



EDMONDS COMMUNITY COLLEGE

The National Resource Center for Materials Technology Education (MatEd) Policy Manual

The National Resource Center for
Materials Technology Education
Edmonds Community College □ Monroe Hall
20000 68th Avenue West, Lynnwood WA 98036-5999
www.materialseducation.org □

Final Approval Signatures

Prepared By

Date Prepared

Approver -

Date

For questions about this document, please contact:

Mel Cossette
The National Resource Center for
Materials Technology Education
Edmonds Community College
20000 68th Avenue West
Lynnwood WA 98036-5999
425.640.1376
MatEd@edcc.edu

MatEd - Policy Manual

Contents

Introduction.....	4
1. Vision Statement	6
2. Mission Statement	6
3. Management Structure.....	6
4. MatEd Management Team	6
5. Holdings – Content Development.....	7
6. Intellectual Property	12
7. Revenue Streams	12
8. A Sample of MatEd Procedures & Templates	13

Figures

Insert Table of Figures here (select Figure captions)

Tables

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MatEd POLICY MANUAL

Introduction

A Policy Manual is the formal full of set of policies relating to the workforce that one's institution has in force. It is usually written for the use of the institution management team in order to make decisions relating to workplace issues.

A quality Policy Manual defines the overall objectives and direction of the organization. Upper Management is responsible for drafting the quality policy.

A complete Policy Manual sets the organization's standards, brings new hires up to speed more quickly and increases overall efficiency and professionalism.

Well written policy should:

- Provide outcomes
- Define roles
- Address processes
- Structure relationships
- Incorporate some combination of the above

Writing a Policy Manual is a difficult and time-consuming task for any grant based organization. Dedicating valuable time to researching and collecting information, selecting appropriate policies, drafting the policy manual text, formatting document design and layout, and revising and fine-tuning is extremely worthwhile. The outcome is an essential guide for management and implementation and maximizes an organization's most important investment its employees.

Why MatEd developed this manual to support strategic planning and innovative leadership

Strategic Planning leads to policy development that puts everyone on the same page, working in unison.

When funds are limited or there is an increase in scope of a project, decisions become more difficult and establishing priorities becomes more important. The tough decisions are more prevalent when one is forced to choose between several desirable outcomes due to the limited resources. This is precisely the time when the use of a policy manual and strategic management is most important.

Strategic management is most important.

When priorities have been established, it becomes easier to allocate funds and personnel appropriately. A plan with focus defines your choices:

- Strategic planning sets the priorities in the decision-making process.
- It is the means to the end.
- Planning alone is merely dreaming
- Planning combined with action defined by policy and creates results.

1. Vision Statement

To advance materials technology education nationally.

2. Mission Statement

Be the focal point where industry, education and community collaborate to meet materials technology workforce needs

3. Management Structure

- 3.1. This section contains information basically outlining the organizational structure of your NSF Project. Attach your Organizational Chart.
- 3.2. Organizational Structure. See your Institution Organization Chart, **Appendix 1**.
- 3.3. Responsibilities for each member in the organization are outlined. Changes in organization structure, chain of command, and specific responsibilities can be changed as needed.

4. MatEd Management Team

- 4.1. This section contains information on MatEd as it relates to the center e.g. Principal Investigator, Program Manager, Editors, and Consultants etc. See MatEd Organization Chart, **Appendix 2**. Insert your Institution Chart.
- 4.2. Roles and Responsibilities – As basic practice, each member in the management team should be placed in a chain of command and their

responsibilities outlined. Changes in organizational structure, chain of command, and specific responsibilities can be changed as needed. See Roles and Responsibilities, **Appendix 3**.

- 4.3. Partner Roles & Responsibilities - MatEd has a unique structure in that it has eleven national academic partners. The role of each partner was defined early in the grant development stage such as participating in quarterly conference calls, hosting activities and attending one face to face meeting annually. Changes to these roles and responsibilities can be made as needed throughout the life of the grant or due to changes at the partnering institution. When a partner considers proposing an activity they use the Partner Activity Proposal Form, **Appendix 4**.

If multiple activities are proposed and funds are limited, priority for funding is determined by MatEd Activity Proposal Evaluation Criteria, **Appendix 5**.

5. Holdings – Content Development

- 5.1. The web site is the key dissemination tool for MatEd. Every effort to develop an engaging and user friendly is made. Content evaluation and acquisition is an ongoing process.
- 5.2. Website content development is centered on core competencies and instructional resources that develop the skills sets/identified competencies
 - 5.2.1. Core Competencies – these competencies provide a framework for gathering existing instructional resources and filling existing gaps in with curriculum development for materials technicians and general technicians. Documentation of the process(s) used to develop and rate the importance of these competencies to industry is/are posted on the website. See Focus Group Organization, **Appendix 6a** . See Core Competency Process, **Appendix 6b**.

- 5.2.2. Instructional resources in the form of class modules including presentations, labs and demonstrations are collected and posted on the website. Selection is based on a fit with core competencies, with special attention place on filling gaps where there is an identified shortage of such resources for teaching the core competencies. See Gap Analysis example, **Appendix 7**.
- 5.3. Examples of Website design considerations
- 5.3.1. Clearly communicates project goals
- 5.3.2. Should be attractive and functional/easy to use
- 5.3.3. Incorporate search tools – multiple methods made available
- 5.3.4. Decision about User Log- in - must be evaluated to determine its impact on website usage
- 5.3.5. Inclusion of RSS feeds – research addition to attract more users
- 5.3.6. Adherence to resources such as CWIS which– enable interface with NSDL and similar sites
- 5.3.7. Analysis of activity provides consistent review of web activity on a regular basis; with analytical tool that provides accurate assessment of usage of the whole site and its elements
- 5.3.8. Development of a realistic project schedule. See Project Timeline example in **Appendix 8**.
- 5.4. Curriculum Solicitation
- This section outlines the policy and procedures for requesting curriculum from various sources. These sources are many and may be individual educators, students, private corporations, or education service providers. These criteria provide consistency and uniformity as inquires are made

soliciting and publishing curriculum. This section is revised as needed to reflect any changes in local institutional policies and procedures, any changes in copyright law, pricing policy, or alteration in solicitation techniques. See General Guidelines, **Appendix 9**.

5.4.1. Point of Contact - solicitation is conducted/coordinated by content editors

5.4.2. Copyrights – refer to section 6.1

5.4.3. Pricing Guidelines – refer to section 7.3

5.4.4. Consistently transparent feedback – materials submitted are peer reviewed and evaluated for classroom readiness. See Editorial Process and Guidelines, **Appendix 10a**. See Peer Review Criteria, **Appendix 10b**.

5.4.5. Maintain a contact database entry for companies & individuals who have been solicited such as:

- high school faculty
- students
- community college faculty
- university faculty
- industry personnel
- Professional Societies e.g. ASEE, SME, SPE, SAE etc.
- Principle Investigators all NSF projects and centers

5.5. Criteria for Curriculum Submissions and Acceptance

This is an organic process based on the individuals' submissions to MatEd and every attempt is identify quality classroom materials. The materials are converted to a format that can easily be placed into existing courses with a minimal effort. Learning objects, modules, labs, demonstrations and case studies are some of the most convenient forms that fit this purpose.

5.5.1. MatEd solicits modules for posting on its website in the areas of materials technology, engineering and science. More specific information on types of modules desired is discussed under "curriculum information" on this website; refer also to the FAQ section on the editorial and submission process. See Teaching Modules, **Appendix 11**.

Authors may follow either the submission format listed below or use the same format in template form. See Module Submission Template, **Appendix 12**.

All submissions will be peer reviewed. Once reviewed and approved, full instructions will be provided for final submission. To allow for publication credit to the author, all modules will be posted on the website indicating that the material has undergone a full peer review.

Submissions should be sent by e mail to MatEd@edcc.edu. All submissions will be acknowledged and the results of peer review will be shared directly with the author. Further information and answers to questions may be addressed to the editor at the above email address.

Submissions must adhere to the following MatEd format:

1. Title of module
2. Full contact information for primary author
3. Names and contact information for collaborating authors
4. Copyright holder, if any
5. List any IP agreements that would limit publication
6. Abstract of module, lab or demonstration
7. Module objective
8. Student learning objectives
9. MatEd core competencies covered (can be added by the MatEd Editor)
10. Key words (up to 5)
11. Type of module/mode of presentation

12. Time required
13. Pre-requisite knowledge (if any)
14. Target grade level(s)
15. Table of contents
16. List of equipment and supplies needed
17. Curriculum overview and notes to instructor
18. Module procedure
19. Supporting handouts and materials
20. References
21. Bibliography (as needed)
22. Evaluation packet:
 - Student evaluation materials
 - Instructor evaluation materials
 - Course evaluation materials
23. If available, your website where this or/and additional information is currently posted
24. Optional: Author Bios (Maximum 100 words)

5.5.2. The module will be peer reviewed to ensure quality.

Experiments or demonstrations will also be reviewed for classroom readiness. Any suggested additions or changes will be submitted to the author prior to publication. The editors provide input on specific areas of the format, such as the associated MatEd core competencies, or the Evaluation packet. See Evaluation Packet, **Appendix 13**.

5.5.3. Modules are published on the MatEd web site and will be found under the curriculum resources tab. Selected modules may also be published in an on-line journal at a later date. The collection of core competency-related, peer reviewed and classroom tested modules will be clearly distinguished from other resources on the web site and may be considered a publication by the author.

5.5.4. Website links may be suggested by MatEd staff, partners, other ATE Centers, module authors or the general public. Before being posted a link must be reviewed meet minimum criteria established

by MatEd. See Rubric for Link Inclusion on the MatEd Website, **Appendix 14**.

6. Intellectual Property

6.1. All policies regarding intellectual property are explained in this section in order to protect Edmonds/MatEd from possible litigation.

6.1.1. All editors and authors need to understand and acknowledge copyright compliance.

6.1.2. We request that the copyright for each module be transferred to Edmonds Community College through MatEd to protect both the author and MatEd. Authors have free use of the material, and other educators will have direct access to the material through MatEd. A copyright form approved by Edmonds Community College and the Assistant Attorney General is completed as part of the submission process for publishing a module MatEd. Copyright form must be completed by each author of record. See Copyright form, **Appendix 15**.

6.1.3. Trademark rights are retained by the author(s).

6.1.4. Patent rights are retained by the author(s).

6.1.5. Rights to use all or part of the copyrighted material in future publications are retained by the author(s)

7. Revenue Streams

7.1. This section describes current and future revenue streams based on MatEd activities. Multiple revenue streams are possible and need to be organized under a workable business plan.

7.2. Business Plan (TBD)

7.3. Selling, packaging and pricing guidelines (TBD)

7.4. Publications (TBD)

7.5. Consulting services (TBD)

8. A Sample of MatEd Procedures & Templates

8A. Purchase Process

8B. Purchase Flow Chart Process

8C. Contract Developments

8D. Contract Development Process Worksheet

8E. Contractor Payroll Process

8F. Equipment Check-in Process

8G. Travel Process sheet

APPENDICES

- 1. – Your Institution Organization Chart**
- 2. - MatEd Organization Chart**
- 3. - MatEd Roles and Responsibilities**
- 4. - MatEd Partner Activity Proposal**
- 5. - MatEd Activity Program Proposal Evaluation Criteria**
- 6. - Core Competencies**
 - 6a. Core Competency Focus Group Organization**
 - 6b. Core Competency Process**
- 7. - MatEd Gap Analysis Example**
- 8. - Project Timeline**
- 9. - General Guidelines**
- 10. - Editorial Process and Peer Review**
 - 10a. Editorial Process and Guidelines**
 - 10b. MatEd Peer Review Criteria**
- 11. - MatEd Teaching Modules**
- 12. - Modules Submission Template**
- 13. - Evaluation Packet**
- 14. - Rubric for Link Inclusion on MatEd Website**

15. - Copyright Form