

RCC Science Policies for College Now Articulations

The RCC Science Department welcomes the opportunity to consider local high school courses for articulation with RCC. Both the qualifications of the individual instructor and the content of the course will be evaluated.

Ideally, the high school instructor will have a master's degree in the subject area, although an undergraduate degree in the subject area with a master's degree in education will also be considered. We do not offer articulations for 200-level courses at RCC. We feel that this is in the best interest of students. Our 100-level courses provide a good challenge for a wide range of high school students, and advanced students have the option of passing an A.P. exam for 200-level credit.

We do not typically offer articulations for the first year of a given subject area in high school. For example, if a high school offers a biology course that is a prerequisite for advanced biology or anatomy, then the advanced biology and anatomy courses could be considered for articulation but not the prerequisite biology course. Our philosophy is that students should have had at least one year of exposure to a given scientific subject area before taking a course that is potentially equivalent to a college course.

Exceptions to this may be made when the exception fills a perceived need. There is currently only one exception in place. Any high school chemistry class may be considered for articulation with Chem104 at RCC if the following requirements are met.

- The text book is General, Organic and Biological Chemistry, by Janice Gorzynski (2nd edition) Chapters 1-9 only.
- The lab manual is the Chem104 lab manual provided by RCC, and student lab write-ups will be completed according to guidelines provided. Two lab practicums (provided by RCC) will be administered.
- Nine RCC quizzes (one per chapter) will be administered according to guidelines provided.
- Three in-class, closed-book RCC exams will be administered according to guidelines provided.
- The grading scale for Chem104 is used: 50% exams, 30% lab (reports and practicums), 10% quizzes, 10% homework.
- Portfolios of student work will be maintained and shared annually with RCC science faculty. Be prepared to submit a portfolio of all assignments from at least two A students and two C students in your class.
- A site visit will be scheduled for an RCC faculty to observe your articulated class.
- Paperwork for rubric assignments and learning objective assessments will be completed and shared annually with RCC science faculty.
- You will be asked to submit an essay reflecting on the challenges of helping high school students meet college-level learning goals.

We maintain an emphasis on high standards in all of our science courses. It is our job as instructors to help students meet high standards. We do not lower standards to make the class easier for struggling students. There is no curving of assessments or grades in the RCC Science Department, and there are NO EXAM RETAKES. For College Now articulations, this means that the high school teacher will likely need to keep two gradebooks for the same class: one for the high school grade and one for the RCC grade. If the high school has a policy of exam retakes, it is important that only the first exam score count toward the RCC grade.

We strive for consistency in RCC science classes. This helps to create a culture of fairness in which students who do equivalent work in different sections of the same class earn the same grade. It also helps to maintain a level of preparedness on which instructors in future classes can build. High school teachers seeking an RCC science articulation for a given class must submit a detailed syllabus, statement of policies, grading scale, outline of topics to be covered, outline of labs to be covered, and the actual quizzes and exams for the class. We work hard to coordinate topics, pacing and enrichment activities among all RCC science instructors. Please follow the direction of your RCC contact in order to ensure consistency with the approved curriculum.

Articulated high school science teachers are expected to attend an annual meeting at RCC, usually in November.

For more information, please contact:

Dorothy Swain
Science Department College Now Coordinator
Rogue Community College
3345 Redwood Avenue
Grants Pass, OR 97527
(541)-956-7069
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RCC Science Faculty Guide

This is a work in progress. Please send suggestions for improvement to Dorothy Swain.

Mission Statement The mission of the Science Department is to present science as a rational and systematic observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena. Application of these principles in the natural sciences to include physics, chemistry, biology, geology, astronomy, and ecology will be emphasized. The Science Department will stress the importance of critical thinking and logical reasoning using various methods of investigation, such as observation, comparison, experimentation, and mathematical manipulation of data. The Science Department is also committed to the concept that science has a practical application and has to be understood in a larger cultural context. It is through inquiry that students are able to view science as an interdisciplinary study applicable to society.

Course Facilitator The course facilitator is the full-time faculty member responsible for the content and curriculum of a specific science course. Course facilitators will provide you with essential information and expectations about the courses you are teaching. Please establish contact with the course facilitator for any courses you are teaching and adhere to stated expectations. Do not make changes to course structure without first consulting with the course facilitator.

Course Facilitator	Courses
Corrie Alexander calexander@rogucecc.edu (541)-245-7680	BI211, BI234, GS108
Kevin Culhane kculhane@rogucecc.edu (541)-245-7621	BI101-103, ENV111
Dusty Rittenbach jrittenbach@rogucecc.edu (541)-245-7513	all physics and engineering classes, GS104, GS107
Don Schultz dschultz@rogucecc.edu (541)-956-7080	BI101(online)
Katie Strong ksstrong@rogucecc.edu (541)-956-7082	BI121-122, BI212-213
Dorothy Swain dswain@rogucecc.edu (541)-956-7069	all chemistry, geology and nutrition classes GS105, GS106
Jim Van Brunt jvanbrunt@rogucecc.edu (541)-956-7081	BI100, BI231-233, BI102-103(online)

High Standards It is our job to help students meet high standards. We do not lower standards to make the class easier for struggling students. There is no curving of assessments or grades in the RCC Science Department.

Consistency We strive for consistency in RCC science classes. This helps to create a culture of fairness in which students who do equivalent work in different sections of the same class earn the same grade. It also helps to maintain a level of preparedness on which instructors in future classes can build. We have consistent grading policies. We follow consistent assessment guidelines. We assign the same lab activities in the same order, and we follow consistent practices in the case of holidays and closures. We work hard to coordinate topics, pacing and enrichment activities. Please follow the direction of your course facilitator to ensure consistency with the approved curriculum.

Extra Credit At the lecture instructor's discretion, up to 3% of a student's total points for the class may be tied to meaningful extra credit points. Some instructors associate these points with perfect attendance or with challenge questions on exams. These points should be attached to real accomplishments, and they should be offered impartially to all students in your class.

Communication Play your part to foster open, respectful communication with students and colleagues. We can learn a lot from each other.

Peer Observations One of the best ways for us to learn from each other is to watch each other teach. Please consider asking to visit a colleague's classes and welcoming colleagues into your own class. Talk constructively about what you see. There is a peer observation form that you can use to focus the conversation. Part-time faculty should expect to be observed by a full-time faculty member. A peer observation is a formative observation. It is an opportunity for conversation about teaching and learning.

Documentation Please send a copy of your syllabus to the Lab Coordinator/Lab Technician for your campus well before the beginning of each term. If you are a lab instructor, the lecture instructor may take care of the syllabus for you. Please send a copy of your syllabus to the course facilitator, department chair and science administrative assistant before the end of the first week of every term. Please send copies of your exams to the course facilitator as you create or modify them. Please use the following links to complete the online data collection for the rubric assignment and ILO/COM3 assessments for each class each term.

RUBRIC: <https://www.surveymonkey.com/r/8LT9SZB>

ILO/COM3: <https://www.surveymonkey.com/r/88P9YB8>

Safety Become familiar with RCC safety policies. If you're not sure whether or not to fill out an Incident Report Form, you probably should. If you're not sure whether or not to ask a student to leave class or lab, you probably should. Enforce lab safety rules! Students may be asked to leave lab for safety reasons, and this will have an effect on the student's grade.

https://roguenet.roguecc.edu/IncidentReport/Incidents/Create	RCC Incident Report Form
http://web.roguecc.edu/safetysecurity	RCC Safety Information
https://intranet.roguecc.edu/Instruction/pdf/Justincaseguide.pdf	RCC Just in Case Guide

Lecture, Lab and Recitation Be sure to teach the class that is scheduled. Lecture-style presentation of material and lecture exams take place during **lecture** time. Laboratory activities and lab practicums take place during **lab** time. During chemistry and physics **recitation** periods, homework review and quizzes take place. Please stick to what is scheduled for each class period. Do not deviate without approval from the course facilitator.

Class Meetings Be on time and use all of the class time. Do not cancel classes except in case of emergency. If an emergency comes up, contact the Science Administrative Assistant, the course facilitator for the course, the department chair or coordinator and the dean. A substitute will be scheduled for you. Please do all that you can to help the sub make good use of the time with your students.

Bea Frederickson bfrederickson@roguecc.edu (541)-245-7527	Science Administrative Assistant Riverside Campus (Medford)
Jennifer Burkes jburkes@roguecc.edu (541)-956-7066	Science Administrative Assistant Redwood Campus (Grants Pass)
Dusty Rittenbach jrittenbach@roguecc.edu (541)-956-7069	Science Department Chair Riverside Campus (Medford)
Corrie Alexander calexander@roguecc.edu (541)-245-7680	Science Department Coordinator Riverside Campus (Medford)
Katie Strong ksstrong@roguecc.edu (541)-245-7680	Science Department Coordinator Redwood Campus (Grants Pass)
Dorothy Swain dswain@roguecc.edu (541)-956-7069	Science Department Coordinator Redwood Campus (Grants Pass)
Juliet Long jlong@roguecc.edu (541)-245-7802	Dean, School of Science and Technology Table Rock Campus

Testing Follow the Science Test Writing Guidelines (attached). Students may not use cell phones or other wireless devices during exams, not even as a calculator. Students are required to have a "regular" calculator for exams, if needed. Consider having a policy of "no restroom breaks during exams", and if you need to make exceptions have students empty their pockets first. Check with the course facilitator for the expectations for a specific course. Please go over graded tests with students in class, but do not allow them to keep their test papers. Graded quizzes, however, may be returned to students to keep. No cell phones should be out during testing or test review! If a student asks to take an exam or quiz in the Testing Center, they need to have an official accommodation from Disability Services. These are sent to instructors by email at the beginning of the term, and they are also highlighted on your class roster on the Faculty Resources web page.

https://intranet.roguecc.edu/FacultyResources/default.aspx	RCC Faculty Resources Web Site
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Labs Lab is an important part of the science curriculum. Please do the assigned labs in the assigned order, and do all of the assigned parts of the lab. If students finish the lab procedures early, please encourage them to stay and work on follow-up questions and calculations with their lab partner and to make good use of time with the instructor to help and support their learning. Please provide individual feedback on student lab reports so that students learn how to meet the expectations for a good lab report (careful observations, attention to details, thoughtful replies to open-ended questions, logical thought concisely expressed). Guide your students toward self-sufficiency, inquiry and discovery in lab, and be alert for teachable moments.

"Don't hover, let them discover."

The Lab Coordinator/Lab Technician needs your lab syllabus BEFORE the beginning of each term. Please be considerate and send your syllabus as early as possible.

Nichole Lott nlott@roguecc.edu (541)-245-7581	Science Lab Coordinator Riverside Campus (Medford)
Helaine Smith hsmith@roguecc.edu (541)-956-7064	Science Lab Technician Redwood Campus (Grants Pass)

RCC Faculty Essentials The Blackboard course “RCC Faculty Essentials” is available to all faculty – new or returning. There is some information pulled from the Faculty Handbook and the old New-Faculty Orientation, and some new material. There are five modules:

- o First Day Preparation and Survival
- o Community College Teaching
- o College Systems and Resources
- o College Culture
- o Student Support

Any faculty member who would like to access the course should email Lori Sours (lsours@rogucecc.edu) to request it, and include their ID number. Adjuncts who have NOT been paid for a face-to-face orientation and who complete the assessments for all 5 modules will get paid 2 hours of meeting pay (@\$20/hr).

Faculty Handbook The college-wide RCC Faculty Handbook is available online.

<http://go.rogucecc.edu/sites/go.rogucecc.edu/files/dept/FAMAT/pdf/FacultyHandbook.pdf>

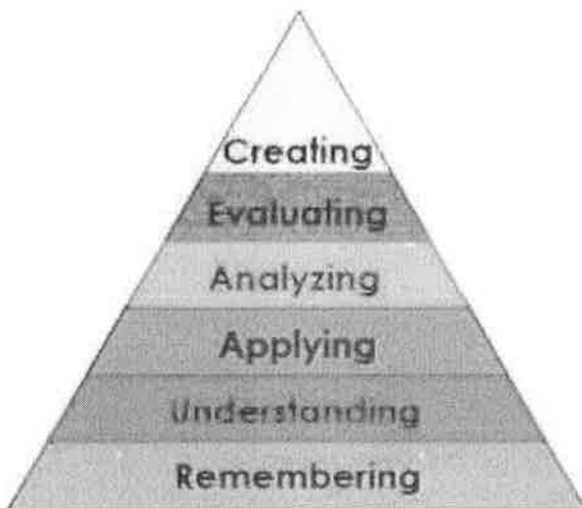
Human Resources Questions about salary and benefits, such as those pertaining to inclement weather, sick leave and other college-wide policies, should be directed to Jamee Harrington in Human Resources.

Jamee Harrington jharrington@rogucecc.edu (541)-956-7017	Director of Human Resources Redwood Campus (Grants Pass)
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Science Test Writing Guidelines

- ✓ Lecture Exams should contain questions with a variety of difficulty levels.
(Bloom's Taxonomy, see below)
- ✓ The overall exam should be no more than 75% multiple choice, with the remaining percentage consisting of written questions (essays, clinical application, critical thinking, problem solving, etc).
- ✓ Multiple choice questions should contain all levels of Blooms taxonomy to the extent the material covered on the exam allows.
- ✓ The written portion of the exam should include questions from the top-end of Bloom's Taxonomy.
- ✓ We should be encouraging (and helping) our students to think critically about the material they are learning, not just memorizing for the test.

Bloom's Taxonomy



- **Creating:** can the student build on the lower order skills to create a new product or idea that is useful?
- **Evaluating:** can the student justify a stand or decision, explain which options are better than others and why?
- **Analyzing:** can the student distinguish between the different parts & understand how they are connected?
- **Applying:** can the student use their knowledge and understanding in a new context?
- **Understanding:** can the student explain the ideas and concepts they have remembered?
- **Remembering:** can the student recall the information?