COURSE BINDER PROJECT PROCESSES HANDBOOK

BARTON COMMUNITY COLLEGE

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Purpose:

1. Quality Focused

Faculty oversight of the curriculum places an expectation on faculty to collaborate and establish the minimum level of quality expected when a course is taught. Courses should not only be equivalent in learning outcomes, but in expectations regarding levels of achievement as well. Expectations for learning, assessment, and student performance should be consistent and meet a minimum level of quality and rigor as established and agreed upon by the faculty as a whole across all venues and locations where a given course is taught.

2. Legacy

As a faculty member, think back to when you started at Barton and consider the following questions regarding the level of help/assistance your received:

- Did you have the resources you needed to hit the ground running?
- Did you have exams, homework, projects, writing prompts, etc. from faculty and not a publisher?
- Did you have a filled-out syllabus?

It would be a shame if you answered no to any of the above questions, but the reality of the situation is that many of you probably did. This ends now.

But we must take responsibility and the steps needed to ensure the next generation of faculty to follow us can answer an emphatic yes to these questions. Towards this end you need to reflect on what you would have appreciated receiving as a new faculty member and proactively begin collecting/creating these materials. Consider what you would leave behind as your legacy to the next generation of faculty. Then go above and beyond to welcome new faculty giving them the resources and support you would want for yourself.

3. Concurrent Enrollment Partnership (CEP) Faculty

The efforts made in the creation and establishment of Course Binders gives the Coordinator of Community Education a resource with which to evaluate Concurrent Enrollment Partnership (CEP) faculty to ensure compliance with the KBOR requirements.

Kansas Board of Regents (KBOR) CEP Requirements

- Concurrent Enrollment Partnership (CEP) students are held to the same grading standards and standards of achievement as those expected of students in on-campus sections.
- CEP students are being assessed using the same method (i.e., papers, portfolios, quizzes, labs) as students in on-campus sections.

- High school faculty are utilizing the same final examination for each CEP course as is given in a representative section of the same course taught at the public postsecondary institution awarding the course credit.
- High school faculty are applying the same scoring rubric for the assigned course as is used in the on-campus course; and that course management, instructional delivery and content meet or exceed those in regular on-campus sections.

As such, although CEP faculty should be included in the process, they should not have final say on the materials. Clearly we cannot have CEP faculty establishing their own standard upon which they will be evaluated. **As such a peer review of any CEP materials by non-CEP faculty should take place to ensure appropriate quality and rigor.**

Process:

1. Identify respective faculty:

Once it has been decided to develop a Course Binder for a course, recognize that several faculty may teach the course. Using the Scheduling Matrix, identify faculty who have influence on the course from all venues, locations, instructional areas, and departments where a given course is taught.

2. Survey for resources:

Using email, SharePoint, Canvas, etc. reach out to the respective faculty and begin to collect resources they are willing to share. The following videos may be helpful to include for context:

- Overview video: https://www.screencast.com/t/nHKpOeVxn9t (10:38)
- Professional Development Presentation: https://docs.bartonccc.edu/pd/Training%20Opportunities/CougarTALEs/Fall2021/CourseBinderProject.mp4 (27:36)

Examples:

- Exams
- Reviews
- Homework
- Projects
- Pacing schedules
- Sample papers (“A” paper vs “C” paper)
- Writing prompts
- Presentation topics
- Grading rubrics
- Syllabus (all parts filled in)

- General expectations and ranges for length/number/time (papers, speeches, words)
- A letter from the faculty welcoming the recipients
- Course Assessment
- Final Activity

Note that publisher provided content is most likely copyrighted and should not be included unless appropriate permissions are acquired. This includes printing off exams using publisher test banks and online homework systems.

3. Determine if resources are sufficient:

At a minimum the following resources should be included:

- Completed syllabus with acceptable ranges with regards to grading standards
- Course assessment activity
- Final activity (exam, paper, project, etc.) with applicable rubrics

If not, then collaborate with faculty to develop these resources at a minimum.

The initial binder may be minimal, but the Course Binder can always be added to in later reviews (recommended every two years). Providing resources, even as a starting point, can help establish expectations for a course. If you show someone a syllabus, they may not have a good idea of the expectations for rigor behind the course, but if you show them a copy of the Final Exam, now they have a better understanding of the course as a whole. Even a minimal set of resources can go a long way towards giving a new faculty member confidence that they are teaching a course at or above the minimum level of quality expected of them.

4. Determine if resources are an acceptable level of quality/rigor:

Faculty should review the collected resources and determine if they collectively represent the minimum level of quality/rigor expected of the course. Based on the resources provided, a faculty member should reasonably be able to comprehend the learning expectations of the course and the appropriate quality and rigor to present and assess them consistent with the overall expectations of their peers.

If the accumulated resources do not meet an acceptable level of quality/rigor, then the respective faculty should collaborate to develop resources representing an acceptable level of quality/rigor.

5. Finalize the Course Binder:

Resources should be made available in a digital format. A jump drive can be used and included in a binder to meet this end. If materials are placed in a SharePoint or Canvas shell, instructions and/or links should be written out and included in the course binder.

As applicable, resources should also be included in the binder. To change the practice and the narrative of new faculty members being handed only a textbook when they begin their teaching assignments, these course resource binders can now be handed to new faculty members, giving them an informed head-start on the preparation for their courses. Instructors arriving to a new office should find not only textbooks, but course resource binders, for their preps in order to easily review the rigor and expectations for their courses. The physical resources provide materials for the faculty member until they learn how to access the resources electronically at a later date, possibly after Canvas training.

For binders applicable to CEP course offerings, share with the Coordinator of Community Education for dissemination. For non-CEP course offerings, ensure that current and new instructors of each course receive a copy.

Process Map: