



AY21 Washburn Tech Instructor Handbook



INSTRUCTOR HANDBOOK AY21

Updated July 22, 2020

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**FORMS that instructors need are found in D2L in the course entitled:
Tech Instructor Inservice
 (under "All Semester" tab)**

- ADA_letter to students
- ADA_request for accommodations
- ADV-BD Membership Form
- ADV-BD Minutes
- CURR-COMM agenda item
- Employee_ADA_disability-impairment-assessment
- Employee Data Sheet
- EVALUATION_instructor self-eval
- EVALUATION_supervisor-annual
- FIELDTRIP_HS travel permission
- FIELDTRIP_PS travel permission
- FIELDTRIP_request
- Grade Change Form
- Incident Report Form
- INTERNSHIP_acknowledgment of risk
- INTERNSHIP_agreement
- INTERNSHIP_student timesheet
- PD_follow up report
- PD_request
- Travel report_receipts
- Travel request

Additional Handbooks/Manuals for Instructors:

- 1. Safety/Emergency Procedures**
- 2. Handbook for AY21: Hybrid Delivery of Technical Programs**
- 3. Handbook for the Assessment of Student Learning at Washburn Tech**
- 4. Handbook for Program Review at Washburn Tech**

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COVID-19-contingencies

As a result of the COVID-19 disruption to the Spring 2020 semester, Washburn Tech has undertaken proactive planning for the 2020-2021 academic year.

While we recognize the necessity of providing on-site, hands-on instruction in the shops and labs across our campus, we cannot ignore the need to provide an alternative way of teaching that can occur without face-to-face classroom meetings.

We are considering contingencies for:

- Ensuring the health/safety of all members of our campus community – it is expected that all individuals on campus wear a mask, wash hands, sanitize their work spaces
- Limiting “mass gatherings” as required by the prevailing Shawnee County/CDC guidelines
- Reducing classroom capacities due to social distancing – alternating schedules and adding classroom spaces
- Accommodating random absences of students and/or instructors due to illness or quarantine or unexpected shelter-in-place orders
- Figuring out how to END the semester in case of an anticipated resurgence of illness in November/December
- Anticipating how disruption to the Fall 2020 semester may impact the spring 2021 semester

We are planning on **hybrid delivery of instruction** as a contingency measure to ensure our students can complete their education in a timely manner.

"Hybrid" simply means we are **combining** online instruction with on-site, face-to-face (F2F) instruction.

Refer to the *Handbook for AY21: Hybrid Delivery of Technical Programs* for details on adapting face-to-face courses to the hybrid model of delivery.

NOTE: Policies and protocols regarding COVID are very fluid and subject to change at any time.

Please keep in touch with your supervisor for the latest guidelines.

Feel free to reach out to Student Health Services with questions about your health, testing, or notifications required for letting students out of/back into class.

Wearing a mask while on campus

The CDC advises that wearing face masks protects OTHERS, not YOU. Out of courtesy and consideration of others who may be at risk for contracting the virus, all people on campus must wear face masks, per Shawnee County orders as of July 9, 2020.

At WU, the requirement is that students, employees and visitors will wear masks while on campus (see Mask Regulations posted July 9, 2020: <https://washburn.edu/student-life/health-safety/files/Mask-regulations.pdf>)

INSTRUCTORS: Include a statement in your syllabus that notifies students of the requirement to wear a mask in classrooms and other instructional areas.

Exceptions/exemptions:

- Those who are exempt include infants under the age of 2; anyone who has trouble breathing; anyone who is unconscious, incapacitated or can't remove a face mask without help; visitors under the age of 10.
- Employees who have a physical or mental health condition and may need reasonable accommodations related to the use of masks may contact Teresa Lee at Human Resources at: teresa.lee@washburn.edu
- Caveat: Employees who work in public spaces may keep their mask off and nearby when the public or coworkers are not present, provided there is at least 6 feet distance or adequate time to put the mask on to interact with other persons (except for infrequent or incidental moments of closer proximity).
- Exception: Communicating with persons who have a hearing impairment.
- Exception: While eating or drinking in an appropriately designated location, provided social distancing can be maintained.
- Exception: Working in a setting where masks may increase the risk of heat-related illness or cause safety concerns related to their work as determined by workplace safety guidelines.
- Exception: Working in a setting that a regulatory entity or professional association has determined should not be done while wearing a mask.
- Exception: Participating in any lawful activity when wearing a mask is prohibited by law

Enforcement

- In classrooms, instructors have the right to deny a student entry into the room if the student is not wearing a mask.
- Violations of this regulation by faculty, staff or visitors, including contractors and vendors, should be reported to Human Resources.
- Violations by students should be reported to Student Services.
- Failure to comply with mask requirements may result in discipline according to applicable university policies, ranging from a warning letter to removal from campus.
- Any sanctions imposed on students, faculty, and staff will consider the facts surrounding the violation and an individual's non-compliance with this regulation.
- If there have been previous violations, the type of sanctions or corrective actions taken against the violator shall also be considered.

Student Health Services

785.670.1470

Is the headquarters for ALL issues related to
exposure, testing, notifications
For STUDENTS and for EMPLOYEES

What should you do if....

People close to you have told you they are *experiencing symptoms*?

- If you have worn a mask and maintained social distance, you are at very low risk
- Call Student Health Services with your questions/for instructions

People close to you have told you *they tested positive*?

- If you have worn a mask and maintained social distance, you are at very low risk
- Call Student Health Services with your questions/for instructions

A medical facility has contacted you with instructions to self-quarantine and get tested?

- Call Student Health Services for instructions

You are *experiencing symptoms*?

COVID-19 Symptoms:

<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

- Stay home (self-quarantine) at least 10 days (or 10 days + 72 hours after being fever-free without the use of fever reducing medications)
- Notify your supervisor
- Call Student Health Services
- Official notification from Student Health Services will be required to allow you to work remotely
- If you are ill, you must report sick leave
- Teresa Lee in HR will also communicate with your supervisor
- Official notification from Student Health Services will be required to allow you entry back into work/the classroom

If a student informs an instructor they have symptoms

via email or phone call, here is what you should do:

1. Please ***ask the student to notify Student Health Services*** to report their symptoms and any testing or results.
2. Contact Student Services (785-670-2010) to report the absence
3. Student Health Services can provide ***clearance/official notification*** for students, faculty, and staff to be absent from work/class AND to return to work/class.
4. NOTE: If the student is under age 18, parent/guardian consent is needed prior to seeking clearance from Student Health Services.
5. Make sure course materials are available on D2L for students who are absent from class
6. The policy on class attendance (as stated in the course syllabus) should accommodate extended absences that may be due to quarantine or illness – so that the student’s grade is not diminished due to absence.

If a student informs an instructor of symptoms during class

here is what you should do:

- Refer to the steps outlined above AND
- Send the ***post-secondary*** student home
- Send the ***high school*** student to the isolation area in the A building to await transportation by a parent or high school.

FERPA prevents you from revealing confidential information about students – this means you *cannot* tell the entire class that someone may be ill or experiencing symptoms.

Only authorized medical personnel should contact individuals who may have been exposed to someone with symptoms.

Accommodations and Modifications to the Work Assignment

- Employees who need **disability accommodations** shall contact the HR manager, Teresa Lee. The *Disability and Impairment Assessment Form* will be required for consideration of accommodations. The HR office staff will engage in a cooperative process with the employee and supervisor to determine what, if any, accommodations are necessary in allowing the employee to perform the essential functions of the job.
- Employees who are considered “high risk” for COVID-19, and who seek a **modification to their work assignment** (i.e. change in location, shift, schedule) shall contact the HR manager, Teresa Lee. The HR manager will work with the employee and the supervisor to determine what, if any, modifications may be available.

Washburn Guidance for Office Set-Up

Washburn intends to follow current CDC guidelines for preparation of offices, office suites, and workspaces for the 2020-2021 school year. Many decisions for set up go beyond the guidelines provided by the CDC, so Washburn has developed the following guidance to answer potential campus community questions.

Individual Offices

- Employees are not required to wear masks when working in their individual office.
- Guests are not allowed in offices if the office does not have enough space for 6’ of physical separation. Virtual meetings or reservations of conference rooms are options to hold meetings.
- Guests are allowed in offices if 6’ distance is maintained. Masks are encouraged during the visit.
- Employees are expected to clean/sanitize their individual office daily.

Office Suites

- Office suites should discourage foot-traffic through the suites as much as possible.
- Floor decals and/or tapings should be utilized to show visitors the proper locations to stand when in the suite. It is the office personnel’s responsibility to enforce the physical distancing & waiting locations within their suite.
- Areas of transactions with guests (students, staff, families, etc.) will receive (1) plexiglass partition. The partition will be placed at the transaction location. The location should coincide with the standing/waiting locations marked on the floor. The intention of the plexiglass is to provide an additional level of protection only when the guest needs to be closer than 6’ during the transaction process.
- Plexiglass is not going to be provided for areas adjacent to traffic flow. The CDC allows for incidental contact for 10 minutes.

Shared Work Spaces

- Work spaces should be located with 6’ of physical distance between employees. Work spaces closer than 6’ should be reviewed for options, i.e., move to open desk, move desk, alternate days at work, telework, etc.
- Work spaces with cubicle walls between them are acceptable as being physically separated.
- If these options are not feasible, contact Facilities Services for other solutions.

Common Spaces

- Common furniture (chairs, sofas, etc.) should be spaced 6’ apart. Remaining furniture should be stored. Contact Facilities Services for help with furniture movement and storage.
- Elevators, water fountains, bathrooms will all stay operational. The campus community is expected to use good judgement, maintain distances, and adhere to posted signage.

History of Washburn Tech.

As early as 1941, technical education was provided by Topeka High School through the Topeka Trade School. In 1963, several local school districts came together to form the Kaw Area Technical School (KATS) in Topeka. In 2008, KATS became affiliated with Washburn University, and became known as Washburn Institute of Technology (Washburn Tech).

Washburn Tech Mission Statement

Washburn Tech's mission is to deliver innovative educational and training opportunities for individuals to strengthen the communities we serve.

Core Values

At Washburn Tech, we value:

Integrity: Acting in an honest, fair, and ethical manner creating a culture of trust evident in all University activities and decision making.

Inclusion: Cultivating an inclusive learning, living, and working community, committing to the success of all people, and supporting all individuals.

Innovation: Encouraging, considering, and supporting development of ideas by fostering individual ingenuity and creativity and creating an environment with opportunities for growth and change.

Collaboration: Working toward common goals with others in the University and the community while valuing teamwork, participation, and diversity of ideas and perspectives.

Accountability: Ensuring academic, programmatic, and fiscal integrity and value through prudent management of resources entrusted to the University.

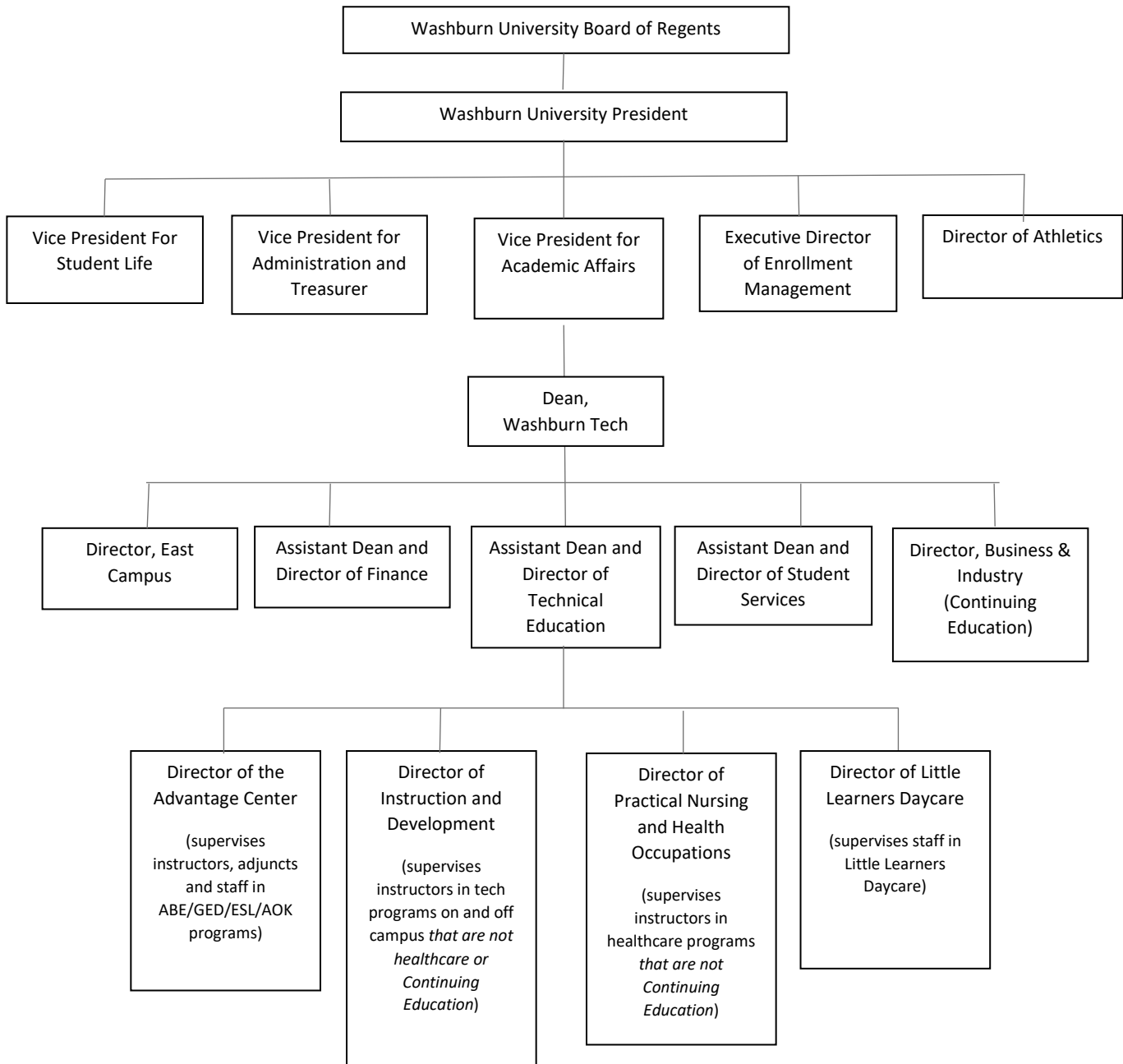
Respect: Embracing diversity and treating others collegially with civility, openness, and professionalism in all interactions, activities, and decision making.

Excellence: Serving our scholarly community by delivering consistently high-quality programs, teaching, service, and scholarship.

TIP: The acronym to remember these core values is IICARE.

Washburn Tech is one of the academic units within Washburn University, as depicted in the partial *organizational chart* below.

Partial Organizational Chart for Washburn Tech



Link to Washburn University organizational chart:
<https://washburn.edu/faculty-staff/ctel/files/Washburn%20Organization%20Charts.pdf>



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5. Lesson Plans
6. Learning Management System (D2L)
7. Curriculum Changes (Revising Courses, Proposing New Courses)
8. Assessment of Student Learning
9. Program Advisory Boards
10. Serving on College Committees
11. Participation in Campus Activities and Graduation Ceremonies
12. Professional Development

This section details the selection process and job responsibilities of instructors.

- Full-time Technical Instructors will be invited by their supervising Directors to participate in the recruitment and selection of new instructors.
- Instructors are not authorized to initiate the recruitment and selection process on their own.
- Instructors shall not make commitments or promises that involve personnel or financial decisions.

Technical Instructor Qualifications

Washburn Tech's instructor qualifications shall remain consistent with guidelines provided by the Kansas Board of Regents (KBOR) and the Higher Learning Commission (HLC).

During the hiring process, credentials and relevant work experience (or tested field experience) will be the primary mechanism for determining whether the candidate is qualified for full-time and adjunct technical instructor positions. Exceptions to the academic credential must be approved in writing by the Dean of Washburn Tech and the Vice President for Academic Affairs before the individual will be allowed to teach at Washburn Tech. Justification submitted for professional experience equivalence must include how the course instructor meets or exceeds the academic requirements for the course(s) to be taught.

In general, KBOR and HLC require that instructors possess an academic degree relevant to what they are teaching, and at least one level above the level at which they teach. Instructors teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field **and/or** a combination of education, training and tested experience.

For many of our technical programs, there are no relevant bachelor's degrees. Washburn Tech will accept a combination of industry-recognized certifications, work experience, and tested field experience in the hiring process.

At Washburn Tech, the **required credential** when hiring technical instructors is at least a high school diploma or equivalent **and** a valid industry-recognized certification (if available) **and** a minimum of 4,000 hours of work (or tested field experience) in the technical field specific to the instructor's teaching assignment.

At Washburn Tech, the **preferred academic credential** for the technical instructor is the Associate's degree **OR** the Bachelor's degree with at least 48 credit hours in the subject area related to the teaching field (if available)

Currently employed Technical Instructors will be asked to update their certifications and credentials annually through the Employee Data Sheet, which will be distributed and collected during the Instructor Inservice in the week prior to the start of the fall semester. The Employee Data Sheet will remain on file with the Assistant Dean of Technical Education.

Verification of Academic Credentials

- Technical Instructor Applicants will be asked to submit official transcripts showing academic diplomas and degrees earned. These documents must be received prior to invitation to interview for the position.
- Technical Instructor Applicants who do **not** submit these documents will be removed from consideration for an interview.
- Verification of diplomas and degrees earned will occur during the background check (conducted by the Human Resources office) when one applicant has been selected for employment prior to offering the position.

Verification of Industry-recognized Certifications

- Examples of industry-recognized certifications for technical programs include:
 - I-CAR certification (for Auto Collision and Repair)
 - ASE certification (for Automotive Technology)
 - Licensed Practical Nurse (for Practical Nursing)
 - NCCER certification (carpentry, electrical, etc.)
- Technical Instructor Applicants will be asked to submit official documents showing industry-recognized certifications.
- Verification of industry-recognized certifications will be conducted by the Human Resources office.

Verification of Work Experience

Technical Instructor Applicants will be asked to submit a resume outlining relevant work experience, along with the names and contact information for at least three **professional** references (i.e. supervisors, employers or Human Resources

personnel). Personal references (i.e. co-workers, friends, family members, etc.) **will not** substitute for professional references.

- Technical Instructor Applicants who do **not** submit at least three **professional** references will be removed from consideration for the position.
- During the search process, the supervising Director (i.e. the Director of Instruction; the Director of Practical Nursing and Health Occupations; the Director of Little Learners; the Director of the Advantage Center) will conduct the reference check to verify work experience of applicants.
- The reference check will consist of a set of pre-determined questions that are asked consistently of all references for all applicants.
- Responses to the reference check questions will be submitted to the HR office along with other interview results upon conclusion of the hiring process.

Verification of Tested Field Experience

- Tested experience may substitute for an earned credential or portions thereof.
- This experience should include a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline in which the technical instructor would be teaching.
- Procedure:
 - If technical program for which the applicant is applying is accredited, we shall use the definition for certification provided by the accrediting agency
 - If technical program for which the applicant is applying is not accredited, instructors in the program along with the hiring supervisor (i.e. Director of Instruction; the Director of Practical Nursing and Health Occupations; the Director of Little Learners daycare; the Director of the Advantage Center) shall create or adopt a test that assesses the applicant's experience in the field
 - The test shall allow for assessment of relevant technical standards/skill sets (i.e. Physical Demands; Motor Skills; Critical Thinking; Reasoning; Observation Skills; Sensory Skills; Behavioral/Social Skills; Communication Skills)
 - It is the policy of Washburn Tech to provide reasonable accommodations for those with disabilities, health impairments, and other disabling conditions.
 - The hiring supervisor shall select key skills sets from among the core competencies listed on the Program Syllabus for the applicant Technical Program;
 - The test shall explicitly state the threshold of experience used to determine if the Technical Instructor Applicant is suitably qualified for the position
 - The system of evaluation shall include a rubric that will be completed by members of the search committee who are administering the field test
- Documentation:
 - Results of the tested field experience shall be included among the documentation from the search process; all such documentation shall be forwarded to the HR office upon conclusion of the search process.
- The procedures related to tested experience shall be reviewed and approved through Washburn Tech's College Council.

Washburn Tech's Commitment to Helping Instructors Earn Academic Degrees

- After one year of continuous employment, eligible employees may officially enroll in University courses for credit or audit without having to pay applicable tuition and fees. Refer to the WUPRPM Regulations and Procedures for details.

KBOR Policy Manual (<https://www.kansasregents.org/resources/BoardPolicyManual.pdf>)

HLC Faculty Guidelines (http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf)

WUPRPM Benefits Policy (<https://washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/E.%20BenefitsRegs.pdf#page=26>)

Job Description for Full-time Technical Instructors

Essential Job Functions of Position: The Technical Instructor position consists of three essential functions: teaching, service, and professional development.

Teaching. Duties include:

1. Prepare for all class sessions; establish daily learning objectives aligned with course competencies
2. Attend all class sessions, arriving prior to the beginning of the class period, and remaining available to students at the end of the class period. Mid-morning or mid-afternoon breaks are no longer or shorter than the allotted 15-minute period
3. If you will be absent,
 - a. follow proper procedures for seeking approval and reporting leave
 - b. contact your supervisor who will secure a substitute teacher or if required, use the "ReadySub" platform; provide notice in a timely manner (i.e. in case of illness, email supervisor as soon as possible so that a substitute may be secured in time for class)
 - c. provide complete lesson plans for the substitute teacher
4. Develop and administer instructional activities that assess student mastery of course competencies (as listed on the course syllabus)
5. Evaluate student work, providing verbal and/or written corrective and constructive feedback to students in addition to numerical and/or letter grades
6. Enforce policies for safety and use of personal protective equipment; follow safety and emergency procedures
7. Use the University's Learning Management System (Desire 2 Learn or D2L) to deliver course content, collect assignments, and to report student grades

Service. Duties include:

8. Serve on college-wide or University-wide committees as assigned
9. Participate actively in program advisory board meetings
10. Foster a positive relationship with industry and the community
11. Participate in graduation ceremonies and/or other ceremonial events as pertains to your program, the college, or the University
12. Maintain student records pertaining to the program (i.e. certification testing and the assessment plan) and share these records as requested by Institutional Research
13. Share appropriate student information with Student Services (i.e. student attendance; progress reports; student conduct issues, etc.)

Professional Development. Duties include:

14. Participate in college-wide staff development days and instructor in-service programs
15. Maintain and/or seek industry-recognized certifications
16. Update and revise the program's curriculum according to industry-specific certifications or competencies
17. Seek opportunities for professional development and/or advancement of educational degrees
18. Stay abreast of innovations and developments in the professional field through memberships and participation in professional organizations related to your technical program
19. Participate in instructional support programs offered by the Center for Teaching Excellence and Learning (C-TEL)

In addition to these essential functions,

- technical instructors are expected to adhere to college and University policies
- **and** to perform additional job-related duties as assigned

Adjunct Instructors, Lab Assistants, and Substitute Teachers

"Lab Assistant" means an individual hired at an hourly wage to provide additional supervision in the Technical Instructor's shop/lab.

1. **Qualifications.** The Lab Assistant must pass the Human Resource's background check and must possess relevant industry-recognized credentials
2. **Job Duties.**
 - Adhere to the designated schedule as determined by your supervising Director
 - Keep records on attendance, accidents and incidents; submit records to the appropriate authority
 - Protect students, equipment, materials, and facilities
 - Ensure the safety of students at all times
3. **Pay.** Lab Assistant wages are determined by labor market data pertinent to the professional field. Lab assistant paychecks are issued monthly. Individuals should submit a time sheet indicating hours worked during the two-week pay period
4. **Benefits.** Persons employed as "Lab Assistants" are not eligible for employee benefits.
5. **Supervision.** The supervisor (Director of Instruction; the Director of Practical Nursing and Health Occupations; Director of Little Learners daycare; Director of the Advantage Center) shall conduct the search process, hire, supervise and evaluate lab assistants.

"Adjunct Instructor" means an individual appointed on a semester basis to teach not more than one-half of the normal faculty load for regular faculty in the particular academic program and for the semester or session employed.

1. **Qualifications.** Qualifications for Adjunct Instructors are consistent with the qualifications required/preferred for full-time instructors.
2. **Job Duties.**
 - Prepare for all class sessions; establish daily learning objectives aligned with course competencies
 - Attend all class sessions, arriving prior to the beginning of the class period, and remaining available to students at the end of the class period. Class breaks are no longer or shorter than the allotted 15-minute period
 - If you must be absent, immediately contact your supervisor as well as your students
 - Develop and administer instructional activities that assess student mastery of course competencies (as listed on the course syllabus)
 - Evaluate student work, providing verbal and/or written corrective and constructive feedback to students in addition to numerical and/or letter grades
 - Enforce policies for safety and use of personal protective equipment; follow safety and emergency procedures
 - Use the University's Learning Management System (Desire 2 Learn or D2L) to deliver course content, collect assignments, and to report student grades
3. **Pay.** Adjunct instructor salaries are determined by number of credit hours taught in conjunction with labor market data pertinent to the professional field. Adjunct contracts are issued each semester based on the needs of the institution.
4. **Benefits.** Persons employed as "Adjunct Instructors" are not eligible for employee benefits.
5. **Supervision.** The designated supervisor (Director of Instruction; the Director of Practical Nursing and Health Occupations; Director of the Advantage Center) shall conduct the search process, hire, supervise and evaluate adjunct instructors.

"Substitute Teacher " means an individual who is available to cover for a full-time instructor who is absent.

Washburn Tech uses the "Ready Sub" platform as a communication device through which full-time instructors submit requests for substitutes, and substitutes receive notices of opportunities. "Ready Sub" provides the timesheets indicating hours worked for substitute teachers.

1. Qualifications. The Substitute Teacher must pass the Human Resource's background check.
2. Job Duties.
 - Implement lesson plans and instructions as directed by the absent instructor.
 - Maintain classroom discipline; adhere to the designated class schedule for starting and ending class as well as taking morning and afternoon breaks
 - Keep records on attendance, accidents and incidents; submit records to the appropriate authority
 - Protect students, equipment, materials, and facilities
 - Ensure the safety of students at all times
 - Substitute instructors are expected to hold in professional confidence any information about the school which might be gained while substituting.
3. Pay. Substitute teachers are paid on the bi-weekly schedule and are required to fill out a time card using their MyWashburn account.
4. Benefits. Persons employed as " Substitute Teachers " are not eligible for employee benefits.
5. Supervision. The Director of Instruction and Development shall conduct the search process, hire, supervise and evaluate substitute teachers.

ACTE's Code of Ethics

Washburn Tech has adopted the *Association for Career and Technical Education's Code of Ethics* (<https://www.acteonline.org/about/acte-mission-standards/code-of-ethics/>). This statement provides a framework by which to guide Technical Instructors, adjuncts instructors, lab assistants and substitute teachers (known collectively as Washburn Tech instructors) in attaining the highest degree of professionalism.

Each Washburn Tech Instructor believes in the worth and dignity of each individual and in the value of career and technical education in enhancing individual development. Consequently, Washburn Tech instructors strive for the highest ethical standards to merit the respect and confidence of students, colleagues and the community. They use their skills and knowledge to develop each of their students or colleagues to maximize human potential.

With respect to self, the Washburn Tech instructor:

- Represents personal and professional qualifications in a true and accurate manner.
- Maintains confidentiality of students and colleagues except where disclosure is compelled by law or to serve a compelling professional need.
- Bases professional action and decisions upon sound, objective rationale without influence of favors, gifts, or personal or political advantage.
- Recognizes and accepts responsibility for individual actions, judgments and decisions.
- Strives throughout one's career to master, maintain and improve professional competence through study, work, travel and exploration.
- Contributes to the growing body of specialized knowledge, concepts and skills that characterize career and technical education.
- Strives for the advancement of career and technical education, upholds its honor and dignity, and works to strengthen it in the community, state and nation.
- Participates actively in the work of professional organizations to define and improve standards of career and technical education preparation and service.
- Establishes and maintains conditions of employment conducive to providing high-quality career and technical education.
- Prepares carefully as a teacher so instruction is accurate, current, objective and scholarly, and designed to enhance the student's individual capabilities.
- Exercises professional judgment in presenting, interpreting and critiquing ideas, including controversial issues.
- Joins with other professionals whose mission is to improve the delivery of career and technical education to the nation's citizens.

With respect to others, the Washburn Tech instructor:

- Uses individual competence as a principal criterion in accepting delegated responsibilities and assigning duties to others.
- Provides statements about a colleague or student in a fair, objective manner without embarrassment or ridicule.
- Provides educational and/or career options to all students or colleagues.
- Evaluates students and colleagues without regard to race, color, creed, sex, status or any other factor unrelated to the need for career and technical education
- Allows any student or colleague to participate in the program who can benefit from the program
- Provides the same benefits or advantages to all students or colleagues in the program.
- Respects the rights and reputations of the students and colleagues with whom one works, and the institution with which one is affiliated.
- Acts to safeguard the health and safety of students and colleagues against incompetent, unethical or illegal behavior of any person, whether student or colleague.

- Promotes admission to the profession of persons who are fully qualified because of character, education and experience, according to legally established criteria and standards.
- Exercises professional judgment in the choice of teaching methods and materials appropriate to the needs and interests of each student.
- Influences effectively the formation of policies and procedures that affect one's professional work.

Lesson Plans

In the event of an absence, the Technical Instructor shall notify the supervising Director of the absence, and follow procedures for requesting and reporting sick leave.

The Technical Instructor shall request a substitute for class coverage by accessing the Ready Sub application before 7 a.m. on the day of the absence. Earlier notification is preferred.

Additionally, the Technical Instructor is required to provide a packet of information including specific lesson plans for the substitute teacher. The packet shall include:

1. Roster of students for each session for attendance-taking purposes
2. Textbook, workbooks, materials and lab activities required for the lesson
3. Answer keys to questions in textbook/workbook/lab activities.
4. If software is being utilized for class, please provide all the information to the substitute: passwords, instructions of how to access, identify what the students will do with the software. Identify the expectations of performance and possible trouble areas that could occur when utilizing the software.
5. Read/Watch/Do Lesson Plans. Provide as much direction as possible so the substitute can cover the material as thoroughly as possible to minimize loss of instruction.
 - a. Read: Include any reading assignments, including title of book/handout, page numbers. Provide a brief explanation of the purpose of the reading assignment (i.e. the assignment is required to help students complete a quiz or assignment)
 - b. Watch: include the titles and playing lengths of videos that should be viewed during class. Indicate whether the video/PowerPoint presentation is to be viewed by students individually through D2L, or as a whole class (may need to include instructions for setting up the monitor or other equipment for the class to view the presentation)
 - c. DO: include specific instructions for the assignments/activities to be completed by the students.

Substitute instructors might not have access to your courses in D2L. If your lesson plans include items from D2L, please be sure to clarify how substitute teachers can accomplish the goal if they cannot access D2L.

Learning Management System (D2L)

Washburn University has secured the services of Desire 2 Learn (D2L) as our learning management platform.

All Technical Instructors and adjuncts instructors are required to use D2L actively in their teaching assignments. The COVID-19 pandemic in early 2020 has shown the need for us to be agile in our delivery of course content. For this reason, Washburn Tech has adopted a hybrid model of course delivery. The hybrid model combines traditional face-to-face (F2F) instruction in the classroom and shop/lab, along with online delivery of course content that can either replace or supplement classroom instruction.

The standards for developing an effective hybrid course include the following (and are further explained in the separate *Handbook for AY21: Hybrid Delivery of Technical Programs*):

Announcements	Announcements are a key component in communicating with students. Be sure to create and post weekly announcements that inform students of deadlines, expectations, changes in scheduling, etc. Also include plenty of encouragement and tips for success in your announcement.
"Start Here" module	Each course should contain the standardized "Start Here" module that serves as an introduction to how students will progress through their courses during the semester. This module provides information about how to use D2L, set up the Washburn email account, how to use Zoom videoconferencing, and more.
Module titles	Include descriptive and helpful module titles for each module within each course. Rather than using vague titles (i.e. "Week 1" it is helpful to use titles that either convey the topic of the module, or convey the date of the week when the module will be used).
Welcome blurb	Provide a Welcome blurb for each module. The Welcome blurb is simply a short video or short paragraph that describes what will be covered in the module. This helps students as they prepare to learn material. You may want to provide reminders of previous material, and describe how students will build upon previous knowledge as they learn new material.
Read/Watch/Do chart	Each module should contain a Read/Watch/Do chart . This chart simply shows students how much time would be required to complete the activities in the module. This handbook contains information to help you anticipate how much time will be appropriate to complete instructional activities.
Teach through Course Design	All course content should include teaching through course design —use audio, video, or text to convey the things you would typically say in your classroom – explanation, instruction, correction, linking, questioning, providing hints and encouragement. This is what teaching is all about. When students are online, they still need your teaching! You will need to Teach through Course Design by writing your explanations, etc. into the D2L course itself.
Quizzes and Exams	Each course should provide opportunities for students to demonstrate mastery of course competencies . The online environment is perfectly suited for assessing student knowledge through Quizzes and Exams. This handbook contains tips on how many questions, what kinds of questions, etc. will be suitable for both formative and summative assessment of student learning.
Gradebook	The gradebook for each course shall be updated weekly, if not more frequently as assignments are due. The gradebook should be designed so that students can see an accurate grade for the course at any point during the semester.
Use copyrighted materials legally	Attribute sources of the materials you use, and when possible, obtain written permission to reproduce documents, videos, and other resources that other people have created (especially if they are selling their materials and your use of these materials is depriving them of revenue). For the

	most current guidelines associated with copyrighted materials for classroom use, please link to Washburn University Libraries LibGuide .
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Curriculum Changes (Revising Courses; Proposing New Courses)

Full-time Technical Instructors are responsible for ensuring that the program curriculum is relevant, meeting industry standards and employers’ needs. Upon meeting with Program Advisory Boards and to engaging in Professional Development activities, the full-time Technical Instructor may determine whether to revise existing courses/programs or develop new courses.

The curriculum process is somewhat lengthy. The following checklist shows the steps involved; note that the instructor is involved only during the first eight steps.

Be advised that proposed change may not be implemented immediately upon approval by the Curriculum Committee. All steps in the workflow (listed below) must be completed before instructors can implement the change.

Curriculum Process Checklist

This checklist is intended to guide the Washburn Tech Instructor and Curriculum Committee through the curriculum process.

Different steps of the process are required for different proposals; refer to the workflow to confirm which steps are required.

Step	Who?	What?	Done
--	Director of Cur/Assess	Each year, determine the calendar for curriculum revisions: <ul style="list-style-type: none"> • WUBOR meeting dates (and deadlines for submitting agenda items) • TEA curriculum committee meetings and deadlines 	
1	Instructor(s)	Confirm with the Coordinator of Institutional Research (Louise Williams) that the proposal fits within TEA/KBOR guidelines. Is the program part of the KBOR program alignment? This may restrict what kinds of changes can be made.	
2	Instructor(s)	Visit with the Assistant Dean/Director of Technical Education and the Director for Curriculum and Assessment to discuss your proposal.	
3	Instructor(s)	Discuss proposal with your program Advisory Board for approval/input.	
4	Instructor(s)	Ensure that program Advisory Board meeting minutes are filed appropriately (with Assistant Dean/Director of Technical Instruction and with the grants coordinator for Perkins-eligible programs)	
5	Instructor(s)	Submit application packet to the Director for Curriculum and Assessment. The application packet includes:	
--	--	Curriculum Committee Agenda Item Form	
--	--	Current syllabus/syllabi	
--	--	Proposed syllabus/syllabi	
--	--	Current grad plan	
--	--	Proposed grad plan	
--	--	Advisory Board Meeting Minutes	
--	--	3 Letters of Support from Business/Industry (if required)	
6	Director of Curr/Assess	Check calendar for Curriculum Committee/add to agenda Invite instructor(s) to the designated Curriculum Committee meeting	
7	Instructor(s)	Present the proposal to the Curriculum Committee and answer questions the committee may pose.	
8	Instructor(s)	If the committee requires additional information, the instructor will gather this data and submit to Director of Curriculum and Assessment prior to the next Curriculum Committee meeting	
9	Curriculum Committee	After the presentation and subsequent discussion, the Committee votes whether to approve the proposal	

10	Director of Curr/Assess	Ensure the minutes of the Curriculum Committee meeting are accurate and filed with the Assistant Dean/Director of Technical Education	
11	Institutional Research/records administrator	<ul style="list-style-type: none"> Obtain new course numbers for <i>new courses</i> Obtain new program codes and course prefixes for <i>new programs</i> Scheduling crosswalk determined/approved, as needed 	
12	Institutional Researcher	Submit courses to KHEDS for KBOR approval	
13	Asst. Dean /Dir of Tech Ed	Determine if WUBOR approval is needed; if so: <ul style="list-style-type: none"> prepare agenda item forward draft of agenda item to the Dean submit agenda item to VPAA 	
--	---	UPON WUBOR APPROVAL	
14	Director of Curr/Assess	For NEW PROGRAMS , TEA/KBOR approval is needed: <ul style="list-style-type: none"> Prepare CA1 Prepare CA1a Prepare CA1b Prepare CA1c Send the CA1 packet to Assistant Dean/Director of Technical Education for review 	
15	Asst. Dean /Dir of Tech Ed	Review CA1 packet and forward to: <ul style="list-style-type: none"> the Dean for review, approval and signature Institutional Researcher for processing 	
16	Asst. Dean /Dir of Tech Ed	Submit signed CA1 packet to TEA/KBOR at least one week prior to the Notification period	
17	Director of Curr/Assess	For PROGRAM REVISIONS (i.e. new courses, new credit hours, change of program type, new CIP code family), TEA/KBOR approval is needed: <ul style="list-style-type: none"> Prepare CA2 Prepare CA2a Send the CA2 packet to the Assistant Dean/Director of Technical Education for review 	
18	Asst. Dean /Dir of Tech Ed	Review CA2 packet and forward to: <ul style="list-style-type: none"> the Dean for review, approval and signature Institutional Researcher for processing 	
19	Asst. Dean /Dir of Tech Ed	Submit signed CA2 packet to TEA/KBOR	
		ARTICULATION AGREEMENTS:	
20	Director of Curr/Assess	Determine if the proposal impacts any articulation agreements with WU. If so, notify the appropriate contact person at WU	
21	Director of Curr/Assess	Check KSDE articulation agreements with high schools -- https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/CSAS-Home/Career-Technical-Education-CTE/Postsecondary-Partnerships/Statewide-Articulation-Agreements)	
		NOTIFICATIONS:	
22	Director of Curr/Assess	Upon approval of new programs or program/course changes, the following departments are notified to act accordingly:	
--	--	Tech Admissions office	
--	--	Business Office – update cost sheets	
--	--	Irene – update textbook list	
--	--	Career Navigators	
--	--	Tech Financial Aid (check to see if HLC approval is needed for FA eligibility)	
--	--	Catalog	

--	--	Grad Plan update	
--	--	Marketing Director (for webpage changes)	
--	--	Curriculum repository files	
--	--	AVPAA for HLC update -- make sure the requisite information is provided – see online form https://www.hlcommission.org/Accreditation/certificate-program-screening-form.html	
--	TEACH OUT. Students who are currently enrolled in a program must be able to complete the existing program before curriculum changes can be implemented.		

Assessment of Student Learning

Assessment of student learning is an integral part of the educational process at Washburn Tech and accurate feedback is an important tool in continuously improving the institution’s technical programs.

Washburn Tech has adopted a comprehensive assessment program with three levels of assessment:

1. Classroom-Level Assessment
2. Cohort Assessment
3. Program Review

Classroom-level assessment is conducted by the individual Technical Instructor and adjunct instructor in his/her classroom. This is an informal activity that serves at least three purposes:

- Assess student knowledge through formative assessment activities
- Make real-time adjustments in instruction to improve student learning.
- Inform plans for future instruction – instructor can revise lesson plans for future semesters

The supervising Director coordinates professional development activities designed to assist instructors in developing their own methods of classroom-level assessment.

Each respective supervisor will evaluate Technical Instructors’ and adjuncts instructors’ individual efforts to conduct and act upon the results of classroom-level assessment.

Cohort-level assessment consists of two processes:

1. Full-time Technical Instructors develop an assessment plan related to industry-specific certifications and Programmatic Student Learning Outcomes (PSLOs) of the technical program;
2. The Assessment Committee develops a college-wide plan for assessing the standardized Student Learning Outcomes (SLOs) and Core Values.

Refer to the *Handbook for the Assessment of Student Learning at Washburn Tech* for specific details regarding the college’s assessment program.

Anticipated rotation of College-Wide Student Learning Outcome assessments:

	Spring Semester	Fall Semester (include summer graduates)
Year 1	Communication	Integrating technology
Year 2	Learn how to learn	Teamwork
Year 3	Safety practices/principles	Critical/creative thinking
Year 4	Workplace ethics	<i>Diversity/inclusion*</i>

** Although Diversity/inclusion is not a CWSLO, it is one of our Core Values, and so we have decided to include this value on our assessment calendar.*

Program Review consists of a comprehensive evaluation of the entire technical education program. Each program will undergo Program Review every six years. The purpose of a Program Review is to update and revise the curriculum, review enrollment trends, engage in strategic planning regarding budgeting, facilities and equipment needed to continue to provide a quality learning experience for our students.

As a member of the Association for Career and Technical Education (ACTE), Washburn Tech has voluntarily chosen to follow the *Quality CTE Program of Study Framework (Quality Framework)*. This framework consists of 12 elements and 92 criteria that lead to a quality technical education program.

As part of the Program Review process, instructors will complete this checklist to determine goals and priorities for improving the program. In addition to completing the checklist, instructors will attach relevant documentation that further demonstrates evidence that each criterion is being addressed.

Refer to the *Handbook for Program Review at Washburn Tech* for specific details regarding the college’s program review procedures.

Anticipated rotation of Program Reviews:

	Sept	Oct	Feb	Mar	Apr
Year 1	All Office programs	Comm/Heavy Const.	Carpentry	Graphics Tech	Practical Nursing
Year 2	Welding Fast Track	Welding Fab	Welding	Surg/Tech	Cosmetology
Year 3	MTT Fast Track	MTT	EMT	Culinary	Early Childhood
Year 4	Cabinet/Millwork	Health Care Tech	IST	Emer. Comm.	CPT/LPT
Year 5	H.H.A. / C.N.A. / C.M.A.	Auto Tech	Auto Collision	Diesel Tech	Phlebotomy
Year 6	AST	Climate/Energy	Electrical	Tech Drafting	Adv. Health Care Tech

Program Advisory Boards

The full-time Technical Instructors in each Technical Program at Washburn Tech shall cultivate and maintain a Program Advisory Board consisting of local business and industry members in the designated field.

The Advisory Boards serve an important role in the development and revision of curriculum. Minutes from Advisory Board meetings are required documents for curriculum development/revisions and Perkins funding reports submitted to the Kansas Board of Regents.

Oversight: The Assistant Dean and Director of Technical Education is the administrator who oversees Program Advisory Boards at Washburn Tech. The Director of Curriculum and Assessment will assist in distributing and storing the documentation associated with Perkins grant reporting, curriculum processes, and other events associated with the Advisory Boards.

Purpose. The purpose of the Program Advisory Board is to:

- Advise Technical Instructors on current employment practices and expectations
- Advise Technical Instructors in updating and revising the curriculum to meet employment practices and expectations
- Review and discuss assessment results pertaining to student learning in the program; make recommendations for program improvement based on assessment results
- Assist in securing off-campus learning opportunities for Washburn Tech students (i.e. OJT, field trips, internships, job shadowing)
- Assist in hiring Washburn Tech graduates whenever possible

Membership.

- All full-time Technical Instructors teaching in the program are included as members of the Advisory Board.
- The adjunct instructors and lab assistants affiliated with the Technical Program are invited to attend Advisory Board meetings as non-voting guests.
- Technical Instructors shall recruit qualified business and industry leaders to apply for membership on the Advisory Board.
- Community members may apply for membership by completing the Advisory Board Membership Application Form.
- Advisory Board members are selected jointly by the Technical Instructors, Dean of Washburn Tech, and the Assistant Dean and Director of Technical Education.
- Membership on the Advisory Board shall consist of no less than six (6) and no more than eight (8) active local business/industry professionals in the designated field.
- Each year, at least two members must be rotated off and replaced by two new members. Members who are rotated off may be considered for additional service after a two-year dormancy period. Exceptions to this rule must be reviewed by the Assistant Dean and Director of Technical Education.

Advisory Board Member Application Form.

- The Template for the Advisory Board Member Application Form is in D2L in the course entitled “Tech Instructor Inservice”
- Copies of completed Advisory Board Member Application Forms shall be retained by the Assistant Dean and Director of Technical Education as well as by the Technical Instructors.

Meetings.

- At least two meetings shall be conducted annually: the first meeting shall occur in the fall semester prior to the Thanksgiving Break, and the second meeting shall occur in the spring semester prior to the Spring Break.
- Technical Instructors shall consult with their Board members to determine the time/date/location of the meeting.
- A 2/3 quorum shall be required for voting to occur during a meeting; if less than 67% of the members cannot attend, the meeting must be rescheduled at a time/date/location where a quorum will be present.
- Technical Instructors shall invite the Director of Curriculum and Assessment and the Assistant Dean and Director of Technical Education to the meetings as non-voting guests.
- Meetings may occur either in person (on campus) or through Zoom videoconferencing.

- If a Zoom meeting is deemed to be appropriate, the Technical Instructor shall send invitations and relevant documents to the Advisory Board members and invited guests.
- The Technical Instructor shall host the Advisory Board meeting. If the meeting is conducted via Zoom, the Technical Instructor shall record and store the recording of the videoconference.
- The **agenda items** for each Advisory Board Meeting shall include the following:
 - Approval of minutes from previous meeting
 - Technical Instructors report
 - share assessment plan results as available
 - provide updates on student accomplishments
 - status reports on equipment and facilities
 - needs/desires for program improvement
 - Advisory Board member reports
 - information pertaining to labor market trends
 - employment practices and concerns
 - updates on industry standards, practices, certifications
 - off-campus learning opportunities for students
 - Curriculum issues (minutes shall include a complete summary of discussion points)
 - Unfinished business
 - New business
 - Announcements
 - Adjournment

Minutes.

- Prior to each meeting, Technical Instructors shall arrange for someone to take Advisory Board Meeting Minutes.
- The template for Advisory Board Meeting Minutes is available in D2L in the course entitled “Tech Instructor Inservice”
- Following each meeting, the individual who took minutes shall provide a review copy to the Technical Instructor and Assistant Dean and Director of Technical Education.
- Approved minutes shall be stored in the Assistant Dean and Director of Technical Education’s office
- Approved minutes shall be copied and sent to the Perkins Grant administrator

Serving on College Committees

Technical Instructor participation on college committees is an essential form of service to the college.

All full-time Technical Instructors shall be assigned to one college committee per year.

Adjunct instructors, lab assistants and substitute teachers are **not expected** to serve on college committees. If adjunct instructors, lab assistants and substitute teachers wish to attend committee meetings, they must be invited as non-voting guests and will not be compensated for their time.

- There are six standing committees at Washburn Tech (described below).
- Each full-time Technical Instructor shall be assigned to a committee for a two-year term.
- Committee membership is designed so that each year, half of the committee members are serving their first term and the other half of the committee members are serving their second term.
- Over a twelve-year period, the full-time Technical Instructor will have served on each of the six committees.

1. Assessment Committee

Committee Charge: The Assessment Committee is charged with the responsibility of maintaining transparency and accountability regarding the mission and values of our institution, including the assessment of student learning and co-curricular practices and procedures. The committee determines appropriate methods to assess student mastery of the Washburn Tech Standard Learning Outcomes (SLOs). The Assessment Committee assists Technical Instructors in developing assessment plans to conduct cohort-level assessment. Additionally, the Assessment Committee provides summaries of assessment results to the Marketing Director for distribution to the public and to relevant stakeholders.

Refer to the *Handbook for the Assessment of Student Learning at Washburn Tech* for procedures and practices related to the Assessment Committee.

Committee Meetings: The Assessment Committee meets 3:15-4:30 p.m. the **third Tuesday** of every month during the 10-month contract period for Technical Instructors. Location TBD.

Oversight: The Assistant Dean and Director of Technical Education has direct oversight of the Assessment Committee. The Director of Curriculum and Assessment will coordinate committee meetings and documentation.

2. Curriculum Committee

Committee Charge: The Curriculum Committee is charged with the responsibility of reviewing and determining whether to approve curriculum revisions, additions and deletions. Recommendations of the Curriculum Committee are referred to the Assistant Dean and Director of Technical Education for further action in the Curriculum Process Workflow.

Refer to the *Washburn Tech Curriculum Handbook* for procedures and practices related to the Curriculum Committee.

Committee Meetings: The Curriculum Committee meets 3:15-4:30 p.m. the **second Tuesday** of every month during the 10-month contract period for Technical Instructors. Location TBD.

Oversight: The Assistant Dean and Director of Technical Education has direct oversight of the Curriculum Committee. The Director of Curriculum and Assessment will coordinate committee meetings and documentation.

3. Program Review Committee

Committee Charge: The Program Review Committee coordinates the comprehensive program review process. The Committee reviews and evaluates the Program Reviews that have been submitted. The purpose of Program Review

is to facilitate intentional self-evaluation and planning to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning.

Refer to the *Handbook for Program Review at Washburn Tech* for procedures and practices related to the Program Review Committee.

Committee Meetings: The Program Review Committee meets 3:15-4:30 p.m. the **fourth Tuesday** of every month during the 10-month contract period for Technical Instructors. Location TBD.

Oversight: The Assistant Dean and Director of Technical Education has direct oversight of the Assessment Committee. The Director of Curriculum and Assessment will coordinate committee meetings and documentation.

4. Care Closet Committee

Committee Charge: The Care Closet committee is an advisory group that is responsible for raising money to support the Care Closet and to assist the Campus Advocate in establishing guidelines for the disbursement of aid to Washburn Tech students in need of assistance to complete their education. The committee's work is advisory in nature and does **not** include disbursing aid to students or discussing individual student cases/needs.

Committee Meetings: The Assessment Committee meets 3:15-4:30 p.m. the **first Wednesday** of every month during the 10-month contract period for Technical Instructors. Location TBD.

Oversight: The Assistant Dean and Director of Student Services has direct oversight of the Care Closet Committee. The Campus Advocate will coordinate committee meetings and documentation.

5. College Council

Committee Charge: The College Council is an advisory body whereby instructors and staff members provide input and feedback for revising and/or creating policies and procedures at Washburn Tech.

Committee Meetings: The College Council meets 3:15-4:30 p.m. the **third Wednesday** of every month during the 10-month contract period for Technical Instructors. Location TBD.

Oversight: The Dean of Washburn Tech has direct oversight of the College Council. The Dean's administrative support staff will coordinate meetings and documentation.

6. Safety Committee

Committee Charge: The Safety Committee at Washburn Tech serves as a subcommittee of the Washburn University Safety Committee. The committee is charged with the responsibility of reviewing and determining action for safety items on the Washburn Tech locations. Recommendations of the Safety Committee are referred to the Washburn University Safety Committee or the Facility Manager for further action.

Committee Meetings: The Safety Committee meets 3:15-4:30 p.m. the **second Wednesday** of every month during the 10-month contract period for Technical Instructors. Location TBD.

Oversight: The Director of Washburn Tech East Campus has direct oversight of the Safety Committee. The Director will coordinate meetings and documentation.

Committee Membership AY21:

ASSESS-YR1	Mullins, Chris
ASSESS-YR1	Seichepine, Jim
ASSESS-YR1	Nickel, Scott
ASSESS-YR1	Mick, Charles
ASSESS-YR2	Young, Kimberly
ASSESS-YR2	Mick, Kristina
ASSESS-YR2	Rasmussen, John
ASSESS-YR2	Dillingham, Darrin

CARE-YR1	Greene, Steve
CARE-YR1	Haverkamp, Ronda
CARE-YR1	Hinshaw, Russell
CARE-YR1	Rossich, Jonathan
CARE-YR2	Evenson, Mike
CARE-YR2	Schricket, Tammy
CARE-YR2	Mallory, Paul
CARE-YR2	Karnes, Aaron

COLLCOUN-YR1	Simpson, Ben
COLLCOUN-YR1	Greenfield, Dodie
COLLCOUN-YR1	Dawson, Lenis
COLLCOUN-YR1	Rossich, Jordan
COLLCOUN-YR2	Steven Sutton
COLLCOUN-YR2	Egan, Wida
COLLCOUN-YR2	Setayesh, Ali
COLLCOUN-YR2	Clouser, Mike

CURR-YR1	Praiswater, David
CURR-YR1	Winkel, Kelly
CURR-YR1	Stumpf, Diane
CURR-YR1	Showalter, Eric
CURR-YR2	Green, Mark
CURR-YR2	Selk, Stephanie
CURR-YR2	Manning, Pamela
CURR-YR2	Oswald, Bob

PROGREV-YR1	Beauclair, Cody
PROGREV-YR1	Tyler, Ashley
PROGREV-YR1	Starnes, Aaron
PROGREV-YR1	Stumpf, Daniel
PROGREV-YR2	Snook, Peggy
PROGREV-YR2	Chenoweth, Judith
PROGREV-YR2	Newell, Larry

PROGREV-YR2 Tenpenny, Dave

SAFETY-YR1 Lemon, John
 SAFETY-YR1 Wade, Nicole
 SAFETY-YR1 Flink, Matthew
 SAFETY-YR1 Patterson, JW
 SAFETY-YR2 Chapman, Jaime
 SAFETY-YR2 Huttenmaier, Teresa
 SAFETY-YR2 Hunter, Nicholas
 SAFETY-YR2 Arzate, Emiliano

Monthly Committee Meetings at A Glance (in Room AE156):

2 nd Tuesday	Curriculum Committee
3 rd Tuesday	Assessment Committee
4 th Tuesday	Program Review Committee
1 st Wednesday	College Council
2 nd Wednesday	Safety Committee
3 rd Wednesday	Care Closet Committee

Participation in Campus Activities and Graduation Ceremonies

As essential members of the campus community, Technical Instructors are expected to participate in a variety of campus activities and graduation ceremonies. Adjunct instructors, Lab Assistants and Substitute Teachers are not required to participate, but are not excluded from participating in most of these events.

Participation in campus events is considered an essential job responsibility for full-time Technical Instructors; as such, the code of conduct for these events remains consistent with the code of conduct for classroom teaching. Technical Instructors are expected to model appropriate behavior, which includes refraining from inappropriate language or behaviors and abstaining from use of drugs, alcohol and/or tobacco prior to or during the event.

In the event of illness or other anticipated absence, the Technical Instructor shall notify the appropriate supervisor with a request for permission to miss the event.

Examples of campus events includes but is not limited to the following:

Special Event	Description/Purpose
Instructor Inservice	In August and January prior to the start of the semester as indicated on the Academic Calendar; Coordinated by the Director of Instruction to ensure instructors are aware of changes regarding policies, procedures and practices related to instruction, student services, and business operations.
Staff development programs	Coordinated by the Director of Instruction and held throughout semester as indicated on the Academic Calendar
Signing Day	Coordinated by Student Services as a publicity/marketing event
Open Houses	Coordinated by Student Services for incoming students; Technical Instructors may be asked to open their classrooms/shops to prospective students or recommending current students who can assist with campus tours
New Student Orientation	Coordinated by Student Services for incoming students; Technical Instructors may be asked to open their classrooms/shops to prospective students or recommending current students who can assist with campus tours
Commencement ceremonies; Pinning ceremonies	Commencement is coordinate by Student Services each semester; academic regalia is required and provided by to instructors based on information provided by each Technical Instructor. Pinning ceremonies are restricted to instructors/students in the Practical Nursing program.
Advisory Board Meetings	Technical Instructors are responsible for scheduling and hosting meetings for their own Advisory Boards
Advisory Board Appreciation Dinner	Administrative staff will coordinate the dinner; Technical Instructors will assist in inviting their members to the dinner
Lunch and Learn	Sponsored by CTEL, this monthly event is an opportunity to discuss current topics pertinent to instructional strategies and technology
Skills USA	Competition is limited to students; Technical Instructors are responsible for determining which students are eligible to compete as well as providing practice sessions for their students

Professional Development

Washburn University Institution of Technology recognizes the importance of encouraging and supporting employees in professional development activities that are related to their employment. The purpose of this policy is to provide guidance for administering professional development and training at Washburn Tech.

Examples of professional development activities include: membership in professional organizations directly related to the Technical Program; travel to conferences, seminars, workshops or certification training/testing directly related to the Technical Program; participation in professional internship opportunities.

Professional Development and Training is defined as learning undertaken by employees to maintain and advance their skills, knowledge and competencies, specifically as they relate and add value to the job and workplace.

Fiscal Year: defined as July 1 through June 30.

It is a priority to allow as many employees as possible to access professional development funds. Therefore, funding requests for more than one training event *per fiscal year* will be made only after all other requests have been considered. Approval of requests is contingent upon availability of funds.

- Full-time Technical Instructors teaching in Perkins-approved Technical Programs have access to professional development funds provided through Sec. 122 of the Carl D. Perkins Career and Technical Education Act.
- Full-time Technical Instructors teaching in non-Perkins eligible Technical Programs are encouraged to apply for institutional funds administered by the Assistant Dean and Director of Technical Education.
- Adjunct instructors, lab assistants and substitute teachers are **not** eligible for professional development funding.

Full-time Technical Instructors shall submit requests for professional development to the Director of Instruction (or Director of Practical Nursing and Health Occupations for health care instructors) on or before the following review periods during a fiscal year: August 1-15, December 1-15, and March 1-15. Any exception to these review periods will be considered on an individual basis and must receive approval of the Dean.

Applicants shall complete and submit the *Professional Development Request Form* found in D2L in the course entitled “*Tech Instructor Inservice.*”

The Technical Instructor shall submit a request for a substitute teacher if the professional development event requires absence from class.

Guidelines for Travel:

- The Travel Request form must be submitted and approved before the Technical Instructor commits funds to registration and/or travel arrangements.
- Upon approval of the request, the Technical Instructor shall use the university-issued credit card to pay for registrations, hotels, travel, and food. **Note: if the travel request has not been approved**, the Technical Instructor will become personally responsible for charges made on the university’s credit card.
- Travel via the least expensive convenient carrier to conferences, workshops, and trainings. If the event is within driving distance, submit a request for vehicle rental; use of personal vehicles is discouraged.

Link to WU policies/procedures manual, Section J (Travel):

<https://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/J.%20TravelRegsFinal.pdf>

Follow-Up After Professional Development

- Immediately upon return from the event, the Technical Instructor shall submit itemized original receipts along with the Travel Report form.

- Within one month of return from travel, the Technical Instructor shall submit the *Professional Development Report* (found in the D2L course entitled “*Tech Instructor Inservice*”) indicating how the instructor has applied/will apply what was learned from the event, and how the instructor will share that knowledge/skill with students and/or other instructors.

Campus-Based Professional Development

- Full-time Technical Instructors, adjunct instructors, and lab assistants are encouraged to participate in local or campus-based professional development activities that do not require funding. Attendance is voluntary; adjunct instructors and lab assistants will not be compensated for their time.
- If these local events require absence from class, instructors shall submit a request for a substitute teacher.

Center for Teaching Excellence and Learning (CTEL)

- CTEL offers workshops, webinars, teaching circles, New Faculty Orientations and many other professional development opportunities.
- For more information, visit <http://www.washburn.edu/faculty-starr/ctel/index.html> or speak to the CTEL @ Tech Coordinator, Mike Clouser (Michael.clouser@washburn.edu)



INSTRUCTOR HANDBOOK AY21

Updated July 22, 2020

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Additional Handbooks/Manuals for Instructors:

- 1. Safety/Emergency Procedures**
- 2. Handbook for AY21: Hybrid Delivery of Technical Programs*
- 3. Handbook for the Assessment of Student Learning at Washburn Tech*
- 4. Handbook for Program Review at Washburn Tech*

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This section details policies regarding conditions of employment and benefits.

Academic Calendar 2020-2021

Below is a list of important dates for AY21 (including holidays, breaks, graduate ceremonies, etc.)

August	
3-11	Instructor In-service days
12	First Day of Washburn Tech Fall Semester
28	Payment Deadline/Last Day to Set-up Payment Plan
September	
7	Labor Day Holiday - Buildings Closed
21	Instructor Inservice Day - no students
October	
9	Mid-Semester Grades Due
November	
6	Last day for students to withdraw - Fall semester
25	No classes – Thanksgiving Break for instructors on 10-month contract
26-27	Thanksgiving Holiday - Buildings Closed
December	
10	Graduation at Lee Arena
11	End of Washburn Tech Fall Semester
14	Instructor Work Day
15-24	No classes – Winter Holiday for instructors on 10-month contract
25-31	Winter Holiday - Buildings Closed
January	
1	Holiday - Buildings Closed
4-8	Instructor Inservice - no students
11	First Day of Washburn Tech Spring Semester
18	MLK Jr Holiday - Buildings Closed
29	Payment Deadline/Last Day to Set-up Payment Plan
February	
March	
5	Mid-Semester Grades Due
8-12	Spring Break for instructors on 10-month contract
29	Last day for students to withdraw - Spring semester
April	
May	
13	Graduation at Lee Arena
14	End of Washburn Tech Spring Semester
17	Instructor Work Day
18-30	Reserve Work Days (if needed to help students make-up work)
31	Memorial Day Holiday - Buildings Closed
	SUMMER SESSION 2021
	(class times vary during summer session)
June	
1	Beginning of Washburn Tech Summer Full Session
7	Last day to set-up a payment plan for summer session
July	
5	Independence Day Holiday - Building Closed
30	End of Washburn Tech summer session

Work Schedule

The Technical Instructor full-time position is a 10-month contract starting August 1 and ending May 31. The 10-month contract provides for sick leave, but no personal leave. The Washburn Tech Academic Calendar shows which days instructors are working, and which days ***instructors have off due to holidays and/or school breaks.***

NOTE: The Technical Programs that require summer enrollment (i.e. Cosmetology, EMT) offer 12-month contracts for those Technical Instructors. Employees on a 12-month contract accrue sick leave and personal leave. These employees are “off” for legal holidays, but ***are expected to work during breaks*** unless a request for personal leave is granted.

Instructors assigned to **Lawrence Gardner High School** have 11-month contracts and follow the Lawrence Gardner academic calendar for breaks and time off. The 11-month contract provides for sick leave but no personal leave.

Adjunct instructors and lab assistants will have specific work schedules detailed in their contracts. Adjunct instructors and lab assistants are not eligible for sick leave or personal leave.

The table below shows the daily schedule for the full-time Technical Instructor during the Spring and Fall semesters (the summer session work schedule varies):

7:30 a.m.	Full-time Technical Instructors report to work/arrive in classrooms
8:00 a.m.	Morning classes begin
9:30-9:40 a.m.	Morning break
9:40-11:10 a.m.	Morning classes resume; dismiss at 11:10
11:10-11:45 a.m.	Lunch break
11:45 a.m.	Afternoon classes begin
1:15-1:25 p.m.	Afternoon break
1:25-2:55 p.m.	Afternoon classes resume; dismiss at 2:55
3:15 p.m.	Committee meetings begin (on designated days)
4:30 p.m.	End of Technical Instructor workday
4:00 p.m. or later	Evening classes begin
OCCASSIONAL evening events	<ul style="list-style-type: none"> • Advisory Board meetings • Commencement ceremonies

Teaching Load and Overload Assignments

The Technical Instructor's teaching load is determined by the Technical Program's grad plan, which specifies courses offered each term. The supervising Director and the Assistant Dean and Director of Technical Education reserve the right to adjust the Technical Instructor's teaching load based upon enrollments, classroom availability, mode of instructional delivery (face-to-face, hybrid, or online) and other considerations that may impact the instructor's teaching load.

Overload Employment (Supplemental Contracts)

NOTE: For AY21, Supplemental Contracts are under review. If you have previously received a Supplemental Contract, this may not be continuing in the coming year.

Technical instructors who are on less than a twelve-month full-time contract may be eligible for a supplemental contract during the academic year (August-May) under the following conditions:

- Course enrollments require additional classes to be offered and a qualified adjunct course instructor is unavailable
- When such employment does not conflict with their basic employment
- The purpose of the assignment is clearly articulated, with performance goals established in advance
- The supplemental contract must be approved in advance by the supervising Director in consultation with the Assistant Dean and Director of Technical Education

Each semester, the supervising Director and Assistant Dean and Director of Technical Education will evaluate the supplemental contracts to determine whether the supplemental contract should/can be offered in the upcoming semester.

The pay rate for the supplemental contract is determined by the Assistant Dean and Director of Technical Education; the supplemental contract pay rate may differ from the Technical Instructor's contracted salary.

Summer Session Employment

If the Admissions Office and Assistant Dean and Director of Technical Education determine the need for and capacity for providing summer courses, Technical Instructors may be asked if they are interested in summer session employment. The contract for summer session employment is an adjunct contract.

- The need and capacity for summer enrollment may vary each year.
- The work schedule will vary based on the course.
- The pay rate for the summer session may vary from the Technical Instructor's contracted rate on the 10-month contract.

The Cosmetology program, the EMT program, and the pre-requisite courses for the Practical Nursing program are the Technical Programs that consistently offer summer enrollments. As such, these Technical Instructors are on 12-month contracts and are not eligible for supplemental contracts.

Leave/Absence Request

Sick Leave

Technical Instructors on contracts **less than 12-months** are eligible for sick leave, but not for personal leave.

- When it becomes necessary to request sick leave, the Technical Instructor shall notify the supervising Director by email, text message or phone call.
- If the absence requires missing class, the Technical Instructor shall request a substitute teacher through the Ready Sub application.
- Requests for substitute teachers must be made prior to 7 a.m. on the day of the absence (earlier notification is appreciated) to ensure time for substitutes to arrive on time for class.
- Lesson plans and materials shall be made available for the substitute teacher:
 - left in the classroom
 - Submitted through ReadySub
 - Emailed to your supervising Director to pass along to the substitute
- The Technical Instructor is responsible for reporting **accurate and appropriate** use of sick leave through the designated time reporting procedure using the MyWashburn portal.
- Refer to the WUPRPM for additional questions regarding sick leave and accrual.

Personal Leave

Technical Instructors on a 12-month contract are eligible to accrue and use personal leave (vacation or other reason). The process for using personal leave is as follows:

- The Technical Instructor shall first submit a written request to the supervising director indicating the anticipated vacation leave. The supervising Director reserves the right to prohibit use of vacation time during periods of high demand in the operational unit; otherwise, the supervising Director shall make every attempt to accommodate the request of the Technical Instructor.
- When the request has been approved by the supervising Director, the Technical instructor shall enter the vacation time in the MyWashburn portal.
- If a substitute teacher is required, the Technical Instructor shall follow the procedures for using the *Ready Sub* application.
- Refer to the WUPRPM for additional policies regarding the use and accrual of vacation time.

Jury Duty

When the Technical Instructor is summoned for Jury Duty, he/she shall immediately notify the supervising Director.

- In the event the Technical Instructor is selected for jury duty service, he/she shall notify the supervising Director of the absence from work. If the Technical Instructor will need to miss class, he/she shall request a substitute teacher on the Ready Sub app. Lesson plans and materials shall be left in the classroom for the substitute teacher.
- The Technical Instructor will not record hours absent because of Jury Duty when entering time online; make note of any Jury Duty service in the "Comments" section.
- The Technical Instructor will keep any reimbursement they receive from the government because of serving on Jury Duty.

WUPRPM Section E. Benefits

<https://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/E.%20BenefitsRegs.pdf>

Employment Outside the University

Full-time Technical Instructors who wish to pursue employment outside the University shall submit a written request to the supervising Director. In general, Technical Instructors may engage in a reasonable amount of compensated work outside the University if the work does not interfere with the effective discharge of the instructor's duties, or compromise the instructor's judgment in the performance of Washburn Tech duties and responsibilities.

The request shall address the following concerns:

- whether the off-campus work has the potential to conflict with designated Washburn Tech work hours
- whether the off-campus work will create a conflict of interest for the Technical Instructor and/or Washburn Tech.

The supervising director shall forward the request to the Assistant Dean and Director of Technical Education and to the Dean of Washburn Tech. The Dean is the person who determines whether to approve the request.

Before accepting a position or performing any compensated work outside the University, the instructor must receive approval in writing from the Dean before such work can commence.

All compensated work must be reported on the course instructor's *conflict of interest form*. A short-term engagement (i.e. a single day of work which does not conflict with the designated Washburn Tech work schedule) for which a small amount of compensation is received does not constitute compensated work.

As relates to teaching, in accordance with the [WUPRPM Section 5.5.2](#), full-time course instructors are prohibited from serving in a teaching capacity, with or without compensation, on a full-time or part-time basis with another technical education institution without the advance approval of the Dean, which may not be unreasonably denied.

Instructor Conduct On and Off Campus

Technical Instructors are held to high standards of professional conduct. Washburn Tech has adopted the ACTE's Code of Ethics for CTE educators. The Washburn University Policies and Procedures Manual (WUPRPM) also outlines responsibilities regarding conduct.

Confidentiality

The federal law that protects student privacy is the Family Educational Rights and Privacy Act of 1974 (FERPA). According to FERPA, the only information that can be freely released is called "**directory information**" which includes:

- Name
- Photo
- Current Address and phone number
- Permanent Address and phone number
- Email Address
- Technical Program enrolled in
- Enrollment status (full-day; part-day)
- Dates of Attendance
- Awards and academic honors
- Most recent school attended
- Clubs and activities

FERPA does permit sharing information between and among instructors and other employees on campus who provide services for students (Career Navigators, Campus Advocate, etc.) Thus, progress reports and attendance problems may be shared with the Student Services staff, who may in turn share that information with the student's high school (if the student is concurrently enrolled in high school while attending Washburn Tech).

FERPA does not permit sharing information about non-minor students with parents. The non-minor student may complete a waiver form to allow institutional representatives to discuss confidential information with the parent or other designee. Technical Instructors may confirm with Student Services whether a waiver form has been submitted for a student.

Technical Instructors shall maintain confidentiality regarding their students' academic records as well as co-curricular or behavioral records.

Guidelines for **maintaining confidentiality** include:

- Refrain from discussing students' performance, grades, or behavior with individuals who do not have permission to know (i.e. a parent whose student has not completed the FERPA waiver form.)
- Do not email grades to any individual. If the student requests grade information, refer the student to the gradebook in D2L (if the request occurs during the semester) or to Banner, or to the campus registrar for a copy of the student's transcript

Sensitive information and identity theft prevention

Technical Instructors shall be conscientious in protecting personally identifiable information (PII) and other sensitive information that may be subject to identify theft.

"Personally Identifiable Information" means information in any format, electronic or printed, pertaining to an individual by which the identity of the individual may be obtained and includes, but is not limited to, Social Security Number, the University WIN number, date of birth, birth name.

“Sensitive Information” means information in any format, printed or electronic, relating to an individual concerning the individual including, but not limited to the individual’s personally identifiable information, academic performance, employment performance, credit transactions or history, credit card numbers, payroll information, or medical information.

Guidelines for **protecting sensitive information** include:

- Lock cabinets, drawers or storage spaces containing student information, especially if the room/area is unsupervised
- Do not remove student information from the secure location on campus
- Discard documents containing personally identifiable information by shredding or by placing such documents in a locked shredding bin
- When not using the computer, lock the screen so that passers-by cannot gain access to documents or files
- When submitting official student records through D2L or Banner, be sure the network is secured

The Technical Instructor’s Personal Conduct

In general, the following behaviors are inconsistent with the ACTE Code of Ethics and/or Washburn University Policy and/or expectations of the supervisors and administrators at Washburn Tech, and such behaviors will not be tolerated:

Discrimination

Behavior (verbal, physical, electronic, or other behavior) directed at an individual based on his/her protected status where (1) the individual is treated adversely without a legitimate, nondiscriminatory reason for the treatment, or (2) seemingly neutral policies, practices, or requirements have a disparate impact on employment, on-campus housing, or academic opportunities of a person's protected status without a valid business or academic reason.

Discrimination includes failing to provide reasonable accommodations to a qualified individual with a disability and/or religious beliefs.

Harassment

Harassment is a form of discrimination and is defined as unwelcome verbal, physical, electronic, or other conduct based on an individual’s protected status. Examples include, but are not limited to the following: offensive jokes, slurs, epithets or name calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance, academics or on-campus housing.

Inappropriate Language

Inappropriate language is defined as “swear words” or “cuss words;” name-calling or disparaging remarks about an individual’s appearance and/or race, ethnicity or ancestry; yelling; derogatory comments; discussion of sex; and sexually suggestive comments or jokes. While we recognize this type of language may occur in the industries for which we are preparing our students, we are committed to providing a learning environment that is free from this type of language.

Retaliation

Retaliation is defined as any adverse action taken against someone as a result of his/her filing a complaint, or participating in the resolution of a complaint.

Sexual harassment and/or violence

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature; Examples include but are not limited to the following: telling sexual or dirty jokes, performing sexual gestures, making sexual propositions, displaying sexually explicit photos, spreading sexual rumors, touching of a sexual nature, sexual coercion, and sex-based cyber harassment.

Substance Use/Abuse

The University shall not tolerate substance abuse or use which imperils the health and well-being of its Students and Employees or threatens the University's mission, therefore, the following are prohibited:

- The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance in the workplace or while the Employee is on duty, on official University business, or on standby duty
- Reporting to work or performing work for the University while impaired by or under the influence of controlled substances or alcohol

Smoking/Tobacco/Vaping

Use of tobacco products is allowed ONLY in designated smoking areas. That includes tobacco in any form and vapor delivery systems whether or not they contain tobacco products.

- This policy applies to all persons on Washburn Tech grounds (staff, faculty, students and visitors.)
- The use of tobacco products on Washburn Tech property is permitted only in designated areas.
- The designated areas are within 6 feet of the marked barrels.
- The use of the word "tobacco" refers to both smoking and smokeless tobacco.

Alcoholic Liquor and Cereal Malt Beverage

Except as authorized by the Board, the possession and consumption of alcoholic liquor and cereal malt beverages is prohibited on campus.

Further, Technical Instructors shall not report to work or perform work for the University while impaired by or under the influence of alcohol.

Reporting allegations.

Employees who have knowledge of specific acts which they reasonably believe violate federal, state or local law or which violate the policies, regulations and procedures of Washburn University may report those acts to their supervising Director, or any of the three Assistant Deans on the Washburn Tech campus.

Students may report allegations to any Technical Instructor, Career Navigator, or Student Services employee, who then shall report the student's allegations to their supervising Director.

Washburn University is committed to providing an environment that allows individuals to make good faith disclosures of unlawful acts or violation of University policies, regulations and procedures, including financial irregularities, free from retaliation.

- Employment action or any other action that would have been taken regardless of disclosure of information are not prohibited.
- The report of wrongful conduct will be investigated and the rights of the Employees protected.
- Reports that are frivolous, vindictive, and without support or merit may result in disciplinary action.

Investigation of Misconduct

A verbal report or allegation is sufficient to start an investigation. The office/person responsible for conducting the investigation depends upon the nature of the allegation.

Alleged violations of discrimination, harassment, and sexual misconduct will be referred to the Equal Opportunity Office on the Washburn University 17th Street campus.

Other alleged violations of employee misconduct may be referred to the appropriate supervising Director on the Washburn Tech campus.

Disciplinary Action

Depending on the severity of the alleged violation, and the repetition of the violations, disciplinary action may include one or more of the following options: verbal warnings, written letters of discipline to be placed in the personnel file, administrative leave with pay, leave without pay, or termination.

Classroom Observations and Annual Evaluation

Classroom Observations

Several times during the academic year, the supervising Director (or other Washburn Tech administrator) may visit classrooms to observe instructor/student interactions, either on an informal basis (a Walkthrough) or as a planned visit. The purpose of the planned visit is to provide an opportunity for the instructor to showcase best practices, and to respond to feedback from the supervising Director.

Additionally, the instructor who is experiencing a challenge in the classroom may request visits by the supervising Director to seek guidance and support for alleviating the challenge.

- The supervising Director will work with the Instructor to set a date for the planned classroom observation.
- At least one week prior to the observation, the instructor shall complete and submit the self-reflection document to the supervising Director
- Prior to the observation, the Instructor shall provide a copy of the lesson plan (hard copy or digital).
- Observations will last between 20 to 40 minutes.
- Once the observation is completed, a post-observation meeting will be scheduled to discuss the observation, evaluation tool and any evidence presented by the instructor.
- The supervising Director reserves the right to conduct Walkthroughs (unscheduled observations) throughout the academic year. These Walkthroughs will contribute to the supervising Director's annual evaluation of the instructor.

Periodic Evaluation

The periodic evaluation of the Technical Instructor is part of Washburn Tech's comprehensive assessment program. Each Technical Instructor is tasked with conducting classroom-level assessment. While the instructor may accomplish this task by setting personal goals and benchmarks, the supervising Director will assist the instructor by offering support, guidance and insights throughout the classroom observation and periodic evaluation processes.

The purposes of the periodic evaluation:

- Serve as a guide for Instructors as they reflect upon and improve their effectiveness
- Serve as the basis for instructional improvement
- Guide professional development for instructors
- Serve as a tool in developing coaching and mentoring programs for instructors

Process:

The supervising Director shall establish a date for the evaluation with the instructor.

- Prior to the evaluation date, the instructor and the supervising Director shall separately complete evaluations of the instructor (see the evaluation form in the D2L course entitled "Tech Instructor Inservice")
- During the evaluation, the instructor and supervising Director shall engage in dialogue pertaining to the instructor's performance, strengths, challenges, and goals for the future.
- After the evaluation, both the instructor and supervising Director shall sign the evaluation form. If the instructor does not agree with the Director's assessment of his/her performance, the signature simply indicates awareness of the evaluation rather than agreement with the evaluation.
- The completed evaluation form shall remain on file with the supervising Director.

Procedures for Notice of Non-Reappointment

Notice of non-reappointment may be given to a technical instructor at any time. Non-reappointment means that the Technical Instructor will not be issued another contract for employment once the current contract has expired.

Non-reappointment may be justified, in addition to reasons related to the faculty member's performance as an instructor or member of the University community, by criteria based upon:

- departmental or school plans for future faculty development,
- by budgetary considerations, financial exigencies, program reduction or termination,
- or by a departmental or school decision that its needs should be filled with a different individual.

Non-reappointment decisions originate with Dean of Washburn Tech with the concurrence of the Vice President for Academic Affairs (VPAA).

The legally effective notice of non-reappointment will be issued over the signature of the VPAA. The letter of non-reappointment shall be delivered to the Technical Instructor either in person or by mail.

Notification will occur no later than four weeks prior to the last contract day for full-time technical instructors.

Procedures for Termination

The President may terminate the services of a technical instructor at any time, for cause. Cause for termination consists of:

- demonstrated incompetence or dishonesty in teaching
- substantial and manifest neglect of duty
- personal conduct which substantially impairs the individual's fulfillment of his/her job responsibilities
- engaging in or substantially contributing to actions materially disruptive to the effective operations of the College and/or University
- substantial falsification of credentials
- violation of other instructor, staff, or student's civil rights

Written notice of termination shall be given by the President to the instructor concerned prior to the date of termination.

If a technical instructor who has been given notice of dismissal communicates an objection to the dismissal decision to the appropriate University authorities, that instructor shall not be suspended from previously assigned institutional duties during the period necessary to resolve the question, unless the instructor's discharge of those duties clearly constitutes a threat of immediate harm to self or others as determined by the Dean. In the latter case the Dean shall reassign the instructor to other duties that seem appropriate if any are available, or shall place the instructor on administrative leave. The instructor shall be continued on regular salary while the proceedings are pending.

Informal Procedures

1. If a technical instructor who has been given notice of dismissal communicates an objection to the dismissal decision to the appropriate University authorities, the Dean shall discuss the matter with the course instructor in a personal conference.

Prior to the conference the Dean shall send to the instructor, in writing,

- A clear statement of the facts which have given rise to the question, and
- A statement that the instructor is invited to attend a personal conference at a specified time, date, and place, and may bring academic advisors and legal counselors if desired, and
- If the presence of legal counsel is desired by the technical instructor, the Dean must be informed in time to allow the presence of legal counsel for the University, and
- A statement that a personal conference can be successful only if the facts and issues are confronted in an atmosphere of a genuine, candid attempt to find a solution to a mutual problem, and that, as a means conducive to this end, the Dean will welcome the views of the technical instructor and will present, in turn, the Dean's views on the question.

2. At this point the matter may be concluded by mutual consent. If so, the Dean shall send a signed letter setting forth the settlement to the instructor within fifteen days.

3. Upon a signed agreement by both parties, the matter will be officially concluded and will not proceed to Formal Procedures

Formal Procedures

1. When the informal procedures have been exhausted with no conclusion by mutual consent, then, and not until then, formal procedures may be initiated by the technical instructor, and in this event the procedures defined below shall apply.

a. The technical instructor may appeal the Dean's written settlement to the Vice President for Academic Affairs within ten days of the receipt of the Dean's letter. The Vice President for Academic Affairs will follow the same informal procedures outlined above in meeting with the technical instructor and rendering a decision.

b. The decision of the Vice President for Academic Affairs, which shall include provisions for appropriate remedial action, will be binding upon both parties unless either party makes a written request for final determination by the President within ten days.

2. The President's review of the case shall be scheduled for the earliest possible date and shall be based on the record of the previous meetings accompanied by opportunity for argument, oral or written or both, by the principals. The decision of the President is final.

Grievance Policy and Procedures

Disputes concerning the terms and conditions of employment of technical instructors shall be resolved, if possible, within the University community and in the best interests of the grievant and Washburn Tech.

It shall be the responsibility of all concerned in the grievance process to exercise good faith efforts to resolve grievances in the best interests of the grievant and the University.

Any instructor may file a grievance. No person shall be penalized for submitting or proceeding with a grievance. No restraining, coercive, discriminatory, or retaliatory action will be taken against an instructor because of the instructor's initiation or participation in a grievance.

Scope

The grievance procedure provided may be used for any complaint concerning the terms and conditions of a technical instructor's employment **except** (a) complaints concerning petitions for termination or non-reappointment and (b) complaints under the jurisdiction of the university's complaint procedure articulated by the Equal Opportunity or Sexual Harassment/Harassment Policies.

Filing a Grievance – the Written Complaint

A technical instructor who has a grievance shall file a written complaint with the immediate supervising Director within 30 calendar days of the date the technical instructor knew, or should have known through due diligence, of the situation giving rise to the grievance, or as extended by timely attempts to exhaust available informal administrative remedies.

The written complaint will include:

- a. Name of the grievant
- b. Date on which the act or omission occurred and the date on which the grievant first gained knowledge of act or omission
- c. The date of the initial submission of the grievance
- d. Statement of facts giving rise to grievance
- e. Identification of individuals (if known) whose actions or commissions resulted in the situation giving rise to the grievance
- f. Identification of written policies involved
- g. The relief sought

Once a grievance is filed, it may not be amended.

However, the instructor may terminate the grievance process at any time by withdrawing the petition. To terminate the grievance process, the grievant shall submit a written withdrawal to the Technical Instructor's supervising Director, with copies sent to all other relevant parties. All parties may jointly terminate the grievance by mutual consent.

Grievance procedure

A Technical Instructor who has filed a grievance ("Grievant") must attempt to resolve the matter through successive administrative channels, starting with the Technical Instructor's supervising Director, followed by the Assistant Dean and Director of Technical Education, followed by the Dean of Washburn Tech, followed by the Vice President of Academic Affairs at Washburn University.

The process will begin when the Grievant files the grievance with the supervising Director (this supervisor may or may not be a party to the grievance).

The supervising Director shall have 14 days to issue a written determination on the grievance.

That determination can be:

- 1) a resolution agreement reached with the Grievant;
- 2) granting the relief requested by the Grievant;
- 3) that the current terms and conditions of Grievant's employment shall continue; or
- 4) making a determination that does not grant the relief requested by the Grievant but does alter the current terms and conditions of Grievant's employment.

This written determination shall be provided to the Grievant, any other party to the grievance and to the Assistant Dean and Director of Technical Education.

If the supervising Director does not make a written determination after 14 days, this indicates that option (3) has been selected: that the current terms and conditions of Grievant's employment shall continue.

Appealing the Immediate Supervisor's Decision

If the Grievant is not satisfied with the determination, the grievant shall then have seven days to notify, in writing, the Assistant Dean and Director of Technical Education that supervising Director's determination is being appealed.

Upon receipt of the notification of appeal, the Assistant Dean and Director of Technical Education will be subject to the 14-day period to issue his/her written determination.

For this Administrator and each subsequent Administrator, including the Vice-President for Academic Affairs, that determination can be:

- 1) a resolution agreement reached with the Grievant;
- 2) granting the relief requested by the Grievant;
- 3) accepting the determination by the previous Administrator; or
- 4) making a determination that does not grant the relief requested by the technical instructor nor accept in full the determination by the previous administrator.

The grievant is deemed to have accepted the administrator's action (if any) as a final resolution of the grievance unless the grievant notifies the Dean of Washburn Tech within seven days.

In such a case, the Assistant Dean and Director of Technical Education will notify each party and the supervising Director.

Should the matter remain unresolved at the Dean's level, the Dean will refer the grievance, with a summary of actions taken, to the Vice President for Academic Affairs.

The Vice President for Academic Affairs will render the final decision within 14 calendar days.

The decision from the Vice President for Academic Affairs shall be in writing and shall state the reasons for the decision.

The Vice President for Academic Affairs' decision shall be sent to all parties and to all administrators who had previously received the grievance.



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Updated July 22, 2020

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- Travel request

Additional Handbooks/Manuals for Instructors:

- 1. Safety/Emergency Procedures**
2. *Handbook for AY21: Hybrid Delivery of Technical Programs*
3. *Handbook for the Assessment of Student Learning at Washburn Tech*
4. *Handbook for Program Review at Washburn Tech*

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HYBRID Course Delivery

Due to COVID-19, Washburn Tech instructors need to develop courses following a Hybrid approach. Please refer to the Hybrid Delivery of Technical Programs (Handbook fro AY21) for more detailed information.

With social distancing requirements, many of our classroom spaces cannot accommodate full program enrollments. We have measured classrooms to determine the new seating capacity based on 36 square feet per student.

Approximately half of our technical programs have enrollments that exceed classroom capacities, and will be converted to an alternating schedule. In those designated programs, half the students will be assigned to come to campus on Mondays and Wednesday (while completing online work Tuesdays, Thursdays and Fridays) while the other students will come to campus Tuesday and Thursdays (completing online work Mondays, Wednesdays, and Fridays).

Student Services personnel have worked with the high schools to divide students into an alternating schedule, so that school busses transporting students can also maintain social distancing.

Instructors are responsible for design the D2L online course work, updating, grading, and communicating through the learning management system.

Expectations:

- Train students how to use D2L.
- Train students how to uze Zoom.
- Train students how to set up their Washburn email accounts.
- Develop specific assignments that require students to use D2L, Zoom, and Washburn email account.
- Post weekly announcements to let students know what is expected of them for the upcoming week.
- Customize your “Start Here” module from the template provided by the Director.
- All communication with students related to course work needs to be done using the Washburn email system (and/or the “classlist” in D2L).
- Communication should occur weekly, if not daily, with students.
- Grade and provide feedback for assignments and other submissions promptly.
- Be aware that some schools block Youtube and other internet sites.
- Work with Mark Warren if you wish to develop your own instructional videos to post in your D2L courses.
- Keep your D2L grade book updated. This includes grades from work completed in the classroom or shop.

The following are expectations for classroom and shop time:

- Use this time to be in the shop or lab as much as possible. Remember, if you are testing from the classroom, then that lesson could be delivered online.
- Time is valuable when students are on campus. Make sure your day is well planned out.
- Have all resources and tools available.

As of July 22, 2020, the following programs will maintain the 5-day-per-week class schedule:

Cabinet/Millwork
 Carpentry East campus
 Heavy Diesel Construction
 HOC - Adv. Health Care
 HOC - Certified Medication Aide
 HOC - EMT
 HOC - EMT - evening
 HOC - LPN -day
 HOC - LPN - evening
 HOC - Phlebotomy
 HOC- PREREQ Anatomy/Physiology - evening

HOC- PREREQ Anatomy/Physiology -day
HOC- PREREQ Human Growth/Dev - day
HOC- PREREQ Human Growth/Dev - evening
HOC- PREREQ Nutrition
HOC- PREREQ Nutrition - evening
ITS - evening
Machine Tool Fast Track
Medical Office Assistant
Medical Office Specialist
Office Careers Tech
Legal Office
Business/Bookkeeping/Accounting

As of July 22, 2020, the following programs will adopt the “alternating” class schedule:

AST
Auto Collision
Auto Tech
Carpentry
Climate and Energy
Culinary
Diesel
Early Childhood
Electrical
Graphics
HOC - A-OK/HCT
HOC - HPHS - Health Care Tech
HOC - Health Care Technology
HOC - Surgical Tech
IST - day
Machine Tool – Cert C
Technical Drafting
Welding - Cert C
Welding -evening
Welding Fab
Welding Fast Track

Gateway

/Gatekeeper Courses

Definition: a gatekeeper course is one that must be successfully passed in order to continue on in the program

Any course(s) that a program identifies as a gatekeeper course must be approved by the Assistant Dean for Instruction and added to the official approved gatekeeper course list prior to the beginning of the semester.

The course syllabus should indicate if the course is a gatekeeper course.

Instructor should inform students when they are taking a Gatekeeper course. Explain the consequences of not passing the course.

Attendance Reporting

Washburn Tech instructors are required to record attendance daily. This is particularly important in case of an outbreak of COVID, or need to conduct contact tracing.

Starting fall of 2020, instructors are to use the electronic tool to track attendance.

- Students are not eligible to attend class unless they are duly registered.
- Any student whose name is not on the class roster and has not worked with Student Services to become enrolled should be sent to Student Services.
- Students who do not appear on the class roster by the end of the late enrollment period should not be allowed to continue attending classes. Report such students to the Program Navigator/Advisor for your program.

Student Services will run attendance checks at the beginning of a semester. Instructors are expected to follow their guidelines to guarantee an updated roster:

- On the first, second, fifth, and eighteenth day of class, instructors will receive an updated roster through email.
- Print the roster and use it to take roll.
- If there is a student on the roster who has not been in attendance, circle the name.
- If there is a student in attendance but not on the roster, write the name of the student on the bottom of the roster sheet.
- After this verification, sign the roster and hand to the Program Navigator who comes to the classroom.

Grading Procedures

Grading Expectations

- Instructors are required to use the D2L gradebook as the official grading program.
- Instructors are expected to update grades online weekly (by Friday evening)
- Instructors are required to submit progress reports in a timely manner.
- Timely submission of final grades is a basic instructor responsibility.
- Failure to meet this deadline impacts students negatively.
- Grades not submitted by the deadline will be recorded as "NR" (not recorded).
- After the deadline, grades or grade changes must be submitted using the formal paper process on a "Change of Recorded Grade" form.

Grades and Grade Points

The following symbols and their values are used in grading.

Symbols	Meaning	Grade Points Per Hour of Credit
A	Excellent	4
B	Well above average	3
C	Average	2
D	Below average but passing	1
F	Failure	0
I	Incomplete	0
IP	In Progress	0
W	Withdrawn (students who officially withdraw during a semester prior to the twelfth week deadline receive a W)	0
CR	Credit C or better (Practical Nursing and Surgl Tech Clinical Only)	0
NC	No Credit (Practical Nursing and Surgl Tech Clinical Only)	0

Incompletes

The grade of an "I" (incomplete) should not be used when a definite grade can be assigned for a course. An incomplete grade should only be issued to indicate that some part of a students work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed.

The "I" grade should be used only when, in the opinion of the instructor, there is reasonable expectation that the work will be completed within two weeks of the end of a semester. The Assistant Dean of Student Services should be notified any time a grade of an "I" is issued.

When an "I" incomplete grade is satisfied, the instructor should send the Assistant Dean of Student Services and the Student Records Administrator (in writing) the final grade that should be issued to the student.

For any grade that is not satisfied, or changed by the instructor within 15 days into the next semester, the grade will automatically be changed from the "I" to an "F" grade on the student record. After a grade has been changed to an "F" by the Student Records Administrator (because it was not submitted by the deadline), the grade may only be changed by the Instructor with approval of the Assistant Dean of Student Services, and by submitting (in writing) the grade change to the Student Records Administrator.

Make-Up Work

- Each instructor is responsible to communicate to students the program/course policy regarding the availability of make-up work.
- The policy must be included in the program syllabus and course syllabi.
- At least one-half of all make-up work must be accomplished on campus in the lab or shop.

Progress Reports

- Instructors are expected to grade quizzes, projects, and exams in a timely manner so that students are informed of their progress and provided time to make improvements before the end of the semester.
- It is important to communicate regularly with students regarding their progress. Washburn Tech uses a mechanism called a Progress Report for this purpose. Progress Reports are provided at the mid-point of each grading period for each student earning lower than a "C" at that time.
- In addition, Progress Reports are provided when students' grades drop suddenly or when their conduct changes significantly. Progress Reports are provided to the student and to the advisors in Student Services who will contact students to offer assistance and/or referrals.
- Instructors must meet with students to provide the "Progress Report," review concerns, and offer suggestions for improvement.
- After meeting with the student, instructors will forward the "Progress Report to the appropriate advisor in Student Services who will schedule a follow-up contact with the student.

Examinations

- All examinations, with the exception of the final examinations, are scheduled at the discretion of the instructor.
- Final examinations are administered in all courses where applicable.
- All examinations are proctored by the instructor or, under certain circumstances, by persons appointed by the instructor.

Graduation Requirements

To graduate from a technical program and receive a certificate, students must maintain a cumulative grade point average (GPA) of 2.0 or greater with no course grade less than a "C".

Students will not receive a technical certificate if any grade of a "D or F" remains in effect on their official transcript. If a student receives a "D or F" in a course and wants to graduate, he/she must re-enroll in that course, pay tuition for those credits, and earn a "C" or higher.

Student Surveys

Student Completer Follow-Up Survey

The Kansas Board of Regents requires technical schools and colleges to complete an extensive follow-up study on an annual basis. The study includes all students who have completed a short-term program, completed a career program, or have completed at least 12 hours toward a career program as of the previous academic year.

It is the responsibility of Student Services to coordinate and compile follow-up information of Washburn Tech Students.

Student Services will work with the Director of Instruction to deploy the Follow-Up survey to gather employment data.

The Director of Instruction will work with instructors to contact students to complete the Follow-Up survey.

It is each instructor's responsibility to gather the follow-up information on his/her students and to submit the information collected in a timely manner. Because the information requested is confidential, only the instructor is authorized to conduct these follow-up interviews.

Directions on how to deploy the survey will be provided by November and all data should be collected by winter break.

Student Perception of Faculty Survey

Student perception surveys may provide helpful information for instructors as they strengthen their teaching techniques. Information from these surveys, along with other methods, is used for the purposes of professional development of teaching, annual evaluations, promotion, and tenure. Programs administer student perception surveys for each program.

Assessment Committee Surveys of Student Learning Outcomes

The Washburn Tech assessment committee will deploy a systematic program of assessing student learning outcomes (the seven items listed on each course syllabus, plus the Core Value of inclusion).

Off-Campus Learning

Field Trips

(It is anticipated that field trips will be on hiatus until the COVID pandemic is under control.)

Field trips can be an enhancement to the learning process. Advanced planning by the instructor must take place for a successful field trip.

The first step is to obtain approval from the supervising Director. Then follow the checklist steps below:

Checklist

Step	Who does it	What needs to be done
1	Instructor	Discuss the possibility of the field trip with supervising Director (when, where, for what purpose, how/when to complete the Request Form; and how to complete arrangements and additional paperwork)
2	Instructor	Check the school calendar to ensure the field trip date doesn't conflict with other school activities
3	Instructor	Contact the field trip site to determine possible dates and to define criteria such as: -Purpose of the trip -Agenda for the visit -Who will guide the visit -What safety measures and/or risks are involved -Will PPE or proper dress be necessary -Anticipate emergency situations that might occur and possible procedures to follow.
4	Instructor	Plan alternative activities for students who may not be participating in the field trip – how does this impact the cost of the trip for participants? -Will students meet on campus or be excused for the day? -If students are expected to be on campus, does this require a substitute teacher?
5	Instructor (seek assistance from Director)	Arrange for transportation. -If a district bus or commercial carrier is to be used, the method of payment is to be determined by the Director. -If transportation costs will be assigned to students, arrange for those students who cannot afford the transportation cost
6	Instructor	Submit a Request for Field Trip form to the supervising Director
7	Director	Approve or deny the request -Notify Student Services of the approved field trip
8	Student Services	Contact relevant High Schools to notify them of field trip (date and location, transportation issues)
9	Instructor	Inform students of the goals and objectives of the field trip -distribute appropriate permission slips (separate forms for High School and post-secondary students) -inform students of deadline for submitting permission slips -inform students of the alternative if they do not participate in the field trip
10	Instructor	IF NEEDED: Provide parents with additional information when a field trip extends beyond the regular school day. This information includes chaperone arrangements, overnight accommodations, detailed itinerary and any other information that is unique to this trip
11	Instructor	Obtain signed statements from drivers of private vehicles verifying possession of valid driver's licenses and automobile liability insurance which is in compliance with the State of Kansas.
12	Instructor	Upon deadline, provide a list of participants to Student Services.
13	Instructor	During field trip, maintain discipline of the students for the duration of the trip.

14	Instructor	Immediately notify the Director, by phone, text or email, in the event of an accident. -what happened -students involved (high school or postsecondary?) -actions taken (i.e. trip to hospital; parental notification; etc.)
15	Director	Notify the Assistant Dean of Student Services of any accidents
16	Instructor	Upon return, submit an incident report.

Internships

An internship is a short-term work experience offered by companies and other organizations for students, It is as much of a learning experience as it is work.

Interns should spend their time working on relevant projects, learning about the field, making industry connections, and developing both hard and soft skills.

If the activity reports indicate that the student is performing tasks unrelated to the anticipated training, the instructor should intervene with the business and ensure that educational goals are being met.

Instructors may arrange for students to complete an internship as long as:

- Instructor has arranged with a company the placement of an internship.
- Instructor has completed the internship form and received a signature from the Director.
- Internship form has been submitted to Student Services so they can track the location of the student.
- Student has completed all program competencies prior to the release for internship or will be provided the opportunity at the internship site to successfully complete the balance of the competencies.

Instructor responsibility during internship:

- The instructor is expected to make weekly contact with the student and the worksite supervisor to ensure the experience is consistent with program competencies/outcomes and to resolve any issues that may arise.
- The instructor should provide an assessment of the student performance working with the company.
- Instructor should survey student experience at company to determine if future internships would meet program needs.

On-The-Job Training (OJT) Experience

Washburn Tech provides an opportunity for students to develop marketable skills leading them to entry-level employment related to their technical training. On-the-job training, also known as OJT, is a hands-on method of teaching the skills, knowledge, and competencies needed for employees to perform a specific **job** within the workplace. Employees learn in an environment where they will need to practice the knowledge and skills obtained during their training.

Students must meet 100% of the program competencies before being released for On-The-Job Training (OJT) or have an opportunity to meet the balance of program competencies while on OJT.

1. The OJT work experience must be directly related to the student's technical program.
2. Students enrolled at Washburn Tech part day (3 hours) must work at their OJT site a minimum of 15 hours per week.
3. Students enrolled at Washburn Tech full day (6 hours) must work at their OJT site a minimum of 30 hours per week.
4. If the OJT ends, students must return to Washburn Tech to complete the semester.
5. Student financial accounts must reflect a zero balance prior to release for OJT.
6. Students must submit weekly time sheets to their instructor.
7. Students must make weekly contact with their program instructor while on OJT.

Job Shadowing

(It is anticipated that job shadowing will be on hiatus until the COVID pandemic is under control.)

Job shadowing is a work experience option for students to learn about a job by walking through the work day as a shadow to a competent worker.

The job shadowing experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

Job shadowing is designed to increase career awareness, help model student behavior through examples, and reinforce in the student the link between classroom learning and work requirements.

Job shadowing has limitations.

- Students are only to observe direct work skills and responsibilities.
- Skills are not acquired;
- the time allowed is 1-3 days.
- While integration of school and work is implied, there is little curriculum alignment between the school and occupational area.

The instructor is responsible for coordinating this activity with the student, employer/supervisor, and Student Services.

A student is eligible for Job Shadowing with the following requirements:

- Be in good standing
- At least 90% attendance of the hours taught prior to job shadowing
- Overall GPA of 2.0 or higher,
- Coursework is current
- Recommended by the program instructor
- Complete the required forms prior to the job shadowing experience:
 1. Job Shadowing Experience Agreement
 2. Parent Permission form for High School students only
 3. Transportation Notice and Permission Form (provide copies of driver's license and car insurance).
 4. The work-site employer/supervisor completes the Student Job-Shadowing Report upon completion of job shadowing experience.



INSTRUCTOR HANDBOOK AY21

Updated July 22, 2020

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Section 5	Services for Students
Section 6	Business/Operational Procedures
Section 7	Emergency/Safety Procedures

**FORMS that instructors need are found in D2L in the course entitled:
Tech Instructor Inservice
 (under "All Semester" tab)**

- ADA_letter to students
- ADA_request for accommodations
- ADV-BD Membership Form
- ADV-BD Minutes
- CURR-COMM agenda item
- Employee_ADA_disability-impairment-assessment
- Employee Data Sheet
- EVALUATION_instructor self-eval
- EVALUATION_supervisor-annual
- FIELDTRIP_HS travel permission
- FIELDTRIP_PS travel permission
- FIELDTRIP_request
- Grade Change Form
- Incident Report Form
- INTERNSHIP_acknowledgment of risk
- INTERNSHIP_agreement
- INTERNSHIP_student timesheet
- PD_follow up report
- PD_request
- Travel report_receipts
- Travel request

Additional Handbooks/Manuals for Instructors:

- 1. Safety/Emergency Procedures**
- 2. Handbook for AY21: Hybrid Delivery of Technical Programs*
- 3. Handbook for the Assessment of Student Learning at Washburn Tech*
- 4. Handbook for Program Review at Washburn Tech*

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Responsible Employee

The Technical Instructor is considered a Responsible Employee and is required to report incidents of sexual violence or relationship violence to the EOD/Title IX Coordinator within one business day of learning of the incident. The Technical Instructor should also report the incident to the supervising Director.

The obligation to report does not constitute any responsibility for investigating the incidents, but does obligate the Technical Instructor to make the student aware of campus and/or community resources, such as our Campus Advocate in the Student Services Office. (See the section on *Non-Discrimination – (Harassment, Sexual violence, and Retaliation)* in the WUPRPM.

Dating Violence

Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. It does not include acts covered under the definition of domestic violence.

Domestic violence

Kansas Statutes define the crime of domestic violence as 1) knowingly or recklessly causing bodily harm by a family or household member against a family or household member; or 2) knowingly causing physical contact with a family or household member by a family or household member when done in a rude, insulting or angry manner.

Relationship violence

Refers collectively to domestic violence, dating violence, and stalking in this policy and procedure. Relationship violence may be a form of sexual harassment prohibited by this policy.

Sexual violence

Physical sexual acts perpetrated against an individual's will or where the individual is incapable of giving consent due to the victim's use of drugs or alcohol or an intellectual or other disability. Examples include, but are not limited to, rape, sexual assault, sexual battery and sexual coercion.

Stalking

A course of conduct directed at a specific person that would cause a reasonable person to either 1) fear for his/her safety or the safety of others or 2) to suffer substantial emotional distress.

Washburn University is committed to providing an environment that allows individuals to make good faith disclosures of unlawful acts or violation of University policies, regulations and procedures, including financial irregularities, free from retaliation.

- Employment action or any other action that would have been taken regardless of disclosure of information are not prohibited.
- The report of wrongful conduct will be investigated and the rights of the Employees protected.
- Reports that are frivolous, vindictive, and without support or merit may result in disciplinary action.

Reporting allegations.

Employees or Students who have knowledge of specific acts which they reasonably believe violate federal, state or local law or which violate the policies, regulations and procedures of Washburn University may report those acts to their supervising Director, or any of the three Assistant Deans on the Washburn Tech campus.

Confidentiality

Technical Instructors shall maintain confidentiality regarding their students' academic records as well as co-curricular or behavioral records. When in doubt as to whether information about a student may be released to a third party, it is better to err on the side of **not** providing the information.

Guidelines for **maintaining confidentiality** include:

- Refrain from discussing students' performance, grades, or behavior with individuals who do not have permission to know (i.e. a parent whose student has not completed the FERPA waiver form.)
- Do not email grades to any individual. If the student requests grade information, refer the student to the gradebook in D2L (if the request occurs during the semester) or to Banner, or to the campus registrar for a copy of the student's transcript

Right to Privacy (FERPA)

The federal law that protects student privacy is the Family Educational Rights and Privacy Act of 1974 (FERPA). According to FERPA, the only information that can be freely released is called "**directory information**" which includes:

- Name
- Photo
- Current Address and phone number
- Permanent Address and phone number
- Email Address
- Technical Program enrolled in
- Enrollment status (full-day; part-day)
- Dates of Attendance
- Awards and academic honors
- Most recent school attended
- Clubs and activities

Under FERPA, when a student matriculates at a college or university, at the time of initial enrollment, a minor student's FERPA rights transfer to the student. The student may complete a waiver form to allow institutional representatives to discuss confidential information with the parent or other designee.

FERPA does permit sharing information between and among instructors and other employees on campus who provide services for students (Program Navigators, Campus Advocate, etc.) Thus, progress reports and attendance problems may be shared with the Student Services staff, who may in turn share that information with the student's high school (if the student is concurrently enrolled in high school while attending Washburn Tech).

FERPA does not permit sharing information about students with parents or other third parties. We cannot share personal or student specific academic information with the parents of students who are 18 years of age or older. High school students who are enrolled, regardless of their age, have privacy rights under FERPA.

Questions regarding FERPA may and should be addressed with the Assistant Dean and Director of Student Services, or the Student Records Administrator in Student Services.

Sensitive information and identity theft prevention

Technical Instructors shall be conscientious in protecting personally identifiable information (PII) and other sensitive information that may be subject to identity theft.

“Personally Identifiable Information” means information in any format, electronic or printed, pertaining to an individual by which the identity of the individual may be obtained and includes, but is not limited to, Social Security Number, the University WIN number, date of birth, birth name.

“Sensitive Information” means information in any format, printed or electronic, relating to an individual concerning the individual including, but not limited to the individual’s personally identifiable information, academic performance, employment performance, credit transactions or history, credit card numbers, payroll information, or medical information.

Guidelines for **protecting sensitive information** include:

- Lock cabinets, drawers or storage spaces containing student information, especially if the room/area is unsupervised
- Do not remove student information from the secure location on campus
- Discard documents containing personally identifiable information by shredding or by placing such documents in a locked shredding bin
- When not using the computer, lock the screen so that passers-by cannot gain access to documents or files
- When submitting official student records through D2L or Banner, be sure the network is secured

Services for Students on the Huntoon Campus

New Student Orientation

- Orientation sessions are held for all new students at the beginning of their first semester of enrollment.
- Students are scheduled to attend orientation sessions by program and time of day.
- Dates and times for the orientation session will be distributed to instructional staff each semester
- Sessions are typically held during the first week of each semester.

Financial Aid

Information about federal financial aid, Veterans educational assistance, and scholarships may be obtained from the Financial Aid Office located in the Student Services Office.

- Assistance is available on a walk-in or scheduled basis, Monday through Friday from 7:30 a.m. to 4:30 p.m. Other times can be arranged for evening students.

Institutional Refund Policy

- The first day a course is scheduled to meet constitutes the beginning of the course when calculating tuition refunds.
- This calculation is automatically performed for both official and unofficial withdrawals.
- A request from the student is not required.

First 2 days	100%
Day 3 - 5 after the first day of class	75%
Day 6 - 10 after the first day of class	50%
After the 11th day	0%

Support Services for Students with Disabilities

The Campus Advocate, Shelly Bearman, coordinates support services for students with disabilities on the Washburn Tech campus.

- Instructors must include a statement regarding Disability Support Services on all course syllabi.
- During the first few days of each semester, instructors should announce in class that students who are eligible for and require disability support services should contact that office to make appropriate accommodations.
- Instructors should work with the Student Services office to ensure appropriate accommodations are implemented.

Career Services

Washburn Tech provides a variety of resources to help students launch their careers:

- Instructors maintain an employer resource file and keep close relationships with private business and industry through their advisory committees and current/past business contacts.
- Employers may list job openings for Washburn Tech students at: www.witjobs.net
- Job openings that become known to the school are relayed directly to the instructor who keeps contact with students and graduates seeking employment.
- Student Services sponsors a Career Fair at least once per year.

National Technical Honor Society

The National Technical Honor Society (NTHS) recognizes and honors Washburn Tech students for outstanding academic and personal achievements. The NTHS promotes the qualities of honesty, service, leadership, and career development.

- Washburn Tech students are nominated for NTHS by their instructors.
- Nominating packets will be distributed to instructors in October and in February.
- To be eligible, students must be in the last semester of their technical program.
- Selection into NTHS is made by a committee of instructors and an administrator.
- Students are evaluated on the basis of their academic and attendance records, community involvement, character and financial accountability.
- Two induction ceremonies are held each year, one toward the end of the fall semester and another toward the end of the spring semester.

Services on 17th Street Campus for Washburn Tech Students

Student Health Services

- Washburn Tech students are eligible for services offered by the Student Health Service office located in Morgan Hall of the 17th Street campus.
- The nurse practitioner and nursing staff are available from 8:00 a.m. to 5:00 p.m. on weekdays for the purposes of health counseling and the treatment of minor ailments and injuries.
- This service is provided at no additional charge to students.
- Students must have a Washburn Tech or Washburn University ID when using Student Health Services.
- For COVID-related visits, students are asked to call before visiting the office (785-670-1470)

Student Counseling Services

- Washburn Tech students are eligible for the services provided by the Counseling Services office located in Kuehne Hall on the 17th Street campus.
- The mission of Counseling Services is to help, in concert with faculty and staff, all Washburn University students to reach their full academic potential by offering student assistance with personal, social and intellectual issues.
- In addition to on-campus counseling, services are also available by phone 24/7 to assist students.

Student Handbook

Student Handbooks are available online at: www.washburntech.edu. Students are required to acknowledge receipt of the Handbook and are held accountable for abiding by its contents.

Student Code of Conduct

The Student Code of Conduct is found in the current catalog.

Effective classroom management is critical when providing students a quality educational experience. Good classroom management can be described as fair, firm and consistent.

If a student exhibits behavior in the classroom or anywhere on campus that disrupts the educational flow, the instructor (or any instructor) needs to communicate the issue to the Assistant Dean/Director of Student Services or to a Program Navigator.

If student or staff safety is a concern, the Washburn University Police must be contacted immediately followed by phone calls to the operator, to the Dean's office, and to the Assistant Dean/Director of Student Services.

If necessary, Program Navigators or the Assistant Dean/Director of Student Services will go to the classroom/shop area to escort the student to the Student Services office.

Student Services staff will work with the student to modify the unwelcome behavior. If the behavior/misconduct continues, disciplinary sanctions may be imposed that result in suspension and/or expulsion.

Instructors are advised to keep detailed written records of student conduct, misbehavior, and meetings held with students. This documentation may take the form of handwritten notes, or copies of emails to/from students.

Grievance Procedure for Students

A student with an academic or non-academic concern or complaint needs to follow the procedure outlined in the Student Handbook.

It is recommended that students first bring the issue informally to the attention of the instructor within five class sessions after the concern was raised. Efforts need to be made to resolve the concern at this level before filing a formal grievance.

Exceptions: If a student has claims of discrimination, the issue must be referred to the Equal Opportunity Director for Washburn University (currently Dr. Pamela Foster). She can be reached at 1700 SW College Avenue, Topeka, KS 66621, 785-670-1509, eodirector@washburn.edu.

Washburn University prohibits discrimination based on race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status, sexual orientation/gender identity, genetic information, or other non-merit reasons, in University programs and activities, admissions, educational programs or activities and employment, as required by applicable laws and regulations.



INSTRUCTOR HANDBOOK AY21

Updated July 22, 2020

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Section 1	Washburn Tech Administrative Structure and COVID Contingencies
Section 2	Technical Instructor Qualifications and Responsibilities
Section 3	Technical Instructor Teaching Load; Leave and Employment Policies
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 (under "All Semester" tab)

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- Employee_ADA_disability-impairment-assessment
- Employee Data Sheet
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- Grade Change Form
- Incident Report Form
- INTERNSHIP_acknowledgment of risk
- INTERNSHIP_agreement
- INTERNSHIP_student timesheet
- PD_follow up report
- PD_request
- Travel report_receipts
- Travel request

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- 1. Safety/Emergency Procedures**
- 2. Handbook for AY21: Hybrid Delivery of Technical Programs*
- 3. Handbook for the Assessment of Student Learning at Washburn Tech*
- 4. Handbook for Program Review at Washburn Tech*

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 - d. Purchasing process
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Business Procedures

Monthly budget reports

- Each instructional department will receive an updated budget report on a monthly basis. Budget reports will be distributed electronically by the Bookkeeper and Receivables Clerk. It will include a summary of the Approved Budget, Fiscal Year to Date Expenses, Outstanding Encumbrances (open Purchase Orders), and the Remaining Balance.
- The instructor(s) responsible for reviewing the budget should review the budget on a monthly basis to ensure the following and take action if needed:
 - The department remains within/below approved budget.
 - Any discrepancies/concerns should be addressed with the Bookkeeper and Receivables Clerk.
 - Request a complete list of all expenditures related to the Year to Date expenditures to ensure the expense is associated with the department.

Materials/supplies available in the Huntoon Warehouse

NOTE: The location of our Warehouse has changed from AW to AE. The new location is the north end of AE, in the space where we previously housed printing services. On related note, we no longer have our own printing services on the Huntoon campus – we are now using UMAPS for large-scale jobs.

Requesting Supplies from the Warehouse:

- Washburn Tech's Warehouse stocks a limited amount of supplies for programs, including a small amount of office and classroom supplies.
- Submit requests for supplies by e-mail to: trudi.kenney@washburn.edu, Warehouse Coordinator.
- Provide as much information as possible, part/product number, color, etc. Missing or incomplete information may cause a delay in the ordering process.
- Please plan ahead. Requests (for various reasons) may not be immediately accommodated.
- For requests under \$500.00, the Warehouse will use discretion on how those orders will be placed. A purchase order may still be needed, and/or orders may be combined and a purchase order requested.

Working with vendors

- Washburn Tech maintains a strong relationship with a variety of vendors. Instructors that work directly with vendors need to maintain a relationship that is professional in nature.
- It is important for instructors to understand that they are not a legally binding authority of the institution and that the final purchase of all items formally falls within the Purchasing Department.
- Do not make any promises or agreements that involve kick-backs for any individuals.

Purchasing Procedures

Washburn Tech/Washburn University is not responsible for payment of an order if a purchase order has not been issued prior to the purchase.

- Procurement Cards – discussed in the next section.
- Payment Vouchers – A payment voucher is intended for purchases that are generally less than \$500.00. A Payment Voucher is used to pay for invoice(s) that are not tied to the formal Purchase Order process. To pay for an invoice via a Payment Voucher, an Instructor should work directly with Accounts Payable to ensure it is coded correctly.
- Purchase Order Requests – Any purchase that is greater than \$500.00 requires a Purchase Order which requires a formal quote. Each quote should include shipping terms, if applicable. The following are the purchase thresholds that dictate what procedures must be followed:
 - a. \$500.00 - \$2,999.99 – individuals are **encouraged** to secure 3 different quotes for purchases in this range.
 - b. \$3,000.00 - \$9,999.99 - individuals are **required** to secure 3 different quotes for purchases in this range.
 - c. \$10,000.00 and above – instructors should work directly with the Business Office before securing formal quotes above \$10,000.00. The Business Office will work with the Purchasing Office at Washburn University to secure the item(s) through a Pricing Consortium, a Sole-Source Purchase option, or a public bid process, as directed through the Washburn University Principles, Rules and Procedures Manual.
- Purchase Order – Upon approval to make the purchase, the formal quote should be sent to tech-accounting-requests@washburn.edu. The Business Office will begin the process to formally make the purchase and enter into the agreement with the vendor.
- Acknowledgement of receipt/delivery of order – Upon receipt/delivery of the Purchase Order, please retain the packing slip (if provided) and take it to the Business Office. The instructor formally acknowledges that the item(s) have been received by signing the Purchase Order document in-person in the Business Office or via the electronic signature process.
- Purchases of Technology - If you would like to purchase technology equipment or software for instructional use, please provide specifications of the equipment or software before completing the procedures explained in the Purchasing Procedures section.
 - a. Submit the documentation electronically to support@washburn.edu with the subject line “purchase equipment or software.” By submitting the specifications of the equipment or software, Washburn ITS can make sure that what is being purchased will work on the technology equipment you have, and that the university does not already have the equipment or software on hand.

Procurement cards

- Procurement Cards – Procurement Cards are a privilege, not a right as an employee. They serve as an extension of the Purchasing Department, not a replacement. A procurement card is issued on an as-needed basis. If an instructor encounters the business need for a procurement card, he/she should request one from the Assistant Dean and Director of Technical Education.
 - Each employee must go through a training process before the card is physically issued.

- What are the restrictions on using them? – Each individual is responsible for physically securing the Purchasing Card. The largest transaction allowed to be made with a Purchase Card is \$750.00, but they should generally be less than \$500.00.
- Procurement Card Record-Keeping – Each individual that is issued a card is responsible for using it correctly. The basic expectations are as follows:
 - The employee will work with the vendor to ensure that sales tax is not included in the purchase. The Business Office does understand that there are times when this is not achievable.
 - An itemized receipt is retained and is kept in readable condition (electronic receipts are preferred).
 - The employee will upload a copy of the receipt and complete the accounting code (FOAPAL) for the transaction. Specific instructions regarding this process are covered in the formal training referenced above.

Special Requests for Grant-funded Purchases

- General Grants - Washburn Tech encourages instructors to seek external funding, from as many sources as possible. If an instructor becomes aware of a potential grant opportunity for his/her individual area, or another area, they are encouraged to pass this information on to the Grants Facilitator. The Grants Facilitator will collaborate with the necessary individuals to begin the formal process for applying for a grant.
- Annual Perkins Requests
 - Washburn Tech receives annual funding from the Carl D. Perkins Fund from the Federal Department of Education each year.
 - The amount awarded changes each year and is tied back to the Local Needs Assessment for this section of Kansas.
 - The Grants Facilitator will begin accepting requests in early March of each year.
 - These requests are generally for Professional Development opportunities and technical equipment for the Perkins eligible programs.
 - Instructors are encouraged to communicate with the program Advisory Committee when planning for Perkins requests.
 - It is important to note that a committee reviews all requests and approves based upon multiple factors.

Travel Requests (seeking approval prior to travel)

Due to the global pandemic - COVID-19, all travel has been frozen for FY 2020-2021. If you are in a position where you believe travel is warranted, please have a discussion with your Supervising Director.

Travel Reports (upon return from travel)

Institutional Charge-backs

- Charging clients for services provided (i.e. Graphics; auto tech; auto collision, etc.) – There are instances where internal charges must take place. When an internal charge is warranted, the department doing the charge-back should work directly with the Bookkeeper and Receivables Clerk in the Business Office to ensure it is processed correctly.

External Invoicing

- In an effort to ensure that Washburn Tech collects all funds that are owed to it, the Bookkeeper and Receivables Clerk maintains a centralized invoicing system. What does this mean for you?
 - Before you bill an external individual, you should work with the Bookkeeper and Receivables Clerk to make sure that the necessary information to invoice them is collected.
 - Complete the Request for Invoice process.
 - The Business Office will make contact with the standard formal invoice and then send monthly statements to individuals that have not paid.
 - If the Business Office is unable to collect funds, they may reach out for assistance in the collections process.

Operational Procedures

Washburn Tech Building Hours (typical* building hours):

Please turn off the lights and all computers upon leaving your program area at the close of every school day and lock your door.

Monday – Friday 6:00 A.M. TO 10:30 P.M.

Saturday 6:00 A.M. to 2:30 P.M.

Sunday CLOSED

*Excludes holidays or inclement weather days

Please contact Keith Jackson at 785-806-4199 regarding weekend hours.

Janitorial Services Requests

The procedure to report janitorial service needs is to contact the custodian responsible for your area of the building first.

To reach a custodian, dial the operator “0” and ask the operator to page the custodian assigned to your area, and see if they can assist.

You may also send requests for services via e-mail,

- Janitorial requests: keith.jackson@washburn.edu and copy justin.villmer@washburn.edu
- Maintenance requests: keith.jackson@washburn.edu and copy justin.villmer@washburn.edu

Copier Use, Printing Jobs

Instructors may use any copy machine on campus. The copier code you have will work on any copier on campus.

Please do not run off handouts for students – instead, include all instructional handouts in the D2L course.

Please note: the copy machines located in the Student Services Office, Admissions Office and Dean’s Office cannot be tied up with instructional printing/copying jobs. Please find alternate machines to use.

Large amounts of copying and/or printing can also be ordered through UMAPS.

Formal instructions for UMAPS will be provided at inservice.

Reservation of Computer Labs and Meeting Rooms

- Donna Gradert coordinates the scheduling of rooms at Washburn Tech.
- Requests for room usage should go through School Dude.

- Instructors who need to use the lecture hall, any computer lab, the Brock Room, the Basement Testing Center, or the Conference Center should schedule its use as early as possible.

Mail

Outgoing USPS mail for official school business should be placed in the marked tray behind the reception area in Student Services. All official school mail will be post-marked/stamped by the office personnel.

Staff mail boxes are provided for the receipt of incoming mail, campus mail and information that needs to be disseminated to each staff member. Please check and empty your assigned box daily.

Large or bulky mailed items delivered to Washburn Tech may be placed in a location other than mail boxes. Please check with the front office staff or warehouse staff if you are expecting a larger item to be delivered.

Technology Support

Most Washburn Tech classrooms are equipped with audio visual equipment.

Students have various learning styles, and the use of audio-visual equipment is often a very effective teaching aid.

For all technology help and support needs, call the ITS Help Desk at 785-670-3000 or e-mail: support@washburn.edu.

- If the Help Desk staff are unable to assist you over the phone, they will create a support ticket and IT staff will be dispatched as appropriate.
- If you need instruction on how to operate the equipment in a classroom, submit a support ticket to support@washburn.edu. Training can be provided before or after classes to help you become comfortable operating the equipment.
- If equipment is not operating correctly, please submit a support ticket to support@washburn.edu so the equipment can be fixed in a timely manner.

Washburn Tech has a limited number of student response systems (clickers) that can be checked out either through direct contact with an instructor who has a set or by submitting a support ticket to support@washburn.edu. If you would like to use a student response system in your classroom, please submit a support ticket to support@washburn.edu

Parking Spaces

All staff must have completed a Washburn University parking application and have received a Washburn University “reserved parking permit” hang tag to be authorized to park within parking spaces on campus that are marked by “Staff Parking” signs (usually curbs). Failure to comply could result in receiving a \$15 parking ticket.

Advertising, Fund Raising, and Selling

Students, school personnel, and school facilities may not be used in any manner for advertising, fundraising, selling, or promoting the interests of any non-school agency, organization, or individual without the prior approval of the Dean.

Washburn Tech email is not to be used for fundraising unless it is directly connected with a program or the institution and has been approved by the Dean.

For fundraising opportunities of non-institutional groups, a flyer and/or information should be provided to the Dean for approval. If approved, the flyer/information will be placed at the switchboard or on the staff bulletin board.

All flyers being posted at Washburn Tech must have approval of the Dean. If there is not an approval stamp, the flyers will be removed.

News Releases – Public Relations

All news releases involving Washburn Tech will be created and approved through Washburn Tech's Marketing Coordinator. To assist with this process, instructors are asked to provide detailed information, in writing, as soon as possible.



INSTRUCTOR HANDBOOK AY21

Updated July 22, 2020

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2. iAlert
3. Tool Inventory and tool control
4. Legal Reporter
5. Accidents and First Aid
6. Medical Emergency
7. Emergency contact list
8. Rally Points
9. Fire Drills
10. Tornado Shelters
11. Tornado Drills
12. Active Shooter Reporting
13. Safety Concerns

Special Note: Employees of Washburn Tech are not to transport an injured student from campus.

Safety Precautions

Each instructor must develop a safety instruction program and take the needed instructional time to fully inform students of the correct procedures to minimize the chance of injury and accident. Make sure all students follow all safety precautions.

Instructors should be visible in the shop when students are working.

Personal Protective Equipment (PPE), such as eye protection, must be available and in use.

All students must wear personal protective equipment in labs.

iAlert

Washburn University has implemented iAlert, a mass message emergency notification system which significantly enhances our ability to maintain a safe academic environment for staff, faculty and students.

When an iAlert is sent all users will receive an email at their *washburn.edu* email address. Users can also choose to receive the alerts via text message and telephone calls by enrolling their telephone numbers at *my.washburn.edu*

All iAlert participants will be informed as quickly as possible in the event of a campus emergency or special situation in order to take appropriate and timely measures in response to the event.

iAlert will be used to notify you of:

- situations threatening the safety and security of campus
- closings due to emergency situations threatening the safety and security of campus

iAlert will NOT be used for . . .

- general announcements or any other purposes

Legal Reporter

Instructors are legally required to report several things regarding student safety. Among these are child abuse, bullying, and suspected drug/alcohol use. Report these items to the campus police officer and the Assistant Dean & Director of Student Services office as soon as you become aware of the issue.

Accidents and First Aid

A basic first aid kit is located in each program area to provide immediate care to an injured person. Supplies to replenish the kits are available through Washburn Tech's warehouse and will be charged against the program instructional account.

When dealing with an open wound, disposable exam gloves should be worn.

The instructor should notify Student Services immediately when a student injury or illness is more than a minor incident.

Good judgment and the seriousness of the situation will assist the Washburn Tech staff in determining if the injured or ill student should remain in the classroom with the instructor until medical assistance can arrive at the scene or if this student needs to report to Student Services alone, be accompanied by another student, and/or the instructor for follow-up care.

Student Services will notify the parent/guardian of a secondary level student as soon as possible.

The instructor must complete an Accident Report form as soon as the emergency subsides.

Accident forms are available in D2L in the "Tech Instructor Inservice" course (under the "All Semester" tab).

Medical emergency

Step 1: Call 911 if needed – State your location.

- Example: this Location is C building, Room C110
- Understand the student and/or the parent can refuse transport.
- *Special Note: Employees of Washburn Tech are not to transport an injured student from campus.*

Step 2:

- Someone Begin First Aid/ CPR or utilize AED as necessary
- Someone Contact Student Service (785-670-2010)
 - Outline Injury
 - Name of Student
 - Location of student
 - Student Services will contact high school of attendance and parent
 - Student Services will contact Washburn Police
 - Post-Secondary students can request Student Services contact someone upon request.
- Arrange for someone to remove remaining students to another location

Step 3: Have someone flag down emergency personnel as they pull on to campus and direct them to the location of the emergency.

Step 4: Complete injury report and submit to Student Services.

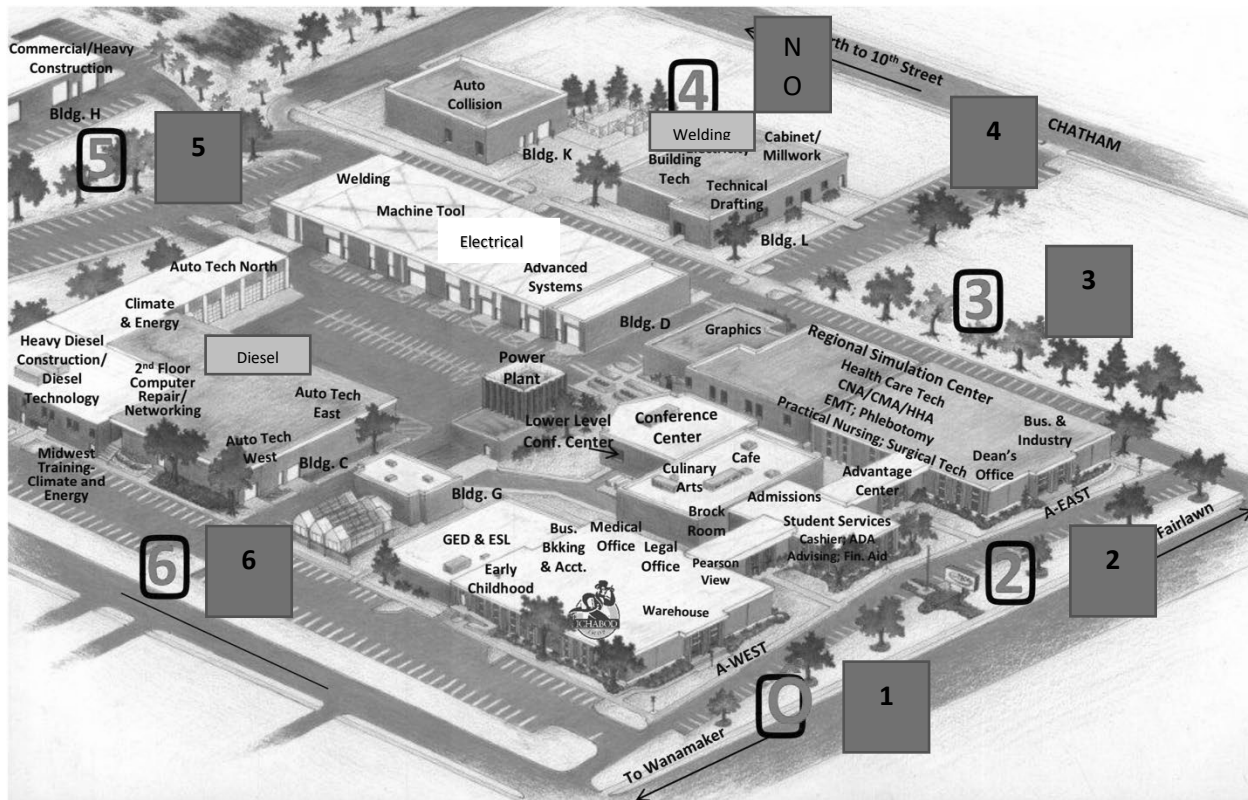
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Emergency Contact list

Fire, Ambulance, Police	911	City of Topeka
WU Tech Police	785-670-3319	Tech Campus
WU Tech East Police	785-670-3397	Tech East
WU Campus Police	785-670-1153	University Campus
Student Services	785-670-2010, 3343 or 3352	Main office Number
Dean's office	785-670-3320	Lana Wagnon
Director for Instruction	785-408-2441 785-670-3336	Alan Beam
Administrative Specialist	785-670-3330	Irene Forman

Rally Points

Rally Points are designated gathering points for emergency situations, i.e. fire. They are assigned by program and each student should be aware of their designated Rally Point, prior to an emergency.



1 – (6) Business, Business Office, Ichabod Shop, Basement Classrooms, Warehouse

2 – Front Office, Admissions, Deans Office, Advantage Center, Surgical Tech, Sim Lab

3 – LPN, CNA, EMT, Phlebotomy, Graphic Tech, IT

4 –AST, Building Tech, Cabinet Mill, Drafting Tech, Machine Tool, Fast Track Machine Tool, Welding Fabrication

5 – Auto Collison, North Auto, Fast Track Welding, HVAC, Heavily Construction, Loco

6 – Auto East, Auto West, Culinary, Conference Center, Early Childhood, Basement Conference Center, GED, Heavily Diesel, HVAC, IST, G Building

Cosmetology – Front of building - out by 29th street under the light post

Back of building - the light post where students park

Washburn Tech East – Digital sign on 21st St. south of building.

Fire Drills

Fire drills are announced by intermittent ringing of the fire alarm.

Review the plan for your instructional area with students the first week of school. See map (below) for rally points where instructors, students and staff should gather.

Instructors are expected to provide supervision during drills. Be able to report absent/missing students so firefighters know that all personnel are accounted for.

Smoking is NOT permitted during fire drills.

In the event of a Fire:

Step 1: Evacuate the building and make your way to rally point.

Step 2: Make sure all students and instructors are accounted for. All Instructors should have an attendance sheet(s) to do a head count once out of the building.

Tornado Shelter Locations

In the event of a Tornado:

Make your way to the conference center basement. This is our designated location to shelter in place. Doors can be found on the north side of A building immediately behind the power plant.

Buildings K, L, D report to L building basement.

Building H remain in building.

All other buildings should report to the basement conference room in building A.

Cosmetology - both bathrooms, classroom B, and both break rooms are designated shelters

Washburn Tech East – both bathrooms, room 105, and room 108 are designated shelters

Tornado Drills

Tornado emergencies will be announced over the P.A. system and/or via notification through iAlert. What may seem like a drill may be an actual tornado.

Instructors should accompany their students to the shelter area. All Instructors should have an attendance sheet(s) to do a head count once in the shelter.

Instructors should exercise caution in the event of a real tornado; time to proceed to the shelter should be considered.

If the tornado is upon us and one cannot make it to the shelter area, emergency action should be taken:

1. Move away from areas where broken glass could be a problem
2. Sit near a masonry wall with hands folded over the head
3. Use any type of cover—benches, desks, etc.
4. Stay calm
5. Wait for “all clear”

Active Shooter

1. Evacuate

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. Hide out

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter’s view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

3. HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

4. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

Reporting Safety Concerns

For immediate safety concerns: Contact the Facility manager

For non-immediate safety concerns: Contact a member of the safety committee or submit a safety concern online at washburn.edu/student-life/health-safety/safety-planning



HANDBOOK for AY21

Hybrid Delivery of Technical Programs

(Hybrid Courses *combine* Online Learning
with On-site Lab/Shop work)

Updated July 22, 2020

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INTRODUCTION

The COVID-19 pandemic has shown us how important it is to be flexible in our course delivery.

While we recognize the necessity of providing on-site, hands-on instruction in the shops and labs across our campus, we cannot ignore the need to provide an alternative way of teaching that can occur without face-to-face classroom meetings.

We are preparing to return to campus for the fall 2020 semester, and are considering contingencies for:

- Ensuring the health/safety of all members of our campus community
- Reducing classroom capacities due to social distancing
- Dealing with unexpected shelter-in-place orders
- Accommodating random absences of students and/or instructors due to illness or quarantine
- Figuring out how to END the semester in case of an anticipated resurgence of illness in November/December

We are planning on a **hybrid delivery of instruction** as a contingency measure to ensure our students can complete their education in a timely manner.

"Hybrid" simply means we are **combining** online instruction with on-site, face-to-face (F2F) instruction.

This handbook was designed to help you think through the process of converting your classes to a hybrid mode of delivery. For example:

- What can you do to **front-load your courses** so that shop/lab experiences are completed while you still have students on campus.
- How would you deliver courses **sequentially** rather than concurrently, so that students can complete an entire course in a few weeks, rather than working on all courses throughout the duration of the semester?
- How can you facilitate student learning in the event of extended student absence (i.e. quarantine)
- How can you adjust your expectations for classroom attendance so that students who are required to quarantine can still work remotely without penalty for missing class?
- How would you split up large classes into smaller groups to fit into the social-distance-reduced classroom (i.e. will you alternate student attendance into a Monday/Wednesday group and a Tuesday/Thursday group?)
- If you must be absent, can a substitute teacher access your course materials on D2L and keep your classes going?

Before you dive into this captivating manual, please take note of other resources we will provide to you over the next few weeks/months:

- We are developing a **D2L course** for you. The course is entitled **"Tech Instructor Inservice."** When we have finished building that course, we will send you an email with instructions on how to access the course.
- We will send you templates of documents you can use in your hybrid courses. These templates will come to you through email throughout June and July.
- We will offer training on D2L basics throughout June and July for those of you who would like some help navigating this platform. Topics, dates, and Zoom invites (or locations of on-campus trainings) will be sent through email.

[Go back to Table of Contents](#)

CHECKLIST for instructors converting classes to HYBRID delivery:

When	What to do	✓
	INSTRUCTOR INSERVICE AUGUST 3-11 to WORK ON D2L	
August 3-11	Enter your updated course syllabus into D2L	
August 3-11	Import "Start Here" module into your course (you will receive the "Start Here" module as a zip file along with instructions through email)	
August 3-11	Customize " Semester at a Glance " in "Start Here" module	
August 3-11	Customize " Instructor Information " in "Start Here" module	
August 3-11	Customize " Textbooks and Materials " in "Start Here" module	
August 3-11	Customize " Course Competencies " in "Start Here" module	
August 3-11	Customize " Gatekeeper Courses " in "Start Here" module	
August 3-11	Copy and paste the Welcome announcement in D2L; send it via Washburn email to all your students	
August 3-11	Enter course content, including handouts, videos, quizzes, links to external websites or special platforms such as I-CAR or Pivot Point	
August 3-11	Set up the gradebook in D2L; align any dropbox assignments; enter columns for non-D2L assignments	
Throughout fall term	Repeat this process of converting one course at a time: remember, we anticipate a resurgence of COVID during the months of November/December, so focus on how you plan to END the SEMESTER in case of shelter-in-place orders!!	
	Preparing Students for Hybrid learning	
August 12-21	Walk students through " Start Here " module and teach through each component	
August 12-21	Assign exercises (assignment dropbox) that must be accessed and submitted in D2L	
August 12-21	Initiate email correspondence using Washburn email accounts	
August 12-21	Schedule a practice Zoom session so students must load the app onto their devices and learn how to "do Zoom"	
Weekly, all semester	Update the Gradebook in D2L so students can see their progress	

REVISING the COURSE SYLLABUS

Below is a preview of the revised course syllabus that we will use for hybrid courses. **Please note the special information that pertains to how we are dealing with the COVID-19 pandemic (text boxes, below).**

The revised syllabus template will be sent to instructors through email in early summer, and will be available in the "*Tech Instructor Inservice*" class in D2L (under the "All Semester" tab).

Please download and edit the template so that you can upload your revised course syllabi into your courses on D2L.

Edit the items highlighted in yellow; please retain the rest of the text in the template.

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Course Syllabus

Special Notes for Fall 2020:

1. Washburn University/Tech policy states that all instructors, students and visitors **wear a mask** to prevent the spread of the Corona virus.
2. Additionally, we are adapting our classrooms to limit seating so that we can maintain appropriate **social distancing**.
3. This course has been redesigned to accommodate periods of “shelter-in-place” or other unforeseen events that may interfere with the face-to-face delivery of instruction. We are using the D2L platform for course materials, quizzes, announcements, grades and other means of delivering instruction.
4. Please note that cell phones/smart phones may not be sufficient to complete the assignments required in this course.
5. Students are encouraged to log into their courses in D2L daily to check announcements, grades, course content, and other information instructors will share.
6. STUDENTS will need to secure the following technologies:
 - a computer (laptop, desktop, or tablet) that includes a webcam, speakers and microphone so that instructors may conduct Zoom videoconferencing to deliver instruction.
 - reliable internet access with enough bandwidth to accommodate the demands of videoconferencing.

Course Name/Number	[enter course name/number]
Semester	Fall 2020
Course URL	http://d2l.washburn.edu
Campus	Washburn Institute of Technology
Instructor	[enter name of instructor]
Instructor's email	[enter instructor's email address]

Course Description

[enter the catalog course description – see our online version of the catalog: [URL](#)]

Textbooks / Course Materials

[enter textbook information, including ISBN, and a list of materials or supplies]

Student Learning Outcomes:

- A. Communicate effectively
- B. Integrate technology
- C. Learn effectively
- D. Demonstrate cooperative teamwork skills
- E. Apply safety in the workplace

- F. Think critically and creatively
- G. Demonstrate responsible work ethics

Course Competencies

[enter list of course competencies]

Assessment

Assessment is an integral part of the educational process at Washburn Tech and accurate feedback is an important tool in continuously improving the institution's technical programs. Students can expect to participate in assessment activities prior to entry into programs, within specific courses and following program completion for specific fields of study.

Grading and Grading Scale

[enter information about grades and grading scale]

Attendance

Special notes about attendance for Fall 2020:

- Students should log daily into D2L to check announcements, course content and grades.
- Instructors will post changes in classroom scheduling and attendance requirements in the "Announcements" section of D2L.
- Washburn Tech students who display symptoms of COVID-19 may contact **Student Health Services** on the Washburn University campus (140 Morgan Hall; **785-670-1470**) to report symptoms or to request medical testing.
- If a student becomes ill or displays symptoms consistent with COVID-19, the student is expected to stay home. (see CDC webpage <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>)
- If a student must miss class for any reason, immediately email your instructor with details about the length (number of days) of the absence. Ask instructor about options for making up the work that will be missed during the absence.
- If the student does not email the instructor, it may not be possible to make up the missed classroom/shop work.

Services for Students with Disabilities

The Campus Advocate is responsible for assisting in arranging accommodations and for identifying resources at Washburn Tech for persons with disabilities. Qualified students with disabilities **MUST** register and provide documentation with the office to be eligible for services. New requests for accommodations should be submitted two months or more prior to the date services should begin; however, contact the Campus Advocate as soon as a need may arise. Depending on the accommodation request, four to eight-week lead time may be needed for timely and effective provision of services. The Campus Advocate coordinates and assists in arranging services it deems appropriate for eligible students on a case-by-case basis.

If you are a student with a disability that may substantially limit your ability to participate in this class and believe you will need accommodations, it is your responsibility to contact:

The Campus Advocate

Location: Building A, room 117C

Phone: 785-670-3364

E-Mail: shelley.bearman@washburntech.edu

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Washburn University prohibits discrimination on the basis of race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status, sexual orientation/gender identity, genetic information, or other non-merit reasons, in University programs and activities, admissions, educational programs or activities, and employment, as required by applicable laws and regulations.

STRUCTURE OF THE HYBRID COURSE

Online students have told us that they prefer structure and organization in the D2L environment. From their feedback, we have developed some standards for structuring the online portion of the hybrid course. **These standards are explained in greater detail with examples in the following sections of this handbook.**

Announcements	Announcements are a key component in communicating with students. Be sure to create and post weekly announcements that inform students of deadlines, expectations, changes in scheduling, etc. Also include plenty of encouragement and tips for success in your announcement.
"Start Here" module	Each course should contain the standardized "Start Here" module that serves as an introduction to how students will progress through their courses during the semester. This module provides information about how to use D2L, set up the Washburn email account, how to use Zoom videoconferencing, and more.
Module titles	Include descriptive and helpful module titles for each module within each course. Rather than using vague titles (i.e. "Week 1" it is helpful to use titles that either convey the topic of the module, or convey the date of the week when the module will be used).
Welcome blurb	Provide a Welcome blurb for each module. The Welcome blurb is simply a short video or short paragraph that describes what will be covered in the module. This helps students as they prepare to learn material. You may want to provide reminders of previous material, and describe how students will build upon previous knowledge as they learn new material.
Read/Watch/Do chart	Each module should contain a Read/Watch/Do chart . This chart simply shows students how much time would be required to complete the activities in the module. This handbook contains information to help you anticipate how much time will be appropriate to complete instructional activities.
Teach through Course Design	All course content should include teaching through course design —use audio, video, or text to convey the things you would typically say in your classroom – explanation, instruction, correction, linking, questioning, providing hints and encouragement. This is what teaching is all about. When students are online, they still need your teaching! You will need to Teach through Course Design by writing your explanations, etc. into the D2L course itself.
Quizzes and Exams	Each course should provide opportunities for students to demonstrate mastery of course competencies . The online environment is perfectly suited for assessing student knowledge through Quizzes and Exams. This handbook contains tips on how many questions, what kinds of questions, etc. will be suitable for both formative and summative assessment of student learning.
Gradebook	The gradebook for each course shall be updated weekly, if not more frequently as assignments are due. The gradebook should be designed so that students can see an accurate grade for the course at any point during the semester.
Use copyrighted materials legally	Attribute sources of the materials you use, and when possible, obtain written permission to reproduce documents, videos, and other resources that other people have created (especially if they are selling their materials and your use of these materials is depriving them of revenue).

ANNOUNCEMENTS

Announcements are a key component in communicating with students. Be sure to create and **post weekly announcements** that inform students of deadlines, expectations, changes in scheduling, etc. Also include plenty of encouragement and tips for success in your announcement.

Here is an example from IND104:

Amatrol sign up ×

Posted Feb 18, 2019 6:29 PM

Amatrol is a website which gives you practical experience about the course.

What you need to do:-

- Sign-up on your Washburn email account.
- Click on an email from Chaz regarding Amatrol.
- This email has your unique code which will be useful to set up your Amatrol account.
- Click on this link: : <https://www.learnamatrol.com/lms/>.
- Sign- up your Amatrol account with your detail information.

If you have any questions please email me.

Here is an announcement that you should put into your courses for the Fall 2020 semester:

Special Note for Fall 2020:

We are taking special measures to help you enjoy a successful semester.

Please be sure you log into D2L on at least a weekly basis (or, in case of quarantine, daily).

If there are any changes to our class schedule, I will post them here in the Announcements on D2L.

As a Washburn Tech student, you are eligible to use the Student Health Services on the Washburn University campus (140 Morgan Hall; 785-670-1470). If you start to experience COVID-19 symptoms, please contact Student Health Services.

Also, be sure to email me if you must miss class for any reason, or if you have questions about this class.

I look forward to working with you this semester!

“START HERE” MODULE

Each course should contain the standardized **“Start Here” module** that serves as an introduction to how students will progress through their courses during the semester. This module provides information about how to use D2L, set up the Washburn email account, how to use Zoom videoconferencing, and more.

Here is a list of the submodules (and their intended purposes) within the “Start Here” module:

1	Semester at a Glance	Shows how the grad plan/courses for the semester will progress
2	Instructor Information	This is a brief introduction about the instructor
3	Textbooks and Materials Needed	You may copy the information from the syllabus for this submodule
4	D2L for Students	This is a brief instructional guide to help students navigate D2L
5	Setting up Notifications	This tells students how to set up notifications from D2L to their phones or email
6	Washburn Email Accounts	This tells students how to set up their Washburn email accounts, and to forward Washburn emails to their personal email accounts
7	Using Zoom Videoconferencing	This shows students how to set up and use Zoom
8	Course Competencies	You may copy the list of course competencies from the syllabus
9	Gatekeeper Courses	This briefly explains what a “gatekeeper” course is; you may customize this by listing the gatekeeper courses in your program

We will send you the “Start Here” module in a zip file (through email) along with instructions for importing the module into your course. You just need to import it into your D2L class during Instructor Inservice in August.

You will need to customize the submodules within the “Start Here” module (see checklist so you don't miss any steps!)

For example, in the Welcome blurb for the “Start Here” module, you need to insert the name of your program in the italicized space (see image below).

Start Here! Print

Welcome to the *[insert name of program]* program at Washburn Tech!

This module is designed to help you understand the expectations and requirements necessary for success this semester.

Please work your way through each of the items listed below.

Download
Expand All | Collapse All

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Syllabus ▾ Content Classlist

Search Topics <input type="text"/>	
	Syllabus
	Bookmarks
	Course Schedule
Table of Contents	1
Start Here!	✓
Semester at a Glance	✓
Instructor Information	✓
Textbook and Materials Needed	✓
D2L For Students	
Setting up Notifications	
Washburn Email Accounts	
Using Zoom videoconferencing	✓
Course Competencies	✓
Gatekeeper Courses	✓

We are assuming students know nothing about the "grad plan" and different courses they are taking each semester.

For this reason, the "Semester at a Glance" will be extremely helpful!

The "Semester at a Glance" is a visual aid that helps the student understand which courses they are currently completing. Note that two options are depicted below – the sequential delivery (top image) and the concurrent delivery (bottom image):

AUG	SEPT	OCT	NOV	DEC
TEC 101	TEC134	TEC156	TEC172	TEC198
sequential delivery of courses				

AUG	SEPT	OCT	NOV	DEC
TEC 101				
TEC134				
TEC156				
TEC172				
TEC198				
concurrent delivery of courses				

You can create your own "Semester at a Glance" by using Excel.

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TITLES FOR MODULES

Include descriptive and helpful **module titles** for each module within each course. Rather than using vague titles (i.e. "Week 1" it is helpful to use titles that either convey the topic of the module, or convey the date of the week when the module will be used).

How you might name modules:

- with the week of the semester (i.e. "Week of Sep 14-18")
- with a number indicating the order in which students progress (i.e. "Second," "Third," etc.)
- with a description of the topic (i.e. "Safety")

Below is an image of the modules for AUT161 using module numbers as well as short descriptors:

Table of Contents	97
Start Here	6
Module 1 - Safety	7
Module 2- Intro to Auto	15
Module 3-Electrical Fundamentals	5
Module 4-Ohm's law	5
Module 5-Wiring Diagrams	5
Module 6-Wiring repair	5

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WELCOME BLURB FOR EACH MODULE

Provide a **Welcome blurb** for each module. The Welcome blurb is simply a short video and/or short paragraph that describes what will be covered in the module. This helps students as they prepare to learn material. You may want to provide reminders of previous material, and describe how students will build upon previous knowledge as they learn new material.

Here is an example of a welcome blurb from an existing online course (HCT108):

1. Getting Into Health Care ▾



In this section we will first explore the early beginnings of health care, including the contributions that have led to causes and cures of illness, injuries and other disabling conditions. It is important to understand the beginnings of medicine to fully appreciate the advances that have been made in the last 5,000 years. We will then look at the incredible array of jobs available in health care fields.

Here is an example of a welcome blurb and welcome video from an existing online course (CEC201):

1. Introduction to Energy, Comfort and Design Conditions ▾

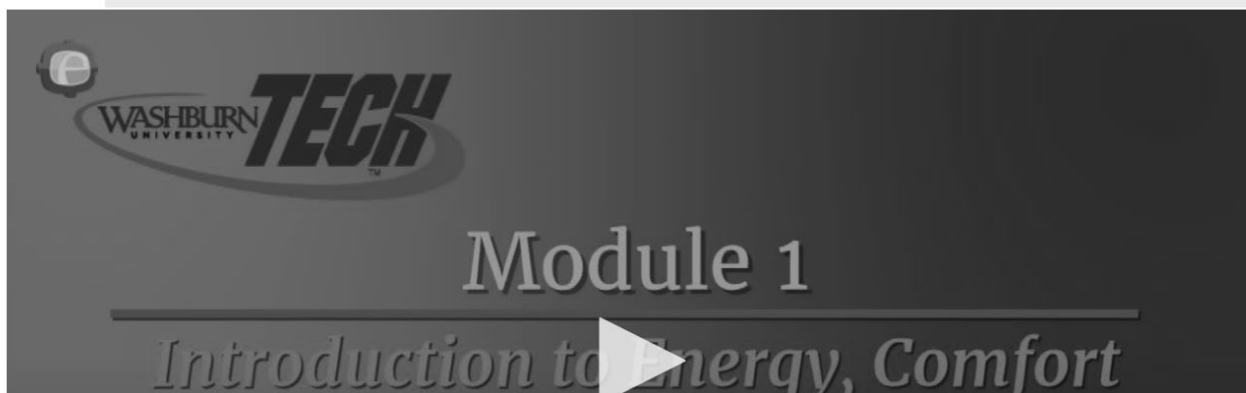


Welcome! This week we will introduce you to the basics of energy, comfort and the beginnings of the HVAC system design process. Let's start by learning what energy is, along with some key terms that we will use throughout the course. You will be able to discuss the things which create comfort as we step into the process used to find the right size of heating and air conditioning system. Look for your daily Read, Watch and Do tasks after you watch this short video clip.

Video

About

Transcript



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READ/WATCH/DO CHART

Each module should contain a **Read/Watch/Do chart**. This chart simply shows students how much time would be required to complete the activities in the module. This handbook contains information to help you anticipate how much time will be appropriate to complete instructional activities.

The "**Read, Watch, Do**" chart is simply an Excel spreadsheet –you can make your own charts for each module using the template we will send you through email.

For example:

	MON	TUES	WED	THUR	FRI
5 min	Welcome	Read Chapter 1 (pages 11-21)	Video	Follow-up posts to peers in Discussion Forum	Quiz over Chapter 1, 2 and 3 reading assignments
10 min	Read Chapter 1 (pages 3-10)				
15 min		Read Chapter 2 (pages 22-30)	Read Chapter 3 (pages 33-39)		
20 min					
25 min					
30 min	Video				
35 min	Start Discussion Forum	Worksheet #1			
40 min					
45 min				Video	

The chart helps students see what they need to accomplish, and it gives an indication of the amount of time it will take to complete the tasks.

- **Read** (pink boxes) – any reading assignment (textbook, PDF, webpage, etc)
- **Watch** (green boxes)– any audiovisual presentation (video, PowerPoint with voiceover, etc.)
- **Do** (goldenrod boxes) – any assignment, quiz, exam, Discussion Forum, project, simulation, skill development, etc.

Now you may be wondering –

- ***How long does it take a student to read a textbook?***
- ***How long does it take to complete a worksheet?***
- ***How long does it take to complete a quiz?***

Keep reading to find the answers!!

Here are some standard *instructional equivalencies* (or standard time allocations for instructional activities)

READ		
Reading	Textbooks, webpages, PDF documents typed as a textual document (i.e. not PowerPoint slides)	1 page = 3 minutes
PowerPoint slides (reading only)	Without voiceover recording (caution: PowerPoint presentations without voiceover can be disengaging and may lack instructional value if concepts are not explained adequately)	3 slides = 1 minute
WATCH		
PowerPoint presentation	With voiceover recording	Actual time of recording
Video	Whether the video is self-produced, or a recorded Zoom videoconference, or a professionally produced video (check copyright and Fair Use rules)	Actual time of recording
DO		
Videoconferencing	Zoom meetings between instructor and student(s)	Actual time of meeting
Oral presentation or video production	Assignment for which student must prepare a script or content, and prepare some sort of visual aid (i.e. PowerPoint) or record him/herself	Estimate 30 minutes of out-of-class preparation for each minute of the presentation (so a five minute speech would require 150 minutes of prep time)
Quiz or exam -- objective questions	<ul style="list-style-type: none"> • multiple choice • true/false • matching • fill-in-the-blank 	1 question = 5 minutes
Quiz or exam -- subjective questions	<ul style="list-style-type: none"> • short answer • essay 	1 question = 10 minutes
Simulation	Activity requiring use of Virtual Reality or specialized technology to practice skill sets	Estimate amount of time based on the complexity of the skill set

Be very selective with your course content – include only the most relevant items (those that specifically address the course competencies for the lesson plan). Too much content will be discouraging for students, and they may just simply "disengage."

Be very clear in your instructions, explanations, and expectations. Students need to see written instructions in D2L (even if you provide verbal instruction in class – they will forget by the time they log into D2L!)

TEACHING THROUGH COURSE DESIGN

All course content should include **teaching through course design**—use audio, video, or text to convey the things you would typically say in your classroom – explanation, instruction, correction, linking, questioning, providing hints and encouragement. This is what teaching is all about. When students are online, they still need your teaching! You will need to **Teach through Course Design** by writing your explanations, etc. into the D2L course itself.

Think about the teaching you do in a physical classroom:

- You are constantly giving instructions, feedback, praise, warnings, explanations, etc.
- You give lectures or demonstrations to teach new content.
- You provide instructions for assignments or labs.
- You ask questions to gauge student understanding.
- You attempt to get students to collaborate and build off each other’s questions and comments.
- You are INTERACTING WITH your STUDENTS.

When learning online, students are missing all this interaction.

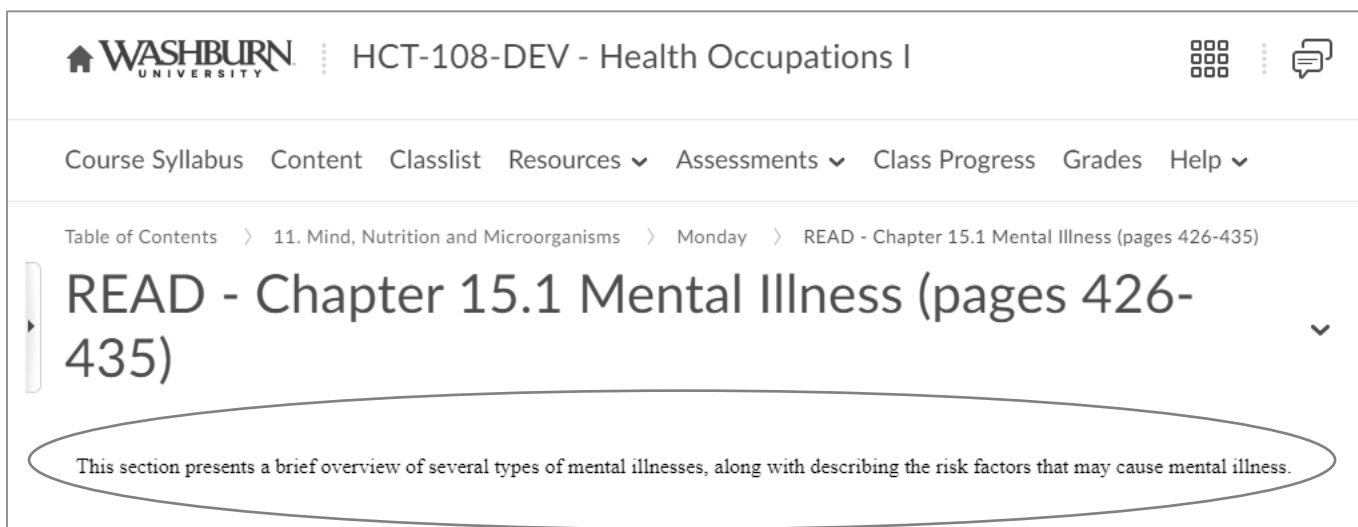
We still need to interact - to “teach” - in our online courses.

“Teaching through course design” simply means that you put the verbal instructions, context, explanations, etc. into the D2L environment.

Each content item that you put into your online course (video, PDF, reading assignment, quiz, etc.) needs to have some type of *introduction, explanation, or direction* just as you would verbally say to your students in the physical classroom.

EXAMPLES:

Teaching through course design that occurs prior to the “READ” assignments in HCT108:



WASHBURN UNIVERSITY HCT-108-DEV - Health Occupations I

Course Syllabus Content Classlist Resources Assessments Class Progress Grades Help

Table of Contents > 11. Mind, Nutrition and Microorganisms > Monday > READ - Chapter 15.1 Mental Illness (pages 426-435)

READ - Chapter 15.1 Mental Illness (pages 426-435)

This section presents a brief overview of several types of mental illnesses, along with describing the risk factors that may cause mental illness.

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Teaching through course design that occurs prior to the “DO” assignments in BAT130:

WASHBURN UNIVERSITY | BAT-130-DEV - Word Processing

Course Syllabus Content Classlist Resources ▾ Assessments ▾ Class Progress Grades Help ▾

Table of Contents > 2. Beginning to Format Text > Tuesday > DO - Begin working on SNAP assignments

DO - Begin working on SNAP assignments ▾

In this chapter, as I mentioned in the Welcome video, we will primarily use the HOME tab, but we will also use the DESIGN tab. You can let the icons for each command help you determine what the command is for. You can also use the “hover” feature of your mouse. If you can’t remember what an icon represents, move your mouse pointer so it shows on top of the icon. Make sure you hold it still, and after a moment, a small box will appear which gives a brief description of the icon.

I think you will find that, while Chapter 2 may have some skills you are already familiar with, it will introduce new skills and possibly new ways of completing familiar skills. This chapter is still fairly easy. Take advantage of this and try to become comfortable with Word, the SNAP software, and your online course.

[Click here to enter SNAP](#)

1. [Word 2016 L1 Chapter 2 Lesson 1](#)
2. [Word 2016 L1 Chapter 2 Lesson 2](#)
3. [Word 2016 L1 Chapter 2 Skills Exercise 1](#)
4. [Word 2016 L1 Chapter 2 Skills Exercise 2](#)

Download Print

Activity Details

✓ You have viewed this topic

Last Visited Oct 31, 2019 2:01 PM

Teaching through course design for a video in HCT108 (note the title and time of video):

Table of Contents > 1. Getting Into Health Care > Monday > WATCH

WATCH ▾

As you watch these two videos, pay attention to the dates of certain advances and discoveries. How long ago (or how recently) did we understand how illnesses were spread, and how to vaccinate or prevent them? Consider how the pioneers in medicine had to be courageous and overcome superstitions, fear, and ignorance as they discovered new ways to improve human health.

1. History of Medicine Timeline [2:48]

History of Medicine Timeline Watch later Share

On the same note, Robert Hooke discovered the cell along with other microbiological significances.

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QUIZZES and EXAMS

Each course should provide opportunities for students to **demonstrate mastery of course competencies**. The online environment is perfectly suited for assessing student knowledge through Quizzes and Exams. This handbook contains tips on how many questions, what kinds of questions, etc. will be suitable for both formative and summative assessment of student learning.

Quizzes and exams can be time-consuming for instructors – the amount of time it takes to *prepare* the quiz/exam, and the amount of time it takes to *grade* student responses.

Recall the amount of time required to answer different types of test questions. Include enough questions to cover the topic without going over a reasonable time period for the student to complete the quiz/exam in one sitting.

Quiz or exam --objective questions	<ul style="list-style-type: none"> • multiple choice • true/false • matching • fill-in-the-blank 	1 question = 5 minutes
Quiz or exam --subjective questions	<ul style="list-style-type: none"> • short answer • essay 	1 question = 10 minutes

1. **Multiple choice** questions are the easiest to grade and may also test the student's reasoning skills.
2. **True/false** questions are acceptable only if there is an opportunity for the student to qualify their answer (a short explanation); otherwise the student has a 50/50 chance of guessing correctly
3. **Fill-in-the-blank** questions often require correct spelling along with comprehension of the question, which may be a problem
4. **Matching** questions are better if there are just a few more answer options than question stems, which ensures that students KNOW answers and are not just guessing
5. **Short answer** questions usually require one or two sentences to explain a concept – this requires more effort when grading, but does a better job discerning what the student knows and doesn't know
6. **Essay** questions may be best at discerning what the student knows, but the grading effort is much greater and consistency in grading is usually quite variable

Choose the type of question carefully – each type of question has pros/cons, so you must determine what type of questions suit your instructional purpose.

About Test banks

- Many publishers provide test banks, or extensive lists of test questions covering their textbooks, in their Instructor Resources webpage
- Many publishers can provide a digital file that we send to C-TEL for automatic entry into D2L
- You would need to select an appropriate representation of these questions rather than submitting the entire test bank.

Copyright Concerns

Use copyrighted information legally. Attribute sources of the materials you use, and when possible, obtain written permission to reproduce documents, videos, and other resources that other people have created (especially if they are selling their materials and your use of these materials is depriving them of revenue).



Here is the resource C-TEL provides regarding copyright:

<https://www.washburn.edu/statements-disclosures/copyright/index.html>

We must comply with copyright laws and guidelines when we add videos and other materials into our courses.

NON-TEXTBOOK documents (i.e. photocopies you have made as handouts for class) –

- Make sure you have written permission to use the document in class
- Make sure you provide appropriate citation on documents (see example below).
- APPROPRIATE CITATION includes author name, year of publication, title of publication, page numbers.

Tomczyk, John. (2016). Refrigeration and Air Conditioning Technology. Pages 344-356.

TEXTBOOK materials

- PowerPoint slide decks, test banks, discussion questions, etc.
- If you have adopted the textbook for your course, you may use these instructor resources.
- If you did not adopt the textbook, you may not use those resources.

YOUTUBE videos

- Many high schools restrict student access to YouTube, so it is best NOT to include URLs for YouTube.

SELF-MADE videos

- Videos are great instructional tools! See the last chapter in this guide to help you create your own videos.
- Use the Washburn Video Server as the place to store your video. We can request an account for you.

TIPS for CREATING INSTRUCTIONAL VIDEOS

Some high schools restrict student access to YouTube, so if you include YouTube videos, be prepared for some students to tell you they could not access the video.

Each instructor can have a personal account in the Washburn Video Service (ask Director of Instruction to set you up!)

When you prepare/select a video, you will simply upload the MP4 file (that is a video file) into the Washburn Video Service, which connects with D2L.

Make Your Own Video!

If you have your own camcorder, you can record yourself. Just be highly critical when you review your video –check for good quality sound and audio. If students cannot hear what you say, what’s the point? And if the video is out of focus, or misses the action, students will not watch and will not learn.

If you have Zoom (and all Washburn employees have Zoom), you can record yourself, you can share your screen to discuss a PowerPoint or any other digital document, and you can even use a “pen” to highlight, draw or highlight items!

Guidelines for recording your video using Zoom:

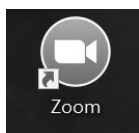
First, prepare your script or outline. This will minimize your verbal stuttering and mistakes, and will also help us with closed captioning the video.

Next, decide if you want to just do a head-shot (blog-style) or share your screen (to show a PowerPoint or other document).

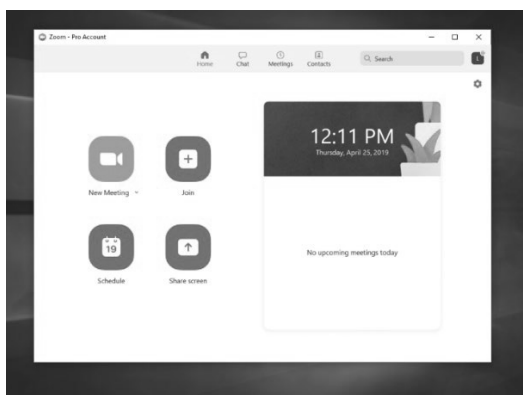
- Headshot: You may have your script available either below the webcam or off to the side – just remember to maintain eye contact with the webcam while you are recording.
- Screen share: Be sure to have your documents prepared (i.e. to show a PowerPoint or website or document from your computer) and ready to present before you start recording!

Step by Step Instructions for Recording Using Zoom

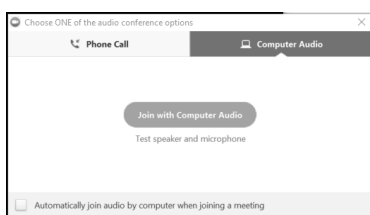
Click the Zoom icon on your desktop to launch the Zoom app.



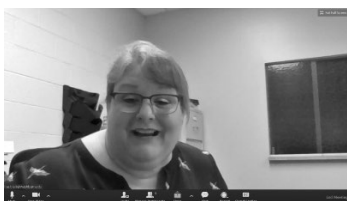
Click on “New Meeting”



Zoom will ask if you are using the computer's microphone and speakers:



Click "Join with computer audio" and now you should see yourself on the screen.



If you do not see yourself, check to make sure your webcam is open (some computers have a slider that covers the camera – just slide it over to uncover the lens).

You will want to become familiar with the menu bar at the bottom of the screen. If you do not see the menu bar, just move your mouse –the menu bar will pop up.

OPTION A – Headshot/Blogstyle presentation

Click the "Record" icon on the menu bar. You are recording your headshot (blog-style), which is a great option if you are simply talking/teaching.

Keep your presentation short and sweet! Ask intriguing questions to keep your listeners engaged.

When you are done with your presentation, stop recording and end the meeting (skip down to the section entitled "Saving Your Recorded Zoom Session")

Alternatively, you may want to show your students a drawing, PowerPoint slideshow, or some other document. You need to take a few more steps to record a screen share:

OPTION B – Screen Share

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If you plan to show a PowerPoint or document from your computer, click the “Share” icon.

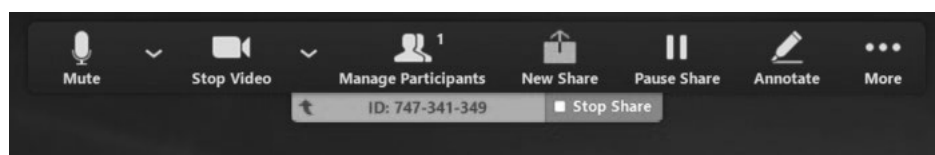
Select your computer screen and then click on the word “share” in the lower right corner.



You should see your screen now, with a small thumbnail of yourself in a small box (usually in the top right corner –but you can click and drag this box to any location on the screen, and you can re-size or eliminate the box).

Move your mouse around - there will be a menu bar that pops up.

Click on “More” (the icon with three dots)



From the menu that pops up, select “Record to this computer Alt-R”

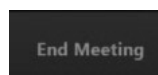
This starts recording immediately.

When you are finished recording, move your mouse to make that floating menu bar pop up, the select “Stop Recording Alt-R.”

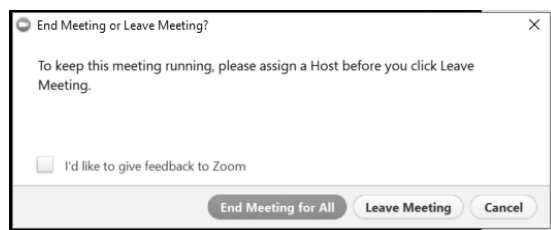
You then need to “Stop Share” if you have been sharing your screen.

Saving Your Recorded Zoom Session

Then click “End Meeting”



Then click “End Meeting for All”



This prompts the computer to save your recording – so you should see a dialog box pop up with a progress bar showing that the recording is being “converted”

Look for your video in your file directory- there should be a file entitled “Zoom.”

The recordings are saved with a long title, such as:

2019-05-15 09.51.25 lisa.blair@washburn.edu's Zoom Meeting 422480601

(This is simply a time/date stamp of when you recorded your video)

Rename the file - Include the course number and module # and a title describing the content as below:

IND104_Mod1_Introduction

Here are some tips for recording videos...

Short – but "meaty"

With video you will have to think about how you are going to deliver your lessons in a way that doesn't rely on immediate student feedback. Consider how to condense your lessons down to just the “meat” of the topic.

Keep the videos short (less than 5 minutes) and focus on a single concept. This may mean you have a greater number of videos, but each is a short clip and easier to “digest.”

Project Your Voice

Do a practice recording (use your phone, computer, tablet) and listen to yourself.

- Is your voice pleasant and easy to listen to? (or is it too meek, too grating, too loud?)
- Is the recording boring? If so, do a quick re-write and insert thought-provoking questions, or present the topic as a story or a mystery.
- Is this something you would enjoy viewing? If so, chances are the students will too.
- Be sure to articulate each word
- Speak in a natural pace – don't sloooooooooow down, and don't speed up
- Remember to breathe!

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Backdrop

If you are recording yourself, look behind you at the backdrop. Is there an appropriate (not too distracting) backdrop

- Windows/lighting should be in front of you, not behind you
- No beer signs, logos from other schools, artwork of a suggestive nature...
- Think of locations that might be relevant to the course content (hospital room, garage, welding area, etc.)
- We have a small video studio in the basement that has a black background and a light board where you can write just as you would on a whiteboard in the classroom



Clothing

Here are some things to avoid:

- Dark colored shirts
- Shirts with logos (especially other schools, but also beer or alcohol branding)
- Busy looking designs
- Shirts with writing (if you present with the light board, we will have to reverse the image)



Fine stripes and busy prints often look like they are in motion when captured on camera. Stick with solids or large prints.



Don't be a floating head!

(Wear light colored clothes when shooting in front of a dark backdrop or vice versa!).

