 2 1 0 NA
2. The student will log in using ID and Password.
4 3 2 1 0 NA
3. The student will open, read, and send email.
4 3 2 1 0 NA
4. The student will copy and paste text.
4 3 2 1 0 NA
5. The student will search the Internet.
4 3 2 1 0 NA

Content Competencies:

6. The student will distinguish between synchronous and asynchronous courses.
4 3 2 1 0 NA
7. The student will review and critique at least 3 assigned articles.
4 3 2 1 0 NA
8. The student will list three disadvantages of online courses.
4 3 2 1 0 NA
9. The student will list three advantages of online courses.
4 3 2 1 0 NA
10. The student will explain three methods of course adaptation to online delivery.
4 3 2 1 0 NA
11. The student will identify characteristics of successful online teachers.
4 3 2 1 0 NA
12. The student will identify characteristics of students.
4 3 2 1 0 NA

13. The student will define the characteristics of a quality online course.
4 3 2 1 0 NA
14. The student will explain how online courses can address various learning styles.
4 3 2 1 0 NA
15. The student will discuss faculty compensation issues.
4 3 2 1 0 NA
16. The student will discuss online course ownership.
4 3 2 1 0 NA
17. The student will review and critique existing online courses.
4 3 2 1 0 NA
18. The student will contribute comments to weekly discussion.
4 3 2 1 0 NA
19. The student will review classroom management software.
4 3 2 1 0 NA
20. The student will develop a minimum of two questions for initiating online discussions.
4 3 2 1 0 NA
21. The student will describe a method of assessing student participation.
4 3 2 1 0 NA
22. The student will discuss a process of evaluating online teaching.
4 3 2 1 0 NA
23. The student will review a process for evaluating online courses.
4 3 2 1 0 NA
24. The student will use an online testing site.
4 3 2 1 0 NA
25. The student will discuss testing procedures for online courses.
4 3 2 1 0 NA
26. The student will compose a webliography with a minimum of ten sites.
4 3 2 1 0 NA
27. The student will prepare two complete sessions for online delivery.
4 3 2 1 0 NA
28. The student will construct a competency based syllabus using the appropriate format.
4 3 2 1 0 NA
29. The student will participate in a survey regarding the online course.
4 3 2 1 0 NA

Please check one of the following:

___ I certify that the student completed the course and competencies as indicated above.

___ I certify that the student completed 25% of the course competencies, as indicated above.

Instructor signature:

Date:

For more information e-mail bhayes@kckcc.edu

Rosters

Class Roster

Instructors need to pick up their class roster(s) from their Division's Administrative Assistant. This class roster will list the names of those students who completed the enrollment process before classes started.

Students can add/drop and late enroll during the first week of classes. For instructors to keep an accurate count of who is enrolled in their class they have two options.

First, they can have their Division's Administrative Assistant run a new roster everyday before class to verify the students who have made add/drops. If the instructor does not have time to have a new class roster printed, they have the second option of asking the student to see a copy of their Student Schedule and Billing form to verify their enrollment in class. Students whose names do not appear on the class roster and/or are not able to verify their enrollment need to report immediately to the Admissions and Records Office before attending class.

(Students with skill problems should be referred to the Academic Resource Center with an Early Alert form, available in Division Offices. Peer tutoring is available for any student experiencing academic difficulty. Tutoring may be requested, at no cost to the students.)

AUDITORS' ROSTER

Auditor Roster(s) are sent out by the Admissions and Records Office three weeks after the start of the semester. -Late start and mid term rosters are sent at the beginning of the course. Instructors are responsible for returning the Auditor Rosters to the Admissions and Records Office within a week. These rosters are the official document for verifying the number of students attending the college. It is imperative that they are completed quickly and accurately because they effect the funding the college receives from the state of Kansas.

You are teaching a class but you did not receive an Auditors Roster for that class. Action to take: If the class is in session or has ended contact Angie Ford, Professional Assistant to the Registrar immediately at ext: 7110 to correct the omission. If the course is a mid-term or late start class that begins after the traditional August and January start dates, those Rosters will be sent within two weeks of the class start date.

A student has been attending the class but their name does not appear on the Roster.

Action to take: Add their name to the Roster, and then promptly send the student to the Admissions and Records office to assess if it is an error or an omission.

Students' name appears on the Roster who have not attended class, and/or made any recorded attempt to contact you.

Action to take: Draw a line through the students' name on the Roster.

You are teaching an On-line course and a student has not yet logged on, and has made no recorded attempt to contact you.

Action to take: Draw a line through the students name on the roster. However, do not deny access to the course at this point. We have learned sometimes the lack of contact is a technical (hardware, software) challenge.

Questions or concerns regarding the process:

Action to take: Contact Dr. Denise McDowell, Dean Enrollment Management/Registrar at extension 7604.

GRADE ROSTER

One week prior to Final Exams instructors will receive their Grade Roster(s) from the Admissions and Records Office. Instructors are responsible for returning their grade rosters at the end of week. If an instructor misses the deadline for submitting their grade roster(s), all grades for their course are keyed with “**NG**” (No grade available at this time) and this is recorded on the student’s academic record until the grade is submitted and recorded..

GRADES

2003-2005 General Catalog pg. 46 or online. The catalog is on the KCKCC web page *www.kckcc.edu) under Index G.

A student's college work is evaluated in terms of a letter grade. Only semester grades are recorded on a student's college transcript. Grades are recorded as follows:

| | | | |
|-----|----------|----|---------------------------|
| A | Superior | NP | Not Passed |
| B | Good | CR | Credit |
| C | Average | I | Incomplete |
| D | Inferior | W | Withdrawal and/or |
| F | Failure | WA | Administrative Withdrawal |
| P | Pass | | |
| AUD | Audit | | |

Additional Explanation of Grades

Pass/Not Passed is a grade not computed into the student’s grades-point average. A grade of **P** indicates the student completed and passed the requirements of the class. A grade of **NP** indicates the student did not complete the requirements of the course.

Credit is a grade that indicates a student has received credit for the course but the grade is not calculated in the grade-point average. The credit hours do count towards graduation requirements.

Incomplete is a grade that indicates the student’s academic work is of passing quality but as not been completed. Course work needed to remove the grade of I is expected to be completed during the following semester. The maximum length of time to fulfill the requirement(s) for an incomplete grade is one (1) year after enrolling in the course.

If course work is not completed within a year, the grade of “**I**” will change to an “**F**”.

Grades and Student Privacy Right

Course Withdrawal

Instructors are responsible for providing students with a course syllabus at the beginning of the semester stating their attendance policy and administrative withdrawal procedures. Instructors are not required to use the Administrative Withdrawal policy.

Administrative:

Students can be administratively withdrawn from a course by their instructors for excessive absences. Administrative withdrawals are processed up to (3) three weeks before the start of final examinations.

The Admissions and Records Office notifies students by mail if they have been administratively withdrawn. If a student wishes to remain in the course, they need to contact the instructor within (3) three days to be reinstated in to the class.

The Registrar is allowed to administratively withdraw students who have not met financial obligations to the College. Students who have been withdrawn and are not re-instated receive a grade of “**WA**” on their transcript. Re-enrollment in a subsequent semester is required to achieve a grade for the course.

Student Withdrawal:

Students can initiate a withdrawal from a class by completing a withdrawal form which will allow them to have a grade of “**W**” posted on their transcript instead of a letter grade that affects their GPA. To officially withdraw, students need to obtain their instructor’s signature on a withdrawal form, which they need to have processed in the Admissions and Records Office.

Evening students may withdraw using written notification to the Admissions and Records Office if their request is postmarked on or before the final withdrawal date. If students stop attending class but do not officially withdraw from a course, a grade of “**F**” is posted on their transcript.

Deadline dates for withdrawing from classes:

1. Semester courses (16 weeks): Students may withdraw up to three (3) weeks before the start of final examinations.
2. Summer session, mid-term, and block courses: Students may withdraw up to two (2) weeks before final examinations.
3. Mini-courses: Withdrawals are not allowed after classes start.

If a student completely withdraws from the College, refunds are made in accordance with the refund policy and published refund dates.

(If a student receives federal financial aid and withdraws, he/she may be required to repay a portion of the aid disbursed. Students need to contact the Financial Aid Office for specific details.)

Grades

Grade Change:

Only the instructor of a course can initiate a grade change. All grade changes must be made within two semesters of a student's initial enrollment in the course. Any deviation from this policy must be authorized by the Vice President for Academic Services.

"Change of Grade" forms are available to instructors in the Admissions and Records Office or in your Division Office. They are also processed by Bev Ross, Transcript Analysis in the Admissions and Records office (913-288-7313).

Incomplete Grade:

Incomplete is a grade that indicates the student's academic work is of passing quality but was not completed by the end of the class. Course work needed to remove the grade of "I" should be completed during the following semester. The maximum length of time to fulfill the requirement(s) for an incomplete is one (1) year after enrolling in the course. **STUDENTS DO NOT NEED TO RE-ENROLL AND PAY FOR THE COURSE.** When all work has been turned in and graded the instructor will submit the grade change form to the transcript analysis (Bev Ross) in the Admissions and Records Office.

Effective Fall 2002, if course work is not completed within a year, the grade of "I" will change to an **F** unless the instructor specifies an alternative grade within the designated time period. (1 year after enrolling in the course).

Instructors are responsible for reporting an incomplete grade(s) by using the Report of Incomplete form, which should be submitted to the Division Dean at the end of the semester. The Incomplete Grade form is a three part document, the white copy to be filed in the Division office, yellow copy for the instructor's records, and pink copy to be mailed or given to the student for their records.

These forms along with completion requirements are filed in the Division office. Blank forms are available in Division, Admission, and Leavenworth Center offices. Incomplete grades are not to be used in place of "F", "WA" or "W" grades.

Grade Appeal Procedure

(Appendix A)

The Grade Appeal Procedure is designed to assure students an orderly process for appeal and review of allegedly capricious final grades and to assure instructors their essential function of evaluation of student performance. Students, of course, are responsible for meeting the standards of academic performance established for each course in which they are enrolled.

The Grade Appeal Procedure is available only for review of allegedly capricious grading, and not for review of the judgment of instructors in assessing the quality of student's work. The procedure must be initiated within four weeks after the start of the next fall or spring semester.

Capricious grading, as the term is used here, consists only of the following:

1. The assignment of a grade to a particular student on some basis other than performance in the course.
2. The assignment of a grade to a particular student by resorting to a more exacting or demanding standards than were applied to other students in the course.
3. The assignment of a grade by substantial departure from the instructor's previously announced standards.

In general, students are encouraged to discuss any academic matter informally with their instructors or, if necessary, with the department Dean before initiating the procedure. Resorting to the following procedure should be made only when the student believes the course grade was capriciously assigned, and the results of informal consultation unsatisfactory.

Step 1:

Students should discuss a course grade which they consider capricious first with the instructor of the course. If anyone other than that instructor is approached, the student should be referred to that instructor, unless there are compelling reasons to the contrary. In the latter instance, the student should be referred to the Dean of that division. If a grade appeal is made against a division Dean, then the most senior member of the division would assume the role of the Dean for the purpose of the appeal.

Step 2:

If the matter cannot be resolved by consultation with the instructor, the student should confer with the appropriate division Dean and present in writing all facts and allegations on which the student is prepared to rely thereafter. This has to be done within 10 school days of the student/instructor consultation. In turn and also within 10 school days, the instructor must prepare a written explanation of the disputed grade for the Dean.

Step 3:

The Dean will arrange a meeting with the instructor and student within 10 school days of receiving the written facts and allegations.

Step 4:

If the matter is not resolved to the satisfaction of both the instructor and the student, the Dean will establish an ad hoc departmental committee for that purpose. The committee will consist of 3-5 members of that department. Should a department not have 3-5 members, the division Dean will appoint 3-5 members from other departments within that same division. The departmental committee may recommend:

- a. That the grade stands.
- b. That the instructor re-evaluates the evidence of the student's performance.
- c. Other remedies which, under the circumstances of the particular case, seem more likely to produce an equitable resolution.

Step 5:

If the result of the departmental review is a recommendation that the original grade stand, the student may appeal to the Vice President of Academic Services. The Vice President may:

- a. Accept the results of the departmental review and confirm that the grade be allowed to stand.
- b. Ask the department to reconsider the case citing errors, inconsistencies, omissions, etc., which may have influenced the departmental recommendation.
- c. Take personal responsibility as academic head of the college by asking the Registrar to alter the course grade on the student's permanent record.

The decision of the Vice President will be communicated to the student, the instructor, and the department.

Students' Privacy Rights

Information contained in a student's academic file is maintained in the Admissions Office. This file contains the student's application for admission, transcript from high school and other colleges attended, GED test score, a permanent KCKCC transcript, correspondence, and ACT test score. Directory information concerning students is considered to be open to the public upon inquiry, unless an individual student has notified the Admissions Office in writing at the beginning of the semester that certain items should not be released without his/her consent.

Directory Information includes:

- Name, address, telephone number, and e-mail address
- Date and place of birth
- College, major field of study, year in KCKCC
- Dates of attendance at KCKCC
- Award and academic honors
- Degrees and dates awarded
- Most recent educational institution attended
- Participation in officially recognized activities and sports
- Height and weight of member on athletic teams

Instructors should feel free to discuss a student's progress with the student. However, when requests for information come from anyone other than the student, instructors should contact the Admissions/Registrar's Office to see that the student has not filed a hold on disclosure of information. If there is no hold, the instructor may disclose only directory information. With the consent of the student, (specific written statement detailing exactly what information can be shared) an instructor may discuss other aspects of the student's progress with the inquirer.

Parents or legal guardians of dependent students **MAY** have access to their student's information if:

- a) the student is under the age of 18 and
- b) the student is the parent's legal dependent, claimed on the most recent year's tax for.

Documentation will be required in the Registrar's Office.

INSTRUCTIONAL SUPPORT SERVICES

KCKCC College Reading Program

The KCKCC College Reading Program consists of a two-course sequence designed to help students develop and improve reading habits and skills for college success.

The following chart refers to course numbers, descriptions and required levels of course enrollments. These course designations are based on ACCUPLACER scores as administered by the Learning Resource Center and the KCKCC Mandatory Assessment and Placement policy:

| COURSE NUMBER | COURSE TITLE | ACCUPLACER SCORE |
|---------------|--|------------------|
| READ0091 | INTRODUCTION TO COLLEGE READING | 00-54 |
| | College Reading Skills is designed to provide students with opportunities to improve understanding of written materials, reading comprehension strategies, and writing skills. The focus of this course will be on reading comprehension strategies such as vocabulary development, main idea/supportive detail comprehension, and written communications. | |
| READ 0092 | COLLEGE READING | 55-74 |
| | College Reading Strategies is designed for students to further develop general reading skills and college level reading strategies with an emphasis on higher levels of reading with vocabulary, comprehension, critical thinking and writing. | |

Dr. Janice McIntyre, KCKCC Reading Specialist facilitates this program. If you have any additional questions, please contact her at 913-288-7176, or email at drmcrdtp@kckcc.edu.

Mathematics Department

The mission of the Department of Mathematics is to support the College mission:

- (1) by providing general education courses in mathematics for transfer programs and
- (2) by providing developmental mathematics courses that prepare students for college level mathematics. The focus is on facilitating learning experiences so students can maximize their learning of mathematics.

In order to accomplish its mission, the department believes in the philosophy that every motivated student can experience success in learning mathematics. Students learn best in context—that is, when they can relate what they are learning to life experiences. Students should be given the opportunity to understand concepts (rather than just master techniques) in order to transfer knowledge. Students better retain knowledge if they participate in its discovery and application. Students should have access to calculators and other technology to empower them in their learning. Students' use of technology in learning mathematics enhances their technological literacy and reflects the use of technology in society. All learning styles should be considered in teaching mathematics, and evaluation of student performance should accommodate diversity. Incorporating team-learning experiences in education develops team skills enabling students to effectively participate in collaborative endeavors. Learning mathematics is instrumental to success in the 21st century.

The mathematics curriculum is designed to enable students to progress from a review of basic arithmetic skills through upper level mathematics courses designed to transfer to four-year colleges and universities. Transfer credit depends upon the requirements at the institution to which students plan to transfer. Students should check these requirements carefully.

The Department of Mathematics has adopted mandatory placement criteria in order to ensure student success. Use the information in Mandatory Placement Criteria to determine the appropriate mathematics course. Students must successfully complete prerequisite courses with a grade of “C” or better before enrolling in the next course.

The Department of Mathematics provides math instruction in the following formats:

MATH0097 Math Essentials – lecture, computer assisted, online.

MATH0099 Elementary Algebra – lecture, computer assisted, online.

MATH0104 Intermediate College Algebra – lecture, computer assisted, online.

MATH0105 College Algebra – lecture, computer assisted, online, telecourse.

MATH 0115 Statistics – lecture, online, telecourse.

All other Department of Mathematics courses are offered in the traditional format.

Academic Resource Center

[Visit our website](#)

The Academic Resource Center (ARC) is located in Room 3344, Jewell Student Center. During the regular academic year, the offices are open from 7:30 a.m. to 7:30 p.m. Monday-Thursday, Friday 7:30 a.m. to 4:30 p.m. Summer hours are 7:00 a.m. to 7:30 p.m. Monday-Thursday, closed Friday.

Services offered include the following:

Placement Testing

The ARC administers the required placement test in reading, sentence skills, and algebra. Testing is required for all first-time students and transfer students who have not completed English Composition and College Algebra. The test is for placement purposes only, and is given on a drop-in basis Monday – Thursday between 8:00 a.m. – 11:00 a.m. and 2:00 p.m. – 6:00 p.m. and during the regular enrollment process. Study guides are available in the Academic Resource Center to aid students in preparing for the test. There is no testing fee.

Peer & Professional Tutoring Program

Peer and professional tutoring are available to all enrolled students experiencing academic challenges. Students who need tutoring must complete a “Request for Tutoring” card in the ARC. If a tutor is available, the student will be given the tutor’s home phone number to schedule an appointment. Appointments may be one-on-one with the tutor or in a group of two or more. Scheduled group tutoring is available in some courses. Tutors must be recommended by the course instructor, and have a final grade of “A” or “B”. If presently enrolled in the course, the tutor must have at least a “B” average. Tutoring services are free of charge to enrolled students.

Writing Lab

Professional Tutors provide writing assistance on a walk-in basis to currently enrolled students. Students must complete a “Request for Tutoring” card in the ARC. Students may receive assistance with any part of the writing process: using word processors to complete a paper, developing ideas to begin a writing assignment, research, editing, etc. Schedules vary each semester, and available hours are posted on campus bulletin boards or may be obtained by contacting the ARC.

Math Lab

Professional Tutors and Peer Tutors provide math tutoring on a walk-in basis to students currently enrolled in math courses. Students must complete a “Request for Tutoring” card in order to receive services. Services can include help with homework assignments, organizing course study groups for specific classes, and reviewing for tests or quizzes. Available hours are posted on campus bulletin boards or may be obtained by contacting the ARC.

Learning Assessment & Strategies

A computerized Learning Styles Inventory is available for students who would like to assess their learning styles and develop specific strategies based on their learning style. Additional services include study skills, test taking skills, and supplemental materials in specific subject areas. Students may also receive a screening for learning disabilities, if needed.

Accommodations for Students with Disabilities

The Academic Resource Center coordinates accommodations for students who have a documented permanent disability. Accommodations are provided in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Students receive assistance on an individual basis, at no cost to them, and with respect to confidentiality. When a student requests services that require classroom accommodations, the instructor will be notified by the Academic Resource Center through a “Notice” highlighting the student, course, and recommended accommodations. The instructor is required to adhere to the accommodations.

The Academic Resource Center requests that all faculty include the following statement in the course syllabus distributed to students:

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Valerie Webb, Room 3354 or 288-7670 V/TDD.

The inclusion of the above statement informs the student(s) of the procedure for receiving accommodations and protects the instructor from a claim by a student that the instructor discriminated against him/her because of a disability.

Faculty are encouraged to contact the Academic Resource Center with any questions before approaching a student whom they think might need accommodations.

Assistive Technology

Assistive technology is used to provide computer access for students with disabilities. Assistive technology includes software and/or hardware for screen reading, screen magnification, voice recognition, word prediction, alternative input devices, scanning, and more. The technology is available through the ARC and can be placed in classrooms, computer labs, and other areas of the college as needed.

Academic Resource Center Personnel

[Valerie Webb](#), Professor/Director of Academic Resource Center

[Robert Beach](#), Assistive Technology Specialist for Academic Resource Center

[Faith Moody](#), Placement Coordinator in the Academic Resource Center

[Alex Twitty](#), Learning Specialist for Academic Resource Center

[Barbara Watson](#), Technical Assistant/Academic Resource Center

[Deborah Wilson](#), Part-Time Evening Secretary for Academic Resource Center

Americans with Disabilities Act (ADA) 1990

"...The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment, State and local government services and transportation, public accommodations, and telecommunications..."

Title I - Employment

Employers with 15 or more employees may not discriminate against qualified individuals with disabilities. 29 CFR 1630.4

Title II - Public Services and Transportation

State and local governments may not discriminate on the basis of disability. 28 CFR 35.130. Public transportation vehicles and facilities must be accessible to riders with disabilities.

Title III - Public Accommodations

Restaurants, hotels, theaters, shopping centers and malls, retail stores, museums, libraries, parks, private schools, day care centers, and other similar places of public accommodation may not discriminate on the basis of disability. 28 CFR 36.201

Title IV - Telecommunications

Telephone companies must provide telecommunications relay services for hearing-impaired and speech impaired individuals 24 hours per day. 47 CFR 64.603 and 64.604

College Advancement

[Visit our website](#)

Printing

The Printing Department is part of the office of College Advancement. Two press operators and three printing presses print 95% of all the college's publications. Most printing projects require four (4) weeks for completion. The printing process includes typesetting, graphics, design/layout, proofing by the originator, making changes or corrections, printing, and bindery work. Obviously, some projects are more complicated than others and may take more time. When you are planning a project, please remember that there are probably projects ahead of yours. While we will do all we can to get your printing projects to you on time, we cannot stop what we are doing to accommodate a "rush" job. The print shop has been averaging more than sixty (60) completed projects per month. Last fiscal year 97% of those projects were completed on or ahead of the scheduled due date. We realize that situations may occur where circumstances beyond your control create the need for a "rush" job and we will try to handle these. Every project, however, cannot be a rush job. Contact College Advancement at 288-7675.

Public Information

College Advancement is always looking for news of events, promotions, achievements, human interest, etc. Please contact College Advancement as far ahead of an event as possible. (At least TWO weeks.)

Please do not contact the media yourself. **ALL CONTACTS WITH THE MEDIA MUST BE MADE THROUGH THE OFFICE OF COLLEGE ADVANCEMENT.** The media has been advised that their contact with the college must first be made through the office of College Advancement. Contact College Advancement at 288-7675 .

Graphics

In order to maintain a consistent design for the college, all design and printing of college publications must go through the Office of College Advancement. **ANY AND ALL PUBLICATIONS DISTRIBUTED OFF CAMPUS MUST HAVE THE TWO COLOR LOGO, COLLEGE SLOGAN, EOE STATEMENT, AND BE PRINTED ON APPROVED PAPER COLORS THAT ENHANCE THE RED AND BLUE LOGO.** This includes newsletters! Duplicated materials are not acceptable for public distribution off campus. Contact College Advancement at 288-7675.

Advertising

Any and all advertising must be designed and placed through the Office of College Advancement. When requesting advertising, please contact College Advancement well ahead of time because area newspapers have differing deadlines. As with publications, the college maintains a consistent design with all print advertising. Contact College Advancement at 288-7675 .

Duplicating Procedures

To have an item duplicated simply complete a Duplicating Request Form (available from your division secretary or College Advancement), attach it to the original copy or copies to be duplicated and submit it to the College Advancement Department. Allow a minimum of three working days for completion. Booklet productions or multiple copies of 500 or more require approximately two weeks processing time. It is the responsibility of the originator of the request to make single copies from books or magazines before submitting them for duplication.

Guidelines state that some copyrighted materials may be duplicated for classroom use or discussion without prior permission of the copyright holder, under certain conditions designed to reflect common educational needs.

For example: One copy of a book chapter, article, short story, or the like may be duplicated for the faculty member's use.

One copy per student from a copyrighted work may be reproduced if it meets the tests of brevity, spontaneity or

cumulative effect.

Consumable materials such as test sheets, answer booklets and workbooks may not be copied unless otherwise stated.

It is the responsibility of the originator of a request to obtain written permission from the copyright holder, if necessary.

Duplicated copies will be delivered to all departments with the exception of the Community Education Building, Student Union Building, and the Library.

If you encounter any problems or have questions or concerns, please contact the College Advancement Department at 288-7675.

College Advancement Personnel

[Jerry Toney](#), Director of College Advancement

[Gracella Jackson](#), Secretary of College Relations

[Patricia Harris](#), Supervisor/Typesetting and Duplicating

[Charles Huntington](#), Coordinator of Print Shop

[Judy Johnson](#), Technical Assistant/Duplicating

[Kim Lutgen](#), Graphic Designer/Pre-Press Technician

Faculty and Staff Development

The college, through the Office of Faculty and Staff Development, provides a program for professional and personal development for all full-time College employees. The goals of this program are:

1. To promote the faculty and staff's personal growth and self-actualization.
2. To provide professional development opportunities for this faculty and staff.
3. To increase the faculty's knowledge about the teaching and learning process.
4. To create a climate in which the attainment of effective teaching is an on-going concern.
5. To meet the development needs of the largest number of employees possible by, whenever feasible, bringing activities to campus or to the local community.

To achieve its goals Faculty and Staff Development sponsors a variety of seminars, workshops, and teleconferences on campus. Special Faculty in-service days are held in August, January, and April. Special Staff in-service days are held during the fall and spring semesters. Adjunct Faculty in-service programs are held in August and January. Adjuncts are also welcome to attend programs offered to the full-time faculty and staff. Travel funds are also available for faculty and staff to attend conferences, seminars, and workshops off campus. Priority is given to travel requests from persons who are part of the program at a conference, seminar, or workshop.

The Office of Faculty and Staff Development has a variety of books, articles, other publications, and videotapes available for use by faculty and staff. These materials are available in Room 1124. Contact Nancy Gordon at extension 7140 to check out these resources.

Faculty Development operates through a committee of faculty representatives. Membership consists of representatives from each division, a representative from the adjunct faculty, the Director of Workforce Development (administrator of Carl Perkins Funds), and a Title III Grant representative.

Applications for funds may be obtained by contacting the office at extension 7140 or through the Faculty & Staff Development page on the KCKCC home page. Office hours are 7:30 a.m. to 4:00 p.m.

Faculty and Staff Development Personnel

[Dr. Benjamin Hayes](#), Professor of Sociology/Director of Faculty & Staff Development

[Nancy Gordon](#), Class II Secretary for Faculty & Staff Development and Intercultural Center

Human Resources Department

Mission and Purpose Statement.

The Human Resources Department of Kansas City Kansas Community College is dedicated to service to our employees, the community, and to the College. We strive constantly for the enhancement of positive human relations within the institution. We are committed to the development of our faculty and staff through education and professional development experiences and to the accomplishment of the College's mission and goals. This commitment is pursued through a focus on evaluation, accountability and continuous improvement. We solicit ideas, suggestions, and your feedback regarding our policies and practices and encourage the highest level of performance in every employee. Our efforts in Human Resources ultimately are directed to support high quality teaching, learning, and human development of our students.

Human Resources Management at Kansas City Kansas Community College

Human Capital is the most basic and most important element of any organization. It is people who bring all of their experience, skills, judgment, abilities, knowledge, and wisdom into an organization and make it successful.

Human Resources Management is defined as the design of formal systems in an organization to ensure the effective and efficient use of human talent to accomplish organizational goals.

Effectively utilizing human talent within an organization requires three roles for a Human Resources Department: strategic, operational, and administrative. The strategic role stresses the importance of people as a valuable resource. The operational and administrative roles are essential for the successful "day-to-day" management of human resources, and the compliance with laws issued by the government.

The key functioning components of Human Resources Management include recruitment, compensation, training, and development. In addition to these components, the Human Resources Department at KCKCC is responsible for employee leave administration, counseling and advising employees, employee discipline, equal employment opportunity, employee relations, and promotion of the college within the community.

The Human Resources Department also provides numerous services to KCKCC, its' employees, and the community including:

1. The fostering of positive communication throughout the college.
2. Publication of an annual personnel directory
3. Sponsorship of "Take Your Child To Work Day"
4. Sponsorship of "Employee Appreciation Day" activity
5. Employment/Salary Verifications
6. Computation of Adjunct Instructor's Payroll
7. Advertisement of job vacancies
8. Coordination of job interviews and the employee section process

Lastly, all complaints of harassment/discrimination (from employees, students, and patrons) should be reported to the Director of Human Resources/Affirmative Action. A copy of the Harassment/Violence Policy is available in the Human Resources Department or at the Human Resources web page on the college intranet.

Robert Mathis and John Jackson (2000), *Human Resource Management*, South-Western College Publishing. – Has been consulted for Definition and Functions of Human Resources Management.

Kansas City Kansas Community College Sexual Harassment and Violence Policy

PROHIBITIONS: It is the policy of Kansas City Kansas Community College to maintain a learning and working environment that is free from religious, racial, disability or sexual harassment and violence. Kansas City Kansas Community College prohibits any form of religious, racial, disability or sexual harassment and violence.

It is a violation of college policy for a student, faculty member, staff member, administrator or other employee to harass a student, faculty member, administrator or other college personnel through conduct or communication of a sexual nature or regarding religion and race. For purposes of this policy, these prohibitions also apply to Kansas City Kansas Community College trustees, agents, volunteers, contractors or persons subject to the supervision and control of the Kansas City Kansas Community College.

It is a violation of college policy for any student, faculty member, administrator or other college personnel of the Kansas City Kansas Community College to inflict, threaten to inflict, or attempt to inflict religious, racial, disability or sexual violence upon any student, faculty member, administrator or other college personnel.

DEFINITIONS: **Sexual Harassment** consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- (i) submission to that conduct or communication is made a term or condition, either explicitly, of obtaining or retaining employment, or of obtaining an education; or
- (ii) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- (iii) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment.

Sexual harassment may also include but is not limited to:

- (i) unwelcome verbal harassment or abuse;
- (ii) unwelcome pressure for sexual activity;
- (iii) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of student(s) by faculty members, administrators, college law enforcement, or other college personnel to avoid physical harm to persons or property;
- (iv) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- (v) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or education status; or
- (vi) unwelcome behavior or words directed at an individual because of gender.

Racial, Disability, Religious Harassment consists of: physical or verbal conduct relating to an individual's race, disability or religion when the conduct:

- (i) has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
- (ii) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance, or
- (iii) otherwise unlawfully and adversely affects an individual's employment or academic opportunities.

REPORTING: Any person who believes he or she has been the victim of religious, racial, disability or sexual harassment or violence by a student, faculty member, administrator or other college personnel of Kansas City Kansas Community College should report the conduct to the Dean of Human Resources, the President of the College, any Vice-President of the College, a Dean or other college administrator.

Any person with knowledge or belief of conduct which may constitute religious, racial, disability or sexual harassment or violence toward a student, faculty member, administrator or other college personnel should report the alleged acts immediately to their supervisor or the Dean of Human Resources.

PRIVACY: The Kansas City Kansas Community College will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the college's legal obligations to investigate and to take appropriate action.

ACTION: Kansas City Kansas Community College will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, disability or sexual harassment or violence, and to discipline or take appropriate action against any student, faculty member, administrator or other college personnel who is found to have violated this policy.

NO REPRISAL: Kansas City Kansas Community College will discipline or take appropriate action against any student, faculty member, administrator or other college personnel who retaliates against any person who reports religious, racial, disability or sexual harassment or violence.

Any person who retaliates against another for testifying, assisting or participating in an investigation or proceeding relating to harassment or violence shall be subject discipline. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Information Services

[Visit our website](#)

[William Chennault](#), **Dean of Information Services:**

[Vickie Haynes](#), Information Services Administrative Assistant

[Rachel Silvius](#), Information Services Division Secretary:

Mission and Purpose

The Information Services Division is the KCKCC technology rapid-response team consisting of highly-skilled and motivated faculty and staff dedicated to providing technology degree and certificate programs within the narrow windows of opportunity available in today's quickly changing technology environment. Information Services is committed to providing education in technology areas that exist today and that may exist tomorrow. This commitment drives an extremely steep faculty and staff learn-teach-learn curve made necessary by the ever-accelerating pace of technology.

Information Services is committed to abandoning the old and embracing the new as dictated by the educational needs of students and the rapid approach of tomorrow's technology. The ability to react to changing technology is based on extensive and continuing faculty training and education. Therefore, Information Services is faculty driven with full faculty participation in a model of shared leadership placing ownership of the division's processes in faculty hands.

By eliminating instruction involving old technology, the Information Services division continually releases resources to invest in new technology and training, thereby completing and renewing the all-important learn-teach-learn cycle necessary to serve our student population by constantly upgrading faculty and staff skills.

Information Systems

Mission and Purpose

Information Systems provides services to students, faculty, and staff each semester during all hours of college operations. Services provided include limited training, hardware/software problem determination and correction, internet connections, equipment installation, programming and consulting.

All college employees and current students may access the campus network by requesting an ID and password from Information Systems. Faculty and staff may utilize computer facilities dedicated to their use or they may use any IS instructional laboratories not currently occupied by a class. (The IS lab in the Library and the one in 3626 is almost always available on a drop-in basis.) At the time of this writing (July 2000) there are over 30 IS computer laboratories on the main campus, plus individual faculty and staff workstations located in division complexes and staff offices. There are also four Information Systems labs at the Leavenworth Center.

Information Systems Personnel

[Baz Abouelenein](#), Director of Information Systems

[Robin Johnson](#), Information Systems Network Administrator

[Lee Tigie](#), Professional Assistant

[Chad Haynes](#), Professional Assistant

[Jay Blumenthal](#), Professional Assistant

[Fred Postelwait](#), Professional Assistant

[Tony Serrano](#), Professional Assistant

Library Services

[Visit our website](#)

The KCKCC Library has as its purpose: To serve students, staff, faculty and administrators of the college and to serve Wyandotte County residents by providing access to a variety of services and resources that support and strengthen the instructional programs of the college and the higher educational needs of the community.

Specific charges:

- to acquire, inventory, store, and make available an organized collection of materials and information in print, non-print, and electronic formats;
- to provide the facilities and environment necessary for individual study and/or research;
- to provide reference and other professional services designed to develop self-reliance among users/patrons;
- to provide bibliographic instruction designed to locate, access, and evaluate information sources in a variety of formats or locations;
- to provide interlibrary loan services which expand the resources and instructional capabilities of the local collection; and
- to provide bibliographic search and retrieval services to KCKCC students, faculty, and staff.

Library Personnel

[Cheryl Postlewait](#), Professor, Technical & Access Services Librarian:

[Mary Fenlon](#), Professor, Public Services:

[Penny Mahon](#), Associate Professor, Media & Reference Librarian:

[Helen Parker](#), Assistant Professor, Acquisitions Librarian:

[Teri Hunter](#), Cataloging/Interlibrary Loan Assistant

[Kathy Cooper](#), Serials Assistant

[Debra Newton](#), Circulation Assistant

[Joseph Grasele, Jr.](#), Reference Librarian, part- time

Clare Bolton , Reference Librarian, part- time

Valerie Hodges, Reference Librarian, part- time

Marla Nehr, Cataloging Librarian, part- time

[Diane Staab](#), Circulation Clerk, part- time

Denise Morrison, Circulation Clerk, part- time

Vernita Stout-Clayton, Circulation Clerk, part- time

Online Education Services

[Visit our website](#)

The Online Education Services Department offers certification training and education in online instruction. Online Education Services also provides faculty education, via credit and non-credit courses and workshops.

The Director of Online Education Services trains faculty in online curriculum design and deliverance, including assistance in software usage. The Director advises students concerning the hardware, software, and computer skills necessary for participation in online courses.

Online Education Personnel

[Anita Reach](#), Director of Online Education Services

[Kathryn Barker](#), IS Technology Educational Specialist

[Ruben Noguera](#), Online Education Support Specialist

Web Services

[Visit our website](#)

Personnel

[Amber McCollough](#), Director of Web Services

[Eric Summers](#), Production HTML Specialist

[Sean Cribbs](#), E-Portfolio Educational Specialist

The college's web site and intranet are constructed and maintained by the Director of Web Services and the Production HTML Specialist.

All college e-mail accounts are established and maintained through the office of the Production HTML Specialist.

The E-Portfolio Educational Specialist develops and maintains the E-Portfolio system. He also trains HUDV0101 students and faculty in the use of the system for developing goals and missions, as well as presentations and resumes.

Media Services Technology

[Visit our website](#)

Media Services Technology provides a wide variety of services to faculty, staff, students and the community at large. The department consists of three distinct areas:

Classroom Technology

Media Services coordinates the placement of audio-visual equipment into the classroom. Instructors may request equipment, VCR's, televisions, projectors, etc., to be placed in classrooms. We do ask that requests be in the Media Services department 24 hours prior to the date needed. A limited number of multimedia carts are available upon request, these items must be reserved 48 hours prior to use. Because of their limited numbers, multimedia carts can not be reserved on a semester basis. Equipment can also be picked up in the Media Services office for off-campus use. LCD Projectors, camcorders, and audio cassettes must be picked up by the instructor and returned to media services. Media Services also designs and maintains smart technology classrooms. These rooms provide LCD projectors, smart boards, document cameras, DVD's and other permanently placed equipment for instructional use. Check with your division for room locations.

KCEC Cable Channel 17

The college manages Channel 17 on the Time Warner Cablevision system which covers most of Wyandotte County. KCEC-TV17 programming is composed primarily of telecourses and community programs. Programs are also developed and produced by Media Services in an on campus television studio. Faculty are encouraged to develop programming for the channel.

Production Services

Media services also possess professional grade production facilities. The facilities and services include a studio (digital video and audio), digital photography services, computer-based video editing, graphic services, and animation. In conjunction with the Continuing Education department, media services also maintains a holo-projection facility. Faculty members are encouraged to use the facilities for instructional and community service projects.

Media Services is located in the lower level of the Performing Arts Center, rooms 2516-2529. Extension numbers are 7639, 7161, 7244, and 7188. The front desk line is 288-7639. Office hours are 7:00 a.m. to 9:00 p.m. and regular summer hours.

Media Services Personnel

[Michael Kimbrough](#), Director of Media Services

[Randy Royer](#), Supervisor

[Ali Sultanti](#), Audio-Visual Technical Assistant

[Jim Herman](#), Electrical Systems Engineer

[Ashley Wright](#), Video Technical Specialist

Acceptable Use Policy

Guidelines for Acceptable use of College Computing Resources

College computing resources are provided for use by students, faculty, staff and other authorized users of KCKCC. All users are responsible for using these resources in an ethical and lawful manner. The following guidelines outline the use of college computing resources.

The computing resources of the college are the property of the college. Therefore, unauthorized, illegal, and/or unethical use of computing resources is prohibited. Access to any computing resource may be revoked by the president of the college, or the president's designated representative, without prior notice. The president's designated representative is the Dean of Information Services.

Privacy is not guaranteed. Users are not guaranteed privacy in any communication utilizing college computing resources.

No student or employee of KCKCC may use another's computer ID or password. Students and employees must not access another's computer account, files or other work.

KCKCC is not responsible for damages to any party arising from the use of any college computing resource.

All student access to the Internet is subject to KCKCC scheduling requirements governing computer equipment. Scheduling may change without prior notice to serve the needs of the college.

Usage of the Internet and campus network for unacceptable, non-KCKCC approved purposes is prohibited.

KCKCC computing resources may not be used to intimidate or create an atmosphere of harassment based upon gender, race, religion, ethnic origin, or creed, or sexual orientation. Fraudulent, threatening, or obscene e-mail or graphical displays used to harass or intimidate are prohibited.

An individual's computer privileges may be suspended or restricted and/or the individual may be suspended or expelled from school immediately upon the discovery of a possible violation of these guidelines.

It is the responsibility of all students and employees of KCKCC to become familiar with these guidelines. It is the responsibility of all employees to report violations of these guidelines to the appropriate KCKCC authority.

KCKCC will review and amend this policy when necessary.

Campus Computing Facilities

Students at Kansas City Kansas Community College enjoy many modern computer facilities conveniently located throughout the campus. All campus computer labs are connected to the college's high speed, fiber optic, *backbone* network. The collection of individual local area networks-- and the backbone network to which they are connected-- is often referred to as the "campus net".

Campus net users also have access to the internet via the school's direct connection, which is supported by a T1 link to our ISP. Both full and part-time students have access to the campus net and the internet.

Open Computer Labs

PC (Windows) Labs

[Student Universal Login Procedures](#)

Library Ground Floor

Hours

| | |
|--------------------|-----------------------|
| Monday - Thursday: | 7:30 a.m. - 9:30 p.m. |
| Friday: | 7:30 a.m. - 4:30 p.m. |
| Saturday: | 9:00 a.m. - 3:30 p.m. |
| Sunday: | No hours |

Room 3626

Hours

| | |
|--------------------|-----------------------|
| Monday - Thursday: | 7:30 a.m. - 9:00 p.m. |
| Friday | 7:30 a.m. - 4:00 p.m. |
| Saturday | 8:00 a.m. - 4:00 p.m. |
| Sunday | No Hours |

Mac Lab

Room 2106

[Open to students taking classes in 2106 only]

Hours

| | |
|---------------------------------|---------------------------------------|
| Monday Wednesday Friday: | 10:00 a.m. - 2:00 p.m. |
| Tuesday Thursday | 2:00 p.m. - 6:00 p.m. |
| Monday | 4:00 p.m. - 8:00 p.m. |
| Wednesday | 4:00 p.m. - 6:00 p.m. |
| | 6:00 p.m. - 8:00 p.m. (Lab as needed) |
| Friday | 1:00 p.m. - 4:00 p.m. |
| | 4:00 p.m. - 5:00 p.m. (Lab as needed) |

A Technical Description of the Campus Net

All student, faculty, and staff computing is achieved via the *Campus Network*. This phrase describes a very large, campus-wide network consisting of many individual *virtual networks*.

Roughly speaking, each building on the Kansas City campus is served by at least one virtual network connected to the switched, collapsed, campus backbone network. In the very early days of Academic Computing (now Information Systems), all of these networks were 2.5Mb/s ARCNet segments. Today, the ARCNet no longer exists, having been replaced with 100Mb/s Ethernet (Fast Ethernet) segments.

Campus LAN Topologies Fast Ethernet ties our campus together via a Nortel fiber switch located in room 2150. This switch drives other switches located in eleven wiring closets dispersed about the campus. In turn, the wiring closet switches drive 100Mb/s hub stacks which serve users in their respective local areas.

Campus Internet Access Our campus network is connected to the Internet via a dedicated T1 line. We are constantly examining new technologies that will provide multi-megabit access at affordable prices.

Campus Server Currently, the Kansas City campus fileserver is a *Hewlett Packard* quad processor device consisting of 500MHz Xeon CPUs. This server is equipped with four gigabytes of RAM and approximately 250Gb of hot-swap drive space. All students and employees of Kansas City Kansas Community College have access rights to this device, including private drive space.

The Future Predicting the future of computing is always a dangerous business. However, it is clear that the information revolution is being driven by bandwidth. Today, the driving force behind the information revolution is the exponentially growing demand for faster access to. . .*everything*. (We have seen the future and the future is bandwidth!)

Bandwidth across campus. Bandwidth to the desktop. Bandwidth to remote sites. Faster data throughput. Stereo quality audio on the campus net. Video on the campus net. Virtual reality applications on the campus net.

There is no problem here that bandwidth won't solve!

Today-September, 2001-digital video on the campus network is a technical reality. We will soon experience video mail and online courses enhanced with video content.

Information Systems has completed the fast Ethernet migration plan. All on-campus users now have a 100MB/s portal to campus computing services. Gigabit Ethernet is now part of our campus backbone, linking selected wiring closets to the central campus switch. We are beginning to provide gigabit connections to the desktop and are eagerly anticipating bonding the gigabit wiring closet to central switch links to form multi-gigabit links. (We are also anticipating the introduction of ten gigabit per second switching equipment.)

KCKCC Universal Student Login

Pin Number Information

If you have lost, misplaced, forgotten, or not received your Personal Identification Number:

Come to the Admissions/Records Office and present your Student ID. If you are a new student, who has never received a Personal Identification Number, you may use your driver's license or state issued ID for this initial Personal Identification Number request.

Once your identity has been confirmed the Personal Identification Number will be released to you.

If you are not able to come on campus, KCKCC will accept written requests by one of these methods:

1. **Fax your request** to (913) 288-7648
2. **Mail your request to:**
Office of Admissions and Records
Attn: Request for Personal Identification Number
7250 State Ave.
Kansas City, KS 66112
3. **If you choose to fax or mail a Personal Identification Number request, the request:**
 - Must be signed.
 - Must include your name, address, student ID number, and a phone number where you can be reached.
 - For your protection your Personal Identification Number will not be left on a fax machine, sent through e-mail, or left with another person. We must contact you directly to release your Personal Identification Number.

Intercultural Center

[Visit our website](#)

Mission and Purpose

The Intercultural Center promotes multicultural understanding, citizenship, and racial harmony. The Intercultural Center facilitates for the college the need to take institutional responsibility for eliminating racism, stereotypes, prejudice and discrimination.

The Intercultural Center

- * Serves the needs of international and multicultural education.
- * Designed to provide students, faculty, staff, and local communities with an enriched environment that celebrates the cultural contributions of our diverse populations.
- * Fosters greater cultural interaction, understanding, and education.
- * Provides cultural events, activities, speakers, and training programs that enhance relationships and campus spirit.

The Intercultural Center has an Intercultural Council that guides the educational programming and serves as advocates for educational understanding and appreciation.

Please feel welcome to stop by the Intercultural Center for complimentary beverages, good conversation, and interaction with students, faculty, staff and community members. We are located on the Lower Level of the Jewell Building, room 2303.

For more information regarding the Intercultural Center contact icc@kckcc.edu or call 913/288-7672.

GUIDELINES FOR THE FIRST CLASS

The importance of the first class session cannot be overemphasized because it is the time when you set the ground rules for the remainder of the course. In addition to distributing and discussing the course syllabus, you should be sure to:

1. Introduce yourself. Begin to build a comfortable learning environment. You set the tone for the class.
2. Take roll and check it against your "tentative" student roster. Report any errors to the Admissions Office IMMEDIATELY.
3. Use a get-acquainted activity so students can meet one another. One element of student success is knowing others in the class to build a comfortable classroom climate. Keep in mind the recommendations made in the Implications of Student Characteristics for Instruction. Participate in the get-acquainted activity.
4. Introduce the text. Assist students by explaining special features such as definition of terms, exercises, test questions, etc. Help them understand how to use the text efficiently as a learning resource.
5. Introduce the syllabus. Discuss its importance by:
 - a. notifying the students of grading practices, attendance policies, etc.

- b. reviewing the course title, section number and description. (Some students occasionally attend the wrong course section without realizing it.)
 - c. Checking for the correct textbook;
 - d. reviewing, if applicable, parking and building regulations (e.g., eating and smoking policies, lab procedures, etc.); and
 - e. going over any unique policies or procedures for your class.
6. For a long class, plan activities to get students interested and excited about your subject. Show your enthusiasm for your subject.
 7. Conduct a class -- don't meet and dismiss.
 8. Make sure students understand the assignment for the next class.
 9. Be over-prepared. The class may go faster than you anticipate. Be prepared with additional activities.

It is also strongly recommended that you use the first session to gather information about your students (e.g., their expectations, prior coursework or experience, etc.). If appropriate, a short pre-test can also provide a great deal of information about your students' knowledge and written communication skills. In any event, it is expected that you meet for the entire class period the first session as well as each and every session during the term. Do not regard the first session as a "freebie" for your students.

TEACHING TIPS

The following suggestions are intended to assist beginning instructors although we strongly recommend that all instructors attempt to emulate them. More specific suggestions can be found in Greive's Teaching Strategies & Techniques for Adjunct Faculty.

1. Respect is earned, never demanded. All students should be treated as adults.
2. Be prepared for each class session. Students generally don't appreciate, or learn from, "bull sessions."
3. Give students a detailed written copy of your course syllabus during the first class session and discuss it with them.
4. Always review the material covered in the previous class session before introducing new material, particularly if your class only meets once a week.
5. Relate theory to practice whenever possible by drawing upon past student experiences.
6. Vary your teaching methods as much as your subject matter permits by using visual aids, case studies, group discussion, etc.
7. Do not rely on the textbook as your only source of material. Students pay for instruction; be sure they get it!
8. Give meaningful exams and assignments. Busywork breeds frustration and can kill student motivation.
9. A sense of humor, when accompanied by a sense of propriety, can make learning (and teaching) an enjoyable process.
10. Be as honest, objective and consistent as is humanly possible in your teaching.

Your Students

Student Body Profile

The following demographic information (as of the end of semester Spring, 2005) has been compiled and is presented by the Center for Research & Community Development:

1. Headcount enrollment for Spring semester 2005 was *5,519 students*; 32 percent full-time and 68 percent part-time.
2. Students range in age from 15 to 85. The median age is 25. 33 percent are 21 or under.
3. The average credit hour load for credit students is 7.9 credit hours; 7.9 for women and 7.9 for men.
4. Women constitute the majority of students -62 percent of all enrollees.
5. Thirty-six (36) percent of the enrolled students are minority group members.
6. Residents of Wyandotte County constitute 51 percent of the total enrollment.
7. Seventy-six percent of students have previously attended KCKCC. First-time attendees make up 7 percent of our population and 5 percent are high school students. Transfer students make up 10 percent of the student population.

Student Characteristics: Applicability for Teaching/Learning

Age Differences

Because community colleges are affordable and accessible, we attract many working adults as well as traditional 18-22 year olds. This creates an interesting classroom dynamic and requires instructors to be aware of vastly different perspectives. Younger students have fewer years of experience and tend to be less vocal. They need to be engaged by the instructor and encouraged to participate in the class discussions. They also may be less certain of their opinions or the basis for their beliefs, and may be more genuinely interested in exploring other viewpoints. An instructor should be sensitive to this uncertainty and encourage explorations, however tentative.

On the other hand adult students are more vocal, have more background to share and tend to accept new knowledge only if it fits within their frame of reference. They are considerably vested in their opinions, and an instructor must be careful not to be confrontational in challenging their points of view. Questioning and discussion techniques as well as small group work help examine the many sides of an issue.

Older students are usually the most willing to enter into class discussions, and the instructor should be careful to maintain class balance. Younger students tend to resent the seemingly parental role of experienced classmates. Finally, an instructor should consider the timeliness of examples s/he intends to use. Many students won't recognize dated events, people, or examples; their context and relevance should be explained and related to the class lecture, discussion, or activity.

Commuters

Community college students do not have the luxury of separating themselves from the external world of normal life that residential college students do. Few commuters are able to attend college as their primary activity. Living at home or maintaining their own residences means they are affected by family life, work and social obligations and are subject to numbers of everyday distractions. This often means that they have carved out insufficient time in their daily schedules for non-classroom experiences that constitute a fuller education. They may have difficulty meeting with instructors out of class or participating in campus activities, either social or educational. They also have less commitment to student collaboration, field trips, cultural events and out-of-class research.

Instructors who are sensitive to these constraints will make themselves available to students at times other than regular office hours through phone accessibility, e-mail, or by appointment. Formally arranging student pairs or groups for projects or note sharing is also helpful. Leaving students to arrange group work is difficult since contact with each other is usually limited to the classroom. In assigning out-of-class responsibilities, instructors should consider the schedules of students, allowing ample time for them to do library research or to access exhibits or cultural events.

Distance Learners

Over 5 million distance learners (and the numbers continue to grow) are taking coursework leading to certificates and degrees, high school completion, training, and personal enrichment. This wide and varied audience of learners has no desire to come to a campus. These learners expect technological assistance as well as access to the same student support services (advising, enrollment, financing, library, record-keeping, software support) as students enrolled in on-ground classes.

Distance learning methods include but are not limited to: print, audio conferencing, audiocassettes, audiographic conferencing, television, telephone, telecourses, radio, FAX, internet, special software, e-mail, voice mail, standard mail, videoconferencing, instructional television, multimedia and interactive, and/or any combination thereof.

Qualitatively distance learners are an older population with decidedly different educational needs than traditional learners. They are motivated by their own ability to manage and control their personal and situational circumstances in order to achieve their objectives. They want flexibility and freedom from time, space, and place boundaries. They are interested in a convenient modality of learning, and they are highly motivated to succeed. They expect coursework to require some technical expertise without being overwhelmingly complex. Distance learners expect course content to match the technology without cumbersome communication channels, elaborate plug-ins or loads of attachments.

Instructors who teach in the distant education medium function as facilitators who involve the learners in a somewhat self-paced process of constant communication, encouragement, feedback, and participation. Instructors must 1) be organized for the entire course which has been adapted to the distance modality, 2) be prepared to answer minor technological questions, 3) provide complete resources, references, documentation, and/or links that perform, and 4) be available for an intensive, continuous dialogue of questions, thoughts, and comments.

A student's distance learning responsibility is to reflect about how s/he learns best, whether actively or reflectively, sequentially or intuitively, visually or verbally, on-ground or on-line.

First-Generation Students

A first-generation community college student has been defined as someone 1) whose parents have not achieved college degrees, or 2) whose parents are without college experience, or 3) who is the first member of a family to attend college. A first-generation student tends to be from a working class family who struggles between two cultures: friends and family and the community college. As first-generation students adapt to the notion that a college education brings socioeconomic opportunities, they are in conflict with life as it used to be with their families and friends.

First-generation students are often filled with marked uncertainty, thinking they are not college material. They feel a sense of conflicting obligations and false expectations. They are not sure that college is the road to success although they had some realization that education or training is linked to social and/or economic advancement. They value the degree pursuit not for the sake of knowledge or education, but as a document they must have in order to make a better living than their parents, or to make a better living for their children. They have a great desire to achieve and become upwardly mobile.

First-generation students are likely to be female, of an ethnic minority, part-time student, working full-time, older, married with dependents, and reliant on financial aid because of their economic strata. They struggle with poor academic preparation, especially in reading, math, and critical thinking skills. Their home atmosphere is often the antithesis of a good learning and studying environment. They are overcoming many personal challenges which equates to a high risk for dropping out the first semester and not returning.

Because they are intimidated and bewildered by the educational system, they need more guidance both academically and personally. They do not understand when the system can be flexible and when it cannot. They are more likely to externalize responsibility and blame the circumstances rather than consider their own commitment or their study habits. Instructors need to assume very little by clearly defining (in writing) expectations, process, assessment, and outcomes.

Since attending college is a new path within their family, first-generation students tend not to take an education for granted. This first-time appreciation makes them appear more motivated than other students. Additionally, they tend to value information and skills rather than the pursuit of knowledge and understanding. Instructors need to emphasize critical and analytical thinking assignments and activities. First-generation learners are receptive to alternative methods of teaching/learning and team strategies. Serving as a learning role model for first-generation students is easier and needed more than for second-generation learners (those students whose parents are familiar with college and its requirements).

Part-Time Students

The majority of students are taking classes on a part-time basis, which usually means they have scheduled their courses back to back. Consequently they do not experience education in semester groups of courses that reinforce one another in content and in process. They experience their education in bits and pieces. Their part-time status tends to lower their commitment since tuition is low and their investment is seemingly not as significant. If a course becomes too frustrating, they tend to withdraw or disappear.

Personalizing instruction as much as possible changes the course dynamic to a learning pursuit rather than an economic investment. Demonstrating genuine interest in student's personal welfare as well as their success establishes an emotional bond that will keep them plugging through the difficult times of course demands and/or events in their lives. Making them feel important, wanted and respected can address larger commitments they are unable to make on their own. Anonymity is more likely to lead to non-completion of a course than dissatisfaction with instruction.

Re-entering Adults

Re-entry students are those who have been out of education for some period of time and are returning to the academic world. Some of these re-entering adults have had a less than satisfying experience in a previous educational environment. They are apprehensive about their abilities, their performance and their acceptance in the classroom. Often they overemphasize the importance of grades, sometimes to the point of interpreting the instructor's evaluation as a measurement of self-worth.

Making these students feel welcome, comfortable and competent builds a classroom climate conducive to learning. They respond well to clarifying expectations, particularly to exam rehearsal where types of exam question are given in class as practice exercises or quizzes. They also appreciate opportunities to improve their work by rewriting papers or receiving preliminary critiques. Additionally, they appreciate access to the instructor out of class by phone, e-mail, or in person. Instructors should definitely avoid discussing problems experienced by re-entry students in the classroom or in any way bringing special attention to them.

Varying Abilities

Community college instructors see a range of abilities in their classes. Some students exhibit skills and backgrounds that rival lower division students in the nation's best universities. Other students are under prepared learners who will not succeed with their current skills. The Learning Resource Center and tutorial services offer supplemental assistance to help the under prepared. The classroom instructor is in the best position to encourage students in need of these services to take advantage of them. Every instructor should be familiar with these services.

The principal challenge of community college teaching is to succeed with this diverse group of student abilities and motivations. One can stimulate the high ability of students with optional or bonus assignments or exam questions. Since they will already be at the top of the class, structuring some requirements that allow them to be creative or expand their foundation will have little impact on their grades, but will allow them to develop a solid grounding in the subject. Building in opportunities for the talented or gifted student is a good way to address high achievers.

The under prepared are at great risk to be simultaneously taking remedial work and academic coursework. It helps to view each course as a developmental experience. Instructors should consider teaching students how to learn a subject as well as teaching the subject. This can be done by making clear the procedure and requirements for performance in a discipline, expecting and preparing students to grow toward competence as the semester progresses, and building in opportunities for this to happen. Frequent evaluations of ungraded classroom assessments (see Cross and Angelo Classroom Assessment Techniques), short quizzes, short written response papers rather than only midterm and final exams are encouraging to students. This feedback helps students to realize that they need time for preparation as well as direct involvement in the learning process. It also lends itself to mastery of smaller units of material.

Testing frequently and building performance expectations as the course progresses ensures information mastery toward Bloom's higher order of thinking skills (analysis, synthesis, and evaluation). Early success gives the under prepared a chance to develop their basic skills (knowledge, comprehension, application) both in the course and through supplemental activities.

Working Students

As many as 70 to 80 percent of the students work full-time or part-time. Their attendance as well as their performance may be affected by their work schedules or loads. Working students will miss classes because they have to work overtime or on special assignment. They may even have travel responsibilities that take them out of class for extended periods of time. Additionally, most evening class students will come to class after a full workday and may be tired, distracted, stressed or impatient. Instructors should get information from students early in the semester regarding their class and work schedules. If necessary, assignments can be adjusted to give adequate preparation time.

While a group of younger daytime students may complain about Monday exams because they have to commit part of their weekend time for study, working adults report that they need the weekends to set aside enough time for preparation.

Student performance is more likely to be uneven due to family and work responsibilities. Instructors might consider building in options for students to replace a low exam score with a paper or a repeat exam at the final period. Inflexible or punitive attendance or exam make-up policies simply don't fit this student population's life circumstances. While an instructor must be sensitive to abuse, allowing some latitude in meeting course responsibilities is advisable.

Similarly, flexibility in instructional activities is needed in evening classes. A three-hour lecture to a group of tired adults is not the most effective strategy. While formal presentations are an indispensable part of every class, skilled instructors pay close attention to pace and the focus of their students. Breaking lectures for problem resolutions, small group work or other active learning strategies help keep up the student's energies and focus their attention.

Sources:

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Kirchner, Landon. (1990). "The Implications of Student Characteristics for Instruction." Johnson County Community College, Adjunct Faculty Handbook.

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McConnell, P.J. (Winter, 2000). "What Community Colleges Should Do to Assist First-Generation Students," Community College Review, V28, 3, p. 75-89.

Zserling, S.L. and London, H.B.(Winter, 1992). First-Generation Students: Confronting the Cultural Issues, San Francisco: Jossey-Bass, 80.

SCHOLASTIC HONESTY

It is assumed that all students are enrolled to learn; therefore, cheating opposes the purposes of both the student and the institution. Any dishonesty detected in a course (including examinations or submission of plagiarized material) may result in an "F" grade for that assignment and/or the course. Also, a student may be suspended or dismissed from the course and/or the college. (NOTE: The American Heritage Dictionary defines plagiarize as "To steal and use the ideas or writing of another as one's own.")

Each instructor should include a statement in the syllabus indicating his or her policy and subsequent consequences (grade penalties) for academic dishonesty.

If you have additional questions about this issue, please contact the Richard Lee, Dean of Student Services, at ext. 7691.

Your Compensation and Benefits

SALARY

KCKCC adjunct instructors are compensated for credit courses based on number of semesters of adjunct service, completion of professional development requirements, and degree (where applicable).

| Step | Number of Semesters | Credit Hour Salary |
|------|---------------------|--------------------|
| 1 | 1 – 6 | \$684 |
| 2 | 7 - 12 | \$711 |
| 3 | 13 and above | \$738 |

So if you are beginning instructor and you have been hired to teach a 3 credit hour course, your salary would be \$2052.00 (3 X \$684 = \$2052.00). Your gross pay will, of course, be reduced by taxes, etc. During fall and spring semester checks are issued 4 times per semester.

Individuals must have a Masters Degree to rise above Step 2.

Summer semesters will be considered a semester of teaching at KCKCC.

In-service activities should be approved in advance by either the appropriate instructional dean.

KCKCC requires a certified transcript documenting your degree status. Your transcript will be retained as a confidential document in your permanent personnel file. It is your responsibility to be sure an official certified transcript for the highest degree you hold is on file. The college reserves the right to withhold payment to you pending receipt of your certified transcript.

BENEFITS

- *Employee Scholarship for credit courses taken at KCKCC. Apply through the Financial Aid Office at extension 7697/7260.
- * FICA (Social Security) contribution – contact the payroll supervisor at extension 7169.
- * Worker's Compensation Insurance – contact the payroll supervisor at extension 7169.
- * Admission to all athletic events, Lyceum Series, all music & performing arts productions, etc., free of charge. Contact campus police to obtain an official I.D.
- * Full access to the Wellness Center.
- * Various staff development opportunities. Contact Ben Hayes at ext.7224.
- * Sick Leave – see your division dean.

LEAVENWORTH CENTER OF KCKCC SUPPORT SERVICES

FOOD/BEVERAGE IN CLASSROOMS

Instructors teaching in rooms other than 5, 6, 10, 13, and 14 have the option to allow food/beverage in your classrooms. It is your choice to allow or not and what to allow or not (e.g. beverage only/both, no crunching types of foods, etc.) It is also your responsibility to enforce your policy. Please state your policies clearly to the students (preferably in your syllabus) and ensure that the following guidelines are included:

- Beverages must be “covered”, e.g., canned/bottle style drinks; coffee/chocolate cups with covers.
- Students must clean-up after themselves by placing all waste materials in the trash can and picking up residue (crumbs, etc.)
- If a spill occurs the student is to take immediate steps to clean-up the spill and maintenance/custodial support is to be notified immediately (via the office).

ATTENDANCE ROSTERS

Especially during the first two weeks of classes send any students whose name does not appear on your class roster to the office.

SYLLABUS

Submit a copy to the office and your dean by your second class session. Ensure each student has a syllabus. (Watch for late enrollees.) Field trips should be included in the syllabus.

INFORMATION SHEET

Submit information sheet to the office no later than the second class session.

SPECIAL TESTS

It is up to individual instructors to decide whether or not to allow students to make up missed tests. Office staff members are not available to proctor tests. In case of an emergency, fill out a blue SPECIAL TEST form, located in the forms area of Administrative mailboxes. Place the test in a manila envelope and hand in with the completed Special Test form to the Center Secretary. Work-Study students MAY NOT handle test materials if they are not placed in an envelope.

INSTRUCTOR ABSENCES

Please notify our office if you anticipate an absence or late arrival, or if you will have a substitute. We are required to keep a daily instructor attendance file. **If you are to be absent, canceling the class is the least desirable option. Make every effort to obtain a substitute.**

MAIL/DISTRIBUTION

A mailbox is assigned to each faculty member currently instructing a course at the Center. Boxes are in the faculty area. Please **check boxes before and after every class**. Do not leave materials in your box for students to pick up. If you want to leave an item for a student, give it to the office staff with appropriate form completed.

Leave any materials you wish to be forwarded to the KCKCC main campus with the Center secretary. Please be sure materials are enclosed in envelopes and properly addressed for accurate delivery.

Campus maintenance provides a courier service between our office and campus only once a day routinely arriving at the LvC at approximately 1:30 p.m.

FORMS FOR FACULTY USE

The following forms are available **in the faculty area**: (Samples enclosed in this packet)

| | |
|---|---|
| Grade Change (white) | Administrative Withdrawal (blue) |
| Field Trip Request | Reinstatement Form |
| Duplicating Request (green) | Special Test (blue ½ page size) |
| Media Service Classroom | Video Request (triple carbon set full size page) |
| Equipment Request (Hardware) (triplicate carbon set 1/3 page size) | |

PHOTOCOPYING

You are expected to foresee copy needs for your classes in time to order them. Copy orders must be received in our office **seven days prior** to the requested delivery date in order for us to get them back to you. Delivery date should be listed as **the day before you need** the order. Each order should include a completed green “Duplication Request Form” and the materials to be copied.

The photocopy machine in the faculty area is for large volume copying (15 copies per page minimum). If you have an emergency need (**not a routine usage before every class**) for a few copies of a single page, i.e., no more than 15 single sheets, you may make copies in the front office. Because of limited staffing and your access to the copier, please make your own copies when possible. If you need assistance in operating either one of the copiers, please see an office staff member. If you **photocopy** any **copyrighted material** be sure you comply with copyright laws. A copy of the copyright law is available in the Executive Director’s office.

SCANTRON TEST SCORER

There is a Scantron test scoring machine in the faculty area for your use in scoring exams. Operating instructions are with the machine. A variety of blank keys and answer forms are available in the faculty area.

AUDIO-VISUAL EQUIPMENT SCHEDULING

Each room has an overhead projector. Other AV equipment is available at the LvC or can be ordered from campus.

For classroom delivery, A-V equipment requests must be received in the office no later than 12:00 noon the day before the equipment is needed. (First come, first served.) **IF YOU REQUEST EQUIPMENT FOR THE EVENING CLASS TIME (6-9:00 PM) YOU MUST DESIGNATE WHICH PORTION OF THE EVENING (E.G., 6-7:30PM OR 7:30-9:00 PM), YOU NEED THE EQUIPMENT.**

CLASSROOM FURNISHINGS

All classrooms are cleaned thoroughly and the furniture arranged in an orderly configuration daily. **Instructors are responsible to see that classroom furniture is returned to its original arrangement at the end of class**, including rolling up maps and projection screens.

FIELD TRIPS

If you plan to take your students on a field trip, forms **must** be filled out in the office **AT LEAST one week** ahead of the scheduled trip. Forms required are: Local Travel Request Form, Transportation Memo Form, and Class Roster. These are forwarded to campus for approval. **IF APPROVAL IS NOT RECEIVED PRIOR TO THE FIELD TRIP TIME THE TRIP CANNOT BE TAKEN.**

A SEMESTER CALENDAR is enclosed for your reference.

PARKING- (PLEASE INFORM YOUR STUDENTS)

Free parking is available in all the city lots around the Center, and on most streets. However, **be careful** of the areas marked for THREE HOUR parking; if you're parked longer, you'll be ticketed. **Do not park in front of the garage door with the blue jeans painting on it in our block; cars are towed. Do not back into any parking spaces or you will be ticketed.**

VIDEO/AUDIO TAPES

A catalog of audio/video tapes available is in the Faculty Area. If you need to request an audio or video from campus you must complete a Video Request and give to the Center secretary at least one (1) week prior to the date you need the tape.

KANSAS CITY KANSAS COMMUNITY COLLEGE

**LEAVENWORTH CENTER
EMERGENCY PROCEDURES**

Faculty shall be responsible for the safe evacuation of all students in their classroom. Assist students with disabilities as necessary.

TORNADO

A long siren blast will sound and will be announced over the intercom. Proceed to the tornado room designated in your classroom on the bulletin board.
Remain clear of windows and glassed areas.
Stand by for further instructions or all clear.

FIRE

Will be announced over the intercom or personally by a member of the staff.
Vacate the building using the quickest route (see diagram on the board in your room).
Move students away from the building to a location that will not hamper emergency vehicles.

Stand by for further instructions or all clear.

OTHER EMERGENCIES

The Director or Director's designee will notify faculty, staff, and students with instructions, which may include evacuation or the buildings.

ALL CLEAR

You will be notified when it has been determined that it is safe to return to the building.

TO: KCKCC Leavenworth Center Instructors

FROM: Karalin Alsdurf, Executive Director, KCKCC Leavenworth Center

DATE: October 30, 2007

RE: Intercom

You may have already noticed that we have an intercom system in the Leavenworth Center. Let me describe for you what this does and does not mean:

It does mean that:

- In the event you need to contact the office, you may. Just press and release the “call” button.
- We may contact you immediately if it is necessary.
- You may have a radio program or cassette tape broadcast over the intercom occasionally if you wish. (Just contact the office if you need that done for a class period).
- We have the capability to monitor all classrooms. (A tone sounds periodically in the room if it is being monitored. Your class will not be monitored. I am just informing you of a capability. Should you hear a repeated tone, contact the office immediately since a switch may have been bumped and opened the line to your room.)

It does not mean:

- That we will interrupt your class unnecessarily. Only in an emergency requiring immediate response or action will we call your room.

Please let me know if you have any questions or experience any problems with the intercom system.

Thank you.

Advisory Committee for Adjunct Instruction

On behalf of the Adjunct Committee for Instruction I also wish to extend a warm welcome to all adjunct instructors, especially the new members of our academic family. At this time the adjunct instructors of KCKCC represent nearly 75% of the total instructional faculty and actually teach approximately 50% of all courses offered. The service you provide is an integral part of what this intuition is all about. KCKCC, as we know it today, could not exist without the combined efforts of full time and adjunct faculty.

The Adjunct Committee is made up of the Instruction Consultants (I.C.'s) from each academic department along with several division deans. Beginning in the fall of '04 this committee will also have two adjunct representatives for each of the various divisions. As a member of the KCKCC adjunct family, your opinions and suggestions are important to this committee. Please get to know your I.C.'s. They are your first line of communication should any question arise. Like all of us on the Committee, the I.C.'s are here to assist you.

One of the original goals of the committee was to update the Adjunct Faculty Handbook. I urge each of you to avail yourselves of the material in this booklet. I urge each of you to avail yourselves of the material in this booklet. But that is just the tip of the iceberg. You are also encouraged to go the college website: <http://www.kckcc.cc.ks.us/>, and research the Faculty Handbook as well. Returning adjuncts may also benefit concerning recent changes in such areas as student privacy (the Buckley Amendment, now referred to as FERPA), sexual harassment, copyright infringement (especially in light of our enormous dependency on the internet), state-mandated syllabi (no longer can these just be a one page rough draft of what you plan to do this semester), as well as guidelines for students with disabilities (ADA), to mention just a few. And your responsibility does not end there. More and more colleges are providing academic training to their adjunct faculties to ensure that everyone knows exactly what they can and cannot do in the classroom. Since KCKCC is a member of the Kansas City Professional Development Council, you are eligible to take part in the new Adjunct Certification Training program that was initiated in 2002-2003. This program consists of about eight 3-hour classes on various concepts relating to community college teaching. These courses are during the fall and spring semesters, each year, and are free of charge to all adjuncts willing to participate. Having recently completed this training myself, I can speak first hand concerning the benefits of the program. I cannot emphasize enough the need for each and every one of you to protect yourselves and this intuition against liability. The more knowledgeable we are up front, the less likely we will be of creating problems for ourselves in the coming semester. Here's hoping we all experience an enjoyable year.

Once again, welcome and feel free to call if you have any question.

Joe Meditz

President, Committee for Adjunct Instruction

Ext. 7337 or (913) 288-7337

jmeditz@kckcc.edu

bobuska@kc.rr.com

Additional Information

HELPFUL PHONE NUMBERS

Main Switchboard (913) 334-1100

Office of the President

Dr. Tom Burke, President (913) 288-7123

Lisa Gammon, Administrative Assistant

Provost

Dr. Morteza Ardebili (913) 288-7269

Lorraine Wolf, Administrative Assistant (913) 288-7689

Dean of Institutional Services

Dr. Bryan LeBeau (913)288-7281

Robin Torez, Administrative Assistant (913)288-7686

Dean of Financial and Administrative Services

Brian Bode (913) 288-7114

Pam Tatum, Administrative Assistant (913) 288-7667

Academic Resource Center

Valerie Webb, Director (913) 288-7670

Faith Moody, Placement Coordinator (913) 288-7171

Alex Twitty, Learning Specialist (913) 288-7346

Robert Beach, Assistive Technology Specialist (913) 288-7671

Barbara Watson, Technical Assistant (913) 288-7664

Deborah Wilson, Part-time Secretary (evening) (913) 288-7664

Administrative Computer Services

James Bennett, Director (913) 288-7259

Assessment

David Knopp, Director (913) 288-7490

Bookstore

Bill Ethridge, Manager (913) 288-7653

Business and Continuing Education

Lori Trumbo, Dean (913) 288-7163
Debbie Denton, Administrative Assistant (913) 288-7669
Toni Saunders, Secretary for Business (913) 288-7659
Tamara Miller, Director of Adult Support Services (913) 288-7136
Amy Smith, Receptionist, BCE (913) 288-7662
Rosemary Lischka, Director of Continuing Education/Community Service (913) 288-7246
Jackie Batliner, Secretary for ASAP & GED (913) 288-7661
Darcy McGrath, Director of Workforce Development (913) 288-7659
Sandy Hawken, Secretary (913) 288-7115

Business Office

Marie Branstetter, Director of Financial Records (913) 288-7211
Linda Burgess, Professional Assistant (913) 288-7450

Building and Grounds/Maintenance

Larry Seal, Director (913) 288-7153
Judy Welch, Technical Assistant (913) 288-7213

Campus Police/Security

Greg Schneider, Director (913) 288-7155
Mary Bowman, Secretary (913) 288-7236

Career Planning and Placement (Project HIRE)

Linda Wyatt, Director (913) 288-7644

Center for Research and Community Development

Dr. Sangki Min, Director (913) 288-7214
Cathy Plaster, Professional Assistant (913) 288-7328

Child Care Center

Doris Holleman, Director (913) 288-7615

College Nurse

Judy Hendrix (913) 288-7683

College Advancement and News Publications/Printing/Endowment

Jerry Toney, Director (913) 288-7675
Gracella Jackson, Secretary (913) 288-7675
Karen Atchley, Secretary (913) 288-7639

Counseling Office

Nick Perica, Director (913) 288-7167
Nichole Daniels, Secretary (913) 288-7696

Enrollment Management and Registrar

Dr. Denise McDowell, Dean (913) 288-7694
Sherri Neff, Assistant Director of Admissions (913) 288-7201
Angie Ford, Professional Assistant to the Registrar (913) 288-7110
Bev Ross, Transcript Analysis (913) 288-7313
Regina Smith, Administrative Assistant (913) 288-7299

Faculty/Staff Development

Dr. Ben Hayes, Director (913) 288-7224
Nancy Gordon, Secretary (913) 288-7140

Financial Aid

Mary Dorr, Director (913) 288-7145
Office Main Line (913) 288-9697

Honors Education/Phi Theta Kappa

Sandra Osburn, Director of Honors Education (913) 288-7190
Stacy Tucker, Director of Service Learning/Phi Theta Kappa (913) 288-7239

Human Resources & Affirmative Action

Leota Marks, Dean (913) 288-7647
Linda Pendleton, Supervisor of Personal Records (913) 288-7646

Humanities and Fine Arts Division

Dr. Tamara Agha-Jaffar, Instructional Dean (913) 288-7234
Teresa Truman, Administrative Assistant (913) 288-7134

Information Services

Baz Abouelenein, Dean of Information Services (913) 288-7359
Vickie Haynes, Administrative Assistant (913) 288-7668

Information Systems

Baz Abouelenein, Dean of Information Services (913) 288-7359

Instructional Technology

Vacant -Director of Web Services (913) 288-7109
Cindy Lahmann, Interim Production HTML Specialist (913) 288-7326

Library

Cheryl Postlewait, Technical & Access Services Librarian (913) 288-7230

Intercultural Education Center

Vacant, Co-Director (913) 288-7194

Leavenworth Center

Karalin Alsdurf, Executive Director (913) 651-2111
FAX (913) 682-1024
Roger Harrison, Coordinator/Veterans Affairs
Rosalee Robinson, Secretary

Mathematics/Science/Technology Division

Dr. David Klein, Dean (913) 288-7152
Donna Reid, Administrative Assistant (913) 288-7268
Sonia Howard, Administrative Assistant (913) 288-7627

Media Services

Michael Kimbrough, Director (913) 288-7161
Randy Royer, Supervisor (913) 288-7188

Nursing /Allied Health Division

Shirley Wendel, Dean (913) 288-7126
Pat Preble, Administrative Assistant for Nursing (913) 288-7626
Joanne Davis, Secretary Nursing (913) 288-7174

Payroll

Jan Hare (913) 288-7169

Performing Arts Center

Bill Yeazel, Director (913) 288-7690

Purchasing Director/Risk Manager

Jim Lahmann (913) 288-7215

Social Science Division

Dr. Charles Wilson, Dean (913) 288-7232
Barbara Thomas, Administrative Assistant (913) 288-7674

Student Services

Richard Lee, Dean (913) 288-7621
Kay Crossley, Administrative Assistant (913) 288-7691
Linda Sutton, Director of Student Activities (913) 288-7652

HANDBOOK FEEDBACK SHEET

Please complete the following survey. Your comments will be used to improve the information and services provided to adjunct faculty at KCKCC.

1. Division

2. Did you attend the Adjunct Faculty Orientation?

Yes

No

Comments:

3. What was most useful to you in the Adjunct Faculty Handbook?

4. What was not included in the Adjunct Faculty Handbook that you would have liked?

5. Comments about your experience as an adjunct faculty member at KCKCC.

Thank you for taking the time to complete this survey. You are important to KCKCC!!
Please return this survey to Ben Hayes, Director of Faculty and Staff Development.

JUST THE FACTS



- Enrollment – Refer to the Course schedule or <http://www.kckcc.edu> for exact dates and times:

Early enrollment is in April for the Summer session and Fall semester and in November for the Spring semester. Students are encouraged to enroll via Campus Connect. They will need their new student ID number and PIN to do so. If students enroll in person, they must see their advisor to obtain the Course Enrollment Form and to choose their classes. Both the student and advisor must sign the form. The student will need to process their enrollment in the Admissions and Records Office. Full time faculty can now enroll students using the new Faculty Access System.

If students want to audit a course, they must declare it at the time of enrollment.

Students will enroll and pay for the course as if they are taking it for credit.

Reminder: Once a course has been audited, it CANNOT be taken for credit.

- Late Enrollment, Add/Drop and Refunds –

Students will receive a 100% refund if they DROP courses before the official start date of the semester. If students drop a late-start or mid-term course prior to it beginning, they will receive a 100% refund also.

For the Spring and Fall semesters, students may late enroll and process add/drops the 1st week of school. Students are entitled to a 90% refund if they DROP courses this week.

Students are entitled to a 50% refund if they DROP courses during the 2nd week of the 16-week semester.

There is no refund for course WITHDRAWAL after the 2nd week of school.

Students may enroll in and pay for any late-start class before it is scheduled to begin.

- Rosters –

If you have completed the FERPA tutorial and received your Faculty Access System log-on information, you will be able to view and print your course rosters at any time. Please do so for the 1st two weeks of school so you can track any changes students are making. This will make completing your Auditor's Rosters much easier. If you have not completed the FERPA tutorial, you will not have access to the Faculty Access System. Your Administrative Assistant will be able to provide

rosters for your 1st class meeting. The roster reflects the most current enrollments in your course(s). Remember that add/drop is going on, so your roster could change daily. Please contact the Administrative Assistant for an update as often as you need to during the add/drop and schedule adjustment periods.

Again, keep attendance daily so you know when changes have been made. This tracking will help when you need to complete your Auditor's Rosters. They may be attending the wrong class or not enrolled at all.

You will not receive "hard copy" rosters beginning with this Fall 2006 semester. You must complete the FERPA tutorial to get your Faculty Access System log on information. All Auditor's and Grade Roster submission will take place via the FAS.

To take the FERPA tutorial, go to the KCKCC website, find the INTRANET link and choose INTRANET PAGE from the drop-down menu. This will take you to the log on page. Your USERNAME will be adjunct and your PASSWORD will be kckcc (both must be lower case.)

The FERPA tutorial is in the middle section (gray). Click on the link, read the information and complete the tutorial. A submission page with your name, email, department, etc. will be the last page you see. Once done, notification will be sent to Angie Ford and you should receive your FAS log on information shortly.

FERPA –

FERPA Guidelines for All KCKCC Employees

The Family Educational Rights and Privacy Act (or the Buckley Amendment) was designed to protect the educational records of students, affording them certain rights with respect to those records. By definition, educational records are 1) directly related to a student and/or 2) maintained by the institution or a party acting for the institution.

FERPA gives certain rights to students who reach the age of 18 or who attended a post secondary institution as follows:

- Review and inspect their own records by making a formal request in the Registrar's Office.
- Have control over the disclosure of personally identifiable information contained in their records.
- Rights to request an amendment of their records.

INSTITUTIONS CANNOT DISCLOSE INFORMATION CONTAINED IN STUDENT RECORDS WITHOUT THE WRITTEN CONSENT OF THAT STUDENT

Only individuals with a legitimate educational interest should have access to student records. Those individuals would include a person employed by the institution in an administrative, supervisory, academic, research, and support staff position. Or, a person serving on an institutional governing body. Or, a person employed by or under contract to the institution to perform a specific task, such as an attorney or auditor.

***Note: Although a person has been designated as a “school official”, he/she does not have inherent rights to any and all education record information. If access to view a student’s record is granted, the “school official” has the responsibility to not disclose that information to anyone. Such information, when it has fulfilled its originally specified purpose, should be destroyed or returned to the originating office for appropriate disposition. A “school official” must demonstrate a legitimate educational interest to view a record and each request will be determined on an individual basis.**

Legitimate educational interest is defined as follows:

A school official is determined to have legitimate educational interest if the information requested is necessary for that official to **a)** perform appropriate tasks that are specified in his/her job description or by a contract agreement; **b)** perform a task related to a student’s education; **c)** perform a task related to the discipline of the student; **d)** provide a service or benefit relating to the student or student’s family, such as health care, counseling, job placement or financial aid.

BASIC FERPA AT A GLANCE

Educational records are handwritten, printed, computer, videotaped, audiotaped, film, microfilmed, microfiche or e-mails.

KCKCC Employees can NOT

- > Inspect an educational record of any student without a legitimate educational interest.
- > Release information to the parent of a student unless that student has given his/her written permission OR in documented cases:
 - a) the student is under the age of 18.
 - b) the student is the parent's legal dependent, claimed on the most recent year's tax form. Documentation will be required in the Registrar's Office.
- > Include grade/GPA in letters of recommendation without the student's written permission.
- > Post, publish, allow another to view the student's social security number, grades, GPA, country of citizenship, ethnicity or gender.
- > Have paperwork for a student in a visible area for another person to view or for student pick-up.

Always check with the Admissions and Records Office to see if a student has filed a directory restriction before answering any questions.

Gather information from the student. **Ask** questions like "What is your name?" and "What is your address". **Avoid saying**, "Is your name Mary Smith" and "Do you live at 4444 E. Main."

Make every reasonable attempt to ensure that the record you are viewing belongs to the person on the other end of the line. **Ask** questions; don't provide information about the student. **Ask** inquiring questions that will provide confirmation that you are speaking with the student of record.

- Withdrawals – The final withdrawal date for a full semester course is 3 weeks prior to finals starting and 2 weeks prior for mid-term, 8-week and block courses.

Student initiated – Students may withdraw from your course(s) by completing the Student Withdrawal form in Admissions and Records, by fax or by mail. We do require the student’s signature on all forms and correspondence.

Administrative – You should process your administrative withdrawals as stated in your syllabus. The Administrative Withdrawal forms are available on-line, in your division or in the Admissions and Records Office. The completed administrative withdrawal form should be submitted to the Admissions and Records Office in a timely fashion. Please DO NOT wait until the end of the semester to put a WA on the grade roster and indicate that the student was a no-show or you thought the student withdrew. If you are unsure whether or not the student withdrew, check with someone in Admissions and Records or check your roster via FAS.

A delay in your submission may cause the student or the school to owe monies back to the Federal Government if the student is receiving financial aid.

- Degree Check Deadlines –

Fall – November 1

Spring – April 1

Summer – April 15 to attend Commencement prior to graduating*

Summer – June 5 to attend Commencement after to graduating

*Must early enroll in course(s) required to meet graduation eligibility, not to exceed 6 credit hours.

- Grade Changes – affects financial aid, probation, honor roll, and honors status.

- Instructors fill out each item on the form accurately and completely.
- View the student’s transcript for semester accuracy.
- Send completed form at once to the Wayne Givens, Technical Assistant in Admissions and Records. After posting, a processed copy will be returned to you.
- Term expires for grade changes after 2 semesters when the first grade was recorded.

- Departmental Credit by Examination –

- Student does not enroll in course
- Each item on the Credit by Examination form must be completed.
- Instructor receives completed form, gives test, grades test.

d) “CR” is posted to the student’s transcript upon receipt by Bev Ross of completed form when test-out is successful.

- **Incomplete Grades –**

Incompletes are to be given when students are passing the course, but for one reason or another cannot complete it by the end of the semester. Students are expected to finish the work for the course during the next semester, but may have up to one year to complete the work.

STUDENTS SHOULD NOT BE ENROLLED IN THE COURSE WHILE FINISHING AN INCOMPLETE GRADE. If the 2 semesters (1 year) has passed, then the student will need to re-enroll and pay for the course.

When all work has been turned in and graded, you will submit the Instructor Grade Change Form to Wayne Givens in the Admissions and Records Office. Reminder: Incomplete grades not finalized by the end of the 1 – year period will be converted to an “F”.

- **Repeats –**

The latest grade counts. A course with a “C” or better cannot be repeated unless the Dean of Enrollment Management gives prior approval.

- **Transcripts –**

Outgoing from KCKCC – Students complete the transcript request form and pay \$1.00 to have their transcript sent to another institution. It takes approximately three working days for processing an official transcript except during enrollment when we are not in the office. Then it takes 5 working days.

In-coming from other institutions – KCKCC requires that students provide transcripts from all colleges they have attended if they intend to obtain a degree from KCKCC. All transcripts must be official with the college seal and mailed to us in a sealed envelope. High school transcripts are required if the student has graduated within the last 5 years. Transcripts must show the graduation date and have the school seal or stamp.

If we do not receive transcripts from other institutions, a hold is placed on a student’s record.

- **Academic Forgiveness/Renewal –**

Students may petition to have up to two semesters of KCKCC grades not calculated in their cumulative grade point average if they meet the criteria. This is called Academic Forgiveness.

Students may also petition to have up to two semesters from another institution removed from their cumulative grade point average if they meet the criteria. This is called Academic Renewal.

Both forms, which include the guidelines, are available from the Admissions and Records Office. A counselor or advisor must sign off on either form before being considered in either March or October.

- **Change of Information –**

All students who need to change their name, address, phone number, major, etc., must complete the Change of Information Form in the Admissions and Records Office or in Campus Connect from the Demographics link.

- If you think students in your class have a disability, but have not informed anyone, contact Valerie Webb in the Disability Resource Center, ext. 7670.

*****Bits and Pieces*****

- **ALL student transactions are not final until processed in the Admissions and Records Office.**