

*CLOUD COUNTY  
COMMUNITY COLLEGE*

*2018-2019*

*Faculty Handbook*



## Cloud County Community College Mission

Cloud County Community College prepares students to live successful lives and enhances the vitality of our communities.

### Guiding Values:

#### Success

Students are our central focus, and we strive to see every student succeed.

***"We champion individual success."***

#### Excellence

We deliver forward thinking programs of study as well as industry-best practices that reflect the highest academic standards.

***"We are committed to excellence."***

#### Service

We make a positive difference in the lives of our students, community members, and each other through meaningful relationships.

***"We make a difference."***

#### Integrity

We uphold the highest standards of ethics and public stewardship.

***"We do what is right."***

#### Diversity

We encourage active citizenship and embrace the diversity of people and ideas.

***"We are better together."***

#### Accessibility

We provide the best value for a high quality, holistic education.

***"We ensure every student has opportunities."***

#### Sustainability

We promote renewable energy as well as sustainable lifestyles in our changing world.

***"We are Black, Gold, and Green."***

## Division Mission Statements

### **Humanities, Social Sciences and Business Division**

The Humanities, Social Science, and Business Division is dedicated to students' growth as critical thinkers capable of analyzing issues from a variety of perspectives, evaluating information for credibility and logical consistency, and making meaningful connections between texts, course content, and life experiences. The division supports faculty in creating instruction that encourages students to communicate their thinking and experiences clearly, creatively, and ethically through different mediums within diverse environments so that students can develop both the interpersonal skills and cultural awareness necessary to successfully engage in the ever-changing global community.

To assure the delivery of this mission, in accordance with Cloud County Community College's mission, the Humanities, Social Science, and Business Division supports departments in the application of the assessment of student learning outcomes to departmental course decisions, provides faculty-driven professional development focused on active learning and academic rigor, and encourages interdepartmental cooperation for the development of enriching experiences for students and the community.

### **Science, Mathematics and Technical Program Division**

The Cloud County Community College Science, Mathematics and Technical Programs Division strives to meet the mission of the College through processes that focus on programs and classes which are grounded in a caring, student centered, collaborative environment. We are dedicated to preparing a responsible workforce, creating transfer opportunities for students, educating students to evaluate information based upon scientific principles and evidence. Thus, evolving our students into a knowledgeable, creative, ethical and conscientious, concerned citizenry.

## Department Mission/Vision Statements

### **Business**

The Business Department is dedicated to the educational growth of our students by providing learning opportunities to prepare them to be marketable in an ever changing global society.

### **English-Communications**

The English and Communications Department at Cloud County Community College is committed to students' development as capable readers, listeners, writers, speakers, and thinkers who use analytical skills to understand and explore complex ideas and cultural values and use creative skills to compose meaningful communications for a wide range of aesthetic, academic, and professional purposes.

To assure the delivery of this mission, the Communications Department supports the use of data-driven decision making in the offering of developmental courses, provides a variety of composition, literature, and production courses to meet students' diverse educational goals, and participates in annual course and program assessments to align outcomes with this mission and state standards.

## **Humanities**

The Humanities Department focuses on creativity, intellectual curiosity, and other fundamentals of a liberal arts education, including art, music, history, religion, and philosophy, to support students to be critical thinkers and lifelong learners who can meet the challenges of an ever-changing global community.

## **Social Sciences**

The Social Science department seeks to create critical thinkers and lifelong learners. The department supports excellence in education through a diverse, dynamic, and personalized academic environment that emphasizes critical and lifelong learning. We educate students to embody knowledge, inspire critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities and global communities.

## **Science**

The Cloud County Community College Science Department strives to meet the mission of the College through processes that focus on programs and classes which are grounded in a caring, student-centered, collaborative environment. We are dedicated to preparing a responsible workforce, creating transfer opportunities for students, educating students to evaluate information based upon scientific principles and evidence. Thus, evolving our students into a knowledgeable, creative, ethical, and conscientious, concerned citizenry.

## **Technical Programs Individual Mission/Vision Statements**

### **Nursing**

The Nursing Department is an integral part of Cloud County Community College and subscribes to the mission of the college. The School of Nursing educates life-long learners to practice professional nursing and provide safe effective care to the communities they serve.

### **Agriculture**

Cloud County Community College Agriculture Department is committed to providing educational and practical resources creating an environment where students are successful assets to society.

### **Renewable Energy (Mission)**

The Wind Energy Technology (WET) department provides its students with a comprehensive educational experience containing a vast array of technical skills and safety training deemed necessary for successful career opportunities in the wind energy and electrical fields. Our high quality, accredited program offers courses face-to-face and online, thereby enabling students the flexibility to earn a degree that fits their schedule. We enable students to be part of creating a sustainable world through environmental stewardship.

### **Renewable Energy (Vision)**

The vision of the Wind Energy Technology Department is to be nationally recognized as one of the best wind energy and electrical substation technician training institutions in the nation and to be on the cutting edge of the advancement of new technologies.

## College Service Area

Cloud County Community College was founded in 1965 and the College serves the educational needs of twelve counties in North Central Kansas. The college has expanded to include two physical campuses: a residential campus in Concordia, Cloud County, and a commuter campus in Junction City, Geary County. The College also serves through providing a robust offering of online courses as well as outreach and concurrent classes at participating high school campuses throughout the twelve counties.

Our greatest asset is our faculty, staff, and administration, who provide the personal attention needed by students to succeed. Our emphasis is on student learning by helping to prepare them for a variety of career and transfer choices and giving them the competitive edge.

## College Scope

### **Degree Information**

The Associate of Arts, the Associate of Science, the Associate of Applied Science, and the Associate of General Studies degrees are offered by Cloud County Community College.

The A.A. and the A.S. degrees are transfer degrees equivalent to the first two years at a four-year college or university. General education requirements and elective courses used toward these degrees are expected to apply toward a bachelor's degree. The A.A.S. is awarded to those students successfully completing a specific career program. The A.G.S. is awarded to those who desire to explore a variety of academic disciplines. The A.A.S. or A.G.S. degrees will transfer only to specific degree programs at selected colleges or universities. Generally, these degrees will only apply toward bachelor degrees for which the purposes are technology occupations. Students should seek degree program evaluation, analysis, and advice from the institution to which they plan to enroll.

Sixty-two credit hours and 124 grade points (overall 2.0 GPA) are minimum requirements for each degree. Some career programs may require additional hours.

### **Developmental Education**

Developmental education is offered in mathematics, reading, and writing for students who need to improve basic skills for college readiness. Students are placed into developmental classes primarily based on test scores. Test-score cut-offs have been decided by academic departments. Developmental courses transcribed as OXX level do not transfer to four-year colleges nor count toward graduation. For further information, contact the Advisement Center.

### **Academic Calendar**

Each year, a committee composed of representatives from staff and faculty from the Concordia and Geary County campuses sets the Academic Calendar. The Academic Calendar, available on the college website,

includes start and end dates for each academic term, required in-service and work days, final exam weeks, and planned College closings.

The Faculty Association will be entitled to review the calendar and submit changes before the calendar is made official. The calendar shall be deemed official upon adoption by the Board of Trustees. (Section 10.4 Master Contract). Consult the college's website for the current academic calendar.

## Basic Employment Information

### Contract Information

Full-time faculty members work within a Master Contract that is negotiated by the Faculty Association and the College Board of Trustees. The current contract, available on the website and through Human Resources, covers pay, extra duties, requirements, etc.

### Schedule Expectations

Full-time faculty are required to spend a minimum of 30 hours on campus. Faculty should determine a consistent schedule that allows them to meet listed class schedules, required meetings, and support the essential functioning of the College. That schedule should be completed on a schedule card which is given to faculty in the week before classes begin. The schedule may change throughout the semester depending on required meetings and responsibilities, evening class assignments, and special events.

Within the 30 hours, faculty should designate a minimum of **6 hours** of office hours in which they are available to students. With reasonable notice, students should also be able to make appointments outside of those hours. Faculty can also designate two office hours to meet with students and provide tutoring in the Student Success Center.

Due to the different class schedules at the physical campuses, most meetings are scheduled on Tuesdays and Thursdays from 11:00-12:00. The Administrative Assistant for the Vice President of Academic Affairs produces an academic calendar which marks these standing meetings.

### Faculty Absences/Class Cancellation

#### Concordia Campus

If an instructor is unable to hold class, he or she should contact the Academic Affairs office and leave information regarding what classes will be missed, when and where the classes are scheduled, and whether the class will be cancelled or covered by another faculty member or through the use of the Canvas Learning Management System (LMS). The Academic Affairs office will inform the department chair and the division dean of the faculty absence. Contact [astarr@cloud.edu](mailto:astarr@cloud.edu), VPAA administrative assistant. 785-243-1435 ext. 248.

In the case of a planned faculty absence, prior to being gone, the faculty member should inform the department chair, division dean, Information Center, and Academic Affairs office via email. The faculty member will need to identify the dates they will be absent, a general reason for the absence (i.e. personal business, meeting, etc.) and whether classes will be cancelled or covered

by another faculty member or through the use of the Canvas LMS system. If classes are to be covered by another faculty member, information should be given as to how the classes will be covered and by whom. Instructors should also post announcements on Canvas instructing students what to do for the class.

Section 37 of the Master Contract covers sick leave. Faculty who are sick will report the portion of the 30 hours that would have been used for the day, usually 6 hours, on the monthly timecard.

### **Geary County Campus (GCC)**

If a fulltime faculty is unable to hold class, the faculty member should inform the GCC campus director and similar procedures as noted above will be followed. [jzabokrtsky@cloud.edu](mailto:jzabokrtsky@cloud.edu) 785-243-1435 ext.723.

Adjunct faculty must inform the campus director if they will be late to class or are unable to meet the class for any reason (i.e. illness, unexpected family emergency, road conditions, etc.). Please call the administrative assistant at (800) 729-5010 ext. 710 or (785)238-8010, ext. 710. The message will be relayed to the campus director. A notice of this class cancellation will be posted to notify students.

The GCC is a commuter campus with some students traveling up to 30 miles to attend classes. Therefore, as a courtesy, faculty-are requested to contact students in the event of an emergency absence resulting in class cancellation. Faculty are advised to obtain the students' telephone numbers and email addresses to facilitate such communications. The CCC Canvas system also allows for notification of students via a campus email link.

### **On-line and Outreach Education**

Adjunct faculty must inform the Community Education office and the local coordinator if they will be late to class or are unable to meet their class for any reason (i.e. illness, unexpected family emergency, road conditions, etc.). Please call the CE office at 1-800-729-5101 ext 370.

### ***Substitute Instructors***

Substitute instructors are only employed when an instructor experiences an extended absence. If it is necessary to secure a substitute the faculty member should contact the division dean well in advance of the anticipated absence if at all possible. Because the faculty member has the best awareness of information and student learning outcomes that will need to be met in their absence, the faculty member will assist the division dean in suggesting an appropriate substitute. The faculty member will also help in determining an adequate compensation rate for the substitute based on the coursework and/or lab work that will need to be covered in their absence.

### ***Jury Duty Policy***

See Master Contract 37.9

<http://www.cloud.edu/Assets/PDFs/about/faculty/Master%20Contract.pdf>

### **Personal Day Procedure**

See Master Contract 37.4.

### **Time Cards**

At the beginning of each month, faculty complete a time card through iCloud. Faculty record any missed time. If no leave was taken, add 1 hour to one of the days that month and then **finalize** the card. To finalize the card, **click the “Mark as Final” button to finalize** the card.

[https://icloud.cloud.edu/ICS/Employee\\_Info/Timecard\\_Entry.jnz](https://icloud.cloud.edu/ICS/Employee_Info/Timecard_Entry.jnz)

## **Academic Procedures**

### **Class Schedules**

Developing the master class schedule is the responsibility of the Vice President for Academic Affairs in cooperation with the Division Deans, Department Chairs, and faculty. Class schedules are published in print form as well as on the college website. Semester schedules are prepared months in advance of the actual offerings to enable students to effectively complete their degree plans. Schedules are subject to change due to class enrollments and instructor availability. Current practice has been established that courses with a minimum of 8 students will be canceled due to lack of enrollment. Exceptions to this rule can be made by the VPAA office for special circumstances.

<http://www.cloud.edu/Academics/Course-SchedulesCalendars/index>

### **Summer Term**

#### **Concordia Campus**

Summer classes on the Concordia Campus typically run in two four-week sessions. The summer schedule is the responsibility of the Vice President for Academic Affairs in cooperation with the Division Deans, Division Deans, Department Chairs, and faculty. Full-time faculty assignments and salary for summer school are covered in the Master Contract section 91 and Appendix H in the Master Contract. Adjunct faculty may decide to teach a course for a prorated salary if the enrollment falls below the minimum of eight students.

#### **Geary County**

During the summer, the Geary County Campus operates an eight-week semester. The semester is divided into two four-week sessions running concurrently with an eight-week extended session. Full-time faculty assignments and salary for summer school are covered in the Master Contract section 9.1 and in Appendix H. Adjunct faculty may decide to teach a course for a prorated salary if the enrollment falls below the minimum of eight students.

### **Online and Outreach Education**

Summer Community Education classes typically run for eight weeks, although start and end dates may vary by location. Full-time faculty assignments and salary for summer school are covered in the Master Contract section 91 and Appendix H in the Master Contract. Adjunct faculty may decide to teach a course for a prorated salary if the enrollment falls below the minimum of eight students.

### ***Class Size***

#### **Concordia Campus**

The Vice President for Academic Affairs, in consultation with the deans and chairs of the various divisions/departments or their designee, will determine the appropriate sizes of classes depending upon class format and the availability of professional employees. Lab and shop classes will contain no more students than the number of available workstations and equipment unless a greater number of students is agreed upon by the Vice President for Academic Affairs and the professional employee. (Master Contract 31.8)

### ***Minimum Class Size/Prorated Salary***

An enrollment of eight students is considered the minimum size for a class to be held for all Concordia, Geary County and Outreach/Online classes. If enrollment is fewer than eight students, the Vice President for Academic Affairs, in consultation with the course instructor and Division Dean, will determine if the course should be taught. Consideration will still be given to courses with enrollments below eight students if they are needed to meet degree requirements.

#### **Concordia Campus**

If low-enrollment classes are being taught by full time faculty as part of their regular load, faculty salary is not impacted. If low-enrollment classes are being taught by full time faculty as a faculty initiated overload, Appendix H of the Master Contract specifies the salary paid per credit hour. Fall 2018 Masters Base Salary was \$35,594. See Appendix H of the Master Contract: <http://www.cloud.edu/Assets/PDFs/about/faculty/Master%20Contract%202017-2018.pdf>

#### **Geary County Campus**

If low-enrollment classes are being taught by full time faculty as part of their regular load, faculty salary is not impacted. If low-enrollment classes are being taught by full time faculty as a faculty initiated overload, Appendix H of the Master Contract specifies the salary paid per credit hour.

If low enrollment classes are being taught by adjunct instructors, consideration will be given to holding the class if the instructor agrees to teach the class for a prorated salary based on class enrollment: **83% of the salary for 5 students and 67% of the salary for 4 students, etc.**

## Online and Outreach Education

Consideration will be given to hold Community Education classes with enrollments of less than six students if the instructor agrees to teach the class for a prorated salary based on class enrollment: **83% of the salary for 5 students, 67% of the salary for 4 students, etc.**

## Class and Teaching Information:

### **Syllabus:**

Good teaching results when the instructor is well prepared and the students are informed of the specific learning objectives of the course. The course syllabus defines the curriculum of the course starting with the description of that course as it appears in the college catalog. General education, department, and course objectives are delineated by the syllabus and are developed by the full-time faculty. A generic syllabus template is available in the appendix. Please contact the department chair for department specific goals and objectives.

There is a required syllabus format with editable categories. Each course has specific course outcomes, some of which have been articulated in order to make transfer easier for students. These have to be right in each syllabus. Instructors are responsible for using the updated version in all classes. It is critical for these to be updated each semester. Faculty are required to follow the standardized course syllabus format and teach to the identified student learning outcomes as identified by the department. A copy of the template may be obtained by logging into the department's Canvas Shell. The syllabus must be posted in the Canvas shell for the course, and a copy of that syllabus must be submitted through Departmental Master Shell at the beginning of each semester.

Other colleges often request copies for transfer equivalency. It is essential for requests for syllabi be forwarded to the Vice-President for Academic Affairs office. Under no circumstances should instructors send syllabi out themselves.

### **Canvas:**

Canvas is CCCCs Learning Management System and can be found under QuickLinks on the Cloud website or at <https://cloudcountycc.instructure.com/>. The sign in for Canvas is the same as your sign-in for instructors' computers and for iCloud.

**At minimum**, all instructors are asked to maintain syllabi, attendance, and grades through Canvas. It is capable of much more. Training opportunities are often offered during faculty work days and inservices. During other times, veteran instructors will be able to answer questions. In addition, Canvas has a YouTube channel (<https://www.youtube.com/user/CanvasLMS>).

### **iCloud:**

Canvas is the way that instructors interact with the students, but iCloud is the way they interact with the database. On the 20th day of classes, instructors will receive an e-mail to complete Certification Rosters to identify if students have attended the class at least once before that day. This is the reason why attendance during the first couple of weeks in class is vital. Procrastination will cause the Records Office time delays in its reporting and possibly be unable to account for all credit hour generation. Both midterm and final grades are also submitted through iCloud. Linda Peterson, ([lpeterson@cloud.edu](mailto:lpeterson@cloud.edu)) the registrar, will send out an e-mail the week before midterms and finals letting all faculty know the grade windows during which grades must be submitted. iCloud also allows instructors to see course lists and class schedules for the current semester.

### **Final Exams:**

Kansas Board of Regents/Kansas State Law requires college classes to meet during designated final examination periods. Each class is required to meet during the scheduled final exam time and give a form of a final. That final exam may be written final, project presentations, or discussions of presentations. Whatever it is the final exam or project should be substantial and meaningful.

The final exam schedule will come from the VPAA Administrative Assistant, Annette Starr ([astarr@cloud.edu](mailto:astarr@cloud.edu)), at some point during the Fall semester. When it's completed, it will also be available on the Cloud Website. Click on the *Academics* tab at the top, choose Course/Schedules and Calendars from the menu at the left. The final exam schedule is toward the bottom of the page.

<http://www.cloud.edu/Academics/Course-SchedulesCalendars/index>

Instructors can help first-semester students by explaining the schedule in some detail. Not all students have experienced a finals week or schedule before. Many will not be expecting the strange change to their schedule.

Final exams should be taken at the time they are scheduled. In very rare, documented circumstances, instructors can meet a student's request to take the exam earlier or later at the instructors' discretion. However, it is easier for all instructors when exams are to be taken at the scheduled times.

Students are required to attend final examinations. Occasionally an exception is made for early final examinations. The administration will support the instructor on any decision to deny early examinations as students have a published schedule of beginning and ending dates for semester courses well in advance.

**FERPA (Family Educational Rights and Privacy Act)** extends to all colleges students, so without their express written permission, instructors are not allowed to give any information about grades, attendance, class schedules, etc., to parents, friends, or other students. Regardless of the situation, students have a right to privacy unless they choose to waive it in writing. One of the formal ways students can waive their right to privacy is the [FERPA form that's kept on file in the advising office.](#)

Requests for information about a student should be denied until the instructor verifies that there is a FERPA form on file. The Advisement Center (ext. 275) keeps FERPA records and will be able to tell instructors if a student has a form on file and to whom information may be released. Check often, though. There have been a few cases of students allowing parents to see their information until their first bad grade card and then deciding that they do not want their parents checking up on them anymore.

Information can be shared, though, among college faculty and staff members who have a direct and/or pressing need to know how the student is doing for issues of student support, financial aid, advising, and retention. Approach all requests with the student's privacy rights in mind.

### **The Department Shell:**

Instructors will be invited to join the department's Canvas, (e.g. the English and Communications Master Shell for English instructors. All full-time, adjunct, and concurrent instructors in each department should be familiar with and use their departmental shells, which contain resources and information and is continually being revised by the departments. Examples of resources in the shells are contact information, syllabi templates, assessment training, department minutes, and other course information.

At the beginning of the semester, instructors will **submit syllabi** through the Department Master Shell. At the end of the semester, instructors will **submit your Course Outcome Assessment Reflection Report**. These are vital to the assessment, and accountability offices at the college. Instructors should be aware of and follow deadlines. Training will be provided during opening week or during college wide professional development in-services. Department chairs and the Assessment Coordinator will provide assistance.

### **Textbooks:**

Full-time faculty are required to use textbooks adopted by departments. Choosing a primary textbook source is done at the departmental level. Any secondary instructional sources for each class taught are under individual faculty discretion. Textbooks are annually reviewed by the department and any new books are selected at least one semester before any changes are implemented. The major multi-section courses all use the same textbooks. Proposed textbook changes are submitted to the department to discuss the benefits and drawbacks of the potential change. Instructors can get desk copies from the publisher. Before contacting the publisher, though, instructors should check in with the department chair to see if there are desk copies already available. Publishers generally offer free desk copies to instructors, so it is encouraged instructors take this route rather than use department funds for books.

Sometimes the publishers decide to make minimal changes and then sell the book as a new edition. In practice, departments try to keep old editions as long as possible and only make changes to new editions when the bookstore manager can't find enough of the old editions to meet demand. Instructors should consider helping students who have purchased an older edition during these transition times.

The College provides a department or program approved adjunct's instructor's copy of the adopted textbook and the available ancillary materials provided by the publisher to adjunct instructors. These materials, though provided for faculty use, are the property of Cloud County Community College. Unless faculty members are teaching the same course in consecutive semesters, these materials should be returned to the department chair/division dean at the conclusion of the term. If additional text related materials are needed, please see the department chair/division dean.

## **Classroom Procedures**

### ***Time Requirement***

The time-to-credit hour conversion stipulates that lecture-based courses must meet a minimum of 50 minutes per credit hour per week for fifteen weeks. Therefore 750 minutes of instruction time over the course of a semester equates to one credit hour. Laboratory courses, including those in vocational-technical programs and science labs, must meet for a minimum of 1,125 minutes per credit hour. Laboratory courses are defined as those in which students are predominantly involved in experimentation or application activities. Internships, practicum, and on-the-job training courses must meet for a minimum of 2,700 minutes (45 hours) per credit hour. Physical education activity courses must meet for a minimum of 1,500 minutes per credit hour. Clinical courses and apprenticeship courses will meet the minimum required by the respective professional accrediting or regulatory agency, but may not meet less than the minimum required for laboratory courses as defined above.

### ***Leave of Absence***

See master contract 37.62 Leaves of Absence (for Educational Purposes Other Than Sabbatical).  
<http://www.cloud.edu/Assets/PDFs/about/faculty/Master%20Contract.pdf>

### ***Student Absence***

Cloud County Community College regards punctual attendance as integral to all courses and expects it of all students. All Cloud County Community College instructors will keep a record of their students' class attendance. Each instructor's attendance requirements will be published in the course syllabus. Penalties related to excessive absences, which may include a reduction of the course grade, must be included in the course syllabus. The instructor or the Retention Specialist may notify students whose class performance has been jeopardized by excessive absences.

### ***Academic Honesty***

See Policy D17. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

### ***Academic Due Process/Grievance***

See Policy D19. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

## **Academic Procedures**

### **Degree Requirements**

Each faculty member should be familiar with the degree, diploma, and certificate requirements of the department programs and for the college in general. More complete information is available within the current CCCC Catalog posted to the college website at [www.cloud.edu](http://www.cloud.edu). Additionally, this information is located in the Advisement center where advisement center personnel will be able to assist students in the process of petitioning for graduation or certificate program awards. Advisement Center director Kristine Farmer [kfarmer@cloud.edu](mailto:kfarmer@cloud.edu) or

Advisement Center Coordinator DeeDee Coppoc [dcoppoc@cloud.edu](mailto:dcoppoc@cloud.edu) .

## **Certification and Grade Rosters**

\*It is vital that all full time and adjunct faculty comply with this reporting process. Failure to do so will result in reprimands, evaluation notations, or plan of action to correct this noncompliance.

### **Concordia Campus**

Before the first day of class, class rosters will be available through iCloud and will also appear on an instructors Canvas LMS site. Please notify the Registrar's Office of students attending class who are not listed on your roster as well as any students listed that have never attended class. This is probably because a student hasn't set up payment procedures but an instructor should be aware of such a discrepancy. Faculty will be asked to electronically verify certification rosters, The process of verifying that the students listed have attended class at least one time as of the date of certification will be performed within iCloud, our college campus management system which resides within Jenzabar. Please follow the instructions on this roster verification process carefully, then electronically submit it to the Registrar by the deadline. Information reported to the state regarding student numbers obtained from your certification roster. CCCC's registrar is Linda Petersen ext. 208 who can be contacted at [lpetersen@cloud.edu](mailto:lpetersen@cloud.edu)

### **Geary County Campus**

All faculty must print class rosters through their iCloud accounts. Since class enrollments change frequently during the first two weeks of the semester, faculty are urged to print a roster *daily* during this period. Faculty must notify the Student Services office of students attending class who are not listed on the roster as well as any students listed that have never attended class. After the 20<sup>th</sup> day of classes, faculty will receive email notification of ***certification rosters***, needing to be verified. The verifying process ensures that the students listed have attended class at least one time as of the date of certification. Faculty must follow the instructions on this digital roster verification process, carefully, then sign and return it to Student Services by the deadline. Information reported to the state regarding student numbers is obtained from your certification roster. CCCC's registrar is Linda Petersen ext. 208 who can be contacted at [lpetersen@cloud.edu](mailto:lpetersen@cloud.edu)

### **Online and Outreach Education**

Faculty can log on to iCloud after the 2<sup>nd</sup> week of class to check class rosters. Please notify the Registrar's Office immediately with any discrepancies. After the 20<sup>th</sup> day of classes, faculty will receive email notification of ***certification rosters***, needing to be verified. The verifying process ensures that the students listed have attended class at least one time as of the date of certification. Faculty must follow the instructions on this digital roster verification process, carefully, then sign and return it to Student Services by the deadline. Information reported to the state regarding student numbers is obtained from your certification roster. CCCC's registrar is Linda Petersen ext. 208 who can be contacted at [lpetersen@cloud.edu](mailto:lpetersen@cloud.edu)

## Grading

### Grading System

All academic courses will be given a letter grade which indicates the student's successful class achievement. While individual instructors may determine their own scale, the following scale is suggested:

- 90-100% A
- 80-89 B
- 70-79 C
- 60-69 D
- 0- 59 F

### Mid-Term and Final Grades

Concordia, Geary County, and Community Education instructors **are required** to submit grades **at mid-term** and again **at the end** of the semester. While it is the instructor's discretion to give a mid-term exam, mid-term grades are required to be reported to the college. Refer to the academic calendar for the current deadlines for submitting final grades. It is strongly recommended that instructors arrange for counseling sessions at the mid-term point so that students are aware of performance areas needed for improvement and course success.

### *Final Exams*

It is the policy of CCCC that periodic and final examinations or appropriate alternatives are given in all three credit hour (or greater) classes. Final exams may be given in courses that carry less than 3 credit hours, also. Final examinations should be given during the scheduled finals week according to the published exam schedule. Certain classes, such as College Algebra, may have department-directed final exams that are required of all students taking these classes. These exit exams are given to the instructor by their department head toward the end of the semester. Please check with your department chair to see if you are teaching a class with a common final examination.

### *Incomplete*

The student must request and receive the approval of the instructor to receive an Incomplete. This grade may be given at the end of the semester if the student has successfully completed more than 75% of the course. The instructor will file a "Request for an Incomplete" form with the Office of Student Records. Once the incomplete is filed, the student cannot withdraw. If the "I" is not completed by the end of the following semester, the grade will be changed to an "F" and the GPA figured accordingly.

### *Grade Changes*

Grades earned by students are unalterable except those recorded as a result of an error in computing

or data entry. Except for all data entry errors, all grade changes must be initiated by the instructor, followed by approval of the Division Dean and the Vice President for Academic Affairs. The grade change must be initiated within 30 days of grades being posted.

### ***Student Access to Records***

Cloud County complies with the Family Educational Rights and Privacy Act of 1974, (FERPA) as amended in 1976 (P.L. 93-380, Sec. 513 and P.L. 93-538, Sec. 2) in the collection, maintenance and dissemination of official student records. Faculty should become familiar with information regarding Directory Information and Release of Information Policy. Contact the Office of Student Records ([lpetersen@cloud.edu](mailto:lpetersen@cloud.edu)) if you have any questions related to FERPA.

The two main FERPA points that directly pertain to faculty are:

1. Student grades and class performance information **cannot** legally be provided to anyone but the student without the student providing specific written permission for this information to be released.
2. Student grades are not to be publicly posted in any form.

### ***Academic Record of Last Day of Attendance***

Federal Financial Aid requires significant accountability in the reporting of documented attendance. As such, it is imperative that all faculty maintain attendance records on their students for reports in the financial aid system. The last day of attendance needs to be recorded. Attendance use in grading is not required by an individual instructor, but documentation of final attendance is required for financial aid distribution. Recording of attendance within the canvas LMS system allows for instructors ease of collection and reporting of this important data field.

### **Mid Term and Final Grade Submissions**

All full time faculty and part-time instructors are trained so they can submit their grades via the iCloud web portal. See appendix for a how-to guide. These grades must be submitted prior to the final deadline established by the registrar's office. Failure to do so could result in contractual consequences.

### **Dropping or Adding a Course**

If a student decides not to continue in a course after registration and wishes to receive a refund, they must DROP the course from their semester class schedule. Refunds are not issued until after the 21<sup>st</sup> day of classes. If they enroll in a course after registration, they must ADD the course to their semester class schedule. The student will be expected to pay the tuition/fees for the course at the time the course is added.

ADD: A student can add a course without the instructor's permission until the course has met for the number of clock hours equal to the number of credit hours of the course. From that time, until the end of the eighth calendar day after the start of a course, students may add the course with the written permission of the instructor. No course may be added after the eighth

calendar day. Add forms are available from the Advisement Center, the Geary County Campus Student Services Office, or from Community Education instructors.

DROP: Classes may be dropped only during certain time periods. Dates for dropping and adding courses vary in different calendar years. These dates can be obtained by contacting the Student Records office on the Concordia Campus.

To DROP or ADD an on-campus day or evening course, see an advisor in the Advisement Center to fill out a DROP/ADD card. The student will then take the card to the Business Office and pay any fees. GCC students drop/add courses in the GCC Student Services Office.

To DROP/ADD an off-campus course contact the local coordinator. The coordinator will collect any additional tuition and fees.

To DROP a course after these dates, use the withdrawal procedure described below.

### **Student Withdrawals**

A student may officially withdraw from individual courses until the end of the 14<sup>th</sup> week of the semester. A grade of "W" (withdrawn) will appear on the transcript for these courses. Total withdrawal from college may be done any time prior to the beginning of final exams. Withdrawal forms are available in the Advisement Center, the Geary County Campus Student Services Office, or from Community Education instructors. Withdrawals are not complete until completed forms are on file in the Student Records Office.

Students often use advising services to make decisions regarding Drop/Add and Withdrawals. It is imperative all CCCC instructors meet required deadlines announced for grade submissions, each semester, to assist students and advisors in making these decisions. It is important for instructors to be diligent in meeting these deadlines.

## **Non-Instructional and Committee Responsibilities:**

### **Service Area Committee Descriptions**

The current standing committee structure at Cloud County Community College includes 3 identified overarching areas which fall under the master contract as identified committees. They are collectively known as Instructional Services, Student Services, and Administrative Services. Faculty are required to actively participate in various committees. Please note that participation is part of instructors' contractual obligation and evaluations include this non-instructional activity.

The committee structure is designed to broadly represent areas across the college committee membership and responsibilities will be reviewed annually at the first meeting in August and updated as needed. Chairs of major committees are chosen by committee members at first meeting in August of

each year. Minutes of monthly committee meetings are recorded and stored in the respective Vice President's office.

Departments will work under the direction of the chair and report strategies accomplished in their annual department review. Every faculty member is required to participate in committees and assist in committee work. These responsibilities could range from working on HLC projects, membership on standing committees, hiring committees, or other special committee's or task forces as deemed necessary.

### **Instructional Services**

Instructional Services Committee: Membership shall consist of the Division Deans; the Vice President for Academic Affairs; the Director of the Library; the Director of Advisement and Retention Services; one (1) administrator from Online and Outreach appointed by the President; the Registrar; the Coordinator of the Student Success Center; all department heads; one (1) fulltime faculty member from the Geary County Campus appointed at-large; and two (2) students appointed by the Student Senate.

This formally organized Committee approves new courses, approves substantial modifications to existing courses, sets grading policies, adopts graduation requirements, and adopts other academic regulations. Various institutional policies, the Kansas Board of Regents guidelines, and the Vice President for Academic Affairs guide the work and decision making of the Committee on Instructional Services. All new courses and programs must pass through a series of steps in order to be implemented and included in course offerings. The college sets up programs of study primarily through the department and division. The definition, coherency, and intellectual rigor of courses of study are the responsibility of the faculty. The faculty - at the departmental, divisional, and committee levels - serve as the initiators and final arbiters of program coherence and rigor.

All new courses are approved as follows:

- origination by faculty
- approval by the academic department
- approval by the appropriate division
- approval by the Instructional Services Committee

All new degrees and programs require, as well:

- approval by the Cloud County Community College Board of Trustees
- approval by the Kansas Board of Regents.

Modifications to existing degrees, programs or courses require passage through the same process.

### **Instructional Services Committee Job Description**

In relation to the general purposes of all standing committees, the Instructional Services Committee addresses the following specific functions:

- A. It provides a forum in which all constituents of the College can provide input concerning current and proposed changes in instructional policies and procedures.
- B. It investigates and makes recommendations to the Vice President for Academic Affairs concerning addition of new courses and programs and the alteration of existing courses and programs.
- C. It makes recommendations to the Vice President for Academic Affairs concerning additions and alterations to current academic policies and procedures.
- D. It assists the Vice President for Academic Affairs in developing proposals to be taken to the Board of Trustees for possible adoption.
- E. It adopts goals as part of the strategic planning process, develops and measures outcomes, reviews assessment data, and recommends and implements changes to improve services.
- F. It is chaired by the Vice President for Academic Affairs providing direct communication of committee work to the President. The committee will elect a vice chair to serve in the absence of the Vice President.
- G. It generates historical records of recommendations and changes through meeting minutes composed by the Vice President's appointed recorder. Meeting minutes are housed in the office of the Vice President.
- H. It meets monthly to ensure regular communication with administration, staff, faculty, and student groups.
- I. It develops and maintains of calendar of services and activities provided by this area of the college.
- J. It ensures delivery of the college mission.

### **Student Services Committee**

Student Services Committee: Membership shall consist of the Director of Student Activities; the Vice President of Enrollment Management and Student Services; the Director of Admissions; one (1) coach of a male sport and (1) coach of a female sport appointed by the Faculty Association; five (5) noncoaching, full-time faculty members appointed at-large; one

(1) full-time faculty member from the Geary County Campus appointed at-large; and two (2) students appointed by the Student Senate; one (1) member of the Geary County Campus Student Services Staff; the Retention Specialist; the Director of Auxiliary Services; and the Director of the TRiO Program.

### **Student Services Committee Job Description**

In relation to the general purposes of all standing committees, the Student Services Committee addresses the following specific functions:

- A. It reviews all student services including residence life, admissions and recruiting, records, student health services, student activities, financial aid, academic advising, Americans with Disabilities, counseling, placement testing, international student services, concurrent education, career services, athletics, discipline, and Title IX.
- B. It makes recommendations to the Vice President for Student Affairs and Advancement for organizational improvement and service enhancement.
- C. It assists the Vice President Student Affairs and Advancement in developing proposals to be taken to the Board of Trustees for possible adoption.
- D. It adopts goals as part of the strategic planning process, develops and measures outcomes, reviews assessment data, and recommends and implements changes to improve service to students.
- E. It is chaired by the Vice President of Student Affairs and Advancement providing direct communication of committee work to the President. The committee will elect a vice chair to serve in the absence of the Vice President.
- F. It generates historical records of recommendations and changes through meeting minutes composed by the Vice President's appointed recorder. Meeting minutes are housed in the office of the Vice President.
- G. It meets at least monthly to ensure regular communication with administration, staff, faculty, and student groups.
- H. It develops and maintains of calendar of services and activities provided by student services sector of the college.
- I. It ensures delivery of the college mission.

### **Administrative Services Committee**

Administrative Services Committee: Membership shall consist of the Vice President for Administrative Services; two (2) full-time faculty members appointed at-large; one (1) full-time faculty member from the Geary County Campus appointed at-large; two (2) full-time administrators appointed by the President; two (2) full-time or regular part-time hourly support staff members appointed by the President; and two (2) students appointed by the Student Senate.

### **Administrative Services Committee Job Description**

In relation to the general purposes of all standing committees, the Administrative Services Committee addresses the following specific functions:

- A. It provides a forum in which all constituents of the college can provide input concerning current and proposed changes in the college's comprehensive administrative services.
- B. It assists in the review and makes recommendations to the Vice President for Administrative Services concerning additions and alterations to current administrative policies and procedures regarding

facilities, information technology, maintenance, buildings and grounds, custodial services, human resources, auxiliary services, and accounting services.

C. It assists the Vice President for Administrative Services in developing proposals for new services and changes in current administrative services, policies and procedures to be taken to the Board of Trustees for possible adoption.

D. It adopts goals as part of the strategic planning process, develops and measures outcomes, reviews assessment data, and recommends and implements changes to improve service to students.

E. It is chaired by the Vice President of Administrative Services providing direct communication with the President. The committee will elect a vice chair to serve in the absence of the Vice President.

F. It generates historical records of recommendations and changes through meeting minutes produced by the Vice President's appointed recorder. Meeting minutes are housed in the office of the Vice President.

G. It meets at least monthly to ensure regular communication with administration, staff, faculty, and student groups.

H. It develops and maintains a calendar of services and activities provided by the administrative services sector of the college.

I. It ensures delivery of the college mission.

## Other Policies Regarding Faculty:

### **Faculty Employment Information:**

See Policy D22. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

### **Negotiated Agreement**

Each full time faculty member will be provided with a copy of the appropriate negotiated agreement. Many details governing the operation of the College are contained therein and it should be referred to as a source of information regarding compensation, benefits, and other conditions of the employment relationship. See Master Contract.

<http://www.cloud.edu/Assets/PDFs/about/faculty/Master%20Contract.pdf>

### **Adjunct Faculty Salaries and Benefits**

Adjunct faculty are paid \$500 per credit hour for the first two semesters they teach. After the second semester they are paid \$560.00 per credit hour. This pay is based on classes with an enrollment of eight students. If a class has less than eight students, the pay will be prorated if the instructor chooses to teach at the prorated amount.

Though adjunct instructors do not qualify for the College's insurance benefits, they do receive tuition waivers. The instructor or his or her immediate family members may take up to six credit-hours per semester, tuition-free. The instructor or family member is responsible for the

cost of the associated textbooks and supplies.

### **Payroll Procedures**

See Policy AP3. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

Adjunct instructors should read their employment Memorandum of Understanding (MOU) for specific payment terms.

- Geary County: For part-time instructors who teach at GCC, contact the Lead Instructor/Department Chair or Division Dean with any questions regarding payroll procedures
- Online and Outreach Education: For part-time instructors who teach Evening or Concurrent enrollment courses, contact the Online and Outreach Education office with any questions regarding payroll procedures.

### **Personnel Forms/Records**

Individual employee personnel records shall be maintained in the Human Resources office for full time faculty. Online and Outreach Education and GCC personnel files are maintained in their respective offices. Employees may inspect their own file in a reasonable time and manner during normal office hours. Any other release of confidential information (beyond normal employment verification) will require the written authorization of the employee. Employees may request copies of documents in their file. The College may require reimbursement not to exceed the cost of reproduction; this may include the cost of the time of the employee who produces the copies. Employees may request that documents be placed in their file. For additional information concerning employment, please contact the Director of Human Resources Christine Wilson (cwilson@cloud.edu ) at Ext. 251.

### **Academic Freedom and Responsibility**

Professional employees are citizens, members of a learned profession, and representatives of the College. When speaking or writing as citizens, they should be free from institutional censorship or discipline, provided they clearly indicate they are not representing the institution. Their special positions in the community impose special obligations upon them as individuals. As persons of learning and as educators, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, exercise restraint, and show respect for the opinions of others. The professional employee is given full freedom in research and in the publication of the results, subject to the adequate performance of other academic duties.

Academic freedom allows professional employees to seek and present the truth as they know it on problems and issues subject to accepted standards of professional responsibility and appropriate subject matter, without fear of interference from administrators, the Board, governmental authorities, or pressure groups. Students gain the opportunity to study controversial issues and divergent views and to arrive at their own conclusions, but should be careful not to introduce controversial material which has no relation to the particular subject.

Professional employees have an obligation to protect student's right to freedom of inquiry even when the student's conclusions differ from the professional employee's conclusions. In addition, academic freedom protection does not apply to subjects/issues that are not directly related to course curriculum. (Refer to Master Contract section 09.0)

<http://www.cloud.edu/Assets/PDFs/about/faculty/Master%20Contract.pdf>

## College Wide Assessment and Program Review

### Assessment

Information, sample reports, and forms are located on the assessment website.

<http://www.cloud.edu/Academics/Assessment/index>.

### Academic Assessment Mission

The college mission statement identifies enhancing our students' lives as the central purpose of Cloud County Community College. Within our classrooms, students gain the central skills necessary for enhancing their lives.

Cloud views assessment as a tool to improve the systems and structures—from individual course curriculum to department, division, and college-wide academic structures—***that affect the future of student learning***.

Cloud's academic team bases their actions on assumptions about how students learn, when they learn, what qualities identify good instructors, what pedagogies work best, what student experiences encourage/discourage learning, how student individuality affects learning, and what role the physical environment plays in learning. The answers to these and to other pertinent questions are neither simple nor self-evident. When the actions of students, the board of trustees, administrators, faculty and staff are based on accurate assumptions, learning is enhanced. When actions taken are based on less accurate beliefs, learning suffers. Assessment helps Cloud County develop more accurate assumptions about if, when, what, and how students learn. The practice helps identify the cause and effect relationship between the factors that impact student learning and the extent of that learning. It, therefore, helps determine what modifications should be made in our pursuit of our mission, and the efficacy of those modifications.

The assessment of student learning, the interpretation of the results of assessment, and the use of those findings to motivate improvement requires the participation of students, the Board of Trustees, administrators, faculty and staff, individually and collectively.

Cloud County Community College relies on a 3-tier assessment structure incorporating general education assessment, discipline/program assessment, and individual course assessment. In addition to timely reporting, instructors guide the assessment process by revising goals and rubrics to be used for assessment. All instructors for Cloud County Community College participate in assessment each semester

### General Education Assessment

*\*During the 16-17 and 17-18 academic years, the General Education committee has been considering changes to general education outcomes. Because of this consideration, General Education Assessment is currently on hold. Please contact the Associate Vice President for Planning and Assessment for more information.*

General education assessment measures student learning of general education goals that have been established by the faculty as a whole. Artifacts (or samples of student work) are gathered by all instructors of general education classes. For further information concerning general education goals and classes see the assessment webpage or contact the assessment coordinator Marc Malone at [mmalone@cloud.edu](mailto:mmalone@cloud.edu). For a current list of general education classes, go to [www.cloud.edu](http://www.cloud.edu)

### **Program Assessment**

*\*During the 16-17 and 17-18 academic years, academic departments, the General Education committee, and the Instructional Services Committee have been considering changes to programs at Cloud. Because of this consideration, Program Assessment is currently on hold. Please contact the Associate Vice President for Planning and Assessment for more information.*

Program assessment is a measure of program outcomes that have been established by the full-time faculty that teach courses within the program. A matrix developed by full-time faculty allows information to be pulled from the assessment data entered at the end of each semester. Reports are generated that provide information about student learning within the program.

### **Individual Course Assessment**

Individual course assessment is a measure of individual course outcomes that have been established by full-time faculty who teach the specific courses. Student learning is assessed every semester based on course outcomes. Each instructor measures student performance on a semester by semester basis by completing their individual course assessments using the canvas learning management system and completing an online form to review these outcomes for every course section. These reviews are turned into the departmental course shells where the department chairman will monitor their progress toward future goals, course and program changes. This information is also reviewed by the Assessment Coordinator and the Student Learning Outcomes Assessment Team. Individual course assessment deadlines for the 2018-2019 academic year will be announced in September 2018. *Generally speaking these are due at the end of each academic term.*

## **Program Review Process:**

### **Academic Department Review**

Each academic department participates in a yearly Academic Department Review process (ADR) that focuses on department effectiveness, planning, transparency, and cohesion. ADR is a self-study process based on department data related to enrollment, retention, teacher loads, schedule efficiency, professional development, assessment, etc. This yearly self-study culminates in a formal reflection and peer review process that connects directly with formal conversation about budget requests, IT and Marketing needs, retention and recruitment.

Generally, official analysis of department data begins each year at the close of the fiscal year at the end

of June. Budget hearings in February mark the close of the department review process. Instructions for and data related to ADR can be found in the Canvas Assessment Master course by clicking Modules > Department Review Materials and Information.

Academic Program Review is an annual comprehensive self-study process conducted for the purpose of continuous improvement. The Review is a quality assurance practice requiring formal review. Each academic department completes one review based on the previous academic year (fall, winter term, spring and summer). Data from separate programs/disciplines within the department will be segregated for independent review (Department refers to administrative organizational structure while program refers to the moniker of courses). The review due date through Step 5 will be Feb. 1<sup>st</sup>. (2017-2018 due date is June 1<sup>st</sup>. Depts. will meet with VP's but Zero based budgeting (ZBB) is completed for the year.)

The review process is designed to increase college cohesiveness by providing a mechanism for all three divisions of the college (academics, administrative services, and student services) to interact in support of student learning. The review process increases the availability of program information and promotes a better understanding and appreciation for departments/programs throughout the college. The review document provides an instrument for aligning the department/program purpose with the college mission, assessing currency and relevancy of programs as well as measuring the need, identifying strengths and weaknesses, and evaluating progress. The process and document will be updated annually as needed.

The Program Review is a major link in institutional assessment and is integrally linked to:

Accreditation: The Program Review process is designed to address standards set by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Educational Planning and Evaluation: The planning completed by the Program Review process is integrated into the strategic plan for the College.

Budget Development: Resource needs identified through the Program/Discipline Review process are the basis for individual program/discipline budget proposals and guide the allocation of financial resources to these programs/disciplines.

The original review documents will be stored in the office for Academic Affairs. Digital copies will be stored on the college HLC drive. Data will be provided in bulk by the Chief Information Officer and maintained in the Canvas Assessment Course. Reviewers will be responsible for culling the datasets down to the data for their department, as well as several basic arithmetic calculations. Departments are encouraged to maintain the data results from one year to the next, in order to better facilitate inter-year comparisons.

The following are critical success indicators addressed in the Academic Program/Department Review:

- I. Response to Previous Program Review
- II. Academic Self Study
- III. Department Operations

- IV. External Review and Evaluation
- V. Executive Summary

## Student Support Services

See <http://www.cloud.edu/Academics/Library/index>

The library has a computer lab that you can reserve for in class research and writing days. There are about 18 computers, so if you have a very full class, it's sometimes wise to ask students who have laptops to bring them. Contact the library to make the reservation. They will want to know what class, when the class meets, and how many students are in the class for their records.

### **Student Success Center and Testing Center**

See <http://www.cloud.edu/Academics/Student%20Success%20Center/index>

### **Geary County Campus Tutoring Center and Test Proctoring**

See <http://www.cloud.edu/Academics/Student%20Success%20Center/geary-county-campus/index>

### **TRiO Program:**

See <http://www.cloud.edu/Academics/TRiO/index>

### **Advisement Center and Student Academic Advising/Counseling**

See <http://www.cloud.edu/Academics/Advising/index>

Degree-seeking students are assigned a faculty advisor within their field of study. Students should discuss their specific degree requirements with their faculty advisor throughout their academic career. While a faculty advisor is to be of help to a student in planning and confirming the student's progress toward graduation, ultimately, it is the student's responsibility to be familiar with the requirements for graduation, to be aware of their progress toward graduation, and to determine the transferability of the College's courses to other post-secondary institutions.

The Advisement Center has received two national awards for their service to students. The National Academic Advising Association (NACADA) and ACT honored the Advisement Center as the *Outstanding Two Year College Advising Program* in the nation. This is the highest honor awarded to college advising programs. The Advisement Center, along with the Learning Skills Center, also received the National Center for Student Retention *Award of Excellence*. The first *Outstanding Faculty Advisor Award* ever given by Region 7 of the National Academic Advising Association was given to a faculty advisor at Cloud County.

While academic advisement is the primary function of the Advisement Center, several additional services are offered through the Center to support advising. These include assessment, orientation, transfer information, campus visits from transfer college

representatives, and transfer scholarship information. The Center also makes on-campus and community referrals for many other services including financial aid, career counseling, student housing, and personal counseling.

### **Retention Specialist**

See <http://www.cloud.edu/Academics/Advising/student-retention/index>  
<http://www.cloud.edu/About/Facultystaffresources/Retention-Referral/index>

### **Career Center**

See <http://www.cloud.edu/About/Career-Center/index>

### **Tech Services**

All full time faculty and staff can obtain Microsoft Office 2010 and Windows Operating Systems to personally install on their own personal computers. For more information, contact the IT department at [it@cloud.edu](mailto:it@cloud.edu).

### **ADA Compliance**

#### **Accommodations for disability**

**Academic:** If academic accommodation is needed for any type of disability, students should contact the Director of Advisement and Retention Services, located in the Advisement Center on the Concordia Campus. Students requiring auxiliary aids and services need to request accommodation six to eight weeks in advance of the start of the semester.

**Other than Academic:** If special arrangements are needed for accessibility, contact the Vice President for Administrative Services to request accommodation six to eight weeks in advance of the start of the semester.

### **Health Support Services**

See <http://www.cloud.edu/Students/health-services/index>

### **Children's Center**

See <http://www.cloud.edu/About/Children-Center/index>

## Operational Procedures:

### **Budget- Program Review-Zero Based Budgeting Practice**

Full time faculty members work with their respective Department Chair and Division Dean in submitting budget requests for each academic year. The Vice Presidents for Academic Affairs and Administrative Services establish a budget development calendar that must be followed to ensure deadlines are met. Faculty members needing specific instructional items should obtain estimated costs, justify the educational need (from analysis of appropriate annual program reviews) for such items/materials, and prioritize them in order of importance. The Division Deans work with the Vice Presidents to establish priorities throughout the budget approval process (zero based budget hearing) to provide necessary educational resources for student learning and maintain a budget that is fiscally sound. Faculty members should contact their Department Chair or Division Dean for questions regarding budget matters.

### **Purchase Requisitions/Purchase Orders**

See appendix for a complete how to guide. Questions about how to complete a requisition should be addressed to the Business Office, Concordia Campus, ext. 203.

*\*The College is currently reviewing these policies in Administrative services committee.*

### **Reserving Vehicles**

See Policy F8. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

### **Concordia Campus**

College vehicles are available for use in traveling to approved events. Vehicle request forms are available from the Transportation Secretary. Requests are honored in the order they are received and based on available vehicles.

### **Geary County Campus**

College vehicles are available for full-time and adjunct faculty use for travel to approved events. Students are authorized to drive a college vehicle only under specific and limited circumstances. Prior to driving a college vehicle, the faculty member or student must have a signed receipt of the Vehicle Use Policy, a driving background check, and a photocopy of his or her driver's license on file with the transportation department in Concordia. A copy of the Vehicle Use Policy may be obtained from the administrative assistant at the front desk in Building A. Fulltime and adjunct faculty in need of a vehicle should complete a reservation request form located in the faculty workroom. This form must be submitted to the administrative assistant. Vehicle requests are honored in the order in which they are received and based on available vehicles.

### **Daily Meal Reimbursement**

Generally, the college expects meals to not exceed \$25.00 per day; however; there may be times when meal costs may exceed \$25.00 per day. If meal costs exceed \$25 per day due to

local conditions, please contact your supervisor or division dean prior to travel for approval.

### **Meal Receipts**

The College will reimburse for meals only when detailed itemized receipt are attached. Information on the receipt shall include date, amount and restaurant for each meal, including tips. Non-college employees or relatives costs must be itemized and deducted on the receipt. These deductions are to include a portion of tax and tip. For a detailed look at the travel procedures and reimbursement forms, see the appendix.

### **Requesting Classroom/Lab Supplies**

#### **Concordia**

Standard office supplies are available for instructor use, including but not limited to: pens, pencils, file folders, binder clips, paper clips, staples. Overhead transparencies, dry erase markers and erasers are also stocked. Supplies are located in the Production Room. Other office supplies will be purchased out of the appropriate departmental budget. Divisional support staff are commonly are in charge of placing orders that are purchased out of the departments.

#### **Geary County Campus**

Standard office supplies are available for instructor use, including but not limited to: pens, pencils, file folders, binder clips, paper clips, staples. Overhead transparencies, dry erase markers and erasers are also stocked. Please complete and turn in a supply request form for the supplies you need to the Administrative Assistant in Building A.

### **On-line and Outreach Education**

Science instructors or others teaching lab classes may order certain types of lab supplies for their classes and can have the company bill CCCC directly. All purchases must first be approved by both the chair of the appropriate division and the Coordinator of On-line and Outreach Instruction or the Coordinator of Concurrent Enrollment. These instructional supply orders will be placed by the lab coordinator at the Concordia campus.

### **Copy Procedures**

#### **Concordia Campus**

Copy machines are available for faculty use to reproduce necessary classroom handouts, exams, and other instructional materials. This includes Adjunct Faculty. With computer access to a T-bird account you should have mapping to a printer in the copy room. If a copier code is needed or this access is unavailable to you please, contact (IT) Information Technology department for assistance.

#### **Geary County Campus**

A multi-function printer/copier/scanner is available in the Workroom of Administration Building on the Geary County Campus. Instructors can print course documents from any campus computer by selecting the appropriate printer. It is advised to conserve resources and print double sided whenever appropriate.

Copies can be made as well; the equipment can copy 1-sided or 2-sided. Finally, papers can be scanned and sent to your email. The Administrative Assistant can help with any of these procedures.

### **On-line and Outreach Education**

The On-line and Outreach Education Office provides copying services. The instructor needing such services should allow a minimum of one week turnaround time. Contact the Director of On-line and Outreach Education for more detailed information on this process.

### ***Mail and E-Mail Communication***

#### **Concordia Campus**

New faculty are assigned a mailbox in the back of the Information Center. Outgoing mail can be dropped off in the Information Center or the Production Room Documents needing to go to the Geary County Campus can be dropped off in the Information Center to be added to the "GCC pony." Generally speaking, the GCC pony travels between the two campuses on a daily basis. See the information center staff for a detailed schedule of its transportation schedule.

#### **Geary County Campus**

Every full-time and adjunct instructor on the Geary County Campus has a mailbox in the Workroom. Please check this frequently for important paperwork and communication. If students need to leave work for an instructor; the Administrative Assistant can put that in the mailbox.

#### **Email Accounts**

All new full time faculty and Geary County adjunct faculty will complete an IT New Employee Information Card. An email address will be assigned and instructions on how to access email on campus and through the CCCC website will be provided when the information card is complete. Concurrent and Outreach adjunct faculty are given a college email account if requested. The general form for college emails in a first initial last name approach i.e. [jdoe@cloud.edu](mailto:jdoe@cloud.edu) however duplication of accounts and names may cause this process to be amended.

#### **Email Accounts**

All new full time faculty and Geary County adjunct faculty will complete an IT New Employee Information Card. An email address will be assigned and instructions on how to access email on campus and through the CCCC website will be provided when the information card is complete. Concurrent and Outreach adjunct faculty are given a college email account if requested. The general form for college emails in a first initial last name approach i.e. [jdoe@cloud.edu](mailto:jdoe@cloud.edu) however duplication of accounts and names may cause this process to be amended.

#### **Single Sign on for Computer Access.**

The IT department has initiated a single sign on process that will make signing into email, personal canvas shells, and various forms of college instructional technology a one step process. Faculty and students alike are able to engage in using the single sign on process via the college campus main web page located at <http://www.cloud.edu> see below. Cloud Login.....  
Single sign on.



## Parking Permits

See Policy F9. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

### Concordia Campus

Parking permits are issued for full-time faculty/staff. For part-time faculty/staff, community permits are issued. To obtain a permit, see the Information Center Personnel. Parking rules and regulations are part of the campus parking policy.

### Geary County Campus

No parking permits are required.

### On-line and Outreach Education

Check with the local coordinator in regard to parking policy.

## Keys

### Concordia Campus

To obtain needed keys, faculty should contact their Department Chair for approval first, then contact their Division Dean. If approved, keys will be distributed by Chris Wilson Human Resource Director with assistance from staff in the Information Center. Contact Human Resource office for additional information concerning acquisition of new keys or replacement of damaged or lost keys.

### Geary County Campus

Keys are not generally issued to adjunct faculty. All full-time faculty have keys to gain access to any Geary County Campus classroom. These keys are distributed through the director of the Geary County Campus Office.

### On-line and Outreach Education

Instructors should make arrangements with the local Coordinator for room and key assignments.

## Lost and Found

### Concordia Campus

Items will be turned in to the Information Center support staff personnel inside the main entrance "flag pole entrance" to the general instructional building centrally located on the Concordia campus. A weekly list of these items will be distributed by the information center

personnel to update the lost and found items listing. Generally speaking items will be disposed of on a regularly scheduled basis following their procurement.

### **Geary County Campus**

Found items are turned in to the administrative assistant in Building A.

### **On-line and Outreach Education**

Check with the local coordinator regarding any lost and found items.

## **Maintenance Problems**

### **Concordia Campus**

To address maintenance and repair needs, Concordia Campus Faculty can obtain a work order form from the Academic Affairs Office. See appendix for a work order form to be delivered to the head of campus maintenance

### **Geary County Campus**

Maintenance work orders are located in the faculty workroom, in Building A. All faculty are urged to use these forms to report any maintenance repairs or facility needs.

### **On-line and Outreach Education**

The local coordinator should be contacted to report any maintenance problems.

## **Campus Security**

See Policy F29. <http://www.cloud.edu/About/Board-of-Trustees/policies/index>

## **Weather**

### **Weather delay and emergency notification system**

CCCC has partnered with Regroup to provide emergency notifications for Cloud students, faculty and staff. All students, staff and faculty are automatically enrolled in Regroup via their primary email account. Instructions are provided each semester on how to create an individual account and add cell phones, land lines, and additional emails for a variety of notification modes.

### **Weather Emergencies**

No action will be taken in the case of a tornado watch. However, If a watch is upgraded to a warning, announcements will be made via the speaker phone system, the PA system, Regroup notification, and person to person when necessary. After 5 PM and on the weekends when the college is open, the notification to take shelter immediately will be handled by campus security and evening custodial staff.

Information on severe weather will also be posted on social media.

### **Best Available Shelters**

**Main Building:** Men's and women's restrooms on levels one, two and three, men's and women's locker rooms, music room (SC101), rooms 231-232-233, training room, and the President's office

**GCC:** Interior restrooms and hallways

**Tech West:** Interior restrooms and hallways

Campus apartments: Lower levels of buildings 4-5-6-7-8-9-10-11-12-13-14.

Designated tornado shelter in Thunder Heights.

**Emergency Exiting Procedures:**

1. It is the responsibility of all CCCC employees to be aware of designated emergency locations and evacuation routes.
2. Upon notification of an emergency, all departments and classrooms will inform students to immediately take appropriate action for the emergency situation. If the situation warrants an evacuation, students are to take their personal belongings with them if the time permits.
3. Provide assistance to students with disabilities. Any non-college personnel, such as visitors will also need assistance in case of evacuation.
4. After the classroom is cleared of students, turn out the lights and shut the door to indicate the area has been cleared.
5. At the designated shelter, instructors will take roll to account for the safety of their students.
6. If the situation warrants, assume a safe position, protecting the head
7. Do not leave the shelter area until the all clear has been given.

**Winter Weather Emergencies**

To learn if the campus is closed due to winter weather, listen to the following radio stations or TV channels:

**Radio**

Belleville	KREP	92.1 FM
Beloit	KVSV	1190 AM
Clay Center	KCLY	100.9 FM
Concordia	KNCK	1390 AM
Salina	KSAL	1150 AM

**Television**

Wichita	KWCH
Lincoln, NE	KOLN-KGIN
Topeka	WIBW
Topeka	KSNT

The Vice President for Academic Affairs or their designee will make the decision to close campus due to winter weather. If a closing decision is made during the course of a workday, supervisors will be responsible for notifying those in their areas. Instructors will be responsible for notifying students in classes. Concordia and Geary County Campus closings will also be announced via the college's emergency notification system. To sign up for the service, contact Janet Eubanks (jeubanks@cloud.edu), Director of Auxiliary Services at ext 342. Winter weather closings will also be announced on social media.

**AED's**

**Concordia Campus:**

There are 6 AED's or emergency defibrillators located throughout campus at the following locations:

1. Inside entrance two, opposite the Information Center window
2. Near the fitness Center on the north hallway wall
3. In the cafeteria foyer next to the elevator
4. In the Children's Center, right inside the door to the right.
5. In the Athletic Trainer's office, under the desk
6. Inside the Nursing Department door, #104

#### **Online and Outreach Education**

Check with the local coordinator for specific information regarding safety and security.

#### **Geary County Campus**

During evening and weekend classes, full time and adjunct faculty may be called upon to address safety or security issues. If a situation should arise, the instructor should call 911 if in doubt as to the proper action to take. AED's are located in each building adjacent to the fire extinguishers.

#### **Online and Outreach Education**

Check with the local coordinator for specific information regarding safety and security.

#### **Telephone and Cell Phone Usage**

The phones in the offices of CCCC are for faculty, staff, and administration use. The use of cell phones in classes is discouraged except in the case of extreme emergencies. As individual instructor policies may vary, instructors are encouraged to include a statement in their course syllabus regarding cell phone etiquette and use in class.

## Faculty Evaluation Procedures

### **Full Time Faculty**

The performance evaluation is part of an ongoing, two-way communication process between the faculty member, the Division Deans and the Vice President for Academic Affairs. The evaluation provides a formal mechanism for evaluating faculty performance in accordance with the master contract. (See Master Contract section 32.0 and Appendix E). During the evaluation process accomplishments should be recognized and deficiencies addressed. Faculty development is achieved through counseling, communicating, and mentoring throughout the year.

### **Division Dean's Evaluation of Faculty Performance**

In addition to the required classroom visitation evaluation process, the Division Dean may use:

- Faculty member's teaching materials.
- Any additional information the faculty member or the Division Dean feels would benefit the process.

The outcome of the Division Dean's evaluation of faculty will be:

- An overall evaluation of the faculty member including positive aspects and strengths of the faculty member. Comments substantiating the basis for a specific performance rating should be provided on the evaluation form.
- Suggestions for improvement (if necessary).
- Recommendations.
- Signed evaluation report.
- Faculty comments added to the report if the faculty member so chooses.

The evaluation process requires a conference with the faculty member to review the document and for both parties to sign the evaluation document. The faculty member's signature signifies only that the faculty member has read the document and does not signify agreement with the

comments or ratings. If the faculty member does not agree with the ratings or comments, concerns or disagreements may be submitted in writing and will be attached to the evaluation document. These comments will be forwarded and reviewed by the Vice President for Academic Affairs and the President. The review between the faculty member and the Division Dean should occur before the end of the semester.

### **Vice President for Academic Affairs Evaluation and Recommendation**

The VP for Academic Affairs will review the Division Dean's evaluation of faculty with the Division Deans, note recommendations and suggestions, comments and suggestions. If the VP for Academic Affairs has questions regarding the evaluation, a conference will be scheduled to discuss any concerns or issues with the evaluated faculty member. The Vice President for Academic Affairs will make a recommendation as to continued contract, faculty improvement/mentoring plan, or termination of contract. Summaries of each step of the evaluation process will be completed and copies given to the faculty member, Division Dean, placed on file in the VP for Academic Affairs office and the original placed in the personnel file.

### **Geary County Campus**

Full Time Faculty and Adjunct Instructors Syllabi for all courses are required to be submitted electronically to the department chair for review via the departments Canvas Shell. The Department Chairman will evaluate the syllabus for appropriate course content and objectives and will then submit final copies to the Division Dean and the Academic Affairs office prior to the start of class.

### **Adjunct Faculty**

#### **Geary County Campus**

Concordia campus division deans or department heads, assisted by the Geary County Campus lead instructors, and the GCC division dean mentor all faculty members on a rotating basis.

During a mentoring visit, the mentor attends and evaluates a class session and then meets with faculty member to discuss his or her observations and answer questions. Instructors can expect at least a two-day notice before a mentoring visit will occur.

### **Online and Outreach Education**

Local coordinators will distribute and collect student evaluation forms during the last half of the semester. The Online and Outreach Education

Office will mail the results of the student evaluations the following semester. These results are computer generated and comments will be typed exactly as the students wrote them on the course evaluation forms. All responses and written comments are anonymous. The faculty member will not see the student results prior to handing in the semester grades.

## APPENDIX

### Contact Information

#### **Cloud County Community College**

785-238-8010 or 800-729-5101

#### **Main Campus – Concordia**

2221 Campus Drive  
Concordia, Kansas 66901

#### **Geary County Campus – Junction City**

631 Caroline Avenue  
Junction City, Kansas 66442

#### **Department Chairs**

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Every instructor is part of a department. Questions and concerns about courses, textbooks and policies can often be addressed by the department chair. The department chair can also help to identify additional institutional contacts.

#### **Agriculture:** Jamieson Gross

ext. 273 — [jgross@cloud.edu](mailto:jgross@cloud.edu)

#### **Humanities**

Contact Brent Phillips, Division Dean of  
Social Science, Humanities, and Business

#### **Business:** Shelly Farha

ext. 260 — [sfarha@cloud.edu](mailto:sfarha@cloud.edu)

#### **Math:** Mark Whisler

ext. 221 — [mwhisler@cloud.edu](mailto:mwhisler@cloud.edu)

#### **Energy:** Kit Thompson

ext. 256 — [kthompson@cloud.edu](mailto:kthompson@cloud.edu)

#### **Nursing:** Stephanie Perret

ext. 332 — [sperret@cloud.edu](mailto:sperret@cloud.edu)

#### **English/Communications:** Jamie Durler

ext. 240 — [jdurler@cloud.edu](mailto:jdurler@cloud.edu)

#### **Natural Sciences:** Dr. Craig Lamb (GCC) –

ext. 717 — [clamb@cloud.edu](mailto:clamb@cloud.edu)

#### **Social & Behavioral Sciences :** Kristina Frost

ext. 265 — [kgfrost@cloud.edu](mailto:kgfrost@cloud.edu)

#### **Division Deans**

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Each department is part of a division. The division deans lead the departments. Instructors should send the deans documentation of academic integrity infractions. Deans are also an integral part of the due process policy.

#### **Dean of Social Sciences, Humanities and Business**

Brent Phillips – ext. 2

[bphillips@cloud.edu](mailto:bphillips@cloud.edu)

#### **Dean of Science, Technology, Engineering, Agriculture, Mathematics and Nursing**

Todd Leif – ext. 2  
[tleif@cloud.edu](mailto:tleif@cloud.edu)

### **Vice President of Academic Affairs**

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The deans report to the Vice President of Academic Affairs. The VPAA is responsible for leading the academic areas of the college.

**Nancy-Zenger Beneda ext.**  
[nzbeneda@cloud.edu](mailto:nzbeneda@cloud.edu)

### **Additional Contacts by Site and Delivery Mode**

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In addition to classes at the Concordia and Geary County campuses, Cloud County Community College offers a variety of outreach, concurrent, and online classes.

#### **Director of Geary County Campus**

Jennifer Zabokrtsky – ext. 723  
[jzabokrtsky@cloud.edu](mailto:jzabokrtsky@cloud.edu)

#### **Coordinator of Online Education**

Amanda Strait – ext. 377  
[astrait@cloud.edu](mailto:astrait@cloud.edu)

#### **Coordinator of Concurrent and Outreach Education**

April Benne – ext. 373  
[abenne@cloud.edu](mailto:abenne@cloud.edu)

#### **Director of Advisement and Retention**

Kris Farmer—ext. 345 (ext. 275)  
[kfarmer@cloud.edu](mailto:kfarmer@cloud.edu)

### **Specialized Support**

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#### **Associate Vice President of Planning & Assessment**

Marc Malone – ext. 343  
[mmalone@cloud.edu](mailto:mmalone@cloud.edu)

#### **Library Associate Specialist**

Krystal Richard  
[krichard@cloud.edu](mailto:krichard@cloud.edu)

#### **Information Technology (IT)**

Ext. or [it@cloud.edu](mailto:it@cloud.edu)

#### **Director of Library Services**

Jennifer Schroeder – ext. 226  
[jschroeder@cloud.edu](mailto:jschroeder@cloud.edu)

#### **Canvas Questions**

Amanda Strait – ext. 377  
[astrait@cloud.edu](mailto:astrait@cloud.edu)

## Semester Tasks Checklist

### **Before the Semester Begins:**

- Get connected to e-mail, Canvas, and iCloud through single sign-on
- Visit the department master shell
- Check textbooks
- Update Canvas courses with, at minimum, course information pages and syllabi
- Review the course outcomes. They should match with the published course outcomes in the department shell.
- Identify which outcomes will be assessed throughout the semester.
- Publish Canvas courses
- Upload a copy of updated syllabuses to the department shell
- Add the outcomes to the assignments your department head tells you that the department will be assessing.

### **First Weeks of the Semester:**

- Complete certification rosters after 20th day of classes (or equivalent proportion of time for shorter sessions). A reminder e-mail will come from the registrar.
- Identify struggling students

### **Middle of the Semester:**

- Enter mid-term grades through iCloud.
- Sign up for Assessment Training or begin working on course outcomes assessment.
- Prepare for potential class evaluations/mentoring visits.
- Review Final Exam policy for the department

### **End of Semester:**

- Final Exams
- Remind students to complete course evaluations through Canvas
- Submit final grades through **iCloud**
- Complete Course Outcomes Assessment
- Fill out your Instructor Assessment Report and submit it.
- Return textbooks (if required)

## Syllabus Template

A current syllabus template should be located in all department shells. If you cannot locate a syllabus template, contact your department chair.

## Safety

Detailed information, including detailed *Crisis Response Plans* for both the Concordia and Geary County campuses, can be found on the Cloud website at [www.cloud.edu](http://www.cloud.edu). The information can be found by clicking on the *Students* tab. Selecting *Safety*, and then choosing *Policies and Documentation*.

Instructors teaching at different sites should review the safety information and crisis plans for each site.

Instructors working at the Geary or Concordia sites should enroll for Emergency Notifications through the *Regroup* app as explained on the following page.

*In case of emergency, call 911. If using a classroom phone, dial 9 911.*

### **Concordia Campus:**

Emergency Security can be reached by calling 785-243-6646.

Lauralee Cunningham – Campus Security – ext. 342  
Security@cloud.edu

An officer is on duty seven nights a week during the school year, from 5 p.m. to 2 a.m., and is on call 24/7. Officers can also help if you're locked out of your apartment, have a dead car battery, flat tire, locked your keys in your car, or any other type of emergency. Security can be reached by calling 785.243.6646.

Security can provide help with:

- Dead car batteries
- Flat tires
- Unlocking vehicles
- Walk students, faculty, and staff to their cars from 5pm-2am

### **Geary County Campus:**

GCC Security can be reached by calling 785-223-7024.

Jamie Wills – Campus Security – ext. 373

Security is on campus most late afternoons and evenings.



Cloud County Community College has partnered with *Regroup* to provide a broad based emergency notification system for Cloud students, faculty, and staff. Emergency messages can be delivered in many different ways: email, text messages/SMS, voice broadcast, website, RSS, pages, mobile devices, and social media like Facebook and Twitter.

Each student, staff, and faculty member will be automatically enrolled in the system and will have the option to choose what format they would like to receive emergency notification messages.

### **Regroup Signup Instructions**

#### **If you don't already have an account:**

1. Go to:
2. Click on: Forgot password
3. Enter email address and submit  
*Note: If you get a message saying "email not recognized" or something to that effect, please call Janet Eubanks at 785-243-1435 for further instructions*
4. Go to email account, open email from *Regroup*. Click on link.
5. Enter password
6. Confirm password
7. Save. *You will be taken to your account on the Regroup website.*
8. Click on the "profile" icon in the upper right hand corner.
9. Click on "my profile".
10. Scroll down to add phone numbers, change address, etc....

#### **If you already have an account:**

1. Go to [www.regroup.com](http://www.regroup.com)
2. Sign in
3. Manage account from "my profile" tab in top right hand corner  
*Change or add email addresses, cell phone numbers, land lines. Method of delivery.*

## Single Sign-On– ID, Password & Email

Cloud County Community College has implemented *MyCloud*, the QuickLaunch Single Sign On and Password Reset feature. The sign-on can be reached from [my.cloud.edu](http://my.cloud.edu) or from the “Cloud Login: Single Sign On” button on the home page at [www.Cloud.edu](http://www.Cloud.edu).



Instructors can sign in once and access multiple applications. This includes access to Canvas, the learning management system; iCloud, the system for official course rosters and grade entry; and Office 365, the official e-mail system and online Microsoft Office programs. The system also allows an instructor to reset a forgotten password or retrieve a forgotten username.

Newly hired instructors are given an iCloud id number, a user id, a temporary password, and a Cloud email address. That information can be used for the first sign in, during which the instructor will rest the information.

The primary log-in will require a setup process including the selection of security questions, a recovery e-mail address or cell phone number, and a change from the temporary password.

When submitting recovery information, there are options of both email and phone recovery. DO NOT use a cloud.edu or tbirds.cloud.edu email address as a recovery option. If one of those accounts is used and the password is forgotten, the verification required for reset will be inaccessible.

After clicking the Verify button, a verification code will be sent as either an email message or as a text message. The email message comes from the [password@cloud.edu](mailto:password@cloud.edu) email address and the subject is *Verification Code for Password Reset*. Enter the verification code in the pop-up window.

## iCloud

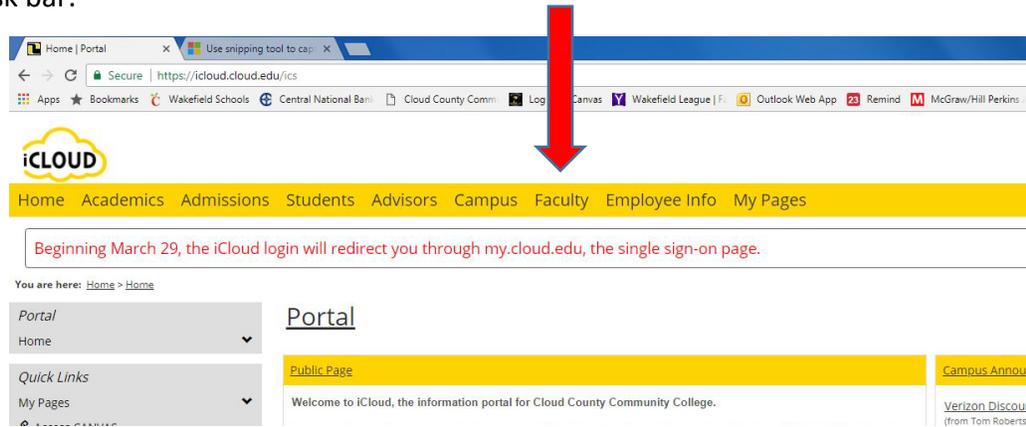
iCloud is the way we interact with the database.

In iCloud, you can check your official class rosters (names of students in the class). Official midterm and final grades must be entered in iCloud for your students. You will also confirm your certification rosters in iCloud.

the learning management system, Canvas, is how we interact with students, The Student Services offices sends an e-mail about certification rosters and grade entries to remind instructors when the entry windows open and when they close. Meeting those deadlines is essential to the internal functions of the College.

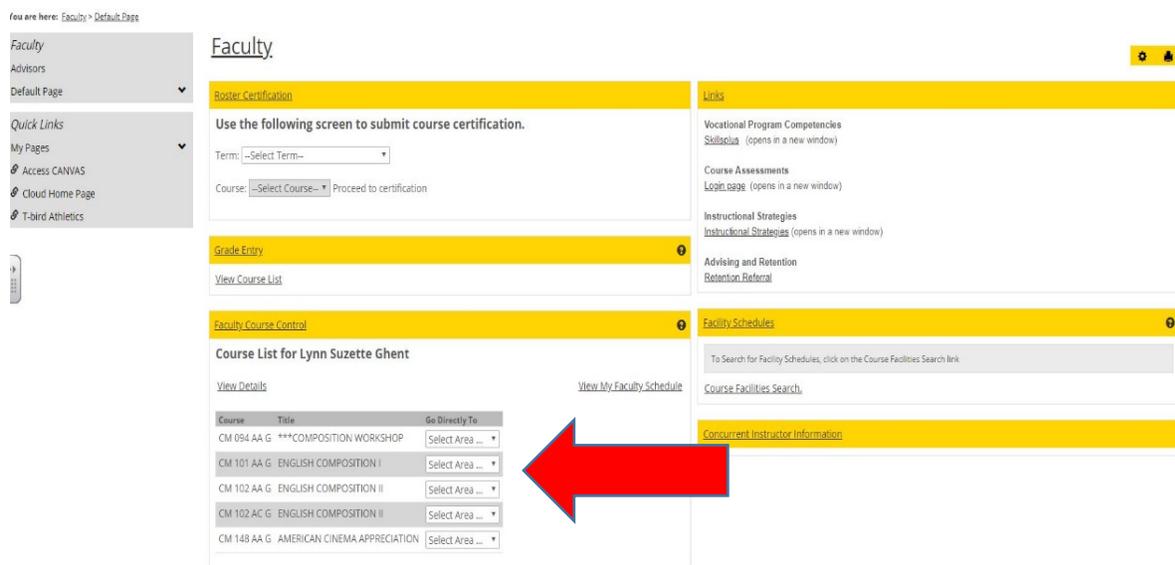
## Checking Class List & Entering Midterm and Final Grades:

Log into my.cloud.edu, and access iCloud. Once in iCloud, click on the Faculty tab on the top task bar.



On the next screen, find the class you are wanting to enter grades for or check the class list and click the drop down menu. Click on Grade Entry or Class List. On the next screen, you will be able to enter grades if you clicked on Grade Entry or see a roster for your class if you clicked on Class Entry.

**NOTE:** For grade entry, after entering the grades, click the submit button. Once grades have been submitted, you CANNOT change them. If an incorrect grade has been submitted, contact the student services office for a grade change form.



## Certification Rosters:

A few weeks into every semester, you will receive an email to go into iCloud and certify your rosters by a certain date. IT IS VERY IMPORTANT YOU DO THIS BY THE DUE DATE! Certification rosters lead to the official headcount of students which has significant effects on funding and financial aide.

## Faculty Guide to Certification Roster

### Guide Steps to take and certify the roster:

1. Login to iCloud.
2. Go to the Faculty tab.
3. In the Roster Certification section, select a **Term** from the drop down.

( Personal Info | Logout )

Students Advisors Campus Faculty Employee Info My Pages

**Roster Certification**

Use the following screen to submit course certification.

Term: --Select Term--

Course: --Select Course-- Proceed to certification

A red arrow points to the Term dropdown menu.

4. Select **Course** from the drop down.

( Personal Info | Logout )

Students Advisors Campus Faculty Employee Info My Pages

**Roster Certification**

Use the following screen to submit course certification.

Term: Fall 2017-2018 Academic Year

Course: --Select Course--

Proceed to certification

Year: 2017  
Dates: 8/22/2017 - 12/14/2017  
Term:  
Times:

Student ID	Attendance
11111111	Attending
11111111	Attending
11111111	Never Attended
11111111	Attending

5. Proceed to certification

6. e, please select **Never Attended** from the

A red arrow points to the Course dropdown menu.

A red arrow points to the Attendance dropdown menu in the table.

7. Upon completing the roster, click the **Submit Roster** button to certify roster. **Be careful, once you click this button, you will not be able to edit the roster again.**

**Roster Certification**

Course Title: [text] Year: 2017  
 Lead Instructor: [text] Dates: 8/22/2017 - 12/14/2017  
 Days of Week: T,R

Student Name	Email Address	Student ID	Attendance
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Never Attended ▼

Cancel Submit Roster

- Click the **Go Back** button to return to the Term and Course selection screen and repeat steps 3-9 for all courses during the certification period.

[text]	[text]	[text]	Attending ▼
[text]	[text]	[text]	Never Attended ▼

Go Back 

### Sign-in:

When you sign into my.cloud.edu or click on the app on Cloud’s website, you have access to Canvas. After signing in, you will be taken to a screen where you can choose to enter Canvas, iCloud, or your email.

When you enter Canvas, you will be taken to your dashboard. The dashboard has tiles for all your classes. By clicking on a tile, you enter that class’s information in Canvas.

### Canvas

Canvas is the learning management system that Cloud uses. Canvas can be accessed through the Cloud Single Sign-on. If you do not receive the invitation to join Canvas at least a week before your class starts, contact your department head. If you already have a Canvas sign-on or you want to go directly to Canvas after single-sign on has been set-up, the CCCC canvas log in page is at <https://cloudcountycc.instructure.com>

**NOTE:** Chrome and Firefox are the best browsers to use with Canvas. Using Internet Explorer may cause problems with using Canvas.

Your space for each class in Canvas is called a shell.

#### Shells that you will have as an instructor:

- Department Shell
  - Contact your Department Chair if you do not have access to this shell.
  - Information in this shell includes but is not limited to:

- Contact information
  - Outcomes for each class in the department
  - Syllabi for Classes
  - Examples assignments, exams.
  - Department meeting minutes and training materials.
- Master Shell
  - Master Shells are sandbox shells for classes. They do not have live students and you can use them to plan and re-work classes.
  - You can request one of these for each course you teach..
  - If you do not have one, contact your department chair.
  - In this shell, you can build your classes before the semester course class shells are put into Canvas. When the class shells are loaded into Canvas, you can transfer your material over to your class shell..
- Class Shell
  - The Class Shell is the shell that you will use to run your class and that your students will have access to for the class.
  - You will have one for each class you are teaching.
  - The Class Shells are located on your Dashboard.

### **Minimum Expectations for Canvas Use**

At a minimum<sup>1</sup>, the Canvas shell must include a course information page, your class syllabus, and, as the semester progresses, student grades<sup>2</sup> and course outcomes assessment must be in Canvas. It is highly recommended for accurate documentation and privacy purposes that instructors take attendance in Canvas and communicate with students through the Canvas messaging system.

### **Canvas Training**

One of the great things about Canvas is that it has illustrated help guides to walk you through anything you need to do in Canvas. In this handbook, for Canvas, I have included how to do things to get you started and useful terms like shells and publishing and tips. In a section below titled “Canvas – Help Guides,” I will show you how to get to the help guides. You can use these guides to learn how to create things like assignments and quizzes, how to enter grades, how to post discussions etc.

Also, every semester, on both campuses, Canvas training sessions are offered. Go to one or two of these sessions. Under the subcategory of Assessments and Outcomes, I will include instructions on how to do these in Canvas.

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<sup>1</sup> The minimum expectations for Canvas use for on-line instructors are significantly greater. These requirements are listed in the evaluation section of this document.

<sup>2</sup> Concurrent instructors who are keeping grades in a separate school database do not have to keep their grades in Canvas; however, the grades need to be producible for any grade disputes. All other minimum requirements including syllabi, informational page, and course outcomes assessments, must still be completed through Canvas.

# Cloud County Community College New Term Start Instructor Guide

## PURPOSE:

At the beginning of a new term, the following tasks need to be completed to ensure that your course offerings are set up properly for you and your students. If you need any assistance with any of these areas, please email [canvashelp@cloud.edu](mailto:canvashelp@cloud.edu) at any time or call 1-800-209-0187.

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## TASKS:

### 1. How to transfer content from previous terms.

You can copy course content such as assignments, modules, pages, and discussions from previous Canvas courses into existing courses.

This option allows you to copy content into existing courses.

### Notes:

Draft State settings are retained in course imports. If an assignment is unpublished in a course, the assignment will also be unpublished in the content import.

Importing a course more than once may have unintended consequences. If you import content into a new course, edit the content in the new course, and later import the previous content again, the imported content will override the existing content.

## Open Settings

In Course Navigation, click the **Settings** link.

## Import Content into Course

Click the **Import Content into this Course** button.

## Select Content Type

In the Content Type drop-down menu, select the **Copy a Canvas Course** option.

## Search for a Course

In the **Search for a course** drop-down menu [1], select the course you would like to access. You can also choose to include completed courses by selecting the completed courses checkbox [2].

To search for a course by name, enter the name in the **Course Name** field [3]. Click the name of the course when it appears.

**Notes:**

If you are an instructor, you can only import content from your previous courses.

**Select Migration Content**

To import all content from the course, select the **All Content** radio button [1].

If you want to select specific content, click the **Select specific content** radio button [2].

**Note:** If you select the specific content option, you are required to select the content you want to import after you review the remaining page options. After you start importing the content, the import selection cannot be canceled.

**\*It is NOT recommended that you copy a course into the same shell more than once because it creates duplicate information that will be harder to remove after the import.**

**Adjust Events and Due Dates**

If you want to adjust the due dates associated with the course events and assignments, click the **Adjust events and due dates** checkbox.

**Import Course**

Click the **Import** button.

**View Current Jobs**

The Current Jobs section displays the status of your import. Running reports display a menu bar with the time remaining to complete the import [1].

If you chose to select specific content in your course, the current job will show as Waiting for Select [2], which means you must select the content you want to import.

The import may also display other status indicators as part of the import process.

View the content from any completed imports by accessing any link in Course Navigation.

**It is strongly encouraged that you set up your assignment without the new TurnItIn integration and when you are ready for your assignment to be assessed by students you can activate the new integration. The reason for this is because you cannot add/modify rubrics when the 'submission type' is changed to the new 'external tool'. If you need to modify a rubric after the submission type is changed, then you can change the submission type back to 'online', modify/add the rubric, and switch back to 'external tool'. More information regarding the integration is below.**

**2. How to use TurnItIn with assignments (starting 2017).**

Turnitin has recently released a Turnitin Canvas integration, which was developed in partnership with Instructure, the makers of Canvas. This integration is replacing a TurnItIn/Canvas as of January 1, 2017.

The new Turnitin Canvas integration will give our Canvas users full access to all Turnitin functionality (OriginalityCheck, GradeMark, and PeerMark) and, most importantly, will ensure that our Canvas users receive any new features and fixes as soon as we introduce them into the product.

**What this means to you as a faculty member using Canvas.**

**1. With the new Turnitin integration, will I have access to more functionality?** Yes, The new Turnitin Canvas LTI integration will give our Canvas users full access to all Turnitin functionality (OriginalityCheck, GradeMark, and PeerMark) and, most importantly, will ensure that our Canvas users receive any new features and fixes as soon as we introduce them into the product.

**2. When do I have to have my assignments that use Turnitin updated?** The new integration for Turnitin will take effect on January 1, 2017. It is currently available to all instructors. It is recommended that changes be made to a master course for future terms. If you do not have a master course, please contact us (see information below in #9).

**3. Faculty will have to change their assignment submission types from 'online' to 'external tool' and choose "Turnitin 2017". \*DO NOT check the box "Load This Tool In A New Tab".**

**4. Faculty have to adjust Canvas assignment settings as the previous version of Turnitin will NO longer work in 2017 and beyond.**

Set up due date (if needed).

Add start and end dates (if needed).

**5. Rubrics. Using rubrics may need your attention (see info below).** \* If you want to use a Canvas rubric for the assignment, you must add the rubric before setting the External Tool submission type.

If creating a new assignment, create the assignment with any other submission type, save the assignment, add the rubric, and then edit the assignment to select the 'External Tool'.

If modifying existing assignment, just change submission type to 'external tool'. Your rubric will be attached from the previous assignment settings.

**6. DO NOT alter assignments that already have student submissions.** \*Only edit future assignments or assignments without submissions.

**7. Are there limitations? The Turnitin integration currently includes a few limitations when creating assignments (see below):**

You cannot use Turnitin with group assignments.

Turnitin assignments cannot include more than one submission date; differentiated due dates are not supported.

Turnitin submissions require a minimum of 25 words, and maximum of 400 pages, and a file size maximum of 40 MB.

You cannot restrict student submission types. By default Turnitin always allows students to submit their assignment as a text entry or upload any supported file type: Text (.txt), Microsoft Word (.doc/.docx), Microsoft PowerPoint (.ppt/.pptx), Postscript (.ps), Portable Document Format (.pdf), Rich Text Format (.rtf), HyperText Markup Language (.html), WordPerfect (.wp), Hangul (.hwp), or Open

Office (.odt/.ods/.odp). They can also upload an assignment from Google Drive or Dropbox. Turnitin does not allow students to submit unsupported file types.

Students cannot submit multiple file uploads.

If you want your assignment to be moderated, you must set up the moderated assignment before setting the External Tool submission type. If you need to return to the moderate page after the External Tool is added, open the assignment and add /moderate after the assignment URL.

**8. Are there any demonstrations or additional information on Turnitin? Yes, see the information below:** Instructor User Video

Student Demo (Access GradeMark)

Student User Video

Student Demo (Access Originality Check)

### Canvas Help Guides:

1. Inside Canvas on the left hand navigation bar there is a help section. This is an invaluable tool when learning how to use Canvas. Click on the help icon.
2. Then select "Search the Canvas Guides."
3. Click on the red square "Canvas Guides."
4. Click on the red square "Instructor."

The next page is titled, "Canvas Instructor Guide – Table of Contents." Scroll through the questions to find what you need instructions on and click on the question. This is a very user friendly guide with step by step instructions and illustrations. You can also type what you are looking for in the search box. Click on the magnifying glass at the top right hand of the page to access the search box.

### Home Page

Each class has a home page. On this page you can write a welcome to your students, put your contact information, leave your bio information, and any special instructions. To get to the Home Page, click Home Page in the navigational tool box to the left. To type information on the home page click the Edit button at the top of the page.

### To Set the Home Page as Your Front Page:

The Canvas Doc team explains:

The Course home page is the first view your students will see when they enter your course. For the Course Home Page, you can customize a page from your course Pages and have it display as the Course Home Page. If you want to change the Course Home Page to a custom page, you must first set the page as the Front Page. The Front Page is a designation that shows Canvas which page can be used for the Course Home Page.

Use this page to show a welcome message, links, images, or other information for students.

Before setting the Front Page, the page must be published. You can edit a Front Page, set a different page as the Front Page, or remove the Front Page.

1. Locate the published page that you want to set as your Front Page.
2. Click the Options icon
3. Select Use as Front Page.

### **Canvas – Syllabus:**

It is mandatory that your class syllabus be in Canvas. Your template for the syllabus may be loaded into Canvas for you. However, some courses do not have a pre-loaded syllabus. In that case, the required syllabus format can be copied and pasted from the Department Master Shell.

The syllabus both communicates with students the expectations of the semester, and it is the guide by which academic disputes are settled later. It is essential that it is correct and contains the rules by which you and your students will abide in class.

There are certain things that will be put into the syllabus that are not to be changed. These areas include course numbers, descriptions, course outcomes, department information, and college policies. Some departments also have required grading criteria. If you copy the syllabus from semester to semester, make sure to check with the official syllabus in the Department Shell to make sure that the required information is still correct.

Instructors should update the class information, contact information, instructional methods, as well as the sections for instructional, examination, assignment, grading, attendance, and conduct procedures. While several of these areas have college policy at a minimum level, you should input the details, rules, and expectations that you will follow in your class.

You will have to input all of your information for each class. If you do not have the template for the syllabus loaded into Canvas, contact your department head or Annette Starr (ext. 248). If you have the syllabus template in your master shell, you can work on your syllabus and copy and paste it into your class.

The syllabus page is located on the left hand navigational bar.

You will be asked to submit your syllabus every semester to your department head.

### **Printing, emailing, or submitting your syllabus from Canvas:**

1. You have to use Chrome as your browser!

2. Go to your syllabus in Canvas.
3. Hover your cursor over the syllabus and right click.
4. Choose Print.
5. When the print box pops up, under Destination click on Change.
6. In that window that pops up, scroll to Save as PDF, and click on it.
7. This will take you back to the printing page; click on Save.
8. A window will pop up asking where you want to save it (I usually save it to my H drive or desktop).
9. From there, you can email it, submit as assignment on Canvas to your Department shell, or print it.

### **Canvas – Publishing**

When you are setting up your class in Canvas, students cannot see anything you have put into Canvas until you publish it. This includes assignments, quizzes, notes, modules, home page, and discussions. Your class also has to be published. Anything that can be published has a publish button.

1. To publish a course. Navigate to that course through your home page or course menu.
2. Within the course Home, there will be a Course Status Menu. In that Menu, choose Publish.

### **Publishing Assignments, Quizzes, Modules, and Discussions:**

When a student tells you they do not have something in Canvas or they cannot see it, first check to see if you have published it.

When you create an assignment, quiz, module, or discussion, you have to publish it for your students to see it.

There are two ways to publish assignments, quizzes, modules and discussions:

1. After you have created any of the above and saved it, you can click the grayed out crossed through circle, and it will turn green with a check mark in it showing that it is published.

Or

2. After you have created any of the above, click on the save and publish button. This will publish it as it saves it.

If the material is in a Module, you will need to publish the Module as well, and double check that the materials posted in the module are also published..

### **Adding Modules and Assignments in Canvas:**

Modules is a place where you can organize your class. You can organize your course in many different units; for example; by weeks, by section assignments, by dates, etc. In a module, you can put class notes, reminders for assignments, quizzes, links to videos, assignments, weekly schedule, discussions, etc. Using Modules is a great way to keep your class organized.

### **To Add a Module (Instructions copied from Canvas Help Guide):**

1. In Course Navigation, click the Modules link.
2. Click the **Add a Module** button.
3. To add a Module Name, type a name in the **Module Name** field. Click **Add Module**.
4. **To Add Assignments, Notes, and Discussions, etc. to a Module:** In Course Navigation, click the **Modules** link. Then Click the **Add Item** button.

Click the **Add** drop-down menu and select one of the following item types:

- Assignment  
[Canvas Assignments will populate the gradebook. Instructors can determine whether students will turn in the assignment on paper or online through Canvas. Published Assignments show up in student' to-do list.]
- Quiz  
[Quizzes also populate the gradebook. The quizzes tool can also be used to give ungraded surveys. Quizzes can be timed, repeated, or locked so that students need a password to access them. Online tests will generally be created and given through the Canvas Quiz feature.]
- File  
[Document and media types can be uploaded to Canvas for students to access]
- Content Page  
[Pages are places to give information, present notes or reminders. These pages are not connected to the gradebook.]
- Discussion

[Students can respond to prompts and to other students.  
Discussions can be graded or ungraded.]

**Note:** Canvas will accept most media files as uploads. However, not all media files can be played within Canvas.

### **Add New Item**

If you want to add a new item, click the [New] link [1] and type a name in the name field [2].

Depending on the item type, when adding new content you may be asked to complete additional fields.

### **Adding Assignments**

In Course Navigation, click the “Assignments” link.

Assignment groups [1] house the different types of assignments you may want to keep in your course, such as assignments, discussions, quizzes, surveys, etc.

To create an assignment shell, locate an assignment group and click the Add Assignment button [2]. Assignment shells only include fields for the assignment type, name, due date (optional), and points. You can add assignment details at any time by editing the assignment.

If you want to create an assignment with all assignment details at the same time, click the **Add Assignment** button.

Assignment details include fields for the assignment type, name, description, points, assignment group (if desired), grade display, and submission type, and due dates.

**Remember to Save or Save and Publish the Assignment.**

### **Useful Tip for Quizzes:**

- The Quiz section for Canvas can be found in the navigational bar to the left titled “Quizzes.” The quiz capabilities are a nice tool for instructors. The one problem I have found with Quizzes is the fill in the blank quiz or short answer quiz. In order for Canvas to grade these quizzes for you correctly, you have to set up a really large word or phrase bank. This is in order to anticipate how students will phrase an answer. There is always a problem with this type of quiz. However, matching, multiple choice, true/false quizzes are great.
- You can do essay questions; however, you have to go into Canvas and manually grade them.

- Quiz grades are automatically recorded in your gradebook.
- Quizzes have to be published before a student can take the quiz.
- When setting up the quiz, you can allow the student to take the quiz multiple times and Canvas will record the highest grade.
- For detailed questions on creating quizzes refer to the Canvas Help Guides (instructions on accessing the guides are above).

### **Speed Grader:**

Speed Grader is the place in Canvas where you can grade an assignment online. You can leave comments on the assignment, record the grade for the assignment, and do the outcome rubric. Two ways to get to Speed Grader:

- On the home page for the class there will be a list of assignments that have been turned in on the right hand side. Click on the assignment, and it will take you to Speed Grader where you can view each student's assignment that has been turned in.
- In Speed Grader, you can make comments on a student's assignment, highlight passages in the assignment, cross out things in the assignment, and write a comment. The icons to do all of these are at the top right hand above the assignment. The red arrow shows the location of the icons.
- If the assignment was required to go through Turnitin (the plagiarizer checker attached to Canvas), the percentage of the assignment that Canvas is picking up as plagiarism is shown in Speed Grader. The green arrow marks the spot.
- You can enter the grade for the assignment in the grade box. The blue arrow points to the grade box.
- To fill in the outcome rubric, you click on the box that has view rubric inside it. Once you do this, the outcome rubric will appear. The black arrow points to the view rubric box.
- To get to the Turnitin report, click on the highlighted assignment beside the percentage box. You will be taken to the turnitin report for the assignment page. The orange arrow marks the assignment.
- Another way to get to Speed Grader is to click on an assignment on the Assignment page or on an assignment at the top of the grade book page. When you do this the assignment is brought up on another page and a tab for Speed Grader is at the top right hand side. Click on it, and you will be taken to Speed Grader.

## Grade Book:

If an assignment is not turned into Canvas, you can still use Speed Grader to record the grade or you can go straight to your grade book in Canvas.

On your class page in Canvas click on the grade tab in the left hand side navigational bar. It will take you to your grade book.

On your class page in Canvas click on the grade tab in the left hand side navigational bar. It will take you to your grade book.

In the grade book, follow the students name over to the assignment and click on the grade box for that assignment. A space for you to enter the grade will generate. When you click off of it, the grade is saved to your grade book.

## Weighted Grade Distributions

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You can weight final grades based on assignment groups. Selecting this option assigns a weight to each assignment group, not the assignments themselves. Within each assignment group, a percentage is calculated by dividing the total points a student has earned by the total points possible for all assignments in that group.

1. Open Assignments In Course Navigation, click the **Assignments** link.
2. Click the options icon (3 dots)
3. Click the **Weight final grade based on assignment groups** checkbox.
4. Enter the percentage weights for each of the different Assignment Groups you created [1]. The percentage weights you specify here will determine how Canvas calculates the final grade for your course. These percentages can be changed at any time and students will be notified when any changes are made. The weights will show up in the Gradebook for both students and instructors.

Click the **Save** button [2].

**Notes:** Assignment group weights can include decimals. The total percentage of all assignment groups can be set above or below 100%.

## **Canvas - Taking Attendance:**

Taking attendance on Canvas gives you a documentable way to both keep attendance and communicate your attendance record clearly to the student. Canvas gives you the percentage a student has been in class. In the Attendance section, you can also record if a student is late.

Click on the Attendance tab in the left hand navigational bar.

Your attendance roster will come up. If all your students are present, you can click on the “Mark All Present” at the top under “Roll Call.”

To take attendance individually, click on the circle beside the student’s name. Click once if they are present—and the circle will turn green. Click a second time, and it will record them absent. Click a third time, to mark the student as late. The fourth click will reset to null.

You can also manage a student’s individual attendance by clicking on the “more” button at the right of the student’s name.

When you are finished, go to the next place you need to go. Canvas saves the attendance information for you

## **Canvas Inbox Messaging:**

1. Use Canvas email to communicate with your students. On the far left navigational bar is the icon for the email. Clicking on it takes you to Canvas email.
2. To email a student or an entire class, first click on the icon at the top that looks like it has a pen and paper in it.
3. A box will pop up. In the Select Course drop down box, you can click on the class that the student is in that you are wanting to email.
4. Once you click on your class, click on the icon beside the To box. Then click on students. If you want to mail the entire class, click on All in whatever class it is.
5. When you click on the Students box, the names of the students in your class are listed. Click on the one or ones you want to email. Once you do this it is like regular email.

## **Canvas – How to import/copy content from another Canvas course:**

Sometimes you might want to copy some or all of the materials that you used in one course into another course.

You can copy course content such as assignments, modules, pages, and discussions from previous Canvas courses into existing courses. You only have access to copy content from courses from current or previous courses in which you are an enrolled user.

This option allows you to copy content into existing courses. You may be able to [copy content into a new course shell](#).

**Notes:** Course imports may not include all content. For more details, please see the [import limitations](#) in the Canvas Basics Guide. Importing a course more than once may have unintended consequences. If you import content into a new course, edit the content in the new course, and later import the previous content again, the imported content will override the existing content.

1. In Course Navigation, click the **Settings** link.
2. Click the **Import Course Content** link.
3. In the Content Type drop-down menu, select the **Copy a Canvas Course** option.
4. In the **Search for a course** drop-down menu [1], select the course you would like to access. Courses are ordered alphabetically by most recent term. You can also choose to include completed courses by selecting the completed courses checkbox [2].

To search for a course by name, enter the name in the **Course Name** field [3]. Click the name of the course when it appears.

**Note:** If you have access to more than 100 courses, the search page only displays the **Course Name** field.

5. To import all content from the course, select the All Content radio button [1].  
If you want to select specific content, click the Select specific content radio button [2].

**Note:** If you select the specific content option, you are required to select the content you want to import after you review the remaining page options. After you start importing the content, the import selection cannot be canceled.

6. If you want to [adjust the due dates](#) associated with the course events and assignments, click the **Adjust events and due dates** checkbox.
7. Click the import button.

8. The Current Jobs section displays the status of your import. Running reports display a menu bar with the time remaining to complete the import [1].

If you chose to select specific content in your course, the current job will show as Waiting for Select [2], which means you must select the content you want to import.

The import may also display other status indicators as part of the import process. Learn more about course import statuses.

View the content from any completed imports by accessing any link in Course Navigation.

### **Canvas – Turnitin.com**

Any assignment that includes research needs to be submitted through Canvas. Canvas is connected to turnitin.com; it is a plagiarism checker.

Turnitin is a tool. It will not catch all plagiarism. In addition, instructors need to view the turn-it-in report. It is possible for sections of a document to be marked as plagiarism if they were in a block quotation format or if a student forgot an end quotation. Turnitin also doesn't check the veracity of citations. If a student has done well summary and paraphrasing, Turnitin will not mark it as plagiarism even if there are not citations. Turn-it-in makes the notation for plagiarism much quicker, but it requires the instructor's judgement.

When you set an assignment up in Canvas, you need to enable turnitin.com. **Note:** Turnitin is not retroactive. Turnitin must be connected to the assignment before the students submit work.

### **Enabling Turnitin for your students' assignments:**

Turn-it-in must be connected to a Canvas assignment.

1. Once the assignment is created, find the assignment for which you want to enable Turnitin. If the assignment is created, you can find it in the Assignments section of the class shell. Click on the assignment title.
2. Edit the assignment.
3. There are two ways to enable turn-it-in from here. Using Turn-it-in as an external tool provides a few additional options, including a grammar marking service. To enable Turn-it-in as an external tool, choose "external tool" from the submission type drop-down menu. Then click FIND.
4. Click on 2017 Turnitin Integration. Then click on select.

5. Save the changed made to the assignment by clicking the Save button in the lower left corner.
6. It will take you to a new page with an icon that has three lines in it at the top right hand corner; click on it. This will reveal the settings. Click on Settings.
7. Check your information to make sure it is accurate. (You may choose “yes” to allow any file type. Without choosing yes, students must generally submit in a .pdf or .doc format.)
8. Click on Optional Settings to fill out the details about how you want Turnitin to score your assignment. This is also a place that you can enable grammar checking through ETS e-rater technology.
  - \* Fill out the details on how you want Turnitin to score your assignment.
    - o My settings are as follows:
      - \* Late assignments = no
      - \* All 3 boxes are checked under Compare Submitted Papers
    - \* Under Originality Report, I selected: Generate reports immediately (resubmissions are allowed until due date)
      - \* Exclude bibliographical material = yes
      - \* Exclude quoted material = no
      - \* Exclude small matches = yes
      - \* Small match exclusion threshold is Words and I set it to 5 words
      - \* Allow students to view originality reports = yes

### **Tips for using turnitin.com:**

When attaching turnitin.com to an assignment, if you do not choose yes to exclude bibliographical material, turnitin will pick up the Works Cited page as being plagiarized resulting in a high percentage.

Turnitin picks up everything. When you look at a student’s report, first look to see if it is picking very general phrases or short sentences. Then look at the punctuation for the in-text citations and any quotes; if the student has incorrectly punctuated these two things turnitin will pick it up as plagiarism.

## STUDENT EVALUATIONS

At the end of every semester, you will be informed through email of when student evaluations are available for students to complete. You cannot make student evaluations mandatory, but you can strongly promote them in your classroom.

The students do the evaluations in Canvas by entering their class on Canvas and clicking on the “Course Evaluation” tab on the left hand navigational bar.

You can add your own questions to the student evaluation.

Once they click on the tab, they will be directed to take the evaluation survey.

As the instructor, you can click on the “Course Evaluation” tab and see the percentage of students from each class that has completed the evaluation.

From this same page, you can set up automatic emails to students reminding them to complete the evaluation. To email the students, there will be a box for each class under the “Preview” and “See Reports” tab. Click on the “Email Students” tab and set up how many times you want them to be emailed. Once you email students that tab disappears that is why the tab is not showing under my class boxes.

Another handy tool for getting students to complete the evaluations is the QR Handout. You click on the “Handout” tab at the top of the page.

A sheet of QR codes will generate. Print the sheets and cut them out then give them to your students. They can access the evaluation page by scanning the QR code with their smartphones. Each class has its own QR code sheet to print.

## OUTCOMES & ASSESSMENTS

Your department has set up outcomes for each class and has decided what assignments to attach the outcomes to for assessment. The outcomes are the skills students should learn in the class. As the instructor, you have to attach the outcome rubric to the assignment in Canvas. When the assignment is turned in, you should fill out the rubric located in Speed Grader on how you think the student met the outcome. Additional Course Outcomes Assessment training is provided in December and May.

## Mentoring and Evaluations:

As part of the Cloud County Community College concurrent/outreach schedule, the academic departments attempt to schedule mentoring and evaluation visits on a regular schedule. The evaluator will make an appointment with instructors who are on the schedule. The evaluator may ask for information about syllabus, assignments, or canvas use before the observation visit. If at all possible, please try to schedule some time to have a discussion with the evaluator after the observation.

## TIPS ON CLASSROOM TECHNOLOGY

Most classrooms are set up with Smart Boards, projectors, overhead projectors, DVD players, and Zoom capabilities. I am going to provide tips for some of the technology. If you need training on any of the equipment, contact your department head. Also, watch for emails and flyers for training sessions. If you have problems with any of the equipment report it to the IT department.

### TIPS:

- If you are in a classroom with an overhead projector/document camera, to get the overhead to work make sure the power cord is plugged into the back of it, and make sure the lamp is turned on. There is a small individual box in the cabinet with a dial switch on it; it will be marked A and B. The switch has to be turned to A for the Smart Board to show your computer desktop, but the switch has to be turned to B for the overhead to work.
- To get the DVD player to show up on the screen or Smart Board. Turn the DVD player on and on the projector remote hit the source button. It will scan for the DVD player. It should find it then operate the DVD player as usual.
- If you do not know how to operate a Smart Board, ask for training. It is a very useful and powerful piece of technology.
- If you are scheduled to teach a class using Zoom, please contact your department head for assistance.

## Cloud Now

### **About the App:**

The Cloud Now app, powered by OOHLALA Mobile (OLL), is a powerful tool for informing students, connecting with students, tracking student engagement, and sending targeted communication to students. While the tracking and targeted communications portions of the app are focused in student services, faculty also play an important role.

All faculty are encouraged to download the Cloud Now app which is available for both iOS and Android operating systems. There are three ways that faculty support the app:

- Keep the app guidelines in mind when using the app or the Campus Cloud
- Maintain your professional appearance on the app

- Encourage app usage

### **Cloud Now Usage Guidelines (Edited for Faculty)**

#### **Let students know who you are:**

- Staff, faculty, and student leaders should list their campus roles and profile pictures in their app bios.
- If you post any content directly to the app (on your phone), you will be posting as yourself.

#### **Communication Guidelines:**

- The app does not have to replace existing communication tools, but is rather an additional tool.
- Push notifications are reserved for specific services/offices on campus and should only be used for targeted communication. For example, the SSC may want to message all students who have not checked in during the first month. This would be targeted only to a specific group of students.
- More general communication to all students—come to the concert, the last day to drop a class, etc.—should be done as a wall post from the specific office/service.
- For classroom communication, teachers should continue to use email or Canvas.
- QR code check-ins should not be used as a classroom attendance tool.