



HLC Accreditation Evidence

Title: GVP Technical Programs Instructor Guide

Office of Origin: VP of Instruction

**BARTON COMMUNITY COLLEGE
GRANDVIEW PLAZA
TECHNICAL PROGRAMS
INSTRUCTOR GUIDE**



**Hazardous Materials & Emergency Services
Training Institute**



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Information herein does not replace or supersede the College's official Faculty Handbook or any other Barton published policy or procedure. The purpose of this guide is to provide faculty with some guidelines, procedures, and information for a successful teaching experience at the Grandview Plaza facility.

General Information

Course Schedules - Typically evening and hybrid course schedules are determined and submitted for publishing several sessions in advance. Instructors will be notified in advance for approval of the course and session selections they are scheduled to teach. Also if applicable, the preferred days of the week for class meetings. To inquire or verify course schedules, please contact Carol Nichols at (785) 238-8550 or nicholsc@bartonccc.edu.

Class Hours - 3 credit hour hybrid and other college evening courses are usually scheduled for 5:30 – 8:30 pm each class session unless otherwise coordinated. Specialty courses (Hazmat, Military, Computer, etc.) or those with varying credit (A&P, EMT, CERT, etc.) or non-credit will be scheduled independently.

Class hours are REQUIRED as follows for the 8-week Evening Classes:

- *9 seat hours per week for all college program courses worth 4 credit hours
 - classes are scheduled from 5:30 p.m. – 10:00 p.m.
 - classes meet 2 nights per week

- *6 seat hours per week for all college program courses worth 3 credit hours
 - classes are scheduled from 5:30 p.m. – 8:30 p.m.
 - classes meet 2 nights per week

- *3 seat hours per week for all HYBRID courses worth 3 credit hours
 - classes are scheduled from 5:30 p.m. – 8:30 p.m.
 - classes meet 1 night per week

NOTE: Hybrid courses are 50% seat time and 50% online

Correspondence - Distribution boxes have been set up for each instructor who routinely teaches in a Grandview Plaza program. These boxes are located behind the receptionist station (Karla's desk) next to the copy machine. Your mailbox is a means of corresponding with others. Please make sure you check it EACH TIME you're here for distribution of mail, rosters, forms and other important communications are typically placed in individual boxes. Failure to check your box could cause late payment of your salary.

Email Accounts - During initial in-processing/Human Resources orientation, Barton email accounts are set up for instructors unless declined by the individual. To set up a Barton email account, please contact John Truitt at (866) 452-3724 or Dan Myers at (866)-779-7608.

Course Preparation - Preparing to teach will vary among the types of courses and individual instructors. In some cases the purchase of specific materials will need to be requested,

approved, and ordered weeks prior to your course. This also includes printing of large batches of documents that would typically be sent out to a printing facility because of volume. Prior to the first day of class, instructors routinely check supplies, verify operation of equipment, and any other items that will be used in the course. If you would like assistance in this area, Program Coordinators are available to assist. For Hazardous Materials and Emergency Management contact Lindsay Holmes at (866) 452-1108, for OSHA/Safety contact Jason Eaves at (855) 509-3376, for Emergency Medical Services contact Terry Kiser at (866)453-3890. All other areas contact John Truitt at (866) 452-3724.

Facility Keys – Each instructor teaching in a Grandview Plaza program is authorized to sign out a building key through the period of their scheduled course. Instructors are responsible for taking the necessary precautions to safeguard all keys and equipment placed in their care. Front door keys are issued when authorized by the Dean of Technical Education. A Key Sign-Out form must be completed with Karla Givens prior to keys being issued. The form will explain the liability of checking out a key and also the re-locking procedures for the building. All forms will be kept until termination of employment with Barton Community College.

Office Location – You have access to the Instructor’s Office on the night(s) that you teach. The office is located down the hallway where the soda and candy machines are located. There is a desk and computer located in that office for your use. Please do not use other office spaces (to include Karla’s desk) without advance permission.

Supplies & Equipment – Various supplies such as office type materials (pen/pencils, paper, pads, binders, board markers & erasers, highlighters, staplers, hole punches, labelers, tape, scissors, clips, blank CD/DVDs, etc.) are available for instructor use. If you would like these types of items for use in your course, please contact Carol Nichols at (866) 779-7621. For A/V equipment such as projectors, laptops, etc., please contact Karla Givens at (866) 771-0255 or John Truitt at (866) 452-3724.

Student Enrollment – The majority of courses conducted at the Grandview Plaza facility require some type of student enrollment. Depending on the course, students may be enrolled at building 217 Barton Admin Office on Fort Riley (College evening courses), or Grandview Plaza (OSHA, Hazmat, Motorcycle, Military), or at the Great Bend Campus (EMT/Paramedic). Karla Givens (785) 238-8550 is the point of contact for all enrollment information at Grandview Plaza. Karla can also provide instructors with updated numbers of students currently enrolled in an upcoming course.

Certification Rosters - Notification of the need to complete your Certification Roster(s) will be sent out when 20% of the session is complete. It is YOUR responsibility to complete this process online for each class you teach. To start you'll need to go to your PAWS account and login. The PAWS login page can be found at:
https://buinb6.bartonccc.edu/pls/prod/twbkwbis.P_WWWLogin

Note: Your User ID is your Barton ID #. If you cannot remember your ID# you can click the 'Look up ID' button at the bottom of this page OR contact Karla Givens at (866) 771-0255 or Carol Nichols at (866) 779-7621.



[HELP](#) [EXIT](#)

User Login

Log in using your Barton ID as your User ID and your selected PIN number. If you have forgotten your PIN number, click on Forgot PIN?, answer your secret question to reset your PIN number.

If this is your first time to access PAWS, log in using your Barton ID as your User ID and your Date of Birth as your PIN number using NO dashes. (Example: January 28, 2005 = 012805) You will be prompted to change your PIN number to protect your privacy. You will also create a secret question and answer. (example: Mother's maiden name or favorite color) If you should forget your PIN number, click on Forgot PIN?, answer your secret question and reset your PIN.

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, affords certain rights to students concerning their education records. FERPA provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records. FERPA applies to all institutions which receive federal funds under any program administered by the Secretary of Education.

If you have any questions, please contact the Office of Enrollment Services at (800) 748-7594 or (620) 792-9252. You can also click here to email Enrollment Services if you are having trouble accessing your student records online.

User ID:
PIN:

STEP ONE: Once you have logged in, click on Faculty and Advisors:

Welcome, Claudia E. Mather, to PAWS! Last web access on May 15,2013 at 02:51 pm

[Personal Information](#)

View your address(es), phone number(s), e-mail address(es), emergency contact information; View name change & social security number change information; Change your PIN.

[Faculty and Advisors](#)

Display student information; Display class lists; Enter midterm and final grades.

[Employee](#)

View your benefit and deduction information; View your job information, pay stubs, W-2 forms and W-4 information; Access Salaried Leave Report or Hourly Time Sheet

[Pay Online](#)

Safe and secure, pay your bill online using a credit card, debit card or check. If amount field is blank or \$0, please enter the amount you wish to pay.

[Student Employment Opportunities](#)

[Return to Homepage](#)

STEP TWO: Then click on Certification Roster/Alert Reporting:

Certification Roster/Alert Reporting
Faculty will be notified by email when courses need certified.

[Term Selection](#)

[CRN Selection](#)

[Final Grades ONLY - Do not enter certification/attendance roster reporting here.](#)

Final grades for the Spring 2013 are due according to the following schedule and campus:

- **Barton County campus** Final grades for full semester courses are due by midnight on Friday, May 17, 2013. Final grades for fall courses ending after May 18 are due within 5 working days of the class ending.
- **Fort Riley campus** grades for LSEC and College Program classes are due within 3 working days after the class ends.
- **BOL grading schedule:**
- **Spring 2013 Session 1 due March 22**
- **Spring 2013 Session 2 & 3 due May 24**

[Grade Change Form](#)

Electronic grade change form for instructors. Grade changes submitted will be processed within 5 working days and you will be notified by email once completed.

[Detail Class List](#)

[Summary Class List](#)

[Faculty Detail Schedule](#)

[Student Information Menu](#)

[Look Up Classes](#)

[Advisor Menu](#)

[View a student's transcript;](#) [View a student's grades;](#) [Display your security setup.](#)

[Course Catalog](#)

STEP THREE: Choose the term in which you are certifying:

Select the Term for processing then press the Submit Term button.

Select a Term: Spring 2013 ▼

Submit

STEP FOUR: Select the course(s) for which you are certifying: If you have more than one, you will have to certify them separately.

Please enter the CRN you wish to access, or select a different term from the menu.

CRN: CRIM 1610 0: Criminology, 26061 (3) ▼

Submit

STEP FIVE: Now you will follow these directions:

Attendance/Alert Codes:

***ATT Attended/Participated at least once and no issues with attendance or grades**

***NA Never Attended/Participated**

These codes will appear in the drop down menu in the midterm grade roster in PAWS. Students coded with *NA will be dropped as roster corrections from your roster.

*Note: If you run into a situation where you believe the student should be marked *NA, please notify Claudia Mather (matherc@bartonccc.edu) first so that she can look into it further. Very rarely should the *NA be used.*

If your certification roster is wrong in any way, (i.e. names do not match BARTonline grade book) please let Claudia Mather (matherc@bartonccc.edu) know ASAP.

This is what your cert roster should look like. ****Keep in mind that you may have different codes (*ATT) in the grade box depending on student status.**

Mid Term Grades

Record Number	Student Name	ID	Credits	Registration Status	Grade	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1			3.000	**Registered** Jan 28,2013	*ATT ▾	<input type="text"/>	<input type="text"/>	4
2			3.000	**Registered** Mar 06,2013	*ATT ▾	<input type="text"/>	<input type="text"/>	6
3			3.000	**Registered** Jan 25,2013	*ATT ▾	<input type="text"/>	<input type="text"/>	3

Once you're finished certifying all of the students on your roster Click 'Submit'.

Please feel free to contact Claudia Mather with any questions you may have.

Phone: (785) 784-6606 x 761

Email: matherc@bartonccc.edu

Pay Procedures - Instructors are paid through a formal contract based on formal education attained in the teaching area, credit hours of the course (see appendix), and number of students enrolled. Only education related to the teaching area can be used to calculate pay.

Example; an instructor teaches Hazmat courses, has attained a Master's degree in English, and a Bachelor's degree in Hazardous Materials Management. Contracted pay would be based on the Bachelor's degree.

A total of 8 students must be enrolled in the course in order to receive full pay based on the applicable scale. Pay for courses with less than 8 students is pro-rated based on the total number of students. In this situation, instructors have the option of accepting the prorated amount presented or not teaching the course. Contracts will be provided for signature approximately 1-2 weeks after the start of the course to allow for drop and adds. Typically evening and hybrid course contracts are paid over a two-month period because of course length. Other types of courses may be paid differently because of course duration and specialty.

The College's designated pay date is the 27th of each month. The actual date may vary if the 27th falls on a weekend or a federal holiday. If the 27th falls on a weekend or federal holiday, pay day will normally be the last working day prior.

Contract Procedures - Your class contract will be placed in your instructor mail box with a green cover sheet after the second week of class. This gives the students a chance to drop the course with a full refund. Students who drop your class in time to receive a full refund will **NOT** be included on the pay contract.

It is your responsibility to look over your contract to ensure the correct name and class information is listed **BEFORE** signing it. The contract will indicate when you can expect when you can expect your pay to arrive. All 8-week courses (hybrid) will have pay divided by the last 2 months of class and you will receive payment at the end of those months.

If there is a discrepancy regarding any of the information on your contract you need to contact John Truitt (866) 452-3724 or Carol Nichols (866) 779-7621 within 24-hours to discuss the issue(s).

After looking over your contract you need to sign it and either:

- a) Turn it in to Carol Nichols during normal business hours; or
- b) Put it under Carol Nichols' door if it is after hours

First Day of Class

Attendance & Roster Verification – A class roster will be in your mailbox on the first night of class. The roster will list the number of students in your course and their names. Please verify that the students that are in attendance are all on your roster.

If a student's name is not on the list please write their name *legibly* (Last Name, First Name) on the roster below all of the other names. If the student **HAS** enrolled in the class (following the procedure covered on pages 19-21 of this document) instruct them to stop by OR call Abby Werth at the Barton –Ft. Riley office (Bldg. 217 on Main post, (785) 784-6606 ext. 712) to inquire as to why their name is not on the Class Roster.

If the student **HAS NOT** enrolled in the class (following the procedure covered on pages 10-21 of this document) then you'll need to walk the student through the enrollment process at that time.

If a student's name is on the roster and they are not in attendance please write 'ABSENT' by their name. After class you will need to call or email the student to inquire about their absence and find out if they are planning on attending the course or not. Please notify Karla Givens at by phone at (785) 238-8550, by email at: givensk@bartonccc.edu, or leave a note in her box indicating the student's response to your contact.

Students may be dropped from your class if they are not in attendance. There will be a revised Class Roster in your mailbox the next day if necessary. Please sign the class roster and place it in Karla Givens' mailbox (second row of boxes from the top on the far-right hand side).

Additional Class Documentation- The copy of your class roster will be accompanied by a blank course roster/student information sheet that needs to be filled out COMPLETELY by each student on the first night of class. A copy with the student's basic information needs to be filled out at EACH class period as well to be used as verification of attendance. A copy of this document needs to remain in your mailbox for the length of the course. The information will only be used if we need to get ahold of the student outside of class times.

Textbook Sign-Out – As a service to our students, Barton provides the books to use during all Hybrid courses. The instructors are responsible for signing out the books to the students and ensuring that the students are aware of the book replacement cost should the book acquire damage while in their possession. The books **MUST** be signed for and properly taken care of by the student.

On the first day of class, textbooks for the instructor's course along with a sign-out form will be placed either in the classroom or on the table below the distribution boxes. Instructors must ensure that if student receives a textbook that he or she signs for it. Students must return textbooks to the College no later than the last day of class.

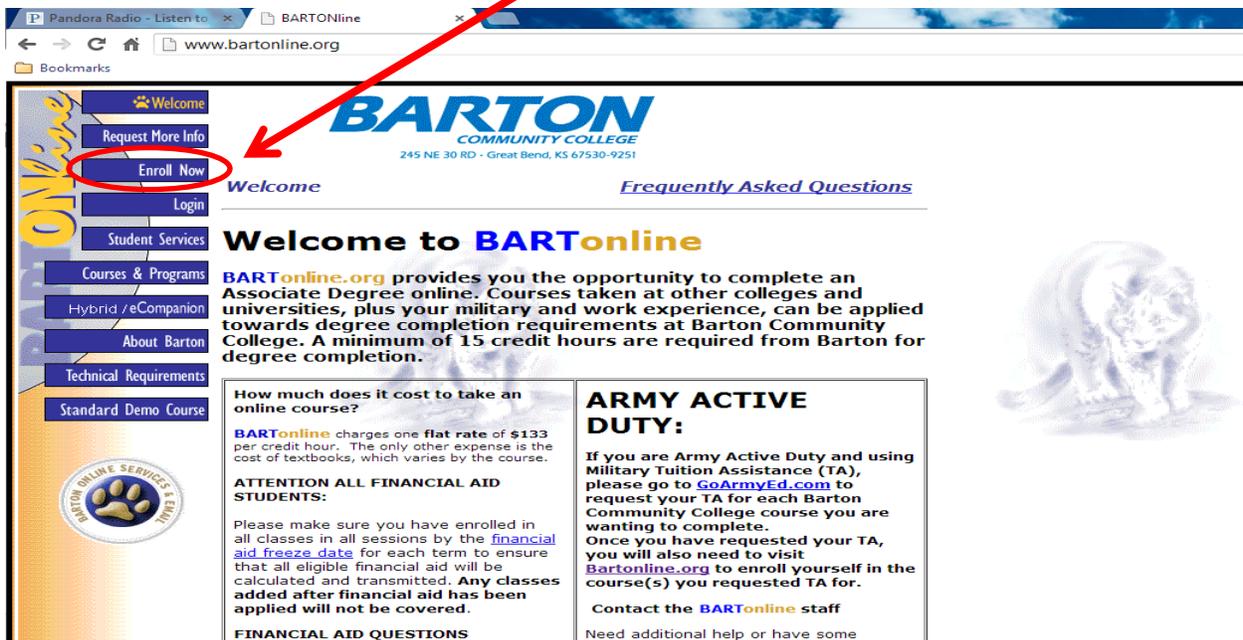
Hybrid Course Shell Orientation & Login - The students are now required to enroll in their classes using the online system. No paper forms are used for enrollments. If the student is showing up for class but is not listed in the grade book in your 'Course Shell' they have not officially enrolled for the class which means they have **NOT** paid for the course. They are required to either complete the enrollment process or stop attending the courses.

The first night of class for each class is the time to get all of the students enrolled and set-up for their class. You may have to walk them through the enrollment process if this is their first class.

The following information outlines the enrollment process for the student using the online system:

STEP ONE: The student will need to log on to one of the computers in Classroom #2 or one of the laptops (if available) and go to www.bartonline.org. Below is the page they'll see once that loads. This process will be the same for every class they take with Barton so urge them to take notes so they can complete the process on their own in the future.

The following instructions are to be used if the student has NEVER taken a Barton class before. To start they'll need to click on 'Enroll Now'.



STEP TWO: On this page the student will click the button for 'I have not yet enrolled in a **BARTONline**, eCompanion or Hybrid course and click 'Continue'.

The screenshot shows a web browser window with the URL <https://secure.ecollege.com/barton/index.real?action=Enroll>. The page features a navigation menu on the left with items like 'Welcome', 'Request More Info', 'Enroll Now', 'Login', 'Student Services', 'Courses & Programs', 'Hybrid /eCompanion', 'About Barton', 'Technical Requirements', and 'Standard Demo Course'. The main content area displays the 'BARTON COMMUNITY COLLEGE' logo and two radio button options. A red arrow points to the second option: 'I have not yet enrolled in a **BARTONline**, eCompanion or Hybrid course.' Below the options is a 'Continue' button. The page also includes a disclaimer about jurisdiction and accreditation information.

BARTON
COMMUNITY COLLEGE
245 NE 30 RD - Great Bend, KS 67530-1001

I have taken an online course through **BARTONline**, eCompanion or Hybrid in the past.

I have not yet enrolled in a **BARTONline**, eCompanion or Hybrid course.

Barton Community College is located in Barton County Kansas. Any controversy or claim of any nature, arising out of or relating or referring in any way to business done with Barton Community College, which controversy or claim cannot be amicably resolved, shall be settled in a court of competent jurisdiction in the State of Kansas. By doing business with Barton, each party consents and agrees to submit to the exclusive jurisdiction of said court and that Barton County Kansas shall be designated as the venue for the resolution of any claim.

245 NE 30th Road - Great Bend, Kansas 67530

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NOTE: If they have taken a Barton course before they'll follow instructions listed later in this document.

STEP THREE: The next page that loads will require the student to fill in their personal information for enrollment. Once they're done they need to click 'Continue'.

The screenshot shows the Barton Community College enrollment form. The form includes a navigation menu on the left with options like 'Welcome', 'Request More Info', 'Enroll Now', 'Login', 'Student Services', 'Courses & Programs', 'Hybrid / eCompanion', 'About Barton', 'Technical Requirements', and 'Standard Demo Course'. The main form area contains fields for personal information: First name, Middle initial, Last name, Email address, Confirm Email address, Maiden or other names, Password, Confirm Password, and Social Security Number*. Below these are dropdown menus for 'Are you a US Citizen' and 'If not, what is your status', with a text area for 'If 'Other' is marked, please explain'. The 'Military Affiliation' section has radio buttons for various military-related options. The 'Current address' and 'Legal Address for tax purposes' sections each have fields for Street, Street 2, City, State, and Zip/APO. There are also fields for 'Date Legal Residence or Kansas residence began', 'Home phone', 'Work phone', 'Date of birth', 'Sex', and 'Ethnicity'. A 'Continue' button is at the bottom. Two red callout boxes are overlaid on the form: one pointing to the email address fields with the text 'The email address used when signing up is the email that ALL course correspondence will be sent to. Make sure they're using an email address they can (AND WILL) check regularly.', and another pointing to the password fields with the text 'Make sure the student writes down the password they choose in this step!'.

The email address used when signing up is the email that ALL course correspondence will be sent to. Make sure they're using an email address they can (AND WILL) check regularly.

Make sure the student writes down the password they choose in this step!

Military Affiliation

- I am an Active Duty Military Member
- I am D.O.D.
- I am a family member of an active duty service member
- I am a veteran
- I am not affiliated with the military
- I am a member of the Reserve Forces or National Guard
- I am a retiree from the Military

Current address

Street

Street 2

City

State

Country

Zip/APO

Legal Address for tax purposes (Legal Address Does Not effect Tuition)

Street

Street 2

City

State

Zip/APO

Date Legal Residence or Kansas residence began (mm/dd/yy)

Home phone (include area code)

Work phone (include area code)

Date of birth (enter mm/dd/yy)

Sex

Ethnicity

245 NE 30th Road • Great Bend, Kansas 67530

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STEP FOUR: On this screen the student will need to fill in all of the information. Under the 'Program Options' section they'll need to choose a program of study. If they're not seeking a degree from Barton and just taking a single class they can choose the first option in the drop-down box 'Not Seeking Degree/Certificate from Barton (NDS)'. Once all of the information is provided they click 'Continue' to move on.

245 NE 30th Road - Great Bend, Kansas 67530

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STEP FIVE: On this page the student will choose the appropriate button for the type of class they're enrolling in.

If they're taking a class that meets 2 nights per week in the Grandview Plaza office they need to choose the button for 'eCompanion Course at Barton's Fort Riley Campus'.

If they're taking a HYBRID class that meets 1 night per week in the Grandview Plaza office they need to choose the button for 'Hybrid Course Program at Barton's Fort Riley Campus'.

Once they've made the appropriate selection for the course they're enrolling in click 'Continue'.

The screenshot shows the Barton Community College enrollment page. The page has a navigation menu on the left with options like 'Welcome', 'Request More Info', 'Enroll Now', 'Login', 'Student Services', 'Courses & Programs', 'Hybrid/eCompanion', 'About Barton', 'Technical Requirements', and 'Standard Demo Course'. The main content area features three program options, each with a radio button and a description:

- eCourse Program:** BARTONline courses are 100% online and may be taken from anywhere Internet access is available. I want to register for a BARTONline eCourse. A red arrow points from a red box labeled "100% Online Courses" to this option.
- eCompanion Course Program:** The eCompanion program requires 100% classroom attendance. You must live close enough to either the Barton campus or the Fort Riley campus and be able to attend all on-campus class sessions. I want to register for an eCompanion course at Barton's Fort Riley Campus. I will be physically able to attend classes on the Fort Riley campus. A red arrow points from a red box labeled "Classes meet 2 nights /week" to this option.
- Hybrid Course Program:** The Hybrid program requires 50% classroom attendance. You must live close enough to either the Barton campus or the Fort Riley campus and be able to attend all on-campus class sessions. I want to register for a Hybrid course at Barton's Fort Riley Campus. I will be physically able to attend classes on the Fort Riley campus. A red arrow points from a red box labeled "Classes meet 1 night /week" to this option.

At the bottom of the page, there is a "Continue" button, the college's address (245 NE 30th Road - Great Bend, Kansas 67530), accreditation information, and a copyright notice for eCollege.

STEP SIX: On this page the student needs to choose the correct term they want to register for. Make sure they're choosing an option that includes 'Ft. Riley & GVP' in the description as all of the classes hosted in Grandview Plaza will include this in the description. The page shown below is based on choosing a HYBRID Course Program on the last screen.

NOTE: If the student is enrolling in an eCompanion Course the term selection will still have the words 'Ft. Riley & GVP' in the description so they'll know which option to choose for the term.

All of the classes held at Grandview Plaza (HZMT, EMHS, LIFE, NTWK, etc.) will be found under the description including the words 'Ft. Riley & GVP Coll Prog' with the Army Cycle # to follow.

Once the correct term has been chosen click 'Continue'.

The screenshot shows the Barton Community College enrollment page. The browser address bar displays the URL: <https://secure.ecollege.com/barton/index.real?action=Enroll&step=4>. The page features a navigation menu on the left with options like 'Welcome', 'Request More Info', 'Enroll Now', 'Login', 'Student Services', 'Courses & Programs', 'Hybrid / eCompanion', 'About Barton', 'Technical Requirements', and 'Standard Demo Course'. The main content area displays the Barton Community College logo and the text: 'Please select the session for which you would like to enroll:'. Below this, there is a list of enrollment options with radio buttons:

- Spring 2013 Ft. Riley LSEC HYBRID Army Cycle 2
- Spring 2013 Ft. Leavenworth Coll Prog Hybrid AC 2
- Spring 2013 Ft. Leavenworth LSEC HYBRID AC 2
- Spring 2013 Ft. Riley & GVP Coll Prog Hybrid AC 2
- Spring 2013 Ft. Riley & GVP Coll Prog Schol AC 2

A red arrow points to the 'Spring 2013 Ft. Riley & GVP Coll Prog Hybrid AC 2' option, which is highlighted in a red box with the text 'HZMT/EMHS/LIFE/NTWK'. Below the list is a 'Continue' button. The page also includes the college's address: '245 NE 30th Road - Great Bend, Kansas 67530' and accreditation information: 'Accredited by The Higher Learning Commission and a Member of the North Central Association.' At the bottom, there is a copyright notice for eCollege: 'All course content is copyrighted by Barton County Community College. The delivery system is copyrighted by eCollegesm. eCollege, the eCollege logo, and the eCollege Systemsm are trademarks or registered trademarks of eCollege. All rights reserved. © 1999, 2000, 2001, 2002, 2003, 2004 eCollegesm'.

STEP SEVEN: In this step the student will need to select the correct course they want to enroll in. All of the courses listed (regardless of being 100% online, eCompanion or Hybrid) will be listed in alphabetical order by the course code (e.g. – HZMT, MLTR, SOCI, etc.). The student CAN enroll in multiple courses from this screen as long as they're all the same format (e.g. – hybrid). Simply check the box(es) for the classes they want to enroll in and scroll to the bottom of the page and click 'Continue'.

BARTON
COMMUNITY COLLEGE
245 NE 30 RD - Great Bend, KS 67530-9251

Please select the course(s) for which you would like to register:

- ACCT 1614-Accounting I (Gray) T 1730-2030 BLDG 7604/RM 12 CRN 26940
- BSTC 1001-Introduction to Computers (Shakespeare) TH 1730-2030 BLDG 7604/RM 18 CRN 26856 GAE #
- BSTC 1036-Computer Concepts and Applications (Shakespeare) S 0900-1200 BLDG 215/RM 235 CRN 26961 GAE #
- BSTC 1036-Computer Concepts and Applications (Maner) T 1730-2030 BLDG 215/RM 235 CRN 26947 GAE #
- CHEM 1806-College Chemistry I (Neff) M/W 1730-2030 BLDG 8044/RM 108 CRN 26978 GAE # (5 credit hours)
- COMM 1230-Public Speaking (Bennett) M 1730-2030 BLDG 7604/RM 7 CRN 26941 GAE #
- COMM 1230-Public Speaking (Keaton) S 1200-1500 BLDG 7656/RM 12 CRN 26972 GAE #
- ECON 1610-Principles of Macroeconomics (Chandler) BLDG 215/RM 231 M 1730-2030 CRN 26942/ ITV GAE #
- EDUC 1128-Foundations of Modern Education (Messer) M 1730-2030 BLDG 7604/RM 14 CRN 26943 GAE #
- EDUC 1134-Education Field Service (Messer) S 0900-1200 BLDG 8044/RM 104 CRN 26962 (2 credit hours) GAE #190945
- ENGL 1199-Principles of Grammar, Form, and Style (Roberts) TH 1730-2030 BLDG 7604/RM 10 CRN 26957 GAE #
- ENGL 1204-English Composition I (Roberts) M 1730-2030 BLDG 7604/RM 10 CRN 26944 GAE #
- ENGL 1204-English Composition I (Roberts) S 0900-1200 BLDG 7656/RM 4 CRN 26963 GAE #

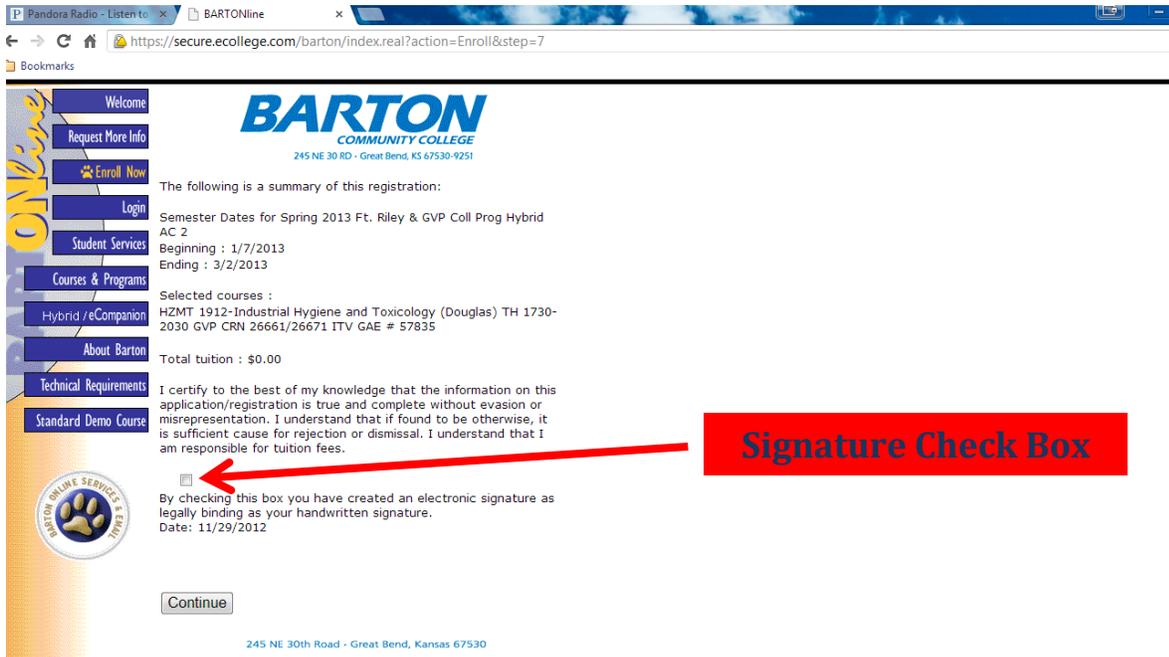
STEP EIGHT: The next step is choosing the correct payment option for their situation. Most of our students are using some type of financial aid to pay for their schooling. They should know how they plan to pay for the classes. They just need to choose the appropriate button and scroll to the bottom of the page and click 'Continue'.

NOTE: If they're using Tuition Assistance (TA) to pay for their class(es) make sure they have gone to the GoArmyEd.edu website and filled out a request for TA for any and all classes they're enrolling in. If they don't do this the TA payment will not happen and they will be responsible for their tuition.

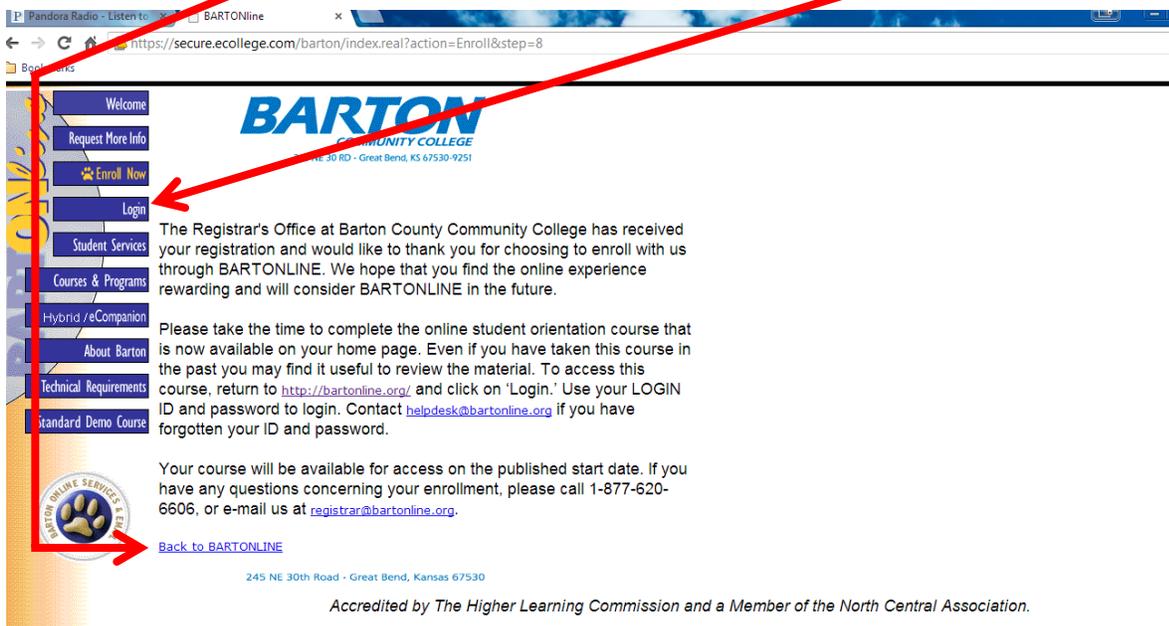
If they're using VA Funds to pay for their classes they are required to fill out an 'Intent to Enroll' form for each class and submit that to Kandi LeClear. If they do not fill out an ITE their funds will not be release and they will be responsible for their tuition. The ITE form can be found at: https://exsforms2.bartonccc.edu/veterans/veterans_enrollment.htm

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STEP NINE: This screen is just summarizing their registration for courses. It'll detail all of the courses they've signed up for, the term those courses are in, start/end dates, and the total tuition due (regardless of how they're paying). Towards the bottom there is a check box they'll need to check before they click 'Continue'. The check box is used as their virtual signature for the enrollment(s).



STEP TEN: This screen should load next if there are no problems with the enrollment. From this point on the student will have to log back into the website to navigate the site. They can get back to the login screen by clicking the 'Login' button OR by clicking 'Back to BARTONLINE' at the bottom of the page.



Login Procedure

STEP ONE: To login to any Barton course (Hybrid, eCompanion or eCourse) the student will need to sign in to the BartONLINE webpage to access their course shell. The most common problem with signing into this webpage is a forgotten Login ID. The student login is fairly simple to remember. Every student's login is their Student ID#. If the student cannot remember their Student ID# they can go to their PAWS account to access that number. https://buinb6.bartonccc.edu/pls/prod/twbkwbis.P_WWWLogin There is a button on this page where they can look up their Login ID.

Their password will be whatever they chose for their password when they signed up for Barton classes. If the student cannot remember their password they can click the 'Forgot your Password' button for help. That will send an email to the email address they registered with. If they are unable to access that email any more they can click the 'Need additional help signing in?' button. The Help Desk is available 24/7 as well to help the students.

The phone number for the Help Desk is 877-740-2213.

Once the student has the correct login information entered they can click 'Go to Class' to sign in.

BARTON
COMMUNITY COLLEGE
245 NE 30 RD • Great Bend, KS 67530-9251

If you have not applied for admission, submit an application form [here](#).

BARTONline Login ID = their Barton Student ID#

Login

BARTONline Login ID	Password
000378744	*****

[Forgot your Password?](#)

[Need additional help signing in?](#)

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STEP TWO: After a successful login the student will see this screen. This is the HomePage for all Barton classes. At the top of the page, in the black bar, the student should see their name. Any information needed about session dates and other administrative information is linked from this page in the 'Announcements' section. There is also information about 'Online Resources' if the students wish to utilize it.

To get to the listing of the class(es) the student has enrolled in they'll need to click on the 'My Courses' tab.

The screenshot shows the BARTonline.org homepage. At the top, there is a black navigation bar with the text "November 29, 2012" on the left, "Welcome Just Testing" in the center, and "My Profile | Help | Signoff" on the right. Below the navigation bar, the page is divided into several sections. On the left, there are three vertical menus: "Online Services" (with links for Add Bookstore, Drop Library), "TopicBox Nugget" (with links for Academic Integrity, Statement & Honor Code, Academic Calendar, Barton Faculty/Staff E-mail Account Access, Transfer Information for Kansas Schools), and "Student Services" (with links for Advising, Barton Cougar Student Email, Bartonline Bookstore, Career Service Center, College Services). The main content area is divided into two columns. The left column contains the "Announcements" section, which includes information about the eCourse Schedule 2013, including tuition rates and session dates for Winter Intercession and Spring 2013. The right column contains the "Online Resources" section, which includes contact information for the Help Desk and the Bookstore. A red arrow points to the "My Courses" tab in the navigation bar.

STEP THREE: Once in the 'My Courses' tab the screen will look like this. It will show all of the classes the student has enrolled in and the cycle/session that those courses are in. Only classes that are *ACTIVE* will be "open" for the student to click on. To enter the shell for a class the student can just click on the specific class they're wanting to open and it will open the shell.

NOTE: The student's course shell will look almost the same as yours. You will have a few more options to click on in yours as you have instructor's rights with your account.

The screenshot displays the BARTonline.org interface. At the top, there's a navigation bar with 'My Web' and 'My Courses' tabs. Below this, a header shows the date 'November 29, 2012' and a welcome message 'Welcome Just Testing'. The main content area is divided into several sections. On the left, there's a 'Barton Quick Access Links' sidebar with various links like 'Academic Integrity Value Statement & Honor Code' and 'Barton Cougars Email Access'. The main content area starts with a 'Safari users on Macs - authentication issue!!' message, followed by a 'Message Center' section stating 'There are no messages in the Administrative Message Center.'. Below that is a 'Course List' section with a table of courses. A red arrow points to the 'Hybrid HZMT 1912 Industrial Hygiene and Toxicology (Douglas) TH 1730-2030 GVP CRN 26661/26671 ITV GAE # 57835' row.

Course List
Special Courses .NEXT
SOT Student Orientation Tutorial - eCourse.NEXT
Spring 2013 FT. Riley & GVP Coll Prog Hybrid AC 2
Hybrid
HZMT 1912 Industrial Hygiene and Toxicology (Douglas) TH 1730-2030 GVP CRN 26661/26671 ITV GAE # 57835

Classroom Management

Student Issues (disruptive behavior, grievances, ADA accommodations) - Barton has published an official policy (2611) on student conduct (see appendix). It outlines and clearly defines unacceptable behavior along with possible disciplinary actions and due process rights. All student issues regarding behavior, grievances, or ADA accommodations should initially be directed to the Department Dean, Bill Nash, and (785)238-8550 for possible resolution. If the issue cannot be resolved at this level, it will be forwarded to the appropriate office at the Great Bend Campus for further action.

Non-students in the classroom (visitors, children, spouses, etc.) - It is the position of the College to provide an atmosphere in the classroom that is conducive to the learning of all students, as such the college does not allow students, who are responsible for the care of children, to bring those children to class unless they can provide continuous and direct supervision of those children, outside of the classroom, while class is in session. This policy (2535) can be found in the appendix. College administrators may visit classes from time to time for observation purposes. In these instances they will identify themselves as such. Non-College employees, including student friends and family may visit the class only if approved by the instructor.

Physical layout & appearance - Classrooms may be configured to best suit individual instructional need. As a courtesy to the next users of the room, instructors are requested to insure that tables, desk, etc., are placed back in the original positions. Also because of the very limited cleaning services at the facility (once per week), full trash cans should be emptied at the end of each class period.

Audiovisual Equipment - Depending on the classroom, there may be various types of equipment in place such as computers, smart boards, document readers, overhead LCD projectors, DVD players, and ITV systems. If you are unfamiliar with these systems some written instructions on use can be found at the instructor's station. However it is recommended that instructors request an individual briefing and walk through from Lindsay Holmes (Program Coordinator) or Jason Eaves (OSHA Coordinator) or John Truitt whose offices are located in the hallway across from classrooms 1, 2, & 3.

Instructor Absences - Instructors should make every effort to avoid absences during scheduled class periods. However if an absence is unavoidable, please contact Lindsay Holmes (Program Coordinator) or Jason Eaves (OSHA Coordinator) or John Truitt to request a substitute instructor or to make other arrangements.

Building Security - At the end of each class period during evening classes and other after hour courses, instructors are required to check and insure each exit door is secured. Facility staff can provide a brief walkthrough with each instructor prior to class to point out exit locations. Often evening college classes, EMT, and other types of courses end at various times. To ensure that the facility is not left unsecure, instructors should communicate with any faculty remaining in the building prior to departure.

Emergencies - An incident/accident report form must be completed for all incidents (non-injury accidents or events which do not result in immediate medical attention but could in the future) or accidents involving employees or visitors to College premises within 24 hours and returned to the appropriate office. In the event of an emergency or accident in class, the Department Dean Bill Nash, or John Truitt should be contacted immediately.

After Hour Contacts - In the event an instructor needs to contact a staff after hours concerning facility or class issues, please call Bill Nash at (785) 341-2552 or John Truitt at (785) 410-6388.

Severe weather & School closings - In the event of severe weather requiring school closure, announcements will be made via local radio stations and following website for the Fort Riley/Grandview Plaza locations; <http://www.bartonccc.edu/military/> Further, office staff may also contact instructors directly by phone or email of scheduled closures. In the event of incoming severe weather during evening, weekend, or other after hour classes, instructors may postpone, reschedule, or end class early in the interest of student safety. However missed class time should be made up.

End of Course

Text Book Sign-In – No later than the last day of class, students must turn-in all signed out textbooks. Instructors should remind students prior to the last class meeting and collect all turned-in books. Instructor should annotate the turn-in on the original book sign-out form. After collecting the books and prior to leaving the facility, place them with the turn-in form on the table under the distribution boxes in the reception area.

Grade Submission – Final course grades must be posted by the instructor. Access to the instructor's PAWS account is required.

STEP ONE: Enter student grades via your PAWS account at: https://buinb6.bartonccc.edu/pls/prod/twbkwbis.P_WWWLogin. If you have not previously set up a PAWS account, instructions are provided at the website or on page 5 of this booklet. For additional assistance see facility office staff.

STEP TWO: Once you have logged in, click on Faculty and Advisors:

Welcome, Claudia E. Mather, to PAWS! Last web access on Jun 10, 2013 at 09:17 am

[Personal Information](#)

View your address(es), phone number(s), e-mail address(es), emergency contact information; View name change & social security number change information; Change your PIN.

[Faculty and Advisors](#)

Display student information; Display class lists; Enter midterm and final grades.

[Employee](#)

View your benefit and deduction information; View your job information, pay stubs, W-2 forms and W-4 information; Access Salaried Leave Report or Hourly Time Sheet

[Pay Online](#)

Safe and secure, pay your bill online using a credit card, debit card or check. If amount field is blank or \$0, please enter the amount you wish to pay.

[Student Employment Opportunities](#)

[Return to Homepage](#)

STEP THREE: Then click on Final Grades ONLY – DO not enter certification/attendance roster reporting here.

[Certification Roster/Alert Reporting](#)

Faculty will be notified by email when courses need certified.

[Term Selection](#)

[CRN Selection](#)

Final Grades ONLY - Do not enter certification/attendance roster reporting here.

Final grades for the Spring 2013 are due according to the following schedule and campus:

- **Barton County campus** Final grades for full semester courses are due by midnight on Friday, May 17, 2013. Final grades for fall courses ending after May 18 are due within 5 working days of the class ending.
- **Fort Riley campus** grades for LSEC and College Program classes are due within 3 working days after the class ends.
- **BOL grading schedule:**
- **Spring 2013 Session 1 due March 22**
Spring 2013 Session 2 & 3 due May 24

[Grade Change Form](#)

Electronic grade change form for instructors. Grade changes submitted will be processed within 5 working days and you will be notified by email once completed.

[Detail Class List](#)

[Summary Class List](#)

[Faculty Detail Schedule](#)

[Student Information Menu](#)

[Look Up Classes](#)

[Advisor Menu](#)

View a student's transcript; View a student's grades; Display your security setup.

[Course Catalog](#)

RELEASE: 8.5.3

STEP FOUR: Choose the term in which you are grading:

Select the Term for processing then press the Submit Term button.

Select a Term:

RELEASE: 8.4

STEP FIVE: Select the course(s) for which you are putting in a final grade for: If you have more than one, you will have to enter the grades separately.

Please enter the CRN you wish to access, or select a different term from the menu.

CRN:

STEP SIX: Once you have selected your course, you will then enter the final grade from your grade book in BARTONline to the grade book in your PAWS account.

When you have entered all the grades for that course, hit submit.

If you have a student with a failing grade the instructor will be required to enter the last day that particular student attended and participated in class.

Mid Term Grades

Record Number	Student Name	ID	Credits	Registration Status	Grade	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1			3.000	**Registered** Jan 28,2013	A			4
2			3.000	**Registered** Mar 06,2013	A			6
3			3.000	**Registered** Jan 25,2013	A			3

Submit Reset

Classroom Assessment Technique (CAT) - Instructors teaching evening and hybrid classes are required to submit one Classroom Assessment Technique (CAT) for each course instructed. What is a CAT? It is an approach designed to help instructors find out what students are learning in the class and how well they are learning it. Through Classroom Assessment, instructors become better able to understand and promote learning, and increase their ability to help students become more effective, self-assessing, self-directed learners. Simply put, the central purpose of Classroom Assessment is to empower both instructors and their students to improve the quality of learning in the classroom. For a video explanation of the process: <http://www.screencast.com/t/rr3ruvMKaQ4>. A more in depth video can be viewed at <http://www.screencast.com/t/cKlMklTmLcLj>. For information on tools to use to complete your CAT see the appendix. At the end of your course, CATS should be submitted using the following link: <http://www.tinyurl.com/submitCAT>. See Lindsay Holmes, John Truitt, or Bill Nash for additional details.

APPENDIX A

Policy 2611 – Student Code of Conduct

Barton County Community College will establish and maintain a fair and equitable procedure for addressing student disciplinary matters ensuring that the rights of the students, the College community, and the community-at-large are protected.

PURPOSE:

The objectives of the disciplinary process at Barton County Community College are:

1. To protect members of the campus community from harm due to the indiscretions of the few members of the community who are unable, or unwilling to respect the rights of others;
2. To help ensure order in the College community;
3. To create an environment that enhances the opportunity for learning;
4. To protect the rights of members of the College community and the community at large; and
5. To assure students due process when they have been charged with violating College rules and regulations. DEFINITIONS:

The following terms used in this Code are defined:

1. “College” means Barton County Community College.
2. “Faculty member” means any person employed by the College to conduct classroom, lab, interim experiences, or clinical activities. As necessary, faculty may tutor students.
3. “College official” includes any person employed by the College, performing assigned administrative or professional responsibilities.
4. “Student” includes all persons taking courses at the College, both full- and part-time, as well as those participating in all outreach programs, off-campus programs, and such other activities as may be sponsored by the College.
5. “College premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, rented or controlled by the College.
6. “College campuses” includes the land and buildings on which Barton Community College’s traditional Barton campus exists, the Golden Belt One Stop Facility, as well as the Grandview/Fort Riley campus.
7. “College-sponsored activity” means any activity on or off-campus that is initiated, aided, authorized, or supervised by the College.

8. "Policy" is defined as the written regulations of the College as found in, but not limited to, the Student Code of Conduct, Student Handbook, College Catalog, Policy and Procedural Manual, and Course Schedules.

UNACCEPTABLE BEHAVIOR

Three types of unacceptable behavior are defined in this Code: criminal offenses; disciplinary non-criminal offenses, and violations against the academic community. Each is treated separately, although some offenses listed as non-criminal, or violations against the academic community, may in fact constitute a criminal offense. The following constitute some of the violations that may result in disciplinary action being taken against the student. The list is not intended to be all inclusive but is intended to be a guide to the student.

Criminal Offenses

1. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person, whether perceived or real.
2. Attempted or actual theft of and/or damage to property of the College, or property of a member of the College community, or other personal or public property.
3. Manufacture, possession, control, sale, transmission of or use of any controlled substance, alcohol, or other illicit drugs on the College's campuses.
4. Possession of a weapon, firearm, explosive and/or facsimile weapons on the College's campuses. The only exception will be for military personnel who must carry a firearm as part of their commission on the Grandview/Fort Riley campus.
5. Obstructing or restraining the lawful movement of another and thereby causing personal or campus disorder.
6. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on College premises or at College-sponsored activities.
7. Fraudulent use or forgery of any College seal or document, including the Student ID card.
8. Unauthorized possession, duplication, or use of keys to any College premises, or unauthorized entry to or use of College premises.
9. Intentionally impeding normal pedestrian or vehicular traffic on campus.
10. Violation of any other federal, state or local law on College premises or at College-sponsored activities.

Non-criminal Offenses:

1. Verbal or written communication that exposes any individual or group to hatred, contempt, ridicule, racist slurs, or intimidation and thereby injures the person, property, or reputation of another.
2. Abusive and /or disruptive disagreement or personal harassment.
3. Personal misconduct and immoral behavior, including all forms of sexual misconduct or harassment.
4. Littering and posting of notices in non-designated spaces or without approval from the appropriate College personnel and unauthorized distribution or sale of goods on campus.
5. Violation of College traffic and parking regulations.
6. Smoking in areas designated non-smoking.
7. Possession or use of alcohol by any person on the College's campuses.
8. Leaving children or animals unattended on campus.
9. Use of bicycles, skateboards, roller blades, and any other non-motorized vehicle or equipment (except wheelchairs) outside designated areas.
10. Failure to comply with a directive of College officials or security officers acting in the performance of their duties and/or failure to identify oneself to these persons when requested to do so.
11. Tampering with the election of any College-recognized student organization.
12. Intentionally or maliciously furnishing false information to the College.
13. Unauthorized actions taken in the name of the College.
14. The possession of any flammable liquids such as paint, gasoline, etc., or any fireworks, ammunition, etc., except by an individual for use in a program approved by the College or as a part of their employment by the College, is a violation of College rules.
15. Gambling on campus or at any College sponsored activity.
16. Violation of any other published College policies, rules or regulations.

Offenses against the Academic Community:

1. Disruption of the learning environment or any behavior that detracts from the goals of or diminishes the dignity, respect, or worth of other students on campus. This includes: overt disrespect for the ideas and opinions of others; disruptive talk during class; and bringing activated cellular phones, pagers, or other electronic devices to classes or computer labs without prior approval.

2. Academic dishonesty, including but not limited to plagiarism, cheating, collusion, and forgery of any academic records; the term “cheating” includes, but is not limited to:
 - a. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
 - b. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
 - c. The acquisition, without permission, of tests or other academic material belonging to a member of the College community.
 - d. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.
3. Theft or other abuse of computer time, including but not limited to:
 - a. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose;
 - b. Unauthorized transfer of a file;
 - c. Unauthorized use of another individual’s identification and password;
 - d. Use of computing facilities to interfere with the work of any member of the College community;
 - e. Use of computing facilities to send obscene or abusive messages; or
 - f. Use of computing facilities in violation of College policy.
4. Violation of any other published College policies, rules, or regulation.

Student Rights for Due Process:

To protect students from capricious disciplinary action, all proceedings which may lead to suspension or expulsion must be conducted in a manner which insures the charged student due process. The basis of due process is the method by which substantive rules are effectuated in a society. The key is how rules are implemented so that fair play and justice are generally recognized as being present. The following elements must be included to guarantee due process:

1. Jurisdiction—the parties must be amenable to the power wielded by the disciplinary body.
2. Notice—A concise, specific statement, in writing, of the charges (the specific facts and acts). A time and place for the hearing must be specified.

3. Testimony – The right personally to give testimony and to have others give testimony.
4. An impartial body to determine the facts and whether they (the facts) fit the rule. “Impartial” does not necessarily mean that they have no knowledge of the facts – it is not necessary in an administrative hearing.
5. Student Advocate – the student is allowed to bring an advocate to all hearing procedures or have one appointed for him/her if so requested.
6. The proceedings shall be recorded.

Disciplinary Procedure:

Whenever a complaint is made against any student for misconduct, the Dean of Student Services or such other person as may be designated by the President shall conduct an investigation of the allegations as soon as possible (generally, for Offenses Against the Academic Community the President will designate the Vice President of Instruction and Student Services). The Dean of Student Services or such other person as designated by the President is authorized to take any interim action necessary to maintain campus safety, integrity of the process, and/or protection of student rights and institutional rights during the formal investigation and determination process.

The student shall be given written notice of the complaint and charges against him/her within five (5) days of receipt of the complaint. If a student is under the age of eighteen (18) years, a copy of the notice shall be sent to the parents or guardian of the student. The student shall have five (5) days after receipt of the notice to respond in writing to the charges. If it is necessary to mail notice to the student, he/she shall have seven (7) days after the date of mailing to respond in writing to the charges.

The Dean of Student Services or such other designee of the President shall, as soon as possible after the investigation, render a decision that may include dismissal of the complaint or imposition of any discipline set forth herein. Notice of the decision shall be served upon the student in person, by certified mail, or by regular mail. If a student is under the age of eighteen (18) years, a copy of the decision shall be sent to the parents or guardian of the student.

Disciplinary Action:

If the Dean of Student Services or other designee of the President finds that the student has violated College policy, rules, or regulations, then disciplinary action shall be taken. The Dean of Student Services or other designee shall impose such discipline as he/she determines is warranted taking into consideration the seriousness of the offense. Permissible action may include written reprimand, probation, full or partial suspension from classes, expulsion from housing, and/or expulsion from school.

Disciplinary action may also include a bar against readmission to the College.

Appeals:

Any decision of the Dean of Student Services or such other person as designated by the President may be appealed by the accused or the complainant to an appeals board within five (5) days of the date of the decision. Such appeals shall be in writing and shall be delivered to the President of the College. Any disciplinary action imposed shall remain in effect during the appeals procedure, unless otherwise directed by the President of the College.

An appeal shall be conducted for one or more of the following purposes:

- a. To determine whether the original process was conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and present evidence that the Student Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a rebuttal of those allegations.
- b. To determine whether the decision reached regarding the accused student was based on substantial evidence, that is, whether the facts in the case were sufficient to establish that a violation of the Student Code occurred.
- c. To determine whether the discipline imposed was appropriate for the violation of the Student Code that the student was found to have committed.
- d. To consider new evidence sufficient to alter a decision or other relevant facts not brought out in the original process, because such evidence and /or facts were not known to the person appealing at the time of the original hearing.

The President of the College shall name an Appeals Committee to conduct a formal hearing to review the charges. The Appeals Committee shall consist of five (5) members selected by the President, two of which shall be from the faculty and/or administration, and one of which shall be from the student body. The remaining two members may be either faculty, students, or one of both categories. Such committee shall select its own chairman, vice-chairman, and secretary from among its members. Such members shall serve without compensation. At any hearing before the committee, at least three (3) members shall be present to constitute a quorum in order to transact the business of the committee. Any member of such committee directly involved in the outcome of a hearing, or who believes they have a conflict of interest rendering them to be perceived as being incapable of providing an impartial decision, shall disqualify him/herself to hear the same and the President shall appoint a person to take his/her place at such hearing.

Hearing:

The Appeals Committee shall set a hearing as soon as possible after the hearing has been requested. Notice of the time, date, and place of the hearing shall be given to all parties in writing no less than forty-eight (48) hours prior to the hearing.

It is the hope of the College that disciplinary matters will be handled by members of the College community, and legal counsel will not ordinarily be present to represent the College. However, if the student is to have a professional legal advisor at the time of any hearing, which will be at the student's expense, the student must notify the Office of Student Services not later than forty-eight (48) hours before the scheduled time of the hearing, in which event, the College may, in its discretion, be represented by counsel.

The hearing is to be conducted in private unless the student requests in writing to the Office of Student Services that the hearing be open to the public not later than forty-eight (48) hours before the scheduled time of the hearing. The Appeals Committee, in the exercise of sound discretion, may grant or deny such request. If, during an open hearing, it becomes apparent to the committee that its functions are being hindered by the openness of the hearing, the hearing may be summarily closed and conducted in private.

Collective hearings may be held. When collective hearings are held, individual decisions shall be rendered. In hearings involving more than one student, the committee may, in its discretion, conduct separate hearings.

If the student fails to appear before the Appeals Committee, he/she shall forfeit any right to appeal or seek further relief of the decision of the Dean of Student Services or the Appeals Committee.

Proceedings before the Appeals Committee shall be recorded. It is not necessary that a certified court reporter be used in the proceedings. A tape recording or minutes of the proceedings shall be sufficient. In the event a transcript of the proceedings is requested, the person so requiring shall pay the cost of reproduction. Recordings and communications related to the disciplinary procedure and resulting actions (before the Dean of Student Services or such other designee of the President) shall not be considered a public record as that term is defined by the Kansas Open Records Act.

Decision:

Upon the conclusion of the hearings, the Appeals Committee, by majority vote, shall decide whether the student has violated the Student Code of Conduct and whether the discipline imposed fit the nature of the violation. The Appeals Committee shall render its decision within three (3) working days of the conclusion of the hearing.

In all appeals, review of the discipline (as determined by the Dean of Student Services or such other designee of the President) by the Appeals Committee may not result in more severe discipline for the accused student.

The findings of the Appeals Committee shall be forwarded to the President for imposition of action taken. The findings of the Appeals Committee shall be final.

(Based on policy 1610; revised and approved by President on 1/23/12)

APPENDIX B

Policy 2535 – Children in the Classroom

It is the position of the College to provide an atmosphere in the classroom that is conducive to the learning of all students, as such the college does not allow students, who are responsible for the care of children, to bring those children to class unless they can provide continuous and direct supervision of those children, outside of the classroom, while class is in session.

Instructor Options

Instructors may make the following information available to students:

- If you are responsible for the care of a child, be advised that while you are in class your child should not be left unattended in Barton Buildings or any other instructional site.
- You should not bring the child to class with you as the child's presence can be disruptive to other students and the instructor. In addition, if you work in college labs (including Science Labs, Art Labs, or Computer Labs) at times, when they are open for student use, you will not be allowed to bring your child into those labs.
- If your child cannot attend school due to a school vacation or if he or she becomes ill and cannot go to school or a child care center, do not bring the child with you to class as you will be advised to find a more appropriate location to provide proper care for the child. When you miss a class because of your child's illness, you may make up your work for classes missed if prior arrangements were made with the instructor.
- If your child is between the ages of 2 weeks to 12 years, the Barton Child Development Center on campus may be able to provide care for your child periodically if you have completed the necessary application in advance. Applications are available from the staff at the Child Development Center located to the north of the student housing high rise.

(Based on policy 1535; revised and approved by President on 11/16/07)

APPENDIX C

Policy 2502 – Academic Integrity

Summary This document defines the principles of Academic Integrity as detailed in the values statement below¹. It contains, by reference, the expectations, rights and responsibilities, sanctions, and related processes essential to maintain the standards academic integrity within the College.

Purposes Barton Community College is an academic community with integrity. Therefore, the college is committed to upholding the following values: *honesty, trust, fairness, respect, and responsibility*. As an academic community of integrity Barton’s faculty and staff

- Advance the quest for truth and knowledge by requiring intellectual and personal *honesty* in learning, teaching, research, and service.
- Foster a climate of mutual *trust*, encourage the free exchange of ideas, and enable all to reach their highest potential.
- Establish clear standards, practices, and procedures and expect *fairness* in the interaction of students, faculty, and administrators.
- Recognize the participatory nature of the learning process and honors and respect a wide range of opinions and ideas.
- Uphold personal *responsibility* and depend upon action in the face of wrongdoing.

Honor Code

On all course work, assignments, or examinations undertaken by students at Barton, the following pledge is implied by virtue of enrollment:

On my honor as a student, I have neither given nor received unauthorized aid on this assignment.

“Basic” Violations of Academic Integrity

Basic violations of academic integrity shall include, but are not limited to, the following activities:

- Consultation of textbooks, library materials, or notes in examination where such materials are not to be used during the test;
- Use of “crib sheets” or other hidden notes in such an examination;
- Looking at another student’s test paper to copy strategies or answers or allowing another to do so;
- Possessing a confederate supply of questions or answers for any assignment or examination;
- Deliberate falsification of any graded activity;
- Collaboration with others except where such collaboration is permitted or encouraged; Submission of previously-graded work for a new assignment (without instructor’s consent);

- Use (either in part or whole) of documents obtained from internet sources designed to encourage dishonesty and which are not the immediate result of the student's own academic effort;
- Continuing work on an examination or assignment after the allocated time has elapsed; and/or
- Plagiarism (in any form) defined as taking of another person's intellectual work and using it as one's own.

As the primary arbiters of academic integrity, individual faculty members may elect to address episodes of academic misconduct on a "case by case" basis. Specific sanctions include, but are not limited to, the following:

- Verbal Warning/No grade-related action;
- O/F on the assignment/quiz/examination (with the possibility of makeup);
- O/F on the assignment/quiz/examination (with no possibility of makeup);
- O/F in the course with or without prohibition of future enrollment in classes taught by that instructor;
- Designation of "XF" grade with or without prohibition of future enrollment in classes taught by that instructor; and/or
- Recommendation for administrative academic sanction(s).

Remediation of XF grade

An instructor who administers an XF grade may recommend to the Vice President of Instruction and Student Services that a student, who has received an XF grade, take PHIL1612 [Academic Integrity Seminar](#) for 2 credit hours. A student who is allowed to enroll in PHIL1612 [Academic Integrity Seminar](#) may have the X of the XF grade removed from their transcript by taking and passing this course. The F will remain on the student's transcript and cannot be removed using the [2503 Academic Clemency](#) procedure. Remediation only applies to students who have violated the policy at the Basic Violation level.

Faculty Rights and Responsibilities

As an academic matter, faculty retains all rights of grade assignment and related academic sanctions. Course grades assigned may not be altered without the consent of the appropriate faculty member. Also, basic violations of academic integrity do not require the application of due process rights as guaranteed by the 14th Amendment of the Constitution. At a minimum, faculty must inform the respective student(s) of the violation and related sanction. Faculty are encouraged to discuss any sanctions with their supervisor. If the faculty chooses to impose any sanctions on the student, the faculty member must report this action using the form ([Academic Violation Reporting Form](#)). This form is confidential and the information gathered will only be shared with other faculty if a student is a repeat offender. If the faculty chooses to impose and XF a form must be completed and the appropriate signatures gathered. The form is then sent to the registrar. The XF form can be obtained from the office of Instruction and Student Services.

“Capital” Violations of Academic Integrity

Violations of academic integrity are considered “capital” offenses, if they constitute documented repeat violations of the academic integrity policy, or if they are committed in conjunction with other violations of the student code of conduct. As such, these cases shall be considered on the totality of the evidence, and primarily as academic offenses. Examples of such violations include, but are not limited to, the following:

- Repeated acts of basic violations of academic integrity;
- Having a person other than the one duly registered and taking the course stand in at an examination or any other graded activity;
- Attempting to gain unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose;
- Changing or altering grades or other official educational records;
- Obtaining or providing to another an un-administered test or answers to an un-administered test; and/or
- Gaining unauthorized access into a building or office for the purpose of obtaining any course related information or examination.

With the consensus of the Vice President of Instruction and Student Services, sanctions shall include *not less than* the original academic sanction (as may have been rendered by the instructor) and may include, but are not limited to, the following at the discretion of academic administration:

- Course Specific Enrollment Prohibition;
- Formal Reprimand;
- Probationary Status;
- Suspension (of one semester or more);
- Reduction of college-awarded scholarship;
- Retraction of college-awarded scholarship;
- Suspension from participation in activities which represent the College;
- Requirement of community service hours;
- Denial of graduation application;
- Expulsion; and/or
- Any other reasonable actions as deemed appropriate by academic administration.

Remediation of XF grade

Students cannot remediate capital offences.

Student Rights

For basic violations of academic integrity where the Grade Appeal procedure is not applicable, students are entitled to request a review of the faculty member’s action by the Vice President of Instruction and Student Services. The results of this review will be final. For “capital” violations of academic integrity (as defined above), students are entitled to (1) written notice of the charges which may result in academic sanctions and (2) an opportunity to respond to said charges. The student may appeal using the Grade Appeal Procedure.

(Based on policy 1501; revised and approved by President on 2/23/09)

APPENDIX D
Associate Faculty Pay Schedule
(As of Fall 2012)

Associate faculties serve on an “as needed” basis and are contracted to teach in support of an existing program and/or special instruction project. Barton compensates associate faculty for their contributions to the delivery of instruction according to the following procedure:

1. Associate faculties are paid based on their educational credentials. Payments for specific credential achievement are as follows:

a. Masters and Ph.D. (\$515 per credit hour)

b. Bachelor’s Degree (\$490 per credit hour)

c. Associate’s Degree (\$410 per credit hour)

d. In the absence of an associate degree, associate faculty members with specialized, subject-specific certifications will be paid at the associate degree level.

2. Payment amounts are fixed for the length of the associate faculty member’s employment with the College unless there is a credential change.

3. Consideration may be granted for a payment differential on a case-by-case basis as approved by the appropriate Dean.

4. Class minimums are six students. Exceptions to class minimums will be considered on a case-by-case basis by the appropriate Dean.

5. Divisions and departments are expected to offer pro-rated payment to faculty members for classes with less than the required minimum. Faculty members have the right to reject pro-rated payments.

6. The preceding procedures do not impact instructors, trainers and/or presenters involved with BARTONline, -eCourses, non-credit programs, customized training, etc.

APPENDIX E

Classroom Assessment Techniques (CATS)

WHAT IS CLASSROOM ASSESSMENT?

From Classroom Assessment Techniques: A Handbook for College Teachers **By Thomas A. Angelo and K. Patricia Cross**

Through close observation of students in the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, classroom teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom assessment helps individual college teachers obtain useful feedback on what, how much, and how well their students are learning. Faculty can then use this information to refocus their teaching to help students make their learning more efficient and more effective.

PURPOSE OF CLASSROOM ASSESSMENT

Despite the diversity of the over-three thousand colleges and universities across America, all share one fundamental goal: to produce the highest possible quality of student learning. In other words, the central aim of all colleges is to help students learn more effectively and efficiently than they could on their own.

Learning can and often does take place without the benefit of teaching--and sometimes even in spite of it--but there is no such thing as effective teaching in the absence of learning. Teaching without learning is just talking. College instructors who have assumed that their students were learning what they were trying to teach them are regularly faced with disappointing evidence to the contrary when they grade tests and term papers. Too often, students have not learned as much or as well as was expected. There are gaps, sometimes considerable ones, between what was taught and what has been learned. By the time faculty notice these gaps in knowledge or understanding, it is frequently too late to remedy the problems.

To avoid such unhappy surprises, faculty and students need better ways to monitor learning throughout the semester. Specifically, teachers need a continuous flow of accurate information on student learning. For example, if a teacher's goal is to help students learn points A through Z during the course, then that teacher needs first to know whether all students are really starting at point A and, as the course proceeds, whether they have reached intermediate points B, G, L, R, W, and so on. To ensure high-quality learning, it is not enough to test students when the syllabus has arrived at points M and Z. Classroom assessment is particularly useful for checking how well students are learning at those initial and intermediate points, and for providing information for improvement when learning is less than satisfactory.

Through practice in classroom assessment, faculty become better able to understand and promote learning, and increase their ability to help the students themselves become more effective, self-assessing, self-directed learners. Simply put, the central purpose of

classroom assessment is to empower both teachers and their students to improve the quality of learning in the classroom.

CHARACTERISTICS OF CLASSROOM ASSESSMENT

Classroom assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice.

Learner-Centered

Classroom assessment focuses the primary attention of teachers and students on observing and improving learning, rather than on observing and improving teaching. To improve learning, it may often be more effective to help students change their student habits or develop their metacognitive skills (skills in thinking about their own thinking and learning) than to change the instructor's teaching behavior. In the end, if they are to become independent, lifelong learners, students must learn to take full responsibility for their learning. To achieve that end, both teachers and students will need to make adjustments to improve learning. Classroom assessment can provide information to guide them in making those adjustments.

Teacher-Directed

A defining characteristic of any profession is that it depends on the wise and effective use of judgment and knowledge. No one can provide teachers with rules that will tell them what to do from moment to moment in the complex and fluid reality of a college classroom. What faculty does depend on their skill, experience, professional knowledge, and insight. Classroom assessment respects the autonomy, academic freedom, and professional judgment of college faculty. As a result, in this approach, the individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment.

Mutually Beneficial

Because it is focused on learning, classroom assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. When students focus more clearly, participate more actively, and feel more confident that they can succeed; they are likely to do better in their course work.

Faculty also sharpens their teaching focus by continually asking themselves three questions: "What are the essential skills and knowledge I am trying to teach?" "How can I find out whether students are learning them?" "How can I help students learn better?" As teachers work closely with students to answer these questions, they improve their teaching skills and gain new insights.

Formative

Classroom assessment is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for

evaluating or grading students; consequently, many of the concerns that constrain testing do not apply. Good summative assessments--tests and other graded evaluations--must be demonstrably reliable, valid, and free of bias. They must take into account student anxiety, cheating, and issues of fairness. Classroom assessments, on the other hand, are almost never graded and are almost always anonymous. Their aim is to provide faculty with information on what, how much, and how well students are learning, in order to help them better prepare to succeed--both on the subsequent graded evaluation and in the world beyond the classroom.

Context-Specific

To be most useful, classroom assessments have to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. Any good mechanic or carpenter will tell you, "You need the right tool to do the job right"; similarly, you need the right classroom assessment technique to answer the question right. Therefore, classroom assessment is context-specific: what works well in one class will not necessarily work in another.

Ongoing

Classroom assessment is an ongoing process, perhaps best thought of as the creation and maintenance of a classroom "feedback loop." By employing a number of simple classroom assessment techniques that are quick and easy to use, teachers get feedback from students on their learning. Faculty then completes the loop by providing students with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, faculty uses classroom assessment again, continuing the "feedback loop." As this approach becomes integrated into everyday classroom activities, the communications loop connecting faculty to students--and teaching to learning--becomes more efficient and more effective.

Rooted in Good Teaching Practice

Most college teachers already collect some feedback on their students' learning and use that feedback to inform their teaching. Classroom assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective. Teachers ask questions, react to students' questions, monitor body language and facial expressions, read homework and tests, and so on. Classroom assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process.

By taking a few minutes to administer a simple assessment before teaching a particular class session, the teacher can get a clearer idea of where the students are and, thus, where to begin instruction. A quick assessment during the class can reveal how well the students are following the lesson in progress. Classroom assessment immediately after the class session helps to reinforce the material taught and also uncovers gaps in understanding before they become serious impediments to further learning.

Finally, teaching students techniques for self-assessment that they can use in class or while they are studying helps them integrate classroom learning with learning outside school. Directed practice in self-assessment also gives students the opportunity to develop

metacognitive skills; that is, to become skilled in thinking carefully about their own thinking and learning.

NEED FOR CLASSROOM ASSESSMENT

As they are teaching, faculty monitor and react to student questions, comments, body language, and facial expressions in an almost automatic fashion. This "automatic" information gathering and impression formation is, in large part, a subconscious and implicit process. Teachers depend heavily on their impressions of student learning and make important judgments based on them, but they rarely make those informal assessments explicit or check them against the students' own impressions or ability to perform. In the course of teaching, college faculty assumes a great deal about their students' learning, but most of their assumptions remain untested.

Even when college teachers routinely gather potentially useful information on student learning through questions, quizzes, homework, and exams, it is often collected too late--at least from the students' perspective--to affect their learning. In practice, it is very difficult to "de-program" students who are used to thinking of anything they have been tested and graded on as being "over and done with." Consequently, the most effective times to assess and provide feedback are before the chapter tests or the midterm and final examinations. Classroom assessment aims at providing that early feedback.

STEP 1: PLANNING

Start by selecting one, and only one, of your classes in which to try out the classroom assessment. We recommend focusing your first assessments on a course that you know well and are comfortable with. Your "focus class" should also be one that you are confident is going well, one in which most students are succeeding and relatively satisfied. Although this may seem an odd suggestion, it is best not to use classroom assessment to gather data on a problematic or difficult situation until you become experienced in the approach. In other words, it is best to minimize risks while you develop confidence and skill.

Once you have chosen the "focus class," decide on the class meeting during which you will use the classroom assessment technique. Make sure to reserve a few minutes of that class session for the assessment. At this point, you need to select a CAT. The five techniques listed below, described in detail in Chapter Seven of Angelo and Cross's book *Classroom Assessment Techniques*, are all flexible and easily adaptable to many situations, and simple and quick to apply. They also generate data that are easy to analyze. For those reasons, they make excellent introductory CATs and have been widely used by faculty from many disciplines.

Minute Paper (CAT 6)

Muddiest Point (CAT 7)

One-Sentence Summary (CAT 13)

Word Journal (CAT 14)

Documented Problem-Solutions (CAT 21)

They can be quickly summarized here. The Minute Paper asks students to respond to two questions: (1) what was the most important thing you learned today? (2) What questions remain uppermost in your mind as we conclude this class session? The Muddiest Point is an adaptation of the Minute Paper and is used to find out what students are unclear about. At the end of a lecture or class session, students are asked to write brief answers to the following question: What was the muddiest point in my lecture today? The One-Sentence Summary assesses students' skill at summarizing a large amount of information with a highly structured, compact format. Given a topic, students respond to the following prompt: Who did what to / for whom, when, where, how, and why? In a course on U.S. government or American history, for example, this CAT could be used to assess students' understanding of the Constitutional Convention. The Word Journal assesses students' memory and ability to synthesize and summarize information. Typically, after a short reading assignment, students are asked to choose a word they believe best summarizes the text; then, students defend their word choice in a paragraph or two. Finally, Documented Problem-Solutions is a CAT that assesses students' understanding of a problem-solving technique or skill. It is particularly useful in math classes.

Detailed descriptions of five of Angelo and Cross's CATs are included in this packet of handouts.

STEP 2: IMPLEMENTING

Once you have chosen a focus course and selected a simple CAT to use in it, let students know beforehand (at the beginning of the class period or at the prior class meeting) what you are going to do. Whenever you announce your plans, be sure to tell the students why you are asking them for information. Assure them that you will be assessing their learning in order to help them improve, and not to grade them. In most cases, it is best to ask for anonymous responses.

When it comes time to use the classroom assessment technique, make sure that the students clearly understand the procedure. You may need to write directions for the CAT on the chalkboard or project them using an overhead projector and transparency. Let students know how much time they will have to complete the assessment. The first time you use a particular CAT, it is helpful to allow a little extra time for responses.

STEP 3: ANALYZING STUDENT RESPONSES

After the students have finished, collect their responses and read through them quickly as soon as you can. If you have time to read and analyze the responses fully immediately after class, so much the better. However, if you must put the CAT responses aside for a while, this fast "read-through" will help you recall exactly what students were responding to when you later read their answers more carefully.

As a rough technique for estimating time required, you can expect to spend one to two minutes per response analyzing the feedback. For example, if you were to use the Muddiest Point technique in a class of thirty students, you would need to budget at least thirty minutes--one minute per response--of your out-of-class time to analyze the feedback; for the Minute Paper, which poses two questions, you would estimate sixty minutes; for the

One-Sentence Summary, which requires more complex feedback from students, you would probably need slightly more than an hour. The good news is that, with practice, teachers get faster at "processing" the data from classroom assessments.

Even a cursory reading of the five CATs can provide useful information. In analyzing feedback from the Muddiest Point technique, for example, you can simply note how many and which "muddy points" are mentioned and how many times the same "muddy points" come up. The same method can be used to analyze feedback from the Minute Paper or any other CAT that elicits student opinions or questions. Other techniques, such as Directed Paraphrasing, the One-Sentence Summary, or Applications Cards, prompt responses that can be judged more or less correct, or more or less complete. Student response to this type of CAT can be quickly sorted into three piles: correct / complete (or "on-target") responses, somewhat correct / complete (or "close") responses, and incorrect / incomplete ("off-target") responses. Then the number of responses in each pile can be counted, and the approximate percentage of the total class each represents can be calculated. Teachers also can look for particularly revealing or thoughtful responses among the on- and off-target groups.

STEP 4: RESPONDING

To capitalize on time spent assessing, and to motivate students to become actively involved, you will need to "close the feedback loop" by letting them know what you learned from the CAT exercise and what difference that information will make. Take a few moments to think through what, how, and when you will tell your students about their responses. Responding can take the form of simply telling the class, "Forty percent of you thought that X was the 'muddiest' point, and about one-third each mentioned Y or Z. Let's go over all three points in that order." In other cases, a handout may allow for a more effective and complete response. However you respond let the class know what adjustments, if any, you are making in your teaching as a result of the information they have provided. Just as important, inform students of adjustments they could make in their behavior, in response to the CAT feedback, in order to improve learning. In other words, let students know that their participation in the classroom assessment can make a difference in your teaching and their learning.

Work Cited

Angelo, Thomas A. and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993