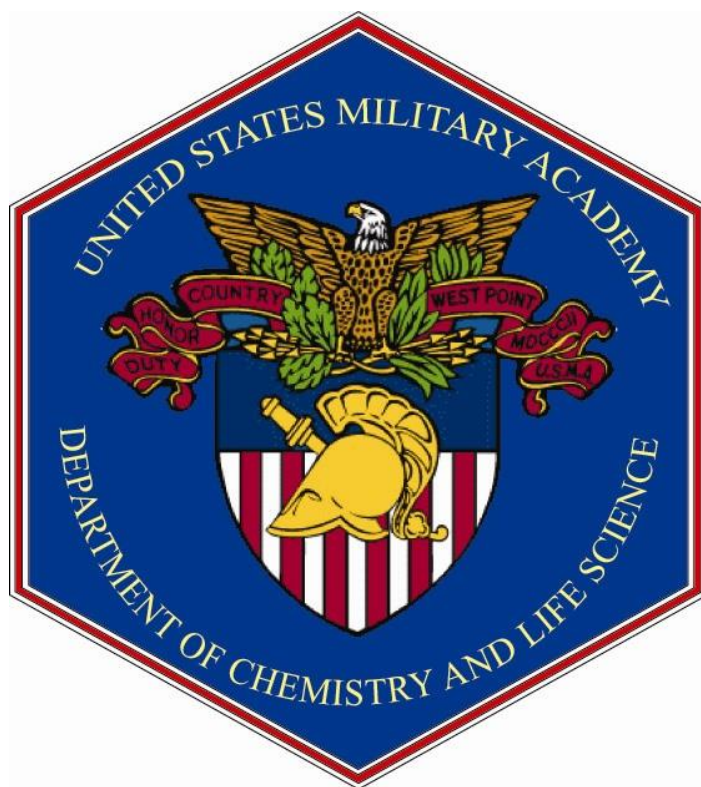# COURSE DIRECTORS' HANDBOOK

DEPARTMENT OF CHEMISTRY AND LIFE SCIENCE
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996

AY 17

MEMORANDUM FOR Course Directors, Department of Chemistry and Life Science,
        United States Military Academy, West Point, NY 10996

SUBJECT: Course Director's Handbook

1. **CONGRATULATIONS** on your selection as a Department of Chemistry and Life Science
Course Director. As Course Director, you are responsible for the execution of all aspects of your
course. This responsibility is vital to the smooth operation of the department and your positive
measures will enable us to have another successful semester educating cadets. I expect your
constant attention to these responsibilities.

2. Course director duties are myriad and encompassing. I need you to look forward in your
course in order to plan your needs and required support. Although short notice requirements
invariably occur, I want to minimize these disruptions.

3. This handbook has been prepared to assist Course Directors in the preparation of all aspects
of course management and execution. This handout is by no means all-inclusive. When in doubt
as to how something should be done, consult your Course Supervisor, Program Director or the
Executive Officer.

4. You are in a position of responsibility and trust as a Course Director. Endeavor to provide
cadets in your course with the best possible experience as you manage the many tasks necessary
for you to succeed.

5. You are expected to leave the course in better shape than when you found it. Course
development is a critical part of your responsibilities.

6. POC for this document and all course administration is the Department Executive Officer.

                                             // Original Signed //
Encls   LEON L. ROBERT, JR., PhD.
                                             COL, Professor USMA

TABLE OF CONTENTS

I. Semester BEFORE You Teach the Course.

1. Textbook Review, Selection, and Ordering.

You are encouraged to review several current textbooks and select the "best" book for your course, your instructors, and the cadets. You are not required to use the previous year's textbook, but remember, "IF IT AIN'T BROKE, DON'T FIX IT!" You may call publishing companies to inquire about the most recent edition of texts. The S-4 and the XO have the points of contact for several publishing companies. You <u>MAY NOT</u> discuss prices or enter into any agreements with companies. However, any company may send you a complimentary copy of a textbook to review as long as this is a normal business practice that is available to all their customers.

The following textbook and solution manual requirements should be used as a general guide:

	<u>Textbook</u>	<u>Solutions Manual</u>
Cadet textbooks	1 per cadet	NA
Instructors	1 per instructor	1 per instructor
Course Supervisor	1	1
Center for Enhanced Performance	1	1
(CH101/102 and CH151/152 only)		

You will submit your textbook requirements for cadets directly to the MBS Direct website (www.mbsDirect.net). The Supply Officer will send out a reminder when it is time to submit textbook requirements for the next semester (April for fall or October for spring). The XO will provide you with the projected enrollment for your course that is contained in the O/Dean ZBS-043 Report.

If you do not receive complimentary textbooks for instructors you must request the use of departmental funds to purchase these textbooks. These orders must be placed through the department Supply Technician using a DA Form 3953. All textbook orders must include the ISBN for the book and any specific printing or editions numbers that are required. Textbook orders are due to the S-4 NLT 10 April for the fall term and 10 October for the spring term.

The following situations require additional coordination or an exception to policy memo created by the Course Director, approved and signed by the Department Head and sent to the Dean for final approval (see S-4 for details):
1. The combined total of all required course material for a single semester exceeds $180 per cadet.
2. Any custom publications not produced by the USMA Print Plant
3. Any "bundling" or custom combinations by a publisher
4. Request for reproduction products by the USMA Print Plant

Remember, the Course Supervisor and Program Director **must approve** your textbook selection BEFORE you submit your textbook order. Also, textbooks for science core courses (CH101/102 and CH151/152) must be circulated among mathematics, science and engineering (MSE)

departments for comment before a final decision is reached. Textbooks should be circulated NLT March for the fall semester and August for the spring semester. This process can take several weeks; therefore it is critical to start many months in advance.

2. Course Schedule - <u>Academic Program Redbook</u>, <u>Buff Card</u> and <u>DPOM 2-8</u>

First, review the Academic Program Redbook (electronic copy available on Table of Contents page or the Dean's Sharepoint site) to make sure that you understand how many lessons and labs are supposed to be taught. You must follow these and all course requirements shown in the Redbook. YOU MAY **<u>NOT</u>** EXCEED THE NUMBER OF LESSONS, LABS OR REQUIREMENTS LISTED IN THE REDBOOK. Then, look at the previous year's schedule. The course schedule should make sense when matched with the Academy schedule and weekends when cadets are too busy (i.e., 3-day weekends, Navy weekend, Thanksgiving, etc.) should be taken into account when scheduling WPRs. Consult the Academy schedule and your Program Director to deconflict your major graded events with important Academy events. Talk to the XO concerning the hours you want to teach the lessons and labs. Many courses and labs are taught during the same hours year after year because of scheduling problems with other courses. The XO will deconflict all course schedules with other courses in order to make the overall department schedule work.

3. Room and Laboratory Assignment - <u>DPOM 2-10</u>.

Discuss with the XO where you want to teach the lessons and labs. Some courses require certain classrooms and labs due to the nature of the course content. Special requirements like the need for the enhanced audio-visual classrooms and computer lab/classrooms should be coordinated early in the planning cycle. Additionally, lower enrollment courses are usually taught in the smaller classrooms.

4. Course Briefing to Head of Department.

Provide the Head of the Department a course briefing NLT than one month before the end of the semester before you teach the course (April and November). You must coordinate this briefing with your Course Supervisor and Program Director and obtain their approval before going to the Head of the Department. It is your responsibility to make an appointment with the Head of the Department for the briefing by checking with the Administrative Officer. This briefing should include:

   a. <u>Your philosophy</u> about how the course will be taught.
   b. <u>Textbook</u> selected.
   c. Summary/review of recommended changes and implementation from <u>previous year's Course Assessment packet</u>.
   d. Any <u>major changes</u> from the previous year.
   e. <u>Course schedule</u> to include lessons and labs.
   f. <u>Periods not used and drops</u>. Periods not used are that portion of the 40 or 47 scheduled class/lab periods that are not used for your course. For example, some courses only are scheduled to meet for 33 class periods and 7 lab periods (R, S, T, U),

therefore 7 class periods would not be used. Anytime a drop is required it will be to compensate for additional out-of-class work (this is beyond the normal 2-for-1 requirement). Each drop should be counted as 3 hours of additional time provided to the cadets. The drop should be scheduled in a timely manner since additional out-of-class work "encroaches" on the time the cadet spends preparing for other courses. Drops should not be given on a Friday/Monday of a 3-day weekend.

g. Grading scheme (number of points per event and total number of points for the course).
h. Number of quizzes, WPRs, and other major graded events.
i. Task Organization: who will teach when and where.
j. Substitute instructor plan.
k. Uniform changes that you feel may be necessary for the course.
l. Any special requirements needed to make your course better such as trip sections, guest lectures, etc.

5. Laboratory Manual and Reference Data Materials.

Lab manuals and any reference data materials to be produced at the USMA Print Plant must be completed and submitted to the Print Plant for reproduction o/a 1 July and 1 November. This will require coordination with the S4. Remember that you must get permission from the publisher, in writing, if you want to reproduce information from textbooks.

6. Written Partial Review (WPR) Schedule - DPOM 2-10.

You must submit your proposed WPR schedule to the XO o/a early-June and early-October. You must identify how many cadets will take the WPR on each day, whether the WPR will be given during normal class hours or during the Dean's Hour, and if during Dean's Hour how many classrooms are needed. Exact dates for this requirement will be provided by the XO. These proposed WPR dates are consolidated and de-conflicted at the O/Dean for courses outside the Department. However, Course and Program Directors should deconflict these events within their program and the department *__before__* allowing the CDs to forward to the XO. In general, larger enrollment courses get priority for WPR dates. You may be instructed to change your WPR dates based on this priority.

II. Semester DURING Which You Teach the Course.

1. Administrative Support.

All requests for administrative support will be submitted through the Administrative Officer. These requests will be prioritized and completed in the shortest time possible. You must plan appropriate lead times for Course Supervisor and Program Director review of graded events (at least 72 hours) in addition to a minimum of 5 working days for printing or reproduction.

All material to be given to cadets must be reviewed and approved by the Course Supervisor and/or Program Director prior to reproduction and distribution. This ensures correctness of all documents sent out by the Department. You may type your own drafts if you have a previous version or correctly-formatted example. If you have any questions/concerns about proper formatting the Admin Staff will provide assistance and re-type or reformat the document for you as necessary.

2. Assigning Assistant Course Director Authorization

All courses will authorize the XO as an assistant course director. This will allow for access to reporting attendance and grades in the event that the course director is not available.

3. Classroom and Related Departmental Procedures - DPOM 2-3.

a. The exemption from grading (Stayback Policy) is clearly defined in DPOM 2-3 and the **USCC SOP** and covers the following exemptions:

i.   Cadet-in-Charge of quarters (CCQ)
ii.   Medical reasons
iii.   Corps Squad participation
iv.   Extracurricular activities and clubs
v.   Honor investigation hearings

b. Additional Instruction is departmental course instruction supplemental to that which is presented during normal class time as scheduled in the course syllabus. BHN204 is designated as the Department's Additional Instruction Room. All Cadets, Chemistry instructors and courses are authorized to use this room at any time.

c. The Dean of the Academic Board has designated all department classrooms equipped with a demonstration bench as laboratories. Food and drink are **NOT** authorized in these classrooms at any time. Gum chewing is also prohibited.

d. When in doubt, ask the XO!

4. Honor - **DPOM 2-4**. *Contact the XO (department honor representative) for any questions or clarifications of the following procedures.*

If you or one of your instructors suspects an honor violation the following steps should be taken IMMEDIATELY!

a. The instructor suspecting a violation should make an initial inquiry with the cadet. If the issue is resolved to the instructor's satisfaction, the cadet should be allowed to continue their normal class activities. If the inquiry does not clear up the matter obtain, secure, and preserve evidence of the possible violation.

b. If not resolved satisfactorily the instructor should immediately inform the XO, Course Director and the Course Supervisor.

c. *Approach for clarification*. The XO (or authorized representative) will make arrangements for the approach for clarification (normally within 24 hours). If at all possible the Department's Cadet Honor Liaison will be present. Only after these arrangements have been made will an approach for clarification be conducted in hope of resolving the issue. This approach will be private, non-accusatory, and non-hostile and will afford the cadet every opportunity to resolve any misunderstandings or misperceptions. During the approach the instructor will identify the sources of confusion and state his or her concerns and will give the cadet the opportunity to address the situation fully. The questioning of the cadet should be kept to a minimum and limited primarily to determining if the facts dealing with the suspected violation were as observed. The inquiry must avoid a coerced reply; give the cadet the opportunity to explain the work, if the cadet so desires. Do not make any judgments or accusations at this time, only GET THE FACTS!   Any evidence collected will be given to the XO and secured in the safe.

There are three levels of an *approach for clarification*.

1. Approach for Clarification- Ambiguity.
-Use this approach when you do not have reasonable suspicion that an honor violation occurred.
-Use this approach when you wish to clarify an ambiguous situation.
-Assume no violation of integrity and engage in a conversation without rights warning.
-Any statement made during the conversation can become evidence if an investigation ensues (regardless whether rights warning was given).
-If during the conversation you suspect a violation of honor has occurred, then the rights warning should be given at that time before continuing any further conversation (evidence after this point is not admissible if rights warning is not read).

2. Approach for Clarification- Suspicion.
-Use this approach when you have reasonable suspicion that an honor violation occurred.
-Use this approach when you are certain that a violation of the Honor Code has occurred in group work; however, it is not clear whose violation it is.
-Read a rights warning before any conversation with whom you suspect and all members of the group.

3. Notification.

-When you suspect or are certain that a cadet has violated the Honor Code, you should verbally inform the cadet of the circumstances (courtesy and building trust).

-A rights warning should be provided before you ask any questions or solicit any statements.

-If a cadet volunteers information without solicitation this is fine; however, further discussion with the cadet should begin with a rights warning.

-Notification is a developmental opportunity.

-Investigations rest with the Cadet Honor Committee

d. If the Department Head agrees, following an independent review of the facts, that suspicion of a violation exists he will contact the Associate Dean for Operations and Registrar and the Special Assistant for Honor (SAH) to develop a plan for subsequent actions. At this time the cadet's Tactical Officer will be contacted if there is a need to search the cadet's computer for evidence and the XO will inform the Cadet Honor Liaison.

e. The Department Head may appoint an independent "ombudsman" from D/C&LS to review the suspected case and present their findings. The Department Head will inform the Dean of all findings at this point.

f. The Department Head will review all the facts of the case and decide whether to forward the allegation to the Cadet Honor Committee. The Cadet Honor Liaison representative will be notified and informed of all information regarding the suspected case.

g. At this point a formal investigation begins through cadet honor channels.

5. Quizzes, Written Partial Reviews (WPRs) - DPOM 2-3, and Term-End Examinations (TEEs) - DPOM 2-2 and DPOM 2-21.

The Program Director must review all WPR and TEE materials. Course Directors will ensure timely preparation of graded event materials (WPRs, TEEs) for submission to Program Director NLT two weeks prior to the scheduled date for administration. Earlier submission may be required based on print plant or other requirements. All graded event materials will be prepared as different versions for each instance of administration (WPRs administered in different hours usually require a distinct version for each hour).

Good quizzes and examinations are designed to: (1) measure the depth and scope of the cadet's knowledge of a subject, (2) serve as teaching instruments themselves, (3) determine the effectiveness of instruction, and (4) provide data for establishing an order of merit among cadets.

The Course Director should prepare a test which will effectively sample the important elements of the instruction and will discriminate between the best prepared or most knowledgeable and the poorest prepared or least knowledgeable cadet. In this task, Course Directors draw on their own experience and resourcefulness. Test writing is a creative job. However, proper planning and groundwork can enhance the ease and adequacy of the task. For correct examination format please refer to previous exams or the Admin Staff.

The selection of the bits of knowledge to be formed into test questions should be based on their expected or demonstrated relationship to good or poor performance. A question may sample a required knowledge but if almost every cadet knows it the question will not discriminate. Conversely, if the question requires abilities that are almost totally unfamiliar to the group, it also is useless for testing purposes. One of the keys to creating a question that will discriminate is to know what kind of answers will be given by those cadets who have only partial knowledge or misinformation.

Course directors should write questions that require realistic and practical applications of learning rather than merely recall or recognition of facts. Application questions measure both the knowledge of facts and the understanding of facts; factual items measure only the knowledge of facts. Multiple-choice questions are appropriate, however guard against use of negative (especially double negative) questions. In general, simple true/false questions should be avoided.

After an examination is written it should be rigorously edited. This is necessary to ensure correct English usage and conformance to established format. Spelling, punctuation and readability should be especially checked. All test questions should be written in the simplest, most unambiguous language possible. Remember, if cadets incorrectly respond to a question it should be because they do not know the answer, not because they do not understand the question.

All WPRs and TEEs should include the following information on the front cover sheet: 1) date of exam; 2) time allowed for the exam; 3) points for each section and total number of points; 4) references authorized for use during the exam; and 5) what material is covered by the exam (i.e., chapters covered), to include the name/edition of the textbook and lab manual (if appropriate).

All hard copies of quizzes, WPRs and TEEs are considered "sensitive" items and MUST be secured in a locked cabinet or in the department safe until returned to the cadets (TEEs are never returned). You may type your own drafts if you have a previous version or correctly-formatted example. The Admin Staff will assist in typing, formatting and photocopying graded events as needed. However, the Admin Supervisor prioritizes all admin work. Do not wait until the last minute and expect your work to immediately be placed on the top of the "to do" list.

Archiving of graded events will be accomplished continuously during the semester. The Administrative Officer will maintain a folder for each course under the secured "Graded Events" folder accessible through a shortcut located in each course folder on "\\usmaedu\apollo\Chemistry\Courses\AY17-1". All graded events, from inception through editing and final version, will be located only in this secured folder. Once final version is approved for reproduction, Course Directors will complete an Admin Request Support Form with name of file, number of copies and date required to the Admin Supervisor.

The Graded Events folder is backed-up locally on a monthly schedule. Graded events may only exist outside this folder once the exam has been administered, graded and returned to cadets (TEEs are never returned to cadets). All course graded events should remain in this folder to facilitate end-of-semester electronic archiving.

Another folder, "Courses" will also be available for Course Directors to use as a working location for course materials. A shortcut link to the course "Graded Events" is located in this folder. Copies of completed graded events may be kept on this folder once the graded exams have been returned to cadets.

All exams to be reproduced at the West Point Print Plant will be sent by encrypted .pdf and hand-carried from the facility. Once picked up and prior to the exam it will be secured in the administrative safe in order to ensure security of the exam.

Each course will normally administer a TEE. However, there may be exceptions granted by the Head of the Department. TEEs will be administered only on the dates and times shown on the final TEE schedule. The Dean must approve any exception. All cadets enrolled in a course will take its scheduled TEE unless excused by the Dean. Make-up TEEs or changes to TEE scheduling will be coordinated through the Department XO to the O/Dean, Operations and Registrar Division (ORD). Course Directors or cadets do not have the authority to schedule a makeup/ahead TEE – only ORD can authorize a cadet to take the exam at an alternate time. Course Directors will submit TEEs for approval to Program Directors NLT one month prior to the exam date. If print plant reproduction is required, the Administrative Officer must receive the final version 3 weeks prior to administration of the exam.

6. Risk Assessments for Laboratory Exercises.

Course Directors will perform a Risk Assessment for all laboratory exercises and demonstrations, prior to the execution of that exercise, and provide documentation with **DD Form 2977.** Computer laboratory exercises are exempt from this requirement. Prior to execution, each risk assessment that involves the use of chemicals will be reviewed by the Senior Chemist and approved by the appropriate Program Director. Course Directors will maintain an electronic file of approved and signed DA7566 forms and pass them on to Course Directors for subsequent terms.

7. Grades and Grades Briefings - **DPOM 2-1**.

Course Directors will submit grade reports as needed to provide timely feedback to the cadets' chain-of-command, but at a minimum 6-week, 10-week and 15-week interim reports and final grades. Your grades MUST first be briefed to your Course Supervisor and Program Director, then to the Head of the Department and approved BEFORE they are submitted to the Office of the Dean by posting to the Academy Management System (AMS).

GRADES BRIEFINGS. Your interim grades (6, 10 and 15 weeks) briefing should include (at a minimum) percent of course completed, a grade summary with histogram (graph of the distribution of grades), average course QPA, how many cadets are failing the course and what you are doing to help them, number and percentage of cadets in the A/B range and a comparison with the previous year's grades. Briefing format emphasis should be on content, not presentation. See the XO, Course Supervisor or Program Director for a suggested format.

The general Academy policy for grading is 90% = A, 80% = B, 70% = C, $\geq$66.67% =D, and <66.67% = F. These guidelines may be modified downward by the Course Supervisor (i.e., 88% may be an A) based on the desired QPA for the course and any extenuating circumstances. You WILL NOT increase the grade cutoffs above those published in the Standing Instructions for Students. It is unfair to raise the standards once the course has started. The goal of this grading system is to establish a criterion-based evaluation of the course.

Grades are sent electronically to the O/Dean using the AMS program. The XO will set up Course Director permissions for each course. Only Course Directors can post grades to AMS. The XO will provide any needed training on grade procedures; do not hesitate to ask for help. When posting grades in the Academy Management System, ensure points and averages are NOT visible to cadets. You will be asked to confirm this as part of the electronic posting process. You may independently verify that points and averages are not available to cadets by selecting COURSE ADMIN for your course, then selecting MAKE POINTS & AVERAGE VISIBLE FOR INTERIM GRADES IN CIS. ENSURE "NO" IS CHECKED UNDER "POINTS VISIBLE" and then select UPDATE.

<u>FINAL GRADES</u>. Final grades are usually due 1-2 days after the end of TEE week. This means that all grades must be calculated, approved and submitted in a timely manner. It is imperative that your grades be accurate and correctly reflect what the cadets have earned. Meticulous attention to detail must be the standard practice during this process.

The final grades brief to the Department Head should include: grade summary with histogram, 15-week's grades, last year's final grades, WPR & TEE scores, final histogram to include QPA, and suggested letter grades for cadets. Be prepared to brief any desired changes to standard grade cut-offs. All deficient cadets (i.e., failures) must be identified to the Department Head during the final grades briefing and to the XO. Insure you include a Term End Evaluation with an initial recommendation (separate, retain, repeat) from the instructor for each failure at the time of the grades briefing. Additionally, any cadet in your course who fails any course at the Academy will require a Term End Evaluation be prepared and submitted to the XO, usually within a week of the end of Term End Exams.

All courses should back-up and retain an electronic and hard-copy of all course grades for historical requirements <u>prior</u> to posting final grades. Some AMS attributes are no longer available after final grades are posted.

Final grades will not be discussed with cadets, especially deficient cadets. No TEE scores or final averages will be provided to cadets. Cadets wishing to see their TEE will schedule an appointment with the Head of the Department. Course Directors and Supervisors will coordinate such meetings.

It is up to the discretion of the Department Head to concur with or change the initial retain or separate recommendations of the instructor and Course Director. This decision is based on academic performance in the course and actions in the classroom. Deficient cadets will only be told of this initial recommendation to retain or separate **after** the official notification memorandum is sent to ORD.

8. Class Roster(s).

The XO will verify that all class rosters are available from the O/Dean on AMS prior to reorganization week before each semester. Course Directors will be notified when these rosters are available.

DO NOT add or delete cadets from these rosters unless directed to do so by the O/Dean or the XO.

9. Attendance Reporting - DPOM 2-3.

Every instructor will receive a report from the section marcher at the beginning of each class. The section marcher will annotate all absent, late or early departing cadets on the section marcher roster. This roster will be given to the instructor at the end of each class.

Course Directors will ensure that all instructors enter their attendance reports after class. Attendance reporting should reflect the actual status of the class attendance. If a cadet is absent for any reason from a class or lab, even if they coordinated with you to make up/make ahead the lesson, they will reported as absent. Remind cadets at the beginning of the semester (preferably in the course Standing Instructions for Students) that when verifying their absences they should report such absences as "Other" and explain the prior coordination. Attendance reporting utilizes the AMS program for attendance reporting. Access to this program is through the ORD internal web site at http://apps.usma.edu/ams/login/logon.cfm.

Instructors will identify the reason for each cadet absence to insure compliance with the DPOM. Cadets must notify instructors in advance of all non-emergency absences. Instructors should periodically review the attendance records to verify reasons and any "instructor error" submissions. Unauthorized absence from class should be addressed promptly utilizing the cadet's TAC Officer and informing the Course Director/Supervisor.

10. Substitute Instructors.

Before the end of Reorganization Week of each semester, Program Directors will provide the XO with a list of substitute instructor plan for each of their courses in the event of absence or inclement weather (**DPOM 1-3**). This plan should include a primary substitute, an alternate substitute (if possible) and a contingency plan provided no substitute is available. It is NOT ACCEPTABLE to cancel class due to absentee, inclement weather, TDY, illness, etc. without prior Department Head approval.

11. Educational Trips - DPOM 2-7.

Educational trips provide academic instruction which is not available at the Academy itself, but which is especially important to meet course objectives. Educational trips (mandatory or voluntary) are requested electronically through the XO to the Dean of the Academic Board using the Academic Trip/Event Request System on your Staff & Faculty Portal web page in AMS. Course Directors will input these requests at least two weeks in advance. All cadets

projected to attend the trip must de-conflict any WPRs, labs, or other major graded events that will be missed. This means they must coordinate with their instructors to make up any missed events. See the XO for questions concerning use of the automated trip request system. Educational trips are not authorized during the 2 weeks prior to Term End Week.

12. Guest Lectures - DPOM 2-5 and DPOM 2-5a.

Guest Lectures can provide valuable depth to a particular subject and expose cadets to subject matter experts outside of the Academy. However, Course Directors need to be conscience of the regulatory and budgetary restrictions when considering inviting a guest lecturer. If government funds of any type (not just department funds) are to be used then the Course Director must complete a TDY worksheet and submit to the Administrative Staff. No firm offer can be extended to a lecturer until the TDY request and funding is routed and approved by the Department Head. If a lecturer is willing to come and cover all their own costs a TDY worksheet still needs to be completed so we can place them on invitational orders (allows use of government travel/lodging rates, reserved parking, etc.). However, no guest or visitor can be invited to the department without prior approval of the Department Head; regardless of funding needs. Course Directors must coordinate with the Administrative Supervisor for specifics on requesting, accounting for attendance and follow up requirements as well as for any special needs such as being picked up at an airport or reserved parking in the CPA.

13. Evening Lecture Period - DPOM 2-5.

You may use the Evening Lecture Period for course-wide lectures. However, these must be requested through the XO and approved by the O/Dean. Evening lectures are not authorized during the 2 weeks prior to Term End Week.

14. Library Services.

The Department of Chemistry and Life Science Library Officer will serve as the authoritative point of contact for the coordination of departmental requirements that will be placed on the library, book orders, and other department/library activities. The library will support Reserve Room operations, interlibrary loan requests, reference and research assistance, and all other library-related requests.

III. Immediately AFTER (within 30 days) You Teach the Course.

1. Course Assessment: This is the most critical contribution a Course Director can make! Aspire to leave the course better than when you got it. The course assessment process has four critical components:

    a.   The "Course Director's Notes" sheets at the end of this handbook allow the Course Director to make brief notes at the conclusion of each lesson. This will help you remember at the conclusion of the course what worked and what did not. These hand-written notes can then be given to the Admin Staff for typing and incorporation into the course assessment package.

    b.   Faculty AAR. Ensure that you have a sit-down meeting with all the instructors in the course, the Course Supervisor, and the Program Director to discuss what went well and what did not go well and ways to improve the course.

    c.   Course Assessment Package (see below and Enclosure 1)

    d.   Course Assessment Meeting: See Enclosure 1 for details on conducting a course assessment meeting.

2. Course Assessment Package – provide **hard copy** to Program Director and place **electronic copy** in your "Graded Events" folder (**within 30 days after posting Final Grades)**.

    The Course Assessment Package is a complete record and comprehensive assessment of the entire course. This is the historical record of your course. Future Course Directors will use it to understand what you did and to guide future plans. It should be as complete as possible. At a minimum, your Course Assessment Package will follow the outline provided in Enclosure 1 and include:

    a.   Section I: Course Description (*Summarizes the course, exactly as it was taught*)

    b.   Section II: Course Assessment (*Provides data and analysis to answer the following questions):*
- *Were the course objectives achieved?*
- *Do the course objectives cover the body of knowledge appropriately, and do the course objectives lend themselves to assessment?*
- *Are course processes appropriate?*
- *How does the course contribute to the program objectives?*

    c.   Section III: Recommended Changes (*All proposed changes to the course, in each of the specified areas. Recommendations should be based on assessments from Section II.)*

    d.   Section IV: Graded Events and Supplemental Material (*This section contains historical copies of all graded events and supplemental material to include the following):*
- *Approved Solutions to all WPRs, Quizzes and Labs.*
- *All supplemental material provided to cadets not included in their book issue purchase.*
- *A listing of any other source that provided significant instructional material for cadet use (web sites, shared programs, etc.)*

3. Executive Summary – provide **hard copy** to Administrative Supervisor **(within one (1) week after posting Final Grades)**.

The Executive Summary is kept in the office of the Head of the Department. The Head of the Department will use it as a historical summary of the course. This is an important document that is frequently referred to and should include:

a. 2 printouts of final grades (alpha roster and OML) signed by the Course Director.
b. TEE(s) with approved solution(s).

4. End-of-Semester Archival Requirements.

Upon completion and submission of Course Assessment Package (Section IV) and Executive Summary, Course Directors will place an electronic copy of both into the secured "Graded Events" folder and inform the Administrative Officer that your course material is ready for archiving. **This must be complete within one (1) week after posting Final Grades for the semester.**

5. What to Leave for the Next Course Director.

It is extremely important that you leave a good record for the next Course Director. If you know the next Course Director this handoff should be made face-to-face at the Course Assessment Meeting. If the next Course Director is not present, make sure that the Course Supervisor or Program Director is briefed on your material. This material should include:

a. A copy of the textbook(s).
b. Copies of all handouts (SIS, RDCs, lesson schedule, labs, etc.).
c. Copies of all graded events (quizzes, WPRs, and TEE).
d. Copies of all grades (6, 10, 15 week interim grades, and final grades).
e. Course Assessment Package.
f. Course web page format and content
g. Any other information you deem appropriate.

6. TEEs and Lab Reports

All Term End Exams and labs will be kept in the Department for a period of 1 year. These items will be neatly boxed in photocopy paper boxes and properly labeled. The box labels will include:
o course number and sections (e.g., CH397 – all sections)
o contents (TEE)
o Academic year and term (e.g., AY 13-2)
o destruction date (e.g., Destroy May 2014)

Course Directors will coordinate storage of these materials with the S-4. The Administrative Staff will coordinate the shredding of these materials after the date marked.

[see CDsChecklist.xls]

DEAN'S POLICY AND OPERATING MEMORANDA

(Cited in this document and found at
https://portal.westpoint.edu/dean/Pages/DPOMs.aspx)

DPOM No.	Title	Dated
DPOM 01-03	Operations During Hazardous Weather Conditions and Methods of Notification	01-Nov-95
DPOM 02-01	Gradekeeping	16-Aug-04
DPOM 02-02	End of Term Procedures	16-Aug-04
DPOM 02-03	Classroom and Related Departmental Procedures	08-Jan-07
DPOM 02-03a	Additional questions/clarification	08-Jan-07
DPOM 02-04	Honor	02-Apr-04
DPOM 02-05	Lectures and Use of the Evening Lecture Period	02-Sep-09
DPOM 02-05a	Request for Support for Guest Lecturer	18-Apr-06
DPOM 02-07	Educational Trips	15 July 08
DPOM 02-07a	Request for Educational Trip	10-May-05
DPOM 02-07b	Dean's Memorandum: Drawing Ration Money for Educational Trips	10-May-05
DPOM 02-07c	Ration Support Request	10-May-05
DPOM 02-07d	ORD Approval of Educational Trip Request extending beyond Academic Day	10-May-05
DPOM 02-8	Academic Administration	18-May-15
DPOM 02-10	Enrollment and Scheduling System	16-Aug-04
DPOM 02-21	Term-End Examinations	14-May-02

COURSE DIRECTOR'S NOTES

Course: _____

AY: _____

LSN	Pages	Topic	NOTES
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Course: _____   AY: _____

LSN	Pages	Topic	NOTES
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Course: _____   AY: _____

LSN	Pages	Topic	NOTES
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

Course: _____   AY: _____

LSN	Pages	Topic	NOTES
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

Enclosure 1

COURSE ASSESSMENT PROCEDURES

1. PURPOSE. The purpose of this enclosure is to provide a guideline of procedures for the annual assessment of courses.

2. GENERAL PHILOSOPHY.

    a. Course assessment is the process by which we systematically analyze how well a given course accomplishes its objectives and how effectively it contributes to respective Program Objectives. The principal goal of this process is to ensure that our courses remain rigorous, relevant, and well-integrated in their respective programs.

    b. Because of the high rate of faculty turnover at USMA, course assessment also serves as an important means of maintaining *continuity* in our programs. As such, every course should have a formal assessment once per year.

    c. Effective course assessment considers all relevant data to identify *strengths* and *areas for improvement* in a given course. Where appropriate, these areas for improvement are used as the basis for well-coordinated changes to course objectives, course content, or course processes.

    d. Effective course assessment is an *inclusive, collaborative process* in which all relevant stakeholders are given the opportunity to influence the future direction of the curriculum.

    e. Effective course assessment requires a substantial investment in time and energy. The benefits can (and should) be worth the investment; but such benefits are only realized if all participants approach the process with a willingness to (1) actively seek areas for improvement and (2) implement substantive changes to courses and curriculum, as appropriate.

3. COURSE ASSESSMENT TEAM

    a. Each course will have a designated Course Assessment Team. Teams will be constituted for each annual assessment cycle, but continuity of service in successive assessment cycles is highly encouraged.

    b. The members of the Course Assessment Team will include:

        (1) the current Course Director;

        (2) the incoming Course Director (if the course will be changing Course Directors within the coming year);

        (3) supervisors; and

        (4) any number of additional volunteer members of the team.

c. A volunteer member of the Course Assessment Team can be *any* member of the Department of Chemistry & Life Science faculty who:

(1) has an interest in the content and conduct of a given course;

(2) wants to have a voice in the future direction of the course; and

(3) is willing to commit to full participation in the course assessment process.

4. COURSE ASSESSMENT MEETING.

a. The *course assessment meeting* is the principal mechanism by which we assess and continuously improve our courses.

b. The course assessment meeting is conducted once annually for each course. All course assessment meetings for courses offered in Term 1 should be completed NLT 25 Jan. Course assessment meetings for courses offered only in Term 2 should be completed NLT 15 June. If the Course Director of a Term 2-only course is being reassigned from USMA, the Course Director must hold a course assessment meeting before out-processing from the department.

c. The Course Director has the principal responsibility to plan, schedule, and conduct the course assessment meeting for his or her course. All members of the Course Assessment Team will attend.

d. To facilitate the assessment process, the Course Director will prepare a *course assessment package* and distribute it to all interested faculty at least 24 hours prior to the meeting. The general format of the package is as follows:

(1) Course Description – an objective description of the course content and processes, as of the most recently completed semester.

(2) Course Assessment – a compilation of all relevant assessment data for the course, with appropriate analysis and synthesis by the Course Director.

(3) Recommended Changes – the Course Director's recommendations for improvement of the course, based on the assessment results presented in (2) above.

A more detailed description of the content of the course assessment package is provided at the end of this enclosure.

e. At the meeting, the Course Director briefs the contents of the course assessment package to the attendees. All attendees are encouraged to ask questions and raise issues at any time during the meeting. The principal objective of the meeting is to assess and achieve consensus on each of the Course Director's recommended changes to the course.

f. After the Course Assessment Meeting, the Course Director will submit the finalized *course assessment memorandum* (with enclosures) through each member of the Course Assessment Team for final approval.

(1) The course assessment memorandum will provide the date of the Course Assessment Meeting, a list of attendees, and a synopsis of the major changes approved at the meeting. The memo will be signed by the Course Director.

(2) The course assessment memorandum will include two enclosures:
- Enclosure 1 - The course assessment package, adjusted to reflect any changes from the course assessment meeting. An example follows this section.
- Enclosure 2 – A revised Redbook Course Description (if changes were made to the course that would require a Redbook update)

g. Once the course assessment memo is approved, the entire package is included in the Course Assessment Book. Course assessment packages will be maintained in their respective Course Assessment Books for a minimum of six years.

COURSE ASSESSMENT PACKAGE

SECTION I. COURSE DESCRIPTION - *This section summarizes the course, exactly as it was taught in the most recently completed semester.*

1. Red Book Description - *List the current Redbook description.*

2. Enrollment - *This AY and next AY (projected).*

3. Course Objectives - *List course objectives here*.

4. Survey Questions - *List web-based and any other survey questions administered to cadets (If used).*

5. Course GPA - *List course GPA here. Include numbers from the last six terms.*

6. TEE Grade - *List course TEE grade here from the last six terms*.

7. Course Processes
    a. Textbook - *Title, author, and edition*
    b. Course Content - *Abbreviated list of subjects or "lesson blocks" covered in the course (not the syllabus).*
    c. Lessons and Labs - *List of lessons and labs in the course (syllabus).*
    d. Summary of Graded Requirements - *Number, type, and weight of drill problems, Problem Sets, Special Problems, EDP's, Lab Reports, Writs, WPR's, TEE, and Instructor Grade (as applicable).*
    e. Areas of Special Emphasis - *Any special topics not included in the Redbook description or program embedded indicators go here.*

8. Contribution to Program Outcomes - *List program outcomes here.*

9. Resources and Laboratories
    a. Laboratories - *List laboratories or lab-based projects used in the course.*
    b. Computer Labs - *List computer labs used in the course.*
    c. Physical Models & Demos - *List physical models and demos used in the course.*
    d. Technician Support - *List technician support used in this course (wet lab or IT).*
    e. Supplies - *List any wet lab or computer supplies used in this course.*
    f. Additional Facilities - *List any additional facilities used.*
    g. Unfunded Requests - *List any unfunded requests from last AY and whether or not they were funded.*

10. Implementation of Recommendations from last AY - *List recommendations from last year's course assessment and describe how they were implemented this AY.*

SECTION II. COURSE ASSESSMENT - *This section provides data and analysis to answer the following questions:*

1. Were the course objectives achieved?
2. Do the course objectives cover the body of knowledge appropriately, and do the course objectives lend themselves to assessment?
3. Are course processes appropriate?
4. How does the course contribute to the program objectives?

1. Red Book Description - *Does the red book description match what is taught in the course?*

2. Enrollment - *How does the student population compare from one year to the other? Assess effect of population on course.*

3. Course Objectives - *Were the course objectives achieved? Do the course objectives cover the body of knowledge appropriately? Do the course objectives lend themselves to assessment?*
    a. Coverage - *Indicate coverage of objectives by graded events.*
    b. Performance - *Indicate performance on course objectives.*

4. Survey Questions - *Are the survey questions appropriate?*
    a. Survey Results – *Include analysis of Course-End Feedback or other surveys to include significant trends, suggestions or input that you believe should be incorporated into the course in the future.*
    b. Survey Freeform Comments - *Results of any free-form comments from cadets about the course – summarize the most prevalent positive and negative comments.*

5. Course QPA – *Discuss any discernible trends or abrupt changes in course GPA over past several terms.*

6. TEE Grade – *Discuss any discernible trends or abrupt changes in TEE grade over past several terms.*

7. Course Processes
    a. Textbook - *Is the current textbook appropriate?*
    b. Course Content - *Is the course content appropriate? Are the lesson blocks appropriate?*
    c. Lessons and labs - *Are the number of lessons and labs appropriate?*
    d. Summary of Graded Requirements - *Are the graded requirements appropriate?*
    e. Areas of Special Emphasis - *Are the areas of special emphasis appropriate?*

8. Contribution to the Program Outcomes - *Does the course contribute to the program outcomes? How?*
    a. Coverage - *Indicate coverage of program outcomes by graded events.*
    b. Performance - *Indicate performance on program outcomes.*

9. Resources and Laboratories
    a. Laboratories - *Was equipment available for desired experiments? Was equipment working?*

b. Computer Labs - *Were adequate computing facilities available for the course?*

c. Physical Models & Demos - *Were physical models and demos adequate? In good working order?*

d. Technician Support - *Was technician support adequate?*

e. Supplies - *Were supplies adequate?*

f. Additional Facilities - *Were the additional facilities adequate?*

g. Unfunded Requests - *If provided, were the items made available by the unfunded requirements adequate?*

SECTION III. RECOMMENDED CHANGES – *All proposed changes to the course, in each of the specified areas. Recommendations should be based on assessments from Section II.*

1. Red Book Description- *For changes, include a word document cut and paste Redbook entry and use "track changes" when submitting recommendation.*

2. Enrollment - *Recommended teaching style considerations associated with the student population.*

3. Course Objectives - *Recommended changes to objectives.*

a. Coverage - *Recommended changes to coverage of objectives by graded events.*

b. Performance - *Recommendations to address shortcomings in performances on course objectives.*

4. Survey Questions - *Recommended changes to survey questions.*

a. Survey Results – *Recommendations to address any shortcomings identified by survey results (if necessary).*

b. Survey Freeform Comments - *Recommendations to address shortcomings identified from free-form comments, if necessary.*

5. Course QPA – *Recommendations to address any perceived problems.*

6. TEE Grade – *Recommendations to address concerns with TEE grades.*

7. Course Process

a. Textbook - *Recommended changes to textbook.*

b. Course Content - *Recommended changes to course content or lesson blocks.*

c. List of lessons and labs - *Recommended changes to the number of lessons and labs.*

d. Summary of Graded Requirements - *Recommended changes to the graded requirements.*

e. Areas of Special Emphasis - *Recommended changes to the areas of special emphasis.*

8. Contribution to Program Outcomes

a. Coverage - *Recommendations to address shortcomings in coverage of outcomes.*

b. Performance - *Recommendations to address problems in performance on program outcomes.*

9. Resources and Laboratories

 a. Laboratories - *Recommendations to address any shortcomings in equipment.*

 b. Computer Labs - *Recommendations to improve computing facilities.*

 c. Physical Models & Demos - *Recommendations for new demos or models, or to improve condition of existing models and demos.*

 d. Technician Support - *Recommendations to improve technician support.*

 e. Supplies - *Recommend additional supplies for this course.*

 f. Additional Facilities - *Recommendations to address perceived shortcomings in additional facilities?*

 g. Unfunded Requests - *Recommendations for any additional unfunded requirements*.

SECTION IV. GRADED EVENTS AND SUPPLEMENTAL MATERIAL – *This section contains historical copies of all graded events and supplemental material to include the following:*

1. WPRs, Quizzes and Labs - Approved Solutions to all WPRs, Quizzes and Labs.

2. Supplemental Material - All supplemental material provided to cadets not included in their book issue purchase.

3. Other Resources - A listing of any other source that provided significant instructional material for cadet use (web sites, shared programs, etc.).

4. Other historical information - Course Director's Notes pages (provided at end of this handbook), AAR comments and anything else you want to pass on to the next Course Director.

 The matrix depicted on the following page demonstrates the cross-walk between sections I, II and III of the Course Assessment Package and intended to be used as a guide for all courses. **ALL Chemical Engineering courses must attach a completed matrix at the end of the Course Assessment Package.**

Matrix for the Completion of Sections I, II and III of the Course Assessment Package

SECTION I. COURSE DESCRIPTION: *This section summarizes the course, exactly as it was taught in the most recently completed semester.*	SECTION II. COURSE ASSESSMENT - *This section provides data and analysis to answer the following questions:*	SECTION III. RECOMMENDED CHANGES – *All proposed changes to the course, in each of the specified areas. Recommendations should be based on assessments from Section II.*
1. Red Book Description - *List the current Redbook description.*	**1. Red Book Description -** *Does the red book description match what is taught in the course?*	**1. Red Book Description-** *For changes, include a word document cut and paste Redbook entry and use "track changes" when submitting recommendation.*
2. Enrollment - *This AY and next AY (projected)*	**2. Enrollment -** *How does the student population compare from one year to the other? Assess effect of population on course.*	**2. Enrollment -** *Recommended teaching style considerations associated with the student population.*
3. Course Objectives - *List course objectives here.*	**3. Course Objectives -** *Were the course objectives achieved? Do the course objectives cover the body of knowledge appropriately? Do the course objectives lend themselves to assessment?* **3a. Coverage -** *Indicate coverage of objectives by graded events.* **3b. Performance -** *Indicate performance on course objectives.*	**3. Course Objectives -** *Recommended changes to objectives.* **3a. Coverage -** *Recommended changes to coverage of objectives by graded events.* **3b. Performance -** *R ecommendations to address shortcomings in performances on course objectives.*
4. Survey Questions - *List web-based and any other survey questions administered to cadets (If used).*	**4. Survey Questions -** *Are the survey questions appropriate?* **4a. Survey Results –** *Include analysis of Course-End Feedback or other surveys to include significant trends, suggestions or input that you believe should be incorporated into the course in the future.* **4b. Survey Freeform Comments -** *Results of any free-form comments from cadets about the course – summarize the most prevalent positive and negative comments.*	**4. Survey Questions -** *Recommended changes to survey questions.* **4a. Survey Results –** *Recommendations to address any shortcomings identified by survey results (if necessary).* **4b. Survey Freeform Comments -** *Recommendations to address shortcomings identified from free-form comments, if necessary.*
5. Course GPA - *List course GPA here. Include numbers from the last six terms.*	**5. Course QPA –** *Discuss any discernable trends or abrupt changes in course GPA over past several terms.*	**5. Course QPA –** *Recommendations to address any perceived problems.*
6. TEE Grade - *List course TEE grade here from the last six terms.*	**6. TEE Grade –** *Discuss any discernable trends or abrupt changes in TEE grade over past several terms.*	**6. TEE Grade –** *Recommendations to address concerns with TEE grades.*
7. Course Processes **7a. Textbook** - *Title, author, and edition* **7b. Course Content -** *Abbreviated list of subjects or "lesson blocks" covered in the course (not the syllabus).* **7c. Lessons and Labs -** *List of lessons and labs in the course (syllabus).* **7d. Summary of Graded Requirements -** *Number, type, and weight of drill problems, Problem Sets, Special Problems, EDP's, Lab Reports, Writs, WPR's, TEE, and Instructor Grade (as applicable).* **7e. Areas of Special Emphasis -** *Any special topics not included in the Redbook description or program embedded indicators go here.*	**7. Course Processes** **7a. Textbook -** *Is the current textbook appropriate?* **7b. Course Content -** *Is the course content appropriate? Are the lesson blocks appropriate?* **7c. Lessons and labs -** *Are the number of lessons and labs appropriate?* **7d. Summary of Graded Requirements -** *Are the graded requirements appropriate?* **7e. Areas of Special Emphasis -** *Are the areas of special emphasis appropriate?*	**7. Course Process** **7a. Textbook -** *Recommended changes to textbook.* **7b. Course Content -** *Recommended changes to course content or lesson blocks.* **7c. List of lessons and labs -** *Recommended changes to the number of lessons and labs.* **7d. Summary of Graded Requirements -** *Recommended changes to the graded requirements.* **7e. Areas of Special Emphasis -** *Recommended changes to the areas of special emphasis.*
8. Contribution to Program Outcomes - *List program outcomes here.*	**8. Contribution to the Program Outcomes -** *Does the course contribute to the program outcomes? How?* **8a. Coverage -** *Indicate coverage of program outcomes by graded events.* **8b. Performance -** *Indicate performance on program outcomes.*	**8. Contribution to Program Outcomes** **8a. Coverage -** *Recommendations to address shortcomings in coverage of outcomes.* **8b. Performance -** *Recommendations to address problems in performance on program outcomes.*
9. Resources and Laboratories **9a. Laboratories -** *List laboratories or lab-based projects used in the course.* **9b. Computer Labs -** *List computer labs used in the course.* **9c. Physical Models & Demos -** *List physical models and demos used in the course.* **9d. Technician Support -** *List technician support used in this course (wet lab or IT).* **9e. Supplies -** *List any wet lab or computer supplies used in this course.* **9f. Additional Facilities -** *List any additional facilities used.* **9g. Unfunded Requests -** *List any unfunded requests from last AY and whether or not they were funded.*	**9. Resources and Laboratories** **9a. Laboratories** - *Was equipment available for desired experiments? Was equipment working?* **9b. Computer Labs -** *Were adequate computing facilities available for the course?* **9c. Physical Models & Demos -** *Were physical models and demos adequate? In good working order?* **9d. Technician Support -** *Was technician support adequate?* **9e. Supplies -** *Were supplies adequate?* **9f. Additional Facilities -** *Were the additional facilities adequate?* **9g. Unfunded Requests -** *If provided, were the items made available by the unfunded requirements adequate?*	**9. Resources and Laboratories** **9a. Laboratories** - Recommendations to address any shortcomings in equipment. **9b. Computer Labs -** *Recommendations to improve computing facilities.* **9c. Physical Models & Demos -** *Recommendations for new demos or models, or to improve condition of existing models and demos.* **9d. Technician Support -** *Recommendations to improve technician support.* **9e. Supplies -** *Recommend additional supplies for this course.* **9f. Additional Facilities -** *Recommendations to address perceived shortcomings in additional facilities?* **9g. Unfunded Requests -** *Recommendations for any additional unfunded requirements.*
10. Implementation of Recommendations from last AY - *List recommendations from last year's course assessment and describe how they were implemented this AY.* *Go item by item from 1 through 9g.*		