

GRAYSON COLLEGE FACULTY AND ADJUNCT HANDBOOK

Grayson College is an Equal Opportunity institution providing educational and employment opportunities on the basis of merit and without discrimination because of race, creed, color, religion, gender, age, national origin, or disability.

The Faculty and Adjunct Handbook provides information on the academic policies and procedures of Grayson College. The programs, policies, statements, fees, and/or courses contained herein are subject to continuous review and evaluation. Grayson College reserves the right to make changes at any time without notice. Every effort will be made to minimize the inconvenience such changes might create. The GC Faculty Handbook does not constitute a contract between Grayson College and the faculty.

TABLE OF CONTENTS

COLLEGE INFORMATION

History.....	7
Vision Statement.....	8
Philosophy Statement.....	8
Mission Statement.....	8
Purpose Statement.....	8
Institutional Goals.....	9
Institutional Effectiveness.....	9
Administration.....	9

EMPLOYMENT INFORMATION

Human Resources Information.....	10
Payroll Checks	10
Fulltime, Pro-rated fulltime, Adjunct Contracts.....	10
Work Load.....	11
Teaching Load Fulltime Faculty.....	11
Overload Compensation.....	13
Load Exceptions Committee.....	12
Load and Overload Guidelines for Fulltime and Adjunct Faculty.....	13
Office Hours	13
Summer Schedule.....	14
Benefits—Leaves and Absences.....	14
Insurance Benefits.....	15
Retirement Benefits.....	15
Special Benefits.....	16
Faculty Educational Development.....	16

Travel Expense Reimbursement.....	16
Employee Standards of Conduct.....	16
Professional Code of Ethics.....	17

GENERAL CAMPUS POLICIES AND PROCEDURES

Aesthetics/Professional Environment Policy.....	19
Computer Use Policy.....	19
English Fluency Policy.....	24
Harassment/Discrimination/Intimidation Policy.....	25
Communicable Diseases and Disabilities.....	26
Emergency Procedures (Crisis Management Plan)	27
Severe Weather Policy.....	31
Mail Processing.....	32
Parking Rules and Regulations.....	32
Publications and Media Relations Policy.....	33
Standing Committees.....	34

INSTRUCTION

Academic Freedom.....	35
Faculty Selection and Qualifications Criteria.....	35
Evaluation Process.....	37
Professionalism.....	38
Texas Success Initiative and Required Assessments.....	38
Core Competencies.....	39
Workplace Essential Skills—SCANS.....	40
Core Course Substitution.....	40
Curriculum Development.....	40
Assessment.....	42

Digitally delivered courses.....	42
Mirror courses.....	42
Meeting with Classes.....	43
Class Preparation.....	43
Class Records.....	43
Course Information and HB 2504.....	44
Curriculum Vitae.....	44
Course Syllabus.....	44
Make-Up Tests.....	44
Dual Credit/Concurrent Enrollment Instruction	44
Grading System and Reporting.....	45
Attendance (Student).....	46
Attendance and Participation.....	46
Attendance in Developmental Courses.....	46
Internet Course Participation.....	46
Student Absences on Religious Holy Days.....	47
Children and Non-Students on Campus and in Classrooms.....	47
Withdrawals, Drops, Grades of Incomplete.....	47
Definitions.....	47
Grade of Incomplete.....	48
SB 1231 State of Texas Limit on Drops.....	48
Third Attempt Rider 50.....	48
Academic Penalties.....	49
Scholastic probation.....	49
Scholastic suspension.....	49
Academic dismissal.....	49
GC Faculty Web Access.....	49

Copyrighted Materials	50
Copyright infringement.....	50
Digital Media.....	50
Computer Software.....	51
Copying for Classroom Instruction.....	51
Intellectual Property	52

STUDENTS

Academic Integrity and Conduct	53
Non-discrimination.....	54
Accommodations for Special Needs Students.....	54
Student Complaint Policy.....	54
Student Discipline and Penalties.....	54

OFFICES FOR ASSISTANCE

Success Center.....	56
Admissions Office.....	56
Bookstore.....	56
Counseling Services.....	57
Food Service.....	57
International Students Office.....	57
Library.....	57
Public Safety—Campus Police.....	58
Life Center—Office of Student Programs and Activities.....	59

APPENDICES

A—Board of Trustees and GC Administrators.....	61
B--Sample Faculty Contract	62

B.1 Sample Adjunct Contract.....	64
C—Faculty Salary Schedule.....	65
D—Guidelines and Procedures related to the release of Public Information.....	67
E—Faculty Association Constitution.....	68
F—Faculty Job Description.....	72
G—Department Chair Job Description.....	74
H—Core Components and Related Exemplary Educational Objectives.....	76
I—Matrix of GC Core Course Exemplary Educational Objectives.....	80
J—SCANS Competencies and Foundational Skills.....	83
K—GC Program Review Guidelines.....	85
L—Curriculum Development.....	87
M—Curriculum Change Procedures.....	88
N—Curriculum Committee Request Forms.....	90
O—E-Learning Information.....	95
P—Uploading Instructions and Sample Curriculum Vita	96
Q—Sample Course Syllabus Outline.....	102
R---Intellectual Property.....	107
S—Certify Roster – Screen Shots.....	112

COLLEGE INFORMATION

HISTORY

Grayson College (GC) is in the heart of Grayson County and provides a vital link for higher education. GC's central location provides access to affordable education whether students need to begin or continue a college-bound track and/or meet professional licensing requirements.

GC offers small classes for personalized instruction, affordable tuition, caring, professional faculty, and the convenience of day, evening or online classes. The College provides a variety of cultural and recreational opportunities for its students and the community. The GC Viking athletes regularly compete for conference, regional and national titles.

Unique course and program offerings are among GC's diverse curriculum, including Viticulture and Enology (grape growing and wine making). GC also offers highly respected nursing programs as well as traditional one and two-year degrees in general academic, business, technical and other health-related fields. Students may select courses in more than 60 academic and technical programs.

The Center for Workplace Learning (CWL) allows educators, private industry and government in the Texoma region to work together to create innovative workplace learning solutions to improve business competitiveness, create job opportunities, and enhance the economic vitality of the region. The CWL is quickly earning the reputation as the premier provider of world-class education and training opportunities for employers and individuals throughout the region. The programs are flexible and adaptive to the needs of employers, ensuring a world-class workforce that creates a sustainable competitive advantage for employers in the region. The CWL is committed to being customer-centered, community-connected, and quality-driven.

The Main campus and West extension are located midway between Sherman and Denison on Highway 691, and the South Campus is located in Van Alstyne. A multitude of academic and technical programs are offered to more than 5,000 students annually. Grayson's reputation is highly respected by surrounding universities and industries as an excellent source of quality graduates who bring specialized, skilled and much-needed talents to the workplace. The community college also has dormitories, computer laboratories and modern health science labs.

A long-term facilities renewal plan has resulted in a new Administrative Services Building, Center for Workplace Learning, and renovated classroom space and faculty offices on campus. Technology upgrades ensure students have access to state of the art digital applications. Current students have the convenience of online registration as well as the ability to view unofficial transcripts, class schedules, grade reports, financial aid status and much more through the convenience of the internet.

Area residents are encouraged to utilize the free services of the Small Business Development Center, or rent college facilities for events of all sizes. The public is also invited to play the College's 18-hole golf course, the only public course in the area.

VISION

Grayson College is a premier learning college that transforms individuals, builds communities, and inspires excellence.

PHILOSOPHY STATEMENT

Grayson College, as the community's college, embraces lifelong learning focused on educational, cultural, social, and public service activities designed to tangibly enrich the individual and our community.

MISSION STATEMENT

The mission of Grayson College is to cultivate student success and community building in North Texas by:

- Recognizing our interdependence with various communities
- Providing a broad and dynamic curriculum to support university transfer, career technical education, developmental, and community education
- Developing innovative curricula and services facilitated by appropriate technology
- Creating a supportive learning environment
- Promoting diversity and cultural enrichment
- Supporting economic development
- Committing to an institutional effectiveness process for continuous improvement in the pursuit of excellence.

PURPOSE STATEMENT

According to Texas Education Code 130.003(e) the purpose of each public community college shall be to provide:

1. Technical programs up to two years in length leading to associate degrees or certificates;
2. Vocational programs leading directly to employment in semi-skilled and skilled occupations;
3. Freshman and sophomore courses in arts and sciences;
4. Continuing adult education programs for occupational or cultural upgrading;
5. Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
6. A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
7. Work force development programs designed to meet local and statewide needs;
8. Adult literacy and other basic skills programs for adults; and
9. Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.

INSTITUTIONAL GOALS

- GC will intensify efforts to ensure student success and student support.
- GC will demonstrate academic quality by tracking and documenting student learning.
- GC will respond to learning opportunities that will meet the ever-changing needs and interests of its diverse and dynamic college community.
- GC will stress accountability based upon on-going, systematic assessment practices and fiscal responsibility to implement improvements.

INSTITUTIONAL EFFECTIVENESS

Grayson College annually reviews the mission, vision, philosophy, goals and prior year's educational processes and results. The College president presents an institutional report to all employees at the January employee recognition event.

A completed institutional report is released to the public. Each unit and subunit meets to communicate institutional goals and review unit mission statements. Goals are identified for the next planning cycle.

To show that instructional and administrative and student support programs and services support the Mission, GC conducts an integrated and systematic institutional effectiveness process. Periodic in-depth assessment of programs in addition to annual assessment supports and strengthens this process.

ADMINISTRATION

Grayson College is governed by an elected seven-member Board of Trustees. The President of the College is selected and employed by the Board and serves as the Executive Officer of the Board.

The College President is supported by administrators with a variety of professional and educational expertise to enable the College to offer quality instruction and services. See Appendix A for a current listing of Board of Trustees members and GC Administrators.

Grayson College has a structured framework logically connecting Administrators, Faculty, and Support Services. This organization is depicted in the organizational charts found on the GC website under the Faculty and Staff tab.

EMPLOYMENT INFORMATION

HUMAN RESOURCES INFORMATION

Grayson College requires a Personnel Action Form to be completed for each employee hired. It is a three-page document. Page one is to be completed by the dean or department chair. Page two is to be completed by the employee. Page three consists of a list of acceptable documentation for the U. S. I-9 Authorization form. When the Personnel Action Form is complete, it is processed by the Human Resources Coordinator.

All required personnel documents must be complete prior to assumption of teaching duties. No payroll checks will be issued until all personnel documentation has been completed and official transcripts are on file with the Vice President for Instruction's Office.

PAYROLL CHECKS

Fulltime Faculty

Automatic payroll deposit is available for those who have been employed at GC for three (3) consecutive months. Forms are available on the GC website or in the Business Office.

Payroll checks are issued on the 24th of each month for fulltime faculty.

Summer, mini-mester, and 8-week session pay will be paid in total at the conclusion of the session. Continuing Education and contract training are normally paid upon course completion. Payroll checks will be mailed unless other arrangements are made.

Adjuncts

Payroll checks for adjunct faculty during the fall and spring semesters are issued in four equal installments and are paid on the 24th of the first three months of the semester and the final payment is made at the conclusion of the semester.

Pay for the 8 week, mini-mester, and summer sessions will be paid in total at the conclusion of the session. Continuing Education and contract training are normally paid upon course completion.

Payroll checks will be mailed unless other arrangements are made. Automatic payroll deposit is available for those who have been employed at GC for three (3) consecutive months. Forms are available on the GC website or in the Business Office.

FULLTIME, PRORATED FULL TIME, ADJUNCT (ADJUNCT) CONTRACTS

Fulltime Faculty

Fulltime faculty teaching mini-mester or summer session(s) or adjunct faculty teaching any semester (session) shall receive compensation as determined annually. Compensation may be prorated if the class size is less than 14 students. Exceptions may be made by the Load Exceptions Committee.

Prorated contracts are issued to persons whose assignments are considered permanent and whose time and duty requirements are a proportionate share of fulltime faculty assignments.

The professional educator contract is initiated according to the school calendar year. A salary schedule outlines monetary guidelines for faculty contracts. See Appendix B for a sample contract and Appendix C for the current faculty salary schedule.

Adjunct

Adjunct faculty teaching any semester (session) shall receive compensation as determined annually. Compensation may be prorated if the class size is less than 14 students. Exceptions may be made by the Load Exceptions Committee.

Adjunct contracts are offered to employees whose assignments are considered temporary. A sample of the contract can be viewed in Appendix B.1. Adjunct contract commitments are finalized the day prior to the first day of class for the semester. See Policy DJ in the Policy and Procedures Manual on the GC website.

Courses taught in the same time slot are treated as a single course insofar as load hours are counted. If a teaching assignment is shared, the compensation shall be shared proportionally.

A faculty teaching a class, where there is a possible safety risk to students due to potentially dangerous equipment (welding, heating, refrigeration and air conditioning, collision repair), may receive a lab assistant when lab enrollment exceeds 18 students in a course. See Policy DJ in the Policy and Procedures Manual on the GC website.

WORK LOAD

Teaching Load Fulltime Faculty

All fulltime faculty are expected to work a minimum of 40 hours per week. Though faculty assignments vary from department to department and from individual to individual, all fulltime faculty are responsible for teaching, advising, recruiting, maintaining office hours, providing College service (including committee work), participating in various College events (graduation ceremonies, general faculty and departmental meetings, registration, UIL, fall and spring professional development meetings, and similar College events as they develop). Some faculty shall have additional responsibilities such as administrative tasks, equipment maintenance, lab supervision, rehearsals and productions of arts events, extensive evaluation of large quantities of student work, club sponsorship, and student tutoring. Others must spend part of their work week traveling between campuses. As a part of normal work, faculty may be expected to teach courses via online education, at night, or on weekends. To give reasonable and equitable teaching assignments to all fulltime faculty, the College has established a formula for calculating teaching loads based on load hours and student contact hours.

Definitions:

1. Semester hours: The credit a student receives for a course.
2. Contact hours: The number of scheduled weekly hours of contact for formal instruction between a faculty and students in the classroom, laboratory, or clinical-type setting. Contact hours may include continuing education courses taught by the faculty as part of his or her load. This does not include individual meetings during the faculty's office hours.

3. Student contact hours: The number of scheduled weekly hours of contact between a faculty and students in a course multiplied by the number of students enrolled in the course.
4. Load hour: The value of a load hour is as follows: Lecture = 1 per contract hour; Clinical instruction (ADN, VN, and EMT) = 1 per contract hour; Lab instruction = 0.75 per contract hour

During the fall and spring semesters of an academic year, any faculty shall have a full instructional load if the following conditions are met: fifteen load hours per week and 270 student contact hours per week. These minimum load requirements shall have been met for both semesters if the load hours for the academic year total 30 and the student contact hours total 540.

Fulltime faculty are expected to consider the costs of instruction as an element of program review and as a factor in meeting budgetary goals established through both the planning and evaluation measures of institutional effectiveness. Furthermore, fulltime faculty are charged with providing high quality instruction within these parameters of cost effectiveness. Thus a faculty's load hours and student contact hours must meet the needs of students and the institution while respecting the faculty's need for professional development and service.

The numbers in a practicum, co-op, or internship course shall be treated in terms of credit hours as indicated in the course number. Class size shall be set by appropriate instructional deans. When a teaching assignment is shared, each participating faculty is credited with the course load proportional to his or her instructional assignment.

Registration limits in all Internet classes shall be set at a multiple of 35, except for English and Speech, which shall be set at 30.

Overload Compensation

Faculty with more than 15 load hours during a semester, and 300 or more student contact hours shall receive overload compensation in the amount of \$535 per load hour above 15 or \$4 per student contact hour above 450, whichever amount is greater.

All faculty teaching distance education courses shall receive \$2.50 per student contact hour in addition to any other overloads paid.

Fulltime faculty who teach in a secondary education institution during that institution's regular school day on behalf of the College shall receive an additional compensation in the amount of \$500 per high school site or interactive (ITV) group.

Load Exceptions Committee

This committee shall determine exceptions to the load formula, prorating of classes or class cancellations and exceptions to overload compensation standards. Overloads may vary among faculty and disciplines. The calculation of instructional loads is the responsibility of the instructional deans and would take into account such factors as number of preparations, number of students taught, nature of subject, and help available from support staff. It is also the instructional dean's responsibility to make certain that faculty are not assigned or do not assume a load that detracts from the quality of the work they are employed to perform for the institution.

Overload contract commitments are finalized the day prior to the first day of class for the semester. Overload compensation shall be prorated if the class size is less than 14 students.

Exceptions may be made by the Load Exceptions Committee. See Policy ECB in the Policy and Procedures Manual on the GC website.

Courses taught in the same time slot are treated as a single course insofar as load hours are counted. Faculty working overloads must add the number of overload contact hours to their 40 hour work week. If a teaching assignment is shared, the compensation shall be shared proportionally.

A faculty teaching a class, where there is a possible safety risk to students due to potentially dangerous equipment (welding; heating, refrigeration, and air conditioning; digitals; auto body), may receive a lab assistant when lab enrollment exceeds 18 students in a course. See policy DJ in the Policy and Procedures Manual on the GC website.

Load and Overload Guidelines for Fulltime and Adjunct Faculty

- ❖ During a full-term semester of 16 weeks, fulltime faculty may teach an overload of up to but not to exceed 60% of a fulltime load for their discipline.
- ❖ During a full-term semester of 16 weeks, adjunct faculty may teach up to but not to exceed 80% of a fulltime load for their discipline.
- ❖ During any five-week summer term, all faculty may teach up to 6 SCHs, not to exceed 40% of a fulltime load.
- ❖ During any eight-week summer term, all faculty may teach up to 12 SCHs, not to exceed 80% of a fulltime load.

The total teaching load for all faculty during **the summer** may not exceed 12 SCHs or 80% of a fulltime load.

The total teaching load for a **mini-mester term** is 3 SCHs, not to exceed 20% of a fulltime load.

OFFICE HOURS

All faculty and adjuncts are required to keep office hours on campus. Using office hours effectively benefits both the student and the faculty in numerous academic ways (advising, clarifying course content, encouraging student engagement, etc.).

On-campus office hours will be the same whether the faculty is teaching traditional face-to-face classes, dual credit, ITV, online, and/or off-campus. For online only faculty, office space will be made available at either the Main or South Campus and virtual office hours will be posted in the syllabus.

Faculty office hours are to be calculated using the following formula: for every 3 SCHs taught, faculty are to keep 2 hours in the office.

Example: 15 SCHs taught per week = 10 office hours per week. For each additional SCH taught, office hours should be added accordingly. This includes overload teaching assignments.

In some cases, the combination of SCHs and office hours may amount to more than 40 hours per week; in these instances, the faculty should meet with the appropriate Dean to determine a work schedule that will be beneficial to both the faculty and his students.

SUMMER SCHEDULE

A four-day schedule is in place during summer months. Each year the “four-day week” schedule start and end dates shall be determined by the President.

BENEFITS -- LEAVES AND ABSENCES

Jury Duty

An employee shall be granted, with regular pay, whatever time is required for serving on jury duty.

Bereavement Leave

Employees are eligible for a maximum of three days paid bereavement leave arising from a death in the immediate family of the employee or the employee’s spouse. For purposes of this provision, “immediate family” includes the parent, wife, husband, child, brother, sister, grandmother, grandfather, son-in-law, daughter-in-law, or another member of the immediate household.

Personal business leave

All employees shall be allowed two days per fiscal year for personal leave. Personal leave is not cumulative from one fiscal year to the next. Arrangements must be made by the employee for the provision of an acceptable replacement to carry out regular job responsibilities without cost to the College. See Policy DEC-LOCAL in the Policy and Procedures Manual on the GC website.

Leave of Absence

The College District shall allow nine-month contract employees who do not accrue vacation to take a leave of absence without pay when the employee requires leave in excess of the two-day personal business allowance. Such leave without pay shall only be granted for a maximum of three days, and when an acceptable replacement is provided as a substitute for the employee as approved by the supervisor.

Approved leave without pay shall not be granted in successive years. The intent of this policy is to allow an employee necessary leave in the rare instance when nonrecurring significant events occur that require an employee to be absent from regularly assigned duties in excess of leave allowed for personal business. Permission shall be obtained from the College President on a case-by-case basis.

Sick Leave

Fulltime employees whose regular workweek is 35 hours per week shall accrue six hours of sick leave per month for each month of active employment. Fulltime faculty shall accrue a maximum of 360 hours.

An employee may use sick leave when he or she:

- is incapacitated for the performance of duties by physical or mental illness, injury, pregnancy, or childbirth;
- receives medical, dental, or optical examination or treatment; or
- would, as determined by the health authorities having jurisdiction or by a health care provider, jeopardize the health of others by his or her presence on the job because of exposure to a communicable disease.

Sick leave may also be utilized to:

- provide care for a family member who is incapacitated as a result of physical or mental illness, injury, pregnancy, or childbirth;
- provide care for a family member as a result of medical, dental, or optical examination or treatment; or
- make arrangements necessitated by the death of a family member or attend the funeral of a family member.

For purposes of this policy, family member is defined as spouse, and parents thereof; children, including adopted children, and spouses thereof; parents; brothers and sisters, and spouses thereof; and other members of the immediate household.

An employee's supervisor, or other super ordinate personnel, may require a physician's statement before authorizing sick leave. Payment for unutilized sick leave shall not be made upon employee termination or voluntary separation.

Documentation of faculty absence due to illness is to be submitted on the Sick Leave Request form as soon as the faculty returns to work. The form is available on the GC intranet.

Developmental Leave of Absence

Pursuant to state law, qualifying employees may request a developmental leave of absence for study, research, writing, field observation, or other suitable purposes. See Policy DEC-Legal in the Policy and Procedures Manual on the GC website.

INSURANCE BENEFITS

Fulltime employees of GC receive the following insurance benefits:

1. Group Health and Life Insurance for Employee
2. Optional Health and Life Insurance for family (paid by employee)
3. Group Dental Insurance (optional—paid by employee)
4. Social Security
5. Tex Flex reimbursement option

RETIREMENT BENEFITS

Fulltime Faculty

Retirement benefits for employees of GC include the Teacher Retirement System of Texas (TRS) or an optional retirement program (ORP). See Policy DF in the Policy and Procedures Manual on the GC website.

Faculty may exercise the option to participate in the ORP only once. Election to participate must be made before the ninety-first day after becoming eligible and is irrevocable. A person who fails to elect the ORP during the 90-day period shall remain in the Teacher Retirement System

or Employee Retirement System as applicable for the remainder of employment in Texas higher public education.

If a person becomes an adjunct employee of GC and is a member of TRS at another educational institution, GC is obligated to report that employment to TRS. Consequently, Grayson College withholds TRS contributions from the paychecks of adjunct faculty who are members of the TRS through other fulltime employment.

SPECIAL BENEFITS

GC offers the following special benefits:

- GC Golf Course: Reduced golf course fees are available to GC employees. Contact the Human Resources Coordinator for a detailed price list.
- Ball Games: All faculty and family members may attend GC baseball and softball games without charge.

FACULTY EDUCATIONAL DEVELOPMENT

Grayson College provides faculty development monies of a specified amount per fulltime faculty per contract year. Additional monies are disbursed as requested via the Faculty Educational Development Application. Forms are available on the GC intranet (www.grayson.edu/~stark). Allocations are made on a first come, first served basis until specified resources for the year are depleted.

TRAVEL EXPENSE REIMBURSEMENT

All full time employees are encouraged to keep travel expenses at the lowest practical level. The College District shall provide reimbursement for approved travel as outlined in Policy DEE-Local in the Policy and Procedures Manual on the GC website.

EMPLOYEE STANDARDS OF CONDUCT

All GC employees shall perform their duties in accordance with state and federal law, College policy, and ethical standards. All personnel shall recognize and respect the rights of students, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the College. Employees wishing to express concern, complaints, or criticism shall do so through appropriate channels. See Policy DGBA in the Policy and Procedures Manual on the GC website.

Safety

All employees shall adhere to College District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Smoking

Smoking is prohibited in all College District facilities and vehicles. Smoking shall be permitted in designated parking areas.

Controlled substances

The use, possession, and/or distribution of controlled substances that are not medically necessary and prescribed by a licensed physician are prohibited on campus. Employees shall not unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any of the following substances during working hours while at the College or at College-related activities during or outside of usual working hours:

1. Any controlled substance, illegal drug, or dangerous drug as defined by law, or Policy DH in Policy and Procedures Manual on the GC website.
2. Alcohol or any alcoholic beverage.
3. Any glue, aerosol paint, or other chemical substance abused by inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered “under the influence” of alcohol, a controlled substance, or an illegal drug. Grayson College recognizes that alcoholism and drug and/or controlled substance dependency are illnesses or “disorders,” and shall seek to provide channels of referrals for help; but it is the employee’s responsibility to seek help. Employees are prohibited from reporting to work under the influence of alcohol, illegal drugs, or controlled substances. A copy of this policy, the purpose of which is to eliminate drug abuse from the workplace, shall be provided each employee at the beginning of each year or upon employment.

PROFESSIONAL ETHICS

Professional educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

Faculty Code of Professional Ethics

In order to express more adequately the affirmation of our professional responsibilities, we the faculty members of the College do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall:

1. Treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as ethnicity, creed, gender, disability, or age.
2. Strive to help each student realize his or her full potential as a learner and as a human being.
3. By example and action, encourage and defend the unfettered pursuit of truth by both colleagues* and students supporting the free exchange of ideas, observing the highest standards of academic honesty and, integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.
4. Work to enhance cooperation and collegiality among students, faculty, administrators, and other personnel.
5. Recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.
6. Maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.
7. Make the most judicious and effective use of the college’s time and resources.

8. Fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.
9. Support the goals and ideals of the College and shall act in public and private affairs in such a manner as to bring credit to the College.
10. Not engage in sexual harassment of students or colleagues and shall adhere to the College's policy on sexual conduct.
11. Observe the stated policies and procedures of the college, reserving the right to seek revision in a judicious and appropriate manner.
12. Participate in the governance of the College by accepting a fair share of committee and institutional responsibilities.
13. Support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.
14. Not support a colleague whose persistently unethical conduct or professional incompetence has been demonstrated through due process.
15. Accept all rights and responsibilities of citizenship, always avoiding use of the privileges of his or her public position for private or partisan advantage.

*In this code the term "colleague" refers to all persons employed by colleges in the educational enterprise.

REFERENCE: Texas Community College Teachers Association, February 20, 1997.
Policy and Procedures Manual DH (EXHIBIT) on the Grayson College website

GENERAL CAMPUS POLICIES AND PROCEDURES

AESTHETICS/PROFESSIONAL ENVIRONMENT POLICY

Purpose: To promote an aesthetically pleasant and professional environment at Grayson College, especially in all new or renovated facilities. Please adhere to the following guidelines. For all work areas (offices, classrooms, reception areas, etc.):

1. Treatments such as wall paint, window covers, and carpeting are provided by the college and will be changed only by the college.
2. Office, classroom, and public area furnishings are provided by the college. Additional furnishings may be added after receiving the approval of your supervisor or the GC Campus Décor Committee.
3. Office décor should reflect a professional work environment and may include: framed academic credentials and a limited number of framed pictures and/or paintings appropriate for the workplace. Please refrain from the use of tape, pushpins, or staples on any wall, door, or ceiling surface. No items should be secured to doors or ceilings. Keep small personal items to a minimum. Seasonal and holiday decorations should be limited to desktop spaces. Limit plants to a maximum of two. Candles (even unlit) are not permitted in the building due to Fire Code.
4. Appliances are limited to designated break areas only.
5. All approved notices, banners, signs, brochures, and literature should be located on designated bulletin boards or display holders only.

Special event flyers and important messages may be posted in appropriate display frames or stands, appropriate literature displays, on the bulletin boards in classrooms, and/or through the existing method of approval through the Activities Director. Flyers and announcements should not be affixed to doors, walls or windows.

COMPUTER USE POLICY

The College District provides each of its students, faculty and staff with one or more computer accounts that permit use of the College District's computer resources. Use of these resources is a privilege, not a right. When using these resources, individuals agree to abide by the applicable policies of the College District, as well as federal, state and local laws. The College District reserves the right at any time to limit, restrict or deny access to its computer resources, as well as to take disciplinary and/or legal action against anyone in violation of these policies and/or laws.

The policies and procedures which apply to users of College District computer resources include, but are not limited to, this policy, as well as College District policies against harassment, plagiarism, and unethical conduct and any procedures that govern computer usage at a particular facility on campus. Laws which apply to users of College District computer resources include, but are not limited to, federal, state and local laws pertaining to theft, copyright infringement, insertion of viruses into computer systems, and other computer related crimes. This policy applies to all College District computer resources, whether administered centrally or within a department, single or multi-user, mainframe or network server, etc. Computer resources include hardware, software, communications networks, digital storage media, and manuals and other documentation. Data includes all files, regardless of size or storage media, including e-mail messages, system logs, and software (commercial or locally developed).

The following principles address the general philosophy of the College District on computer use and security. These principles apply to and are binding on all users of College District computer resources:

Authorized Use

The College District provides computer resources for the purpose of accomplishing tasks related to the College District's mission.

It should be noted that the use of some of the computers, networks, and software located on the College District campus may be dedicated to specific aspects of College District missions or purposes that limit their use or access.

Students, including incoming students who have paid their fees, shall be allowed to use the College District's computer resources for school-related and incidental purposes, subject to this policy and other applicable College District policies; state and federal law; and as long as personal use does not result in any additional costs to the College District. Graduating students and students who leave the College District for any reason shall have their computer access rights terminated, except that, with the permission of the appropriate system administrator(s), continuing students enrolled for the coming fall semester may retain their computer rights during the summer.

An employee of the College District shall be allowed to use computer resources in accordance with this and other applicable College District policies. Incidental personal use of computer resources by employees is permitted, subject to review and reasonable restrictions by the employee's supervisor; adherence to applicable College District policies and state and federal law; and as long as such usage does not interfere with the employee's accomplishment of his or her job duties and does not result in any additional costs to the College District. When an employee terminates employment, his or her access to the College District's computer resources shall be terminated immediately.

Freedom of Expression

Censorship is not compatible with the goals of higher education. The College District does reserve the right, however, to place reasonable time, place and manner restrictions on freedom of expression on its computer systems.

Privacy

Users of the College District's computer systems should be aware that computer use may be subject to review or disclosure in accordance with the Texas Public Information Act and other laws; administrative review of computer use for security purposes or in regard to a policy or legal compliance concern; computer system maintenance; audits and as otherwise required to protect the reasonable interests of the College District and other users of the computer system. Anyone using the College District's computer systems expressly consents to monitoring on the part of the College District for these purposes and is advised that if such monitoring reveals possible evidence of criminal activity, College District administration may provide that evidence to law enforcement officials. Further, all users should understand that the College District is unable to guarantee the protection of digital files, data or e-mails from unauthorized or inappropriate access.

Intellectual Property

All members of the College District community should be aware that intellectual property laws extend to the digital environment. Users should assume that works communicated through the computer network are subject to copyright laws, unless specifically stated otherwise.

Valuable Assets

Computer resources and data are considered valuable assets of the College District. Further, computer software purchased or leased by the College District is the property of the College District or the company from whom it is leased. Any unauthorized access, use, alteration, duplication, destruction, or disclosure of any of these assets may constitute a computer-related crime, punishable under Texas statutes and federal laws. College District computer resources may not be transported without appropriate authorization.

Criminal and Illegal Acts

The following actions constitute misuse of the College District's computer resources and are strictly prohibited for all users:

College District computer resources are not to be used in support of or for illegal activities. Any such use shall be reported and dealt with by the appropriate College District authorities and/or law enforcement agencies. Criminal and illegal use may involve, but is not limited to:

- Unauthorized access, intentional corruption or misuse of computer resources, theft, obscenity, and child pornography.
- Failure to comply with laws, policies, procedures, license agreements, and contracts that pertain to and limit the use of the College District's computer resources.
- Abuse of computer resources including, but not limited to, any act that endangers or damages specific computer software, hardware, program, network or the system as a whole, whether located on campus or elsewhere on the global Internet; creating or purposely allowing a computer malfunction or interruption of operation; injection of a computer virus on to the computer system; sending a message with the intent to disrupt College District operations or the operations of outside entities; print outs that tie up computer resources for an unreasonable time period; and failure to adhere to time limitations that apply at particular computer facilities on campus.
- Use of College District computer resources for personal financial gain or a personal commercial purpose.
- Failure to protect a password or account from unauthorized use.
- Permitting someone to use another's computer account, or using someone else's computer account.
- Unauthorized use, access or reading of any digital file, program, network, or the system.
- Unauthorized use, access, duplication, disclosure, alteration, damage, or destruction of data contained on any digital file, program, network, or College District hardware or software.
- Unauthorized duplication of commercial software. All commercial software is covered by a copyright of some form. Duplication of software covered by such copyright is a violation of the copyright law and this policy.
- Attempting to circumvent, assisting someone else or requesting that someone else circumvent any security measure or administrative access control that pertains to College District computer resources.
- Use of the College District computer system in a manner that violates other College District policies such as racial, ethnic, religious, sexual or other forms of harassment.

- Use of the College District's computer system for the transmission of commercial or personal advertisements, solicitations, promotions, or political material except as may be approved by the office of the Vice President of Information Technology.

Email Accounts

Grayson College personnel, including part-time and adjunct personnel, are provided with email accounts for the purpose of conducting official college business related to instructional, academic and/or administrative activities to accomplish tasks consistent with the College's mission. Because email is an effective way to disseminate information of importance, relevance and interest, and because it is an important tool to meet the academic and administrative needs of the college community, it shall be college policy that digital mail (email) be an official communication mechanism with faculty and staff, and that all faculty and staff are required to maintain a grayson.edu email address. This is the only email address that will be used for official communication with faculty and staff regarding all academic and administrative matters. This policy does not preclude the use of conventional methods of communication.

Acquiring an Email Account

Official college email accounts are available to all current personnel, including part-time and adjunct personnel. These accounts must be activated before the College can send correspondence using official email addresses. Faculty and staff may activate their email accounts by contacting the Information Technology department. Official email addresses will be maintained in the College information system and will be included in the college's directory.

Redirecting/Forwarding of Email

If faculty or staff wish to have email redirected/forwarded from their official grayson.edu address to another email address (e.g., @aol.com, @Yahoo.com, etc.), they may do so at their own risk. The College shall not be responsible for the handling of email by outside vendors. Having email redirected does not absolve faculty or staff from the responsibilities associated with official communication sent to their grayson.edu account.

Expectations About Use of Email

Senders of e-mails should identify themselves as representatives of the college by including their title or function at the end of the message. It is inappropriate to include statements or quotations in the body or signature portion of the message that do not directly advance the administrative or academic purpose of the message. Email users should avoid using language that could be offensive to others, or create an atmosphere of discomfort. Content and signature information of digital messages should be focused on official college business.

Do not include drawings, pictures, maps, or graphics in your signature. In addition, do not include an inspirational or other type of quotation at the end. Such material is unnecessary in a business communication and may not be well-received.

Access to Email

Supervisors must provide computer access to employees whose positions do not provide them with regular access to a computer, as well as a reasonable amount of time to use the computer provided for the purpose of checking their email for college business.

Confidentiality

Users should exercise extreme caution in using email to communicate confidential or sensitive matters (e.g. individual personnel actions), and should not assume that email is private and confidential. It is especially important that users are careful to send messages only to the

intended recipient(s). Particular care should be taken when using the "reply" and "reply all" command during email correspondence.

GC People Email

The GC People email system is an important tool for communicating information that a large part of the campus community needs to know. The system should only be accessed when a minimum of seventy-five percent of the campus community needs to be made aware of the information. First and foremost, the system is crucial for communicating about emergencies. Therefore, it is essential that the system not be overly used whereby members of our campus feel "spammed" and begin to ignore its messages. Announcements are limited to information about emergencies and safety; presidential communications; major campus events; critical alerts related to human resources, facilities and technology; and key internal processes, procedures and deadlines that affect the majority of the campus or a specific targeted group.

Campus members wishing to send a GC People message that does not meet the criteria specified above must submit their requests in writing to their Vice President for approval.

Responsibilities for Computer Usage

- A user shall use the College District computer resources responsibly, always respecting the rights of other computer users by not displaying materials that are offensive to others.
- A user is responsible for any usage of his or her computer account. Users should maintain the secrecy of their password(s).
- A user must report any misuse of computer resources or violations of this policy to his or her department head or to the office of the Vice President of Information Technology.
- A user must comply with all reasonable requests and instructions from the computer system operator/administrator.
- When communicating with others via the College District computer system, a user's communications should reflect high ethical standards, mutual respect and civility.
- Users are responsible for obtaining and adhering to relevant network acceptable use policies.

The following list represents the responsibilities of the vice presidents, deans, department heads, and supervisors:

- Ensure that employees within a department receive training to comply with this policy.
- Promptly inform appropriate computer system administrators when employees have been terminated so that the terminated employee's access to College District computer resources may be disabled.
- Promptly report ongoing or serious problems regarding computer use to the office of the Vice President of Information Technology.

Authorized auditors will be provided access to College District computer resources and data files as needed. It is important to note that failure to adhere to this policy may lead to the cancellation of a user's computer access, suspension, dismissal, or other disciplinary action by the College District, as well as referral to legal and law enforcement agencies.

Laws that Pertain to Computer Usage

Texas Administrative Code, 201.13(b): Information Security Standards

State of Texas law that sets forth the requirements state entities must follow regarding computer security.

Texas Penal Code, Chapter 33: Computer Crimes

State of Texas law specifically pertaining to computer crimes. Among other requirements, unauthorized use of College District computers or unauthorized access to stored data, or dissemination of passwords or other confidential information to gain access to the College District's computer system or data is in violation of criminal law.

Texas Penal Code, Chapter 37: Tampering with Governmental Record

Any alteration, destruction, or false entry of data that impairs the validity, legibility or availability of any record maintained by the College District is a violation of criminal law.

United States Penal Code, Title 18, Section 1030: Fraud and related activity in connection with computers

Federal law specifically pertaining to computer crimes. Among other requirements, prohibits unauthorized and fraudulent access.

Federal Copyright Law

Recognizes that all intellectual works are automatically covered by copyright. The owner of a copyright holds the exclusive right to reproduce and distribute the work.

Computer Fraud and Abuse Act of 1986

Makes it a crime to access a computer to obtain restricted information without authorization; to alter, damage, or destroy information on a government computer; and to traffic in passwords or similar information used to gain unauthorized access to a government computer.

Digital Communications Privacy Act of 1986

Prohibits the interception or disclosure of digital communication and defines those situations in which disclosure is legal.

Computer Software Rental Amendments Act of 1990

Deals with the unauthorized rental, lease, or lending of copyrighted software.

ENGLISH FLUENCY POLICY

Faculty whose primary language is not English are expected to demonstrate proficiency in the use of the English language, as determined by a satisfactory grade on the "Test of Spoken English" of the Educational Testing Service or a similar test approved by the Board. If an English proficiency course is required of a faculty lacking proficiency in English, the cost shall be paid by the employee. The faculty shall take the course until deemed proficient in English by his or her supervisor.

A faculty may use a foreign language to conduct foreign language courses designed to be taught in a foreign language and may provide individual assistance during course instruction to a non-English-speaking student in the native language of the student. See Policy DK-Legal in the Policy and Procedures Manual on the GC website.

HARASSMENT/DISCRIMINATION/INTIMIDATION POLICY

The College believes that each employee, student, and college visitor has a right to expect a campus that is free of discrimination, harassment, and intimidation based on gender, race, color, religion, age, or national origin. Furthermore, the College is opposed to, and will take action to prevent and correct, such behavior. See Policy DHA in the Policy and Procedures Manual on the GC website.

Sexual Harassment

Verbal or physical conduct that denigrates or shows hostility or aversion toward an employee, student, or group of employees or students because of his or her gender constitutes sexual harassment.

Harassing conduct includes (1) epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to gender and (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of gender and is placed on walls, bulletin boards, or elsewhere on College premises, or is circulated in the workplace.

Employees shall not engage in conduct constituting sexual harassment of other employees. If an employee experiences sexual harassment by another employee, the episode should be reported. The College will promptly investigate and take disciplinary action. See policy DHA in the Policy and Procedures Manual on the GC website.

Consensual Relationships

Consensual relationships between staff members and their subordinates or between faculty and their students are not permitted. Faculty need to be sensitive to the potential for sexual harassments as well as conflicts of interest in personal relationships with their subordinate faculty and staff members or with their students. See policy DHA in the Policy and Procedures Manual on the GC website for examples of harassment situations within the consensual context.

Consensual relationships between faculty and their subordinates or their students are inappropriate and a violation of College policy, whether or not such relationships result in sexual harassment. Such consensual relationships may not contain clear elements of sexual harassment, but can create problems including conflicts-of-interest, favoritism and low morale. These relationships often carry the potential for sexual harassment. Such relationships shall be considered sanctionable behavior.

Grayson College Policies and Procedures dedicated to harassment/discrimination include the following:

- DAA (LEGAL) Equal Opportunity Employment
- DC (LOCAL) Hiring Practices
- DGBA (LEGAL) Employee Complaints
- DGBA (LOCAL) Employee Complaints
- DHA (LEGAL) Sexual Harassment
- DHA (LOCAL) Sexual Harassment
- DHC (LOCAL) Harassment

COMMUNICABLE DISEASES AND DISABILITIES

Communicable diseases include, but are not limited to, measles, influenza, viral hepatitis-A (infectious hepatitis), viral hepatitis-B (serum hepatitis), human immunodeficiency virus (HIV infection), AIDS, AIDS - related complex (ARC), leprosy, and tuberculosis. For the purposes of this policy, the term "HIV infection" shall include AIDS, AIDS - related complex (ARC), and a positive test for the antibody to human immunodeficiency virus.

Aids Testing

The College may not require an employee to undergo medical procedures or tests for AIDS or HIV infection, antibodies to HIV, or infection with any other probable causative agent of AIDS unless the procedure is necessary. The College's policy on HIV infection and AIDS may be found on the College's website in the Policy and Procedure Manual DBB (Legal).

Education

The College must provide each employee an educational pamphlet about HIV infection and transmission of HIV infection. The pamphlet shall be provided to a newly hired employee on the first day of employment. See policy DBB-Legal in the Policy and Procedures Manual on the GC website. The College's workplace guidelines concerning persons with AIDS and HIV infection incorporate the model workplace guidelines developed by Texas Department of State Health Services (TDSHS).

Bloodborne Pathogen Control

The College follows the minimum standards set by the TDSHS for employees who have a risk of exposure to blood or other material potentially containing bloodborne pathogens. See Policy DBB-Legal in the Policy and Procedures Manual on the GC website.

Hepatitis Testing

The College that employs certified emergency medical services personnel, a firefighter, a peace officer or a first responder who renders assistance at the scene of an emergency is responsible for paying the costs of testing the employee for hepatitis following exposure.

Disabilities

The College shall not conduct a medical examination or make inquiries of a job applicant about the presence of a disability or the nature or severity of a disability, except to make pre-employment inquiries into the applicant's ability to perform job-related functions. The College may require a medical examination (and/or inquiry) after an offer of employment and prior to the beginning of employment duties.

The results of a pre-employment medical examination shall be collected and maintained on separate forms and in separate medical files and shall be treated as confidential medical records. However, supervisors and managers may be informed regarding necessary restrictions on the employee's work or duties and necessary accommodation. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment. See Policies DBB-Legal, DBB-Local in the Policy and Procedures Manual on the GC website.

EMERGENCY PROCEDURES (CRISIS MANAGEMENT PLAN)

An emergency is not something that can be predicted, but is something that can be managed by following proper procedures. The Crisis Management Plan is intended to be used as a practical outline of what to do in the event of an emergency. This plan is a general guide on what would be done to help resolve an emergency, but is not an all-inclusive guide.

Before an emergency occurs:

Know the location of phones in your building and of public phones near your building.
Know the location of fire extinguishers and fire alarms in your building and become familiar with how to use them.

Emergency Numbers (Fire, Police, EMS)

- Main Campus- 9-911
- West Extension, All Public Telephones, & All Dorms – 911
- South Campus – 9-911

Police/Public Safety Non-Emergency Contact Numbers

- 903/786-9841 --- 24 hour dispatcher
- 903/463-8619 or extension 8619, 8 a.m. to 4 p.m., weekdays

Fire emergencies

1. Sound an alarm -- Alarm pull stations (alarm boxes) are throughout campus buildings.
2. Evacuate building immediately and assist disabled person(s) on leaving. Time permitting, close doors and windows and shut off the HVAC system. **ONCE OUT OF BUILDING, STAY OUT!!**
3. If possible, with due regard to personal safety, access and attempt use of a portable fire extinguisher on small fires.
4. Proceed to nearest telephone, away from fire area, to call the 911 operator. Also notify college maintenance and campus police.
5. **NEVER IGNORE AN ALARM!!**

Police Emergencies

1. In case of a serious police crisis in the classroom, persons/students should be dismissed and requested to leave the room. Assist disabled persons out of the room. If the crisis is outside the classroom, lock the door and stay inside to await emergency assistance. A cellular phone may be needed to request emergency service.
2. If safety permits, proceed to the nearest telephone, away from any danger area, and contact the 911 operator for Campus Police assistance. If you are not able to make the call, ask another person to call the police for you.
3. Return to the scene, out of any danger area, to await the arrival of Campus Police and provide necessary information.

Emergency Medical Situations

1. Immediately go to nearest telephone and dial the 911 operator. Request that an ambulance be sent to the incident location. Also request that Campus Police Emergency Medical First Responders be contacted. Give sufficient information to the 911 operator on the exact location of the crisis.

2. Return to the incident location (if safe conditions exist), stabilize scene and await emergency medical personnel arrival.

Tornado Warnings

1. In the event an actual tornado is sighted and is moving in the direction of the College, persons will be notified of a tornado alert by outdoor emergency warning sirens.
2. Once the alert is given, persons should take cover in a designated tornado shelter or the lower level interior hallway of the building, away from areas containing large amounts of glass. Disabled persons should be assisted to shelter areas. **STAY OUT** of structures with wide, free-span roofs, such as auditoriums, cafeterias, and gymnasiums.
3. Persons, who are caught outside with no well-constructed building available, should look for a ditch or low lying area, preferably with no water, to obtain shelter. The person should assume a kneeling position by crouching, with the head between the knees and the hands clasped behind the head until the danger has passed.
4. As the storm passes, persons should remain in shelter areas until an "all clear" announcement is made, giving official notice that the alert is terminated.

The college designates primary and secondary shelter areas for use in emergency weather conditions. Primary sites are the most ideal area for shelter during severe weather. The secondary locations, listed in italics, are still safe areas, but may not be ideal due to potential debris issues:

Main Campus

- Administrative Services Building
 - Business office vault
 - Admissions Office vault
 - West end store room by VP of Student Services' office
 - Counseling rooms behind admission reception
 - Recruiter's office
 - Copier room
 - All restrooms
 - President's Board Room kitchen
 - Foyer between small board room and President's office
- Advanced Technology Building
 - Interior restrooms
 - Interior offices in Adult Education
 - Drafting Faculty's office
 - AT106
 - Workroom
- Arts & Communication Building
 - AC123 Green Room
 - All dressing rooms
 - All restrooms
 - Workroom 108H
 - All practice rooms
 - Adjunct office
 - *Art Gallery*
 - *Piano Lab*
- Baptist Student Ministry Building
 - Restrooms and closets

- Bookstore
 - Store room, closest to interior wall
- Cafeteria/Dining Hall
 - Storerooms
 - All restrooms
 - Small dining room
 - *Walk-in cooler*
 - *Kitchen area*
- Campus Police
 - Interview Room
- Career and Technology Center
 - Cosmetology – restrooms, dispensary, women’s locker room
 - Welding/HVAC/Collision Repair – restrooms and locker rooms
- Center for Workplace Learning
 - Restrooms
 - Workroom in CWL office
 - Seminar Room C (121)
 - Auditorium north hallway
 - *Seminar Room A*
 - *CWL computer lab*
 - *Auditorium south hallway*
- CIS Building
 - Restrooms on 1st floor
 - Work room in main office
 - Adjunct work area
 - Program Assistant’s area
 - *Restrooms on 2nd floor*
 - *1st and 2nd floor hallways, closest to middle as possible*
- Criminal Justice / Police Academy
 - SC 106 Police Academy classroom
 - CJ 100D
 - CJ 101
 - *Faculty’ offices*
- Foundation House
 - Restroom in west end of house
 - Restroom by back door
 - Storm shelter
- Gymnasium / Recreation Center
 - Assistant Coaches’ offices (baseball and softball)
 - Restrooms
 - Front area of locker rooms
- Health Science Center
 - Faculty offices #'s 105-127 odd only
 - Restrooms
 - HS 215
 - Workroom
 - Break room
 - Faculty offices, even numbers
 - *Dental hygiene practical lab*
 - *X-Ray room*

- Liberal Arts
 - Restrooms on 1st floor
 - Workrooms 104 and 106
 - Hallway to faculty offices, 1st floor
 - Faculty office 106F
 - Conference Room 102A
 - *Restrooms on 2nd floor*
 - *Hallway to faculty office on 2nd floor*
 - LA 212
 - *1st and 2nd floor hallways, closest to the middle as possible*
- Library
 - Restrooms on 1st floor
 - Interior classrooms
 - *Restrooms on 2nd floor*
 - *Interior offices*
- Life Center
 - Student Life Center store room
 - Tech Prep store room
 - *Tech Prep offices*
 - *Restrooms on 2nd floor*
- Life Center Bridge
 - Storage Room north of International Student Office
 - International Student Office workroom
 - *International Student Office waiting area*
- Maintenance / Physical Plant
 - Restrooms by time clock
 - Program Assistant's office
 - *Blueprint room*
 - *HVAC control room*
 - *Storage area behind HVAC control room*
- Science
 - Restrooms on 1st floor
 - Work area behind program assistant's office
 - Adjunct faculty office
 - *Hallway outside of faculty offices*
 - *Restrooms on 2nd floor*
 - *1st and 2nd floor hallways, closest to the middle as possible*
- Success Center
 - Restrooms
 - Testing computer lab
 - Interior offices
 - *Testing registration area away from windows*
- Viking Dorm
 - 1st floor hallway toward middle of building
 - Basement

West Extension

- Pro Shop / Golf Course
 - Restrooms
 - Cart storage building
- Silver Wings

- Break room next to old kitchen at the end of the main hallway
- Kitchen in dance hall
- Faculty offices in hallway
- Powder room in women's restroom
- *Dance hall*
-
- Truck Driving School
 - Restrooms
 - Interior offices
- Viticulture Center
 - Restrooms
 - *Kitchen area against east wall*

South Campus

- Administrative Office personnel will go to individual offices or the vault
- Anyone in Science Lab SA 122 will go to the main administrative office suite and the faculty/staff restroom area
- Anyone in the auditorium will go to SA 126
- Anyone in SB 108 will go into the restrooms located in the east hall
- Anyone in the Academic Success Center will go into testing room SB 120
- Anyone in far east rooms (SB 109, 11, 112, 113, 116, 117) will go into SB 116 and adjoining storage room
- Anyone in the main foyer area will be dispersed into the bookstore, kitchen, and main office area

Additional emergency procedures pertaining to gas leaks, hazardous spills/materials, bomb threats, etc. are located in the Crisis Management Plan publication.

SEVERE WEATHER POLICY

Closing Policy:

Whenever there is doubt as to the conditions of roads that must be traveled in order for faculty, staff, and students to arrive on campus, a decision regarding closing the campus will be made at the earliest possible time. Factors to be weighed in this decision will be: (1) danger of traveling on roads in questionable condition, and (2) need to provide educational services for those who could safely travel to the campus.

Method of Communicating Decision to Close:

The College is open and operational unless official word is received to the contrary. A decision to close the College District shall be communicated over local commercial radio and television stations as listed:

FM Radio

KLAK 97.5 (McKinney)
 KMKT 93.1 (Denison)
 KFYZ 98.3 (Bonham)
 KLBC 107.1 (Durant)

AM Radio

KRLD 1080 (Dallas)
 KJIM 1500 (Sherman)
 KFYN 1420 (Bonham)
 KSEO 750 (Durant)

Television

KXII-TV 12
 KTEN-TV 10
 KDFW-FOX 4
 (Cable numbers may vary)

Timing of Notification:

Due to the nature of weather, darkness usually increases the chance for icy road conditions. Consequently, the decision will be delayed until early morning road conditions can be analyzed.

In most instances the decision to close the College will be communicated to local media by 6:30 a.m. If no announcement is forthcoming by 7:00 a.m., the College is considered to be open. Media will be notified only when classes are delayed or canceled. If conditions deteriorate during the day, announcements will be communicated through deans and supervisors, and posted on the GC website.

Individual Decisions Regarding Reporting to Work:

Individual employees are urged to analyze road conditions at home and not take undue risks to drive to the campus. The employee's supervisor must be notified as soon as possible in the event that road conditions prevent the employee from reporting to work, so that others can provide necessary service to the College's customers.

MAIL PROCESSING

Fulltime

All mail boxes and folders are located at the Main Campus Mailroom in the Administrative Services Building and are accessible during regular business hours. Important communications are distributed via the mail box. Individual questions about mail may be directed to the Mailroom during normal business hours. Outgoing mail service is provided. Contact the Mailroom regarding procedures for designating outgoing mail to allow processing of postage charges.

Adjuncts

All adjunct faculty are provided with an individual mail folder that is located on the faculty's primary campus (Main Campus or South Campus). The mail location for the Main Campus is in the Admission's Office in the Administrative Services Building. You may access your mail: Fall and Spring semesters-- Monday & Tuesday, 8:00 a.m.-6:00 p.m. and Wednesday-Friday, 8:00 a.m.-4:00 p.m.; Summer semesters—Monday-Thursday; 7:00 a.m. – 5:00 p.m. Check with the campus administrator for the South Campus for hours of operation.

Important communications are distributed via the mail box. Individual questions about mail may be directed to the Mailroom during normal business hours. Outgoing mail service is provided. Contact the Mailroom regarding procedures for designating outgoing mail to allow processing of postage charges.

PARKING RULES AND REGULATIONS

Vehicle Registration

Any vehicle operated on college property must be registered with the campus police and a valid parking permit displayed on the vehicle. College personnel may register a vehicle by contacting the campus police office on the College's main campus or by contacting any staff member on the South Campus. When registering a vehicle with the campus police, the person should provide a license plate number for the vehicle being registered along with a valid driver's license number. If a person has a vehicle registered with the campus police and find they must temporarily drive another vehicle on campus, the person may contact the campus police to receive a temporary parking permit, which will be valid for a two week period.

Parking

Any vehicle parked on college property must be registered with the campus police and a valid parking permit displayed on the vehicle. Upon submission of a completed parking permit

application to the campus police office, instructional personnel may receive a faculty parking permit for access to restricted and non-restricted (general) parking areas. Faculty restricted parking areas are indicated on campus by green painted curbing or a sign at the entrance or exit to a restricted parking lot. Restricted parking areas are reserved for instructional personnel only between the hours of 7AM to 1PM weekdays, exclusive of weekends and college holidays. No college employee shall park their vehicle in an area reserved for visitors (white curbs), no parking areas (yellow curbs), marked fire lanes (red painted stripes/curbs), areas reserved for the disabled, on the lawn, or any area not specifically designed for vehicle parking. Vehicles displaying an authorized disability placard distributed by a proper authority may park in spaces reserved for the disabled.

Parking Citations

Parking citations are issued by campus police on vehicles found to be parked or operated in violation of the college's parking rules and regulations. An employee receiving a campus parking citation should contact the campus police office within ten days of the citation to resolve the violation. A delinquent campus parking violation may result in an additional \$10 late fee being added and the vehicle involved being removed from campus at the owner's expense. Additionally, the citation may be filed in Grayson County Justice Court resulting in a fine not exceeding \$200.

Traffic and Parking Questions

For a complete description of the College's traffic and parking operations, visit the campus police office or call (903)463-8777, or extension #8777 (if dialed on the main campus). A brochure is available to guide employees through all campus traffic and parking procedures.

PUBLICATIONS AND MEDIA RELATIONS POLICY

Grayson College has an obligation to keep the public fully informed and to practice open disclosure. At the same time, news releases and public interviews must be handled in a thoughtful manner to assure the accuracy and appropriateness of statements released to the public. Employees and student groups should contact the Director of Marketing and Public Information in advance regarding any media coverage which mentions the College. Materials published and distributed by the College to students and the general public generally fall into one of the following six categories: Policy, Procedural, Promotional/Informational, Cultural, Paid Advertising, and Student Publications.

Policy Publications

The only publication of the College that expresses in writing official college policy shall be the GC Policies and Procedures Manual. This publication shall take precedence over all other manuals, handbooks, catalogs, bulletins, and any other type of printed materials. The policy manual is available online at www.grayson.edu.

Procedural Publications

Procedural publications summarize policy and/or outline operational procedures, codes of conduct, and the like, as they relate to a specific campus population. Examples are the Faculty Handbook, Student Handbook, and Residence Hall Handbook. Although these may contain summaries, paraphrasing, or even what may appear to be verbatim excerpts from the GC Policies and Procedures Manual, they are not to be considered expressions of official College policy. As official college policies or statements of purpose, mission, vision, etc. are revised, it is the duty of the personnel responsible for the document(s) to immediately update the publication.

Promotional/Informational Publications

Publications and/or media contacts whose chief intent is to promote or “market” the college provide information about available instructional and community service programs, application and enrollment procedures and deadlines, registration dates, costs, financial aid opportunities, and other items of general interest. Examples include the college catalog, schedules of classes, program brochures, pamphlets, campus maps, academic and activity calendars, fact sheets, flyers, posters, postcards, and the like.

The Director of Marketing and Public Information, in consultation with the appropriate dean or vice president, will coordinate matters related to content, design, printing and distribution. No such publication shall be created or distributed to the public without this involvement and/or approval. See Appendix D for related guidelines.

Cultural Publications

Cultural publications are primarily literary in nature, containing essays, poetry, short fiction, and similar works, as well as original drawing and other types of graphic art. While such publications are intended to encourage creativity and freedom of expression, all shall conform to standards of good taste and fairness. It shall be the duty of the instructional deans to monitor content and language of such publications.

Paid Advertising

The content and format of all promotional advertising shall be under the direct coordination of the Director of Marketing and Public Information to assure the factual accuracy and general integrity of all such advertising. No advertising shall be placed without this prior approval with one exception: Employment or legal notices shall be coordinated through the Human Resources Office or the Vice President of Business Services.

STANDING COMMITTEES

Fulltime faculty are required, and adjuncts are encouraged, to serve on standing committees. A detailed list of standing committees may be found in BGC (LOCAL) of the Policy and Procedures Manual on the GC website.

INSTRUCTION

ACADEMIC FREEDOM

It is essential that faculty of Grayson College be free to pursue scholarly inquiry without undue restriction and to voice and publish conclusions concerning the significance of evidence considered relevant. A faculty is entitled to full freedom in the classroom in discussing the subject. Each faculty is also a citizen of the nation, state, and community and when speaking, writing, or acting, and, as such, must be free from institutional censorship or discipline.

The concept of academic freedom at Grayson College is accompanied by an equally demanding concept of faculty responsibility as follows:

1. The maintenance and exhibition of competence in one's field of specialization.
2. The exercise of professional integrity: demonstration of accurate statements, appropriate restraint, respect for the opinions of others, and separation of speech and actions as a private citizen from the impression that one speaks or acts for the College.
3. Judicious use of controversial material in the classroom introducing such material only as it has been assigned to teach.
4. Participation in professional organizations.
5. Avoidance of extensive activities outside the instructional assignments, for which payment is received, if such activity would interfere with the fulfillment of the task assigned by the institution. The faculty's position with the institution should not be used to secure outside income or favor in competition with nonacademic colleagues.

Because academic freedom has traditionally included the faculty's full freedom as a citizen, most persons face no insoluble conflicts between the claims of politics, social action, and conscience on the one hand, and the claims and expectations of their students, colleagues, and institution, on the other. If the faculty's attention to one's obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, the faculty should either request a leave of absence or resign the academic position.

Nothing in this statement on academic freedom is intended to protect an incompetent or negligent faculty or to prevent the institution from making proper efforts to evaluate the work of each faculty. See Policy DGC-Local in the Policy and Procedures Manual on the GC website.

FACULTY SELECTION AND QUALIFICATIONS CRITERIA

Selection of Faculty

Grayson College employs an orderly process for recruiting and appointing its faculty See Policy DC-LOCAL in the Policy and Procedures Manual on the GC website. This process involves pursuing a pool of qualified candidates and interviewing those who appear to be best qualified. The College attempts to recruit and select faculty whose highest degree is earned from a broad representation of institutions. See Appendix F for the faculty job description and Appendix G for the department chair job description.

The College employs faculty whose highest earned degree, presented as the credential qualifying the faculty to teach, is from a regionally accredited institution. If a faculty's highest

earned degree is from a non-regionally accredited institution within the United States or an institution outside the United States, the College must have evidence that the faculty has appropriate academic preparation. Each faculty employed must be proficient in oral and written communication of the language in which assigned courses will be taught.

Academic and Professional Preparation

A fulltime faculty is one whose major employment is with the institution, whose primary assignment is in teaching and/or research, and whose employment is based on a contract for fulltime employees. Both fulltime and adjunct faculty must meet the following criteria for academic and professional preparation.

Associate Degree Programs

In an associate degree program, fulltime and adjunct faculty teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics; must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline.

The College must document and justify the academic and professional preparation of faculty teaching interdisciplinary courses or programs. Each fulltime and adjunct faculty teaching courses in professional, occupational and technical areas, other than physical activities courses, that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, must have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the masters degree with a major in the teaching discipline.

If the courses taught in professional, occupational and technical areas are components of associate degree programs not usually resulting in college transfer, or in the continuation of students in senior institutions, the faculty must possess appropriate academic preparation or academic preparation coupled with work experience. The minimum academic degree for faculty teaching in professional, occupational and technical areas must be at the same level at which the faculty member is teaching. The typical combination is a baccalaureate degree with appropriate work experience.

In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation for faculty members teaching both transfer and non-transfer courses in these areas. Such cases must be justified by the institution on an individual basis.

The College must keep on file, for all fulltime and adjunct faculty, documentation of academic preparation, such as official transcripts and, if appropriate for demonstrating competency, official documentation of professional and work experience, technical and performance competency, records of publications, certifications and other qualifications. Non-degree diploma or certificate occupational courses are typically taught by faculty with some college or specialized training, but with an emphasis on competence gained through work experience. Faculty must have special competence in the fields in which they teach. The College must keep documentation of work experience, certifications and other qualifications if these are to be substituted for or supplement formal academic preparation.

Non-Associate Degree Programs

If basic computation and communication skills in non-degree occupational programs are taught, the faculty must have a baccalaureate degree and, ideally, should have work or other experience related to the occupational field. Faculty who teach adult basic education courses below the collegiate level must have a baccalaureate degree, and also should have attributes or experiences which help them relate to the particular needs of the adults they teach. Faculty who teach in remedial programs must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in remedial education.

EVALUATION PROCESS

The College has a comprehensive plan for evaluating, developing, and providing feedback to all employees. As a minimum, new faculty (one–three years) shall be evaluated one time a year. As a minimum, proven faculty shall be evaluated every three years. Also, each faculty shall develop or revise his or her professional development plan in conjunction with their scheduled evaluation. All contract employees shall serve a three-year probationary period. The schedule by which faculty are evaluated is updated in conjunction with Human Resources and kept in each of the Dean's offices. The Faculty Evaluation Plan consists of four components.

Student Survey of Instruction

The purpose of the Student Survey of Instruction is to provide constructive feedback in order to improve teaching and learning in the classroom. Students are asked to complete course evaluations each fall and spring on all fulltime and adjunct faculty in every course/section to which they are assigned. The Dean of Workforce Education and the Dean of Academic Instruction provide access to the Student Survey of Instruction through the CourseEval software each semester. E-mails are sent to students requesting them to complete the survey. The faculty have access to review the evaluations after final grades are submitted. In addition, department chairs have access to the results of the faculty they supervise and the deans have access to campus-wide results. Should the results indicate a need for improvement in one or more areas, the department chair and the faculty will meet to discuss this issue and create a professional development plan.

Faculty Evaluation Classroom Observation Report

The direct supervisor will conduct a class observation of each faculty at the required time. The observation report is added to the personnel file.

Faculty Performance Evaluation

In this segment of the Evaluation Plan, faculty completes a self evaluation in relation to the Faculty Job Description. The supervisor reviews the self evaluation and completes one of his/her own. The supervisor then uses Classroom Observation Report, the Student Surveys of Instruction, the self evaluation, and the supervisor's evaluation to guide the development of a professional development plan.

Professional Development Plan

In this segment, faculty members are to provide a narrative account of their success in meeting goals set the previous year(s) and respond to recommendations made on the previous Faculty Evaluation. This segment of the plan is also the place for faculty members, in conjunction with their department chairs, to review the previous cycle's activities, accomplishments, and service to the college and the community. Together, faculty and department chairs determine both the

professional development goals for the upcoming cycle and the resources needed, as well as the method to be used for evaluating successful completion of those goals.

PROFESSIONALISM IN THE CLASSROOM

Professional Attitude

Faculty are expected to maintain a professional attitude as follows:

1. Limit the number of absences and tardies. Set a good example for students.
2. Maintain boundaries between students and one's personal life.
3. Dress professionally in good taste, modest, and not extreme. Please refer to the dress code policy DH (LOCAL) in the Policy and Procedures manual.
4. Maintain confidentiality on campus and in the community with regard to students and their learning.

Professional Teaching Standards

Grayson College wants all faculty to maintain the highest professional teaching standards by following these guidelines:

1. Aim to teach students to master the subject matter and the attitudes, which are appropriate to each course taught at the College.
2. Develop effective techniques and be receptive to new techniques as necessary to reach the learning styles and objectives of all students.
3. Be knowledgeable about learning styles and teaching techniques. Do not limit methods of classroom presentation to traditional lecture styles.
4. Be aware and concerned with the broad range of objectives and capabilities of the students, which the College serves.
5. Seek to access learning through more than one of the senses; include audio, visual, kinesthetic, and tactile techniques in the class activities.
6. Be willing to provide students with guidance that promotes their welfare and proper educational development.
7. Meet class promptly and regularly, and expect students to do the same.
8. Stay for the entire assigned time. Saturday/Sunday and special courses may meet at different hours as approved by the appropriate division dean. Do not dismiss classes early.
9. Do not change published meeting times or meeting places unless approved by the assistant dean or department chair.
10. Notify the Admissions Office (or the South Campus Administrator) of any changes in published meeting times or meeting places.
11. Be in the classroom and available for conferences with students at least 10 minutes before formal class begins.

TEXAS SUCCESS INITIATIVE AND REQUIRED ASSESSMENTS

New College Readiness Test - TSI Assessment

Grayson College wants its students to succeed and, therefore, requires new students to take reading, writing, and mathematics assessments to ensure appropriate placement in college courses. Unless students have previously taken the TASP/THEA Test, passed other approved tests, or if they qualify for an exemption or a waiver, they are required to test prior to enrollment at GC.

Effective August 26, 2013, Texas colleges will use one test to measure college readiness - the TSI Assessment. TSI stands for Texas Success Initiative. The TSI Assessment is composed of three main subjects - Reading, Writing and Math. If a student does not earn college readiness scores, the test will include diagnostics to help determine a student's strengths and weaknesses. Students may register ahead of time, and the Testing Center will also offer "drop-in" testing. Information about the TSI Assessment, including the testing schedule, will be available on Grayson's website: www.grayson.edu; under Quick Links, click on Testing Center; then click on TSI Assessment.

If a student does not know whether he needs to take the test or which sections to take, he should ask staff in the Admissions and Records Office for a Testing Referral Form.

Exemptions

Exemptions and waivers from Texas Success Initiative requirements are listed in the Schedule of Classes under "Assessment Information." Students with physical or learning disabilities are not exempt from placement testing but may receive testing accommodations by providing appropriate documentation to the Special Services Coordinator.

Developmental Courses

Students demonstrating weak basic skills on their placement tests are required to include developmental instruction in their class schedule to support their college level courses. Faculty of developmental courses will monitor student attendance and recommend appropriate remediation strategies for students with excessive absences, including, but not limited to, registration holds and alternative remediation (course based and non-course based). Students are advised that withdrawal from the developmental class(es) will necessitate withdrawal from college level coursework as well. Attendance expectations and consequences **MUST** be included in the course syllabus for all developmental courses and labs.

The GC Developmental Education Plan allows students to fulfill TSI requirements in two ways:

1. Achieve a passing score on the TSI Assessment Test.
2. Complete the developmental "exit" course (Math 0330 for Stat Pathway, Math 0320 for STEM pathway; INRW 0320 for reading and/or writing) with a grade of "C" or better.

Students with initial assessments that are close to passing are not required to retest and may exit developmental work with a grade of "B" or better in their developmental exit-level courses. The GC Developmental Education plan has specific details about retest requirements.

CORE COMPETENCIES

A series of basic intellectual competencies - reading, writing, speaking, listening, critical thinking, and computer literacy - is essential to the learning process in any discipline and thus should form any core curriculum. To prepare students effectively for success in both their major field of academic study and their chosen career or profession, it is imperative that these intellectual competencies be included among the objectives of many individual core courses and reflected in their course content. Another imperative of a core curriculum is that it contains courses that help students attain the following:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;

2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Each Texas college and university should select and/or develop courses which satisfy exemplary educational objectives specified for each core component area. See Policy EFAA in the Policy and Procedures Manual located on the GC website. See core components and related exemplary educational objectives in Appendix H.

Exemplary educational objectives have been linked to the core academic courses at Grayson College. A matrix illustrating how GC academic courses relate to core competencies through exemplary educational objectives can be found in Appendix I.

Workplace Essential Skills – SCANS

The workplace basic skills defined by the Secretary's Commission on Achieving Necessary Skills (SCANS) serve as a common standard and reference point for workers, employers, trainers, educators, and program administrators as follows:

1. Identifying the skills and skill levels required for employment
2. Estimating the skill levels of current or future workers
3. Identifying the skill development that will help match workers to job requirements
4. Describing individual skills as part of a job transition process
5. Identifying valid assessments for measuring workplace readiness
6. Using a hierarchical taxonomy of skills for easing the development of individual training plans and for preparing and developing employment training programs

To meet the requirements of various funding resources for Career and Technical Education programs, GC must identify workplace readiness, basic, academic, and technical skills achieved in vocational and technical courses. A listing of SCANS competencies and foundational skills is found in Appendix J.

CORE COURSE SUBSTITUTION

All degrees awarded at GC require the completion of a general education core as prescribed by the Texas Education Code and established as a result of Senate Bill 148. To insure that students experience the breadth of knowledge required by THECB, GC will not approve course substitutes for core requirements. However, if a student took a course that met an area of core at a non-public Texas institution, or any out-of-state institution, Grayson will accept that course as having met that same area of our core even if it is not listed among the GC approved core, provided that it meets the exemplary objective set for that core area.

CURRICULUM DEVELOPMENT

Curriculum Approval/Revision/Review

A comprehensive curriculum meets guidelines and criteria of the Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools and serves constituency needs while remaining cost effective. Curriculum development and design activities include

faculty involvement and administrative approval. The Board encourages widespread faculty involvement in the planning of course offerings and in the exploration of new techniques for meeting course objectives. Assistance in the development of curricula is the responsibility of the faculty, working in cooperation with the dean and the Curriculum Committee.

For instructional programs, Program Review is a mechanism that evaluates existing programs to determine their educational and cost effectiveness. It is a faculty document, which demonstrates that the faculty bears the primary responsibility for curriculum by assuming that faculty is in the best position to make informed judgments about the effectiveness of programs and to make changes that facilitate learning.

Programs that are reviewed in a given year will be required to incorporate new goals, objectives, and expected/student learning outcomes into their unit or sub-unit's annual assessment plan addressing programmatic changes and strategies that were identified as a result of assessing student outcomes during their program review. See Appendix K for GC Program Review Guidelines.

Proposed curricula changes must be presented to the Curriculum Committee. The proposed curriculum shall be evaluated on the basis of cost/benefit criteria and effect on other College services. Curriculum Development Policy is detailed in the Policy and Procedures Manual EE (LOCAL) on the GC website and in Appendix L. Curriculum Change Procedures are outlined in Appendix M and the required forms for submitting curriculum change proposals to the Curriculum Committee are available in Appendix N.

The President's Executive Council must approve all new programs or significant changes in present programs prior to submission to the Board for approval. As an exception to this policy, state-mandated curriculum changes are directly implemented.

Substantive Change

The Southern Association of Colleges and Schools Commission on Colleges (SACS) requires all schools to review all substantive changes that occur between an institution's accreditation reviews to determine whether or not the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards. Notification requires a letter from the College President to the President of the Commission summarizing the proposed change and providing the intended implementation date. All instructional substantive changes at GC are identified through the Curriculum Change Procedure using the GC Substantive Change Checklist included in Appendix N.

Career and Technical Education Program Advisory Committees

All Career and Technical Education programs are required by the Texas Higher Education Coordinating Board (THECB) to have advisory committees. The purpose of the advisory committee is to assist with identification and measurement of program needs, including career and technical education (CTE) programs, adult education, and academic departments. Each advisory committee must meet at least one time a year and as needed. Committees are advisory in nature and make their recommendations to the College administration. The administration utilizes these recommendations in strategic planning for curriculum change and other program improvements throughout the College.

ASSESSMENT

Instructional Services is committed to systematic, data-driven improvements in all areas of instruction. GC considers student success to be our number one priority. Assessment measures and processes have been established to ensure that all instructional programming and student learning outcomes are regularly evaluated by faculty and administration. This regular ongoing assessment evaluates outcomes and competencies at the course, program, and institutional level and continually enhances the quality of the learning experience for GC students. The Instructional Services Assessment Handbook is available on the GC website.

DIGITALLY DELIVERED COURSES

The College has standardized the definitions of online and hybrid courses with the Texas Higher Education Coordinating Board. Currently, online courses are defined as:

- (A) Fully Distance Education Course online – A course which may have mandatory face-to-face sessions totaling **no more than 15 percent** of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.
- (B) Hybrid/Blended Course – A course in which a majority (**more than 50 percent but less than 85 percent**), of the planned instruction occurs when the students and instructor(s) are not in the same place.

The College follows the Best Practices for Digitally Offered Degree and Certificate Programs as published by the Southern Association of Colleges and Schools (<http://www.sacscoc.org/pdf/commadap.pdf>) as well as the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses offered online as published by the Texas Higher Education Coordinating Board. (www.theccb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37.) Incorporating the best practices and standards from both documents, the College created a Distance Learning Course Review Process.

Proposals for offering online courses use the guidelines for incorporating the principles of good practice and the Distance Learning Course Review Process during the design, development, and delivery. See Appendix O for information regarding assistance provided by the E-Learning Department.

MIRROR COURSE POLICY

GC offers "mirror courses" that allow enrollment into a regular academic credit class through the Continuing Education (CE) department. No formal college admission process is required. Students earn a grade of either "S" for satisfactorily passing course requirements or a "U" for unsatisfactory (failing the class), but receive no academic credit for these mirror courses. However, academic credit may be sought under the following conditions:

1. The course in which the student enrolled is equivalent to or the same course taught for credit.

2. The student has successfully completed at least 6 credit hours of academic coursework at the time of application for converting the mirror course to credit.
3. The request is made no more than 3 years from the start of the semester in which the mirror course was taken.
4. Credit may not be granted for courses that have an unmet TSI requirement.

The student's transcript will reflect "P" in the pass/fail grade for satisfactorily completing the course. This course will not be calculated in the student's GPA. No more than nine credit hours of mirror coursework may be converted to credit.

MEETING WITH CLASSES (FACULTY)

Each class scheduled will be met by its regular faculty. (No walks) Should the faculty be unable to meet his/her assigned class for any reason (sickness, emergency, etc.) or be arriving to class late, it is the faculty's responsibility to notify the appropriate department chair so that arrangements may be made to provide a faculty for the class. Under no circumstances is the faculty authorized to dismiss class without administrative approval.

CLASS PREPARATION

Faculty at GC are expected to:

1. Be familiar with course objectives.
2. Present material in a manner which will encourage learning on the part of students.
3. Seek guidance in preparing for instruction from department chairs, program directors, or deans.

CLASS RECORDS

Accurate records must be maintained for each student in a class. A student's attendance and/or progress at any time during the semester may need to be verified to process financial aid, grants, loans, etc. Faculty grade books should be retained for a year after the ending of the term.

Class attendance and grade documents are managed by the Admissions and Records Office on the Main Campus or the Administrative Offices on the South Campus. GC Faculty Web Access is used to report attendance and grades. Use the following guidelines established by the Director of Admission and Records:

1. Official Class Roll - Faculty must report a "NO SHOW" on the official class roll for any student who has not attended at least one class day and/or accessed their Internet class prior to the census date for the given semester. (This procedure will prevent the Office of Financial Aid from disbursing financial aid in error.)
2. Final grades
 - a. Grades of "I" and "F" will require a "last date of attendance".
 - b. Grades of "I" require an 'Incomplete Grade' form be on file in the Admissions and Records Office. This form is initiated by the student.
 - c. If a student was reported as a "no show" and was not dropped from the course, use the first day of class as the last date of attendance for the "F" grade.

COURSE INFORMATION AND HB 2504

House Bill 2504 mandates that the following information be available to the public on the institution's website no later than the seventh day after the first day of classes:

1. Course Syllabus
2. Faculty's Vitae
3. Textbook and ISBN #

Curriculum Vitae

Each faculty member is required to create, upload, and maintain a current, professional vitae on the College website. The vitae must be uploaded one week before classes begin. A sample template is available in Appendix P.

Course Syllabus

A syllabus is to be developed for each course taught and uploaded to the college website the week before classes begin. A copy of the syllabus must be turned in to the Dean's office for each semester. The copy may be submitted via email to the administrative assistant. Please refer the Course Syllabus template in Appendix Q.

Adjustments in the class syllabus are allowed as long as course consistency is maintained. Faculty should maintain consistency in lab requirements, outside assignments, unit tests, attendance, final exam, course grade, and mastery requirements.

MAKE-UP TESTS

Testing Centers, located in the Success Centers on both campuses, administer make-up tests for students enrolled in GC courses. A copy of the "Make-Up Test Form" should be completed, attached to the test, and delivered to the Testing Center prior to the time the student will be required to take the test. Hours of operation are posted on the GC website, and handouts are available in the Testing Centers. Students will need photo identification and supplies such as scantrons, pencils, etc. All tests will be kept secure, and faculty should pick up tests from the Testing Center soon after the testing deadline. Faculty are encouraged to limit the number of times students do make-up tests. An incentive could be included in the syllabus to encourage taking tests during class. Make-Up Test forms are also available on the intranet.

DUAL CREDIT/CONCURRENT ENROLLMENT INSTRUCTION

Courses for which concurrently enrolled high school students may earn credit for both high school and college ("dual credit courses") must be taught at the college level regardless of instructional site or delivery method. At a minimum, these courses must include the learning objectives and competencies included in course sections taught on campus. Additional objectives necessary to satisfy TEA requirements may be added to particular courses to fulfill high school requirements. Course exams and other evaluations of student work must, likewise, be designed for college-level preparation and rigor. Course syllabi for dual credit/concurrent enrollment classes must demonstrate that students are expected to perform at the college level and **MUST** be filed in the Dean's office every semester they are taught.

Department chairpersons are responsible for conducting annual evaluations of instruction of all dual credit courses to ensure that instruction provided fulfills college-level requirements. This evaluation process should include Student Survey of Instruction and, in the case of adjunct faculty, a Faculty Classroom Observation and Evaluation. Forms are available on the intranet.

Faculty teaching dual credit students must be aware that under the Federal Family Education and Right to Privacy Act, (FERPA) students enrolled in college courses are considered college students under FERPA, even though they may not be 18. Thus, faculty must protect the privacy of these students' grades. Requests for private grade or attendance information from anyone other than the student or college personnel should be forwarded to the GC Director of Admission and Records or to the department chair. Please refer to Policy GH (LOCAL) in the Policy and Procedures Manual on the GC website.

To facilitate the sharing of student information with the designated high school dual credit liaison, faculty are required to submit mid-semester grades to the GC Admissions and Records office and to use GC's Blackboard to post grades for all their dual credit sections. Training in the use of web applications is available from the E-Learning Department. Dual Credit faculty not already on a high school faculty must complete finger printing and FBI background checks.

GRADING SYSTEM AND REPORTING

Final grades are available for students to review by accessing Campus Connect from the College's website. Students who wish to receive a printout of their grades may do so by requesting the printout from the Admissions Office.

Grayson College uses the following grading system:

- A – The student demonstrates mastery of course content and meets course objectives. The grade of "A" is an exceptional grade attained by students demonstrating exceptional performance of college-level work.
- B – The student demonstrates mastery of course content and meets selected course objectives. The grade of "B" is an above average grade attained by students demonstrating above average performance of college-level work.
- C – The student demonstrates acceptable competency in course work and meets selected course objectives. The grade of "C" is an average grade attained by students demonstrating average performance of college-level work. Students with concurrent enrollment for high school and college credit must maintain a minimal grade of "C" in the course.
- D – The student demonstrates minimal performance in course work and does not meet course objectives. The grade of "D" is considered unsatisfactory in a student's major field of study, and this grade generally does not transfer.
- F – Failure. No credit is given for the grade of "F."
- I – Incomplete. The grade of "I" indicates that the student has a valid excuse for failure to complete the work required during the semester. Incomplete work should be completed within the regular term. Failure to remove an "I" during the succeeding regular term may result in an "F" being placed on the permanent record.
- P – Passing. Used only for orientation course and credit by award.
- S – Satisfactory. Used for non-degree courses.
- U – Unsatisfactory. Used for non-degree courses.
- AU – No-credit. Used for audited courses.
- W – Withdrew passing or dropped before deadline for automatic withdrawal date.

Reporting Grades

Final grades must be reported to the Admissions Office. Online grade reporting is available through the GC Faculty Web Access link. A separate grade sheet will be provided listing dual credit/concurrent students which require a **numeric and letter grade. Final grades MUST be turned in at the designated time.**

ATTENDANCE (STUDENT)

Attendance and Participation

Academic success is closely associated with regular class attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their faculty' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and 8-week courses should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. Instructors are required to include in their syllabi the attendance policy for the courses(s) they teach. The college considers absences equal to or greater than 15% of the course's requirements to be excessive.

In order for students to be counted as having attended a class before the census date, the following guidelines are to be used:

- **Physical attendance in class with an opportunity for instructor and student interaction**
- **Submission of an academic assignment**
- **Completion of an exam, interactive tutorial, or computer-assisted instruction**
- **Attendance at a study group assigned by the faculty**
- **Participation in an online discussion in the class**
- **Contact with a faculty member to ask a question**

Attendance in Developmental Courses

Students are required to attend their developmental classes. If they do not attend their developmental classes, in accordance with the course's attendance policy, they may be dropped from that course by the instructor and will be considered out of compliance with their Academic Success Plan. The Academic Success Plan may have allowed a student to enroll in academic courses requiring a skill area that is being supported by developmental course work. Students who are out of compliance with their Academic Success Plan will be required to enroll in appropriate self-paced developmental classes to regain compliance that semester and re-establish that academic support; failure to do so will result in being barred from future enrollment in academic course work until the TSI/College-Readiness requirements are met in appropriate skill areas (or, under special situations, permission is granted by the Assistant Dean of Academic Instruction).

Internet Course Participation

Grayson College is a web-enhanced campus, and academic success in all courses (face-to-face, hybrid, and online) will require students to regularly access Blackboard (our e-learning platform). The failure of any student to regularly participate in course activities (face-to-face or online) or complete assignments within communicated deadlines will negatively impact students'

abilities to successfully complete their courses. For each three-hour course in which students are enrolled, they should expect to spend nine hours each week on course work. (For students in face-to-face or hybrid courses, the nine hours includes time spent in class.) Students enrolled in compressed semesters (ex. minimesters, summer sessions, or 8-week sessions) should plan to spend more time per week on course work.

Regular attendance and participation is required for all courses. Students enrolled in face-to-face or hybrid courses who fail to attend class by the census date or students enrolled in Internet courses who fail to complete an assignment prior to the census date will be reported to the Admission and Records Office as “Never Attended” and may be withdrawn from the course. In addition, students’ eligibility to receive financial aid or live in the residence halls can be affected by the withdrawal from courses.

Student Absences on Religious Holy Days

Grayson College will allow students who are absent from class for the observance of a religious holiday to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The form for requesting absence for holy days may be obtained from the Vice President for Student Services. “Religious holy day” denotes holy days observed by a religion whose places of worship are exempt from property taxation under section 11:20, Tax Code. A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

Children and Non-Students on Campus and in Classrooms

Grayson College prohibits students from bringing infants and small children into the classroom during class sessions or allowing unsupervised children to remain on campus. GC also prohibits persons who are not students from attending class.

WITHDRAWALS, DROPS, GRADES OF INCOMPLETE

Faculty may dismiss students from class for short periods of time when, in their estimation, it is in the best interest of the class. However, a student may not be withdrawn from school or permanently dismissed from class (for reasons such as poor attitude, scholastic achievement, or attendance) before the period or term for which the student has paid tuition has expired, unless the student is afforded due process.

Definitions

1. Withdrawal indicates the student is no longer enrolled in any courses at the College.
2. Drop indicates a student has reduced his/her course load while remaining enrolled in other courses.

Requests to withdraw or drop must be submitted by the official deadline published in the academic calendar. Students should complete an official drop or withdrawal form available from their instructor. The complete withdrawal or dropping of one course may only be initiated by the student. The college no longer allows Administrative Withdrawals by faculty, except in the case of developmental students. Students are not considered to be officially withdrawn or dropped until these forms have been completed and all financial obligations to the College have been met. A student who does not officially withdraw or drop will be given a grade of “F.”

A student who officially withdraws from college or drops a course on or before the census date period will not receive a grade and the course will not appear on the permanent record.

Students who withdraw prior to the thirteenth week of a long semester (week before final exams of a summer day or evening session, or two days before the final exam for a mini-mester) will receive a W. The Office of Admissions will not accept Withdrawal Date Deadline appeals. Students who withdraw from the College or drop courses may be reinstated without penalty if such reinstatement is requested in the Admissions and Records Office within five (5) business days of the withdrawal or drop date.

Grades of Incomplete

An “I” grade indicates incomplete coursework. It may be awarded only when approximately 80% or more of the course is completed and only when the student is otherwise earning a passing grade. Until removed, the “I” is not computed in the student’s GPA. The time limit for removing the “I” is no later than the end of the next long semester, but may be set for a shorter length of time by the faculty by recording it on the ‘Incomplete Grade’ form. An “I” grade not removed by the end of the time limit specified on the ‘Incomplete Grade’ form will be changed to an “F.” Grades of “I” are updated to a letter grade when the faculty notifies the records office about the grade update before the “F” deadline.

Students are not required to re-register for courses in which they are only completing previous course requirements to change an “I” grade. In fact, students completing an “I” are discouraged from repeating the same course in a subsequent semester. However, if a student wants to audit or retake a course to complete course requirements, full tuition and fees must be paid. (Students who retake a course will receive a grade for the second attempt unless they drop before the deadline. Students who retake a course but do not fulfill the requirements for the “I” contract on the initial course attempt will receive an “F” as the grade for the initial attempt.) All drops and withdrawals related to repeating courses may count towards the 6-drop limit. Students initiate the grade of “I” by initiating the paperwork in the Records and Admissions office and by taking the paperwork to the faculty. The ‘Incomplete Grade’ form and accompanying paperwork must be submitted with the “I” request to the department chair and dean. “I” requests not approved by the appropriate department chair and dean will not be accepted.

SB 1231 State of Texas Limit on Drops

Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

Third Attempt “Rider 50”

Students of GC are charged a higher tuition rate for each course they repeat for three or more times at a rate of \$50 per credit hour. The “third attempt” course tuition rate applies to the majority of credit courses counting each time a student has taken a course since fall 2002. “Third attempt” tuition does not apply to developmental education courses and repeatable courses.

A student enrolled in his/her last semester at GC taking a course required for graduation will not be charged the higher rate even though the course has been taken three or more times. The qualifying student should apply for graduation before the beginning of their last semester in the Office of Admissions and Records. The student must notify the Office of Admissions and Records of their final semester of attendance before graduation and which course(s) is the repeated, required course to avoid the higher "third attempt" course tuition rate.

ACADEMIC PENALTIES

Scholastic Probation

A student shall be placed on academic probation when the cumulative GPA falls below 2.00.

Scholastic Suspension

A student who is on academic probation shall be suspended for one long semester when the cumulative GPA remains below 2.00. However, a student may enroll in summer school or mini-terms in order to improve the GPA to the required 2.00. A student on suspension has the right to appeal to the Director of Counseling services, Dean of Academic Instruction, Dean of Workforce education, or the Director of Admissions and Records for readmission. After remaining out of school for one long semester, a student may be readmitted on academic probation. A student who wishes to appeal an academic discipline decision should refer to policy FLD.

Academic Dismissal

Students who experience their third academic suspension shall be dismissed from the College. Students who are academically dismissed cannot enroll in courses at the College for a period of three years. In addition, departments have the prerogative to permanently dismiss students from particular programs of study based on departmental guidelines. Students who are academically dismissed are afforded due process rights as outlined in the student grievance procedures.

GC FACULTY WEB ACCESS

GC Faculty Web Access is used to report attendance and grades. See Appendix S for instructions.

To access the system:

1. Turn off any pop up blockers you have active on your system.
2. Go to <http://www.grayson.edu/>
3. Select the Faculty and Staff link
4. Select Faculty Web Access from the list (immediately above the search box)
5. Type in your login ID (your first initial of first name and first 7 letters of your last name) and password, and then select the circle with the yellow arrow

*First time users will use the password "OPENDOOR" (no spaces or dashes) and then you will be prompted to set up your own password using the "opendoor" as the old password. (A recommended password is six to eight letters followed by one number. Make sure it is something that you can remember and when it expires, you only have to change to the last number. Example: apple1, apple2, apple3)

Two menu options are available: 'Student Advising' or 'Faculty Menu'

1. 'Student advising' is available to fulltime faculty and staff only. It allows the viewer access to student demographics, financial aid status, add/drop courses, course availability, degree audits, student schedules, student grades, unofficial transcripts, and advising notes.

2. 'Faculty Menu' is available to fulltime and adjunct faculty only. The administrative button gives access to course availability, printing a class roster, submitting official class rosters, and grade entry for final grade submission.
 - a. The grade entry option will only be available at the end of the semester. Once the final submission button is pressed at the bottom, no further changes to the grades are allowed. Official grade change procedures apply after this point.
 - b. The grade is directly entered into POISE.
 - c. Grades of "I" and "F" will require a "last date of attendance". (A box for the date appears next to the grade.)
 - d. Grades of "I" require that faculty complete an "Incomplete Grade" form that has been initiated by the student and filed in the Admissions and Records office.
 - e. If a student was reported as a "no show" and was not dropped from the course, use the first day of class as the last date of attendance for the "F" grade.
 - f. Grade reports are E-mailed to the Admissions and Records Office.
 - g. Students will be able to view their grades after the deadline for faculty grade submission.
 - h. More information is available from the Admissions and Records Office.

This information can also be accessed from the GC Portal. Contact Frances Haratyk at X8788 for more information or assistance.

COPYRIGHTED MATERIALS

Copyright Infringement

All persons are prohibited from using College technology in violation of any law including copyright law. Only appropriately licensed programs or software may be used with College technology. No person shall use the College's technology to post, publicize, or duplicate information in violation of copyright law. The Board shall direct the College President or designee to employ all reasonable measures to prevent the use of College technology in violation of the law. All persons using College technology in violation of law shall lose user privileges in addition to other sanctions.

The College shall notify the U.S. Copyright Office of the designated agent's identity. The College's Web site shall include information on how to contact the designated agent and a copy of the College's copyright policy. Upon notification, the College's designated agent shall take all actions necessary to remedy any violation. The College shall provide the designated agent appropriate training and resources necessary to protect the College. If a content owner reasonably believes that the College's technology has been used to infringe upon a copyright, the owner may notify the designated agent.

Digital Media

To comply with copyright law, digital media used in the classroom shall be for educational purposes only.

Computer Software

Unless otherwise provided in the purchase agreement, a purchased computer program shall not be used to make copies. A computer program may be legally copied only if:

1. making a copy is an essential step in using the program (such as automatic copying into memory when a program is loaded)

2. the new copy is a backup. Backups cannot be used simultaneously with the original and must be erased if the original is resold.

College employees shall not use the same program on more than one computer at a time unless the purchase agreement or written permission from the vendor allows the College to network the program or allows other specified multiple use of the single copy. (Policy EDD-Local) Faculty should familiarize themselves with the legal framework for use of copyrighted materials as described in Policy EDD (Legal).

COPYING FOR CLASSROOM INSTRUCTION

Each faculty will be given a copy access code by their department chairman or assistant dean. This code will allow the faculty to make copies on any of the copiers located on the Main Campus, West Extension, and South Campus. These numbers are not to be made available to students. In compliance with the copyright policy, the following guidelines should be followed:

Single Copying for Faculty

A single copy may be made of any of the following for scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book.
2. An article from a periodical or newspaper.
3. A short story, short essay, or short poem, whether or not from a collective work.
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the faculty giving the course for classroom use or discussion provided that:

1. The copying meets the test of brevity and spontaneity as defined below.
2. The copying meets the cumulative effect test as defined below.
3. Each copy includes a notice of copyright.
4. Definitions
 - a. Brevity (Poetry)
 - a complete poem if less than 250 words and if printed on not more than two pages
 - a longer poem, an excerpt of not more than 250 words.
 - b. Brevity (Prose)
 - either a complete article, story, or essay of less than 2,500 words
 - an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
(Each of numerical limits stated above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
 - Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

(“Special” works: Certain works in poetry, prose, or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof, may be reproduced.)

- c. Spontaneity
 - The copying is at the instance and inspiration of the individual teacher.
 - The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
- d. Cumulative Effect
 - The copying of the material is for only one course at the location in which the copies are made.
 - Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term
 - There shall not be more than nine instances of such multiple copying for one course during one class term.
(The limitations stated above shall not apply to current news periodicals, newspaper and current news sections of other periodicals.)

INTELLECTUAL PROPERTY

The purpose of the intellectual property provisions shall be to clarify the ownership of works created by employees and students, particularly when College District resources are used in the creation of these works. Consistent with the College District's role as a publicly supported institution of higher education, these provisions on intellectual property policy are intended to enhance the educational mission and benefit the public it serves. These provisions are intended to ensure that new discoveries and creations are protected in the best interests of the College District, its researchers and authors, and local taxpayers. Please refer to Appendix R for the complete policy on intellectual property.

STUDENTS

ACADEMIC INTEGRITY AND CONDUCT (STUDENT)

Each student shall be charged with notice and knowledge of the contents and provisions of the College's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. In addition to activities prohibited by law, the following types of behavior shall be prohibited:

1. Gambling, dishonesty, or the excessive use of intoxicating liquors.
2. The illegal use, possession, and/or sale of a drug or narcotic, as those terms are defined by the Texas Controlled Substances Act, on campus.
3. Scholastic honesty and integrity are vital to the ongoing interests of any academic community. Students have a responsibility to protect their work and to report instances of academic dishonesty to the appropriate faculty or administrator. Any instance of a) plagiarism, b) collusion, c) cheating, or d) falsifying records, will result in an F for the assignment. Further action may be taken as needed. The same principle of honesty applies to the use of modern technologies such as the computer.
 - a. Plagiarism includes:
 - (1) Using three or more consecutive words of another without placing quotation marks around the words or without giving credit to the author.
 - (2) Using another person's ideas without giving him or her credit.
 - (3) Submitting another person's work as one's own.
 - b. Collusion is defined as working on any assignment with another person without the verbal and/or written permission of the faculty.
 - c. Cheating includes:
 - (1) Copying work from another student.
 - (2) Using materials during the examination not authorized by the faculty/test administrator.
 - (3) Substituting for another student, or permitting another student to take an exam in one's place.
 - (4) Using, buying, selling, stealing, giving, or soliciting any assignments or examination material.
 - d. Falsifying records or evidence includes furnishing false or misleading information to any college office or representative.
4. A student who owes a debt to the College or who writes an "insufficient funds" check to the College will be denied official College records until the debt is resolved.
5. Violations of the Penal Statutes of Texas or of the U.S. occurring on College property or in connection with College-sponsored activities also constitute violations of the College's rules and regulations when such violations affect the educational process and goals of the College.
6. Possession or use of firearms on College controlled property except for educational purposes that have the prior approval of the appropriate vice president.
7. Interference with teaching, research, administration, or the College's subsidiary responsibilities through "disorderly conduct" or "disruptive behavior."
8. Use of alcoholic or intoxicating beverages and use of drugs not prescribed by a physician.
9. Hazing with or without the consent of a student; a violation of that prohibition renders both the person inflicting the hazing and the person submitting to the hazing subject to appropriate discipline.

10. Initiations by organizations may include no feature that is dangerous, harmful, or degrading to the student; a violation of this prohibition renders the organization and its members subject to appropriate discipline.
11. Endangering the health or safety of members of the College community or visitors to the campus.
12. Damaging or destroying College property.

Discipline: Any student violating this policy shall be subject to disciplines, including suspension, in accordance with Policy FM-Local in the Policies and Procedures Manual on the GC website.

To assist students in learning and maintaining academic integrity, it is suggested that faculty distribute and have students sign the Academic Integrity Statement found in the Student Handbook on the GC website.

NON-DISCRIMINATION

Students shall not be denied enrollment or access to College facilities or campus activities solely on the ground that the student has a communicable disease. In the case of a medical determination that restricted access is necessary for the person's welfare and/or the welfare of the other members of the College community, the College reserves the right to exclude a student's access on the basis of communicable illness.

ACCOMMODATIONS FOR SPECIAL NEEDS

The College is committed to meeting the special needs of disabled students and coordinates with agencies such as the Texas Department of Assistive and Rehabilitative Services and Texas Department of Human Resources to provide appropriate accommodations.

Students with documented disabilities should contact the Disabilities Services Coordinator in the Success Center preferably before classes start or as early in the semester as possible. Once appropriate documentation for the disability is received, the Disability Services Coordinator will coordinate delivery of approved accommodations with students and their instructors. The College makes the following services available to students with documented disabilities: tutoring, note taking, sign language interpreting, special testing conditions, taped textbooks, scribes, special/modified equipment, and other appropriate services.

STUDENT COMPLAINT POLICY

General student complaints and student grade appeals procedures are detailed in policy FLD - Local in the Policy and Procedures Manual on the GC website. Student complaints regarding discipline and sexual harassment are covered by policy FMA-Local and FFD-Local, respectively

STUDENT DISCIPLINE AND PENALTIES

Following an alleged violation of a College policy or administrative rule by a student, the Vice President for Academic and Student Affairs or college designee shall investigate. The preliminary investigation may result in one of the following:

1. Dismissal of the allegation.

2. Student conference in which the student has the right to be represented by a person of his or her choice. After conferring with the student, and/or the representative, the designee shall:
 - a. Dismiss the allegation.
 - b. Proceed with the disposition of the violation. If the accused student does not dispute the facts upon which the charges are based and executes a written waiver of the hearing procedure, the designee shall assess a penalty appropriate to the charges and shall inform the student of such action in writing.

As a result, the student may:

- a. Appeal the decision of the designee as outlined in Policy FMA-Local.
- b. Prepare a complaint and proceed as outlined in Policy FMA-Local.

Summary Suspension

The Vice President for Student Services or designee may take immediate disciplinary action, including suspension, pending a hearing against a student for policy violations if the continuing presence of the student poses a danger to persons or property or an ongoing threat of disrupting the academic process.

Suspended Students

No former student who has been suspended for disciplinary reasons from the College shall be permitted on the campus or other facilities of the College during the period of suspension without the prior written approval of the College President or a designated representative.

OFFICES FOR ASSISTANCE

SUCCESS CENTER

The Success Center (SC) offers varied campus and community services. Assessment services include the THEA Quick Test and Compass for degree majors and WorkKeys for certificate majors. Students take internet tests as well as make-up tests for campus courses in the SC. The GED test is offered on most Tuesdays, and the ACT test on designated Saturdays as a community service.

Tutoring for college level coursework is available at no charge to all enrolled students. Peer tutors recommended by faculty assist students in small groups or individually. Special accommodations for students with documented disabilities are available through the SC. Students may request services related to testing, note taking, large print, taping, mobility, interpreting, etc. SC staff works closely with faculty to provide these services effectively. Faculty are advised to include this information in their course syllabus.

The Success Center on the Main and the South campuses provide help with basic skills for students at the developmental and college level. Students enroll in developmental and video instruction to fulfill the lab component of their lecture courses. Business, health science and technical students access the lab to improve foundation skills and work-related competencies. The computer area also allows students access to computers for word processing, e-mail, internet research and supplemental software.

The SC on the Main Campus also houses free Education Plus services for people in the community working on basic skills to prepare for the GED test, to improve performance on the job or to become better qualified to find a job. Education Plus provides a wide range of Adult Education services and partners with various agencies and school districts in the area to help people improve their life situations.

Success Center hours include Monday through Friday daytime and evenings. Hours are posted at the beginning of each semester. For information, call 903-463-8721.

ADMISSIONS OFFICE

Located in the Administrative Services Building, the Admissions and Records Office is open 8:00 a.m.-6:00 p.m. Monday and Tuesday and 8:00 a.m.-4:00 p.m. Wednesday through Friday when regular term classes are in session. During the summer terms while evening classes are in session, the Admission and Records Office is open 7:00 a.m. -6:00 p.m. Monday and Tuesday, 7:00 a.m.-5:00 p.m. Wednesday, and 7:00 a.m.-4:00 p.m. Thursday.

Any questions or problems concerning evening operations of the College should be referred to the Admission and Records Office, 903-463-8732 or 903-465-6030, or an assistant dean or department chair.

BOOKSTORE

The College Bookstore is located on the first floor of the Life Center and is open 8:00 a.m. - 6:00 p.m., Monday through Thursday, and 8:00 a.m.-4:00 p.m. on Friday. Summer hours vary. Call

the bookstore to verify times during summer. A bookstore with limited inventory is also located on the South Campus. Contact the South Campus for access. Employees of the college receive a 15% discount on bookstore purchases. Complimentary textbooks should be ordered from the publisher by the Division Dean or Department Chair.

COUNSELING SERVICES

Counseling Services is located in the Administrative Services Building and provides services for students from 8:00 a.m. - 6:00 p.m. Monday and Tuesday, and 8:00 a.m.-4:00 p.m. Wednesday through Friday during the long semesters. During summer sessions the hours of operation are 7:00 a.m. to 6:00 p.m. Monday through Wednesday, and until 4:00 p.m. on Thursdays.

Professional counselors are available to assist students in career planning, selecting programs of academic studies, job placement and solving problems of personal or social natures. Counseling Services also provides information for veterans, single parents, and students in gender equity programs.

Career Services are available to GC students and alumni seeking off-campus adjunct or fulltime job opportunities. Students may also receive help with resume preparation, interviewing skills and developing successful job search strategies.

GC Career Services offers local employers the opportunity to connect with students. Fulltime and adjunct off-campus positions are listed on the GC website under 'Career Services'. For more information regarding job placement services call Susan Lancaster at 903-463-8694.

FOOD SERVICE

A Snack Bar, Cafeteria, GC Perks Coffee Bar, and vending machines in various locations provide food service to GC students, faculty and staff on the main campus. The Snack Bar and Cafeteria are located on the first floor of the Life Center. GC Perks is located in the Bridge. Hours of operation are posted. The Cafeteria is not open during summer sessions. The consumption of beverages and/or food is not allowed in classrooms.

INTERNATIONAL STUDENTS OFFICE

Grayson College welcomes international students where they can complete the first two years of a bachelor's degree at a relatively low cost and then transfer to many universities. GC typically enrolls over 200 students from over 58 countries. The International Students Club is an active part of the GC campus. International student advisors are available at internationalstudents@grayson.edu.

LIBRARY

The Library is open Monday through Thursday 7:45 a.m. – 8:00 p.m.; Friday, 7:45 a.m. – 4:00 p.m.; Saturday, 10:00 a.m. – 2:00 p.m. and Sunday 1:00 – 5:00 p.m.
Library hours change according to minimesters, holidays and summer terms.

GC has incorporated digital and traditional sources in order to provide the best service to students. A multitude of databases can be accessed through the library section of the Grayson website. Many databases may be accessed off campus with the appropriate login and

passwords. Databases include: Britannica Online, Dallas Morning News Archive, American Historical Newspapers colonial time to early 20th century, Lexis-Nexis legal information, Heritage Quest and Sanborn Maps, JSTOR, the U.S. History Collection, the Shakespeare Collection, Ebscohost which includes thousands of journal titles, Gale Group which supports literary research and Netlibrary a compilation of online book titles, and more.

Library computers have Microsoft Office, Adobe Photoshop, food and nutrition software, and literature resources including War Poets, Mythology, and Hamlet.

The library is wireless and allows for laptop use and also has laptops available for faculty checkout for instructional purposes. There is a collection of over 60,000 items including books, DVDs, audio CDs and videos for student and faculty use. A scanner, one copier and all computers are networked to a printer and are available to both faculty and students. Individual study rooms are also available.

In addition to working one-on-one with the students, the Librarian provides tours at which basic Internet access, introduction to databases, and library collections are covered. Faculty may schedule subject-specific bibliographic instruction sessions for classes.

The GC library is a member of several organizations that encourage resource sharing and regional cooperation. Locally, GC is a member of BARR, the Bibliographical Association of the Red River, which also includes the Sherman Public Library and Denison Public Library. On a statewide basis, GC's Learning Resource Center is a member of TexShare. TexShare membership includes the TexShare card that allows students, staff and faculty to checkout materials from other TexShare libraries.

Periodical articles and books not available locally can be borrowed from other libraries through the Interlibrary Loan Program. To allow participation, GC's library is a selective user of OCLC, and a member of AMIGOS. Currently, users should allow 2 – 4 weeks for delivery of an interlibrary loan item.

PUBLIC SAFETY -- CAMPUS POLICE

Grayson College employs experienced and professional public safety officers and office staff to help create a safe environment in which to work, learn, and play. College public safety officers are certified by the Texas Commission on Law Enforcement Officer Standards and Education and are commissioned by the College Board of Trustees as peace officers. Additionally, most officers are also certified as either Emergency Care Attendants or Emergency Medical Technicians by the Texas Department of Health and are certified as structural firefighters by the Texas Commission on Fire Protection.

Campus Public Safety Officers maintain security coverage of students, faculty, and college facilities from 7:00 a.m. – 5:00 p.m. Should an emergency arise after 6:00 p.m., the officer on duty should be contacted by cell phone at (903) 814-3343.

The Public Safety Office is responsible for regulating traffic and parking on campus and for issuing parking permits. College Public Safety Officers monitor weather conditions at the college and assist in activation of the weather alert sirens when a tornado is sighted. Officers render assistance on vehicle lock-outs, boosting of dead vehicle batteries, and assisting with flat tires. Officers also provide on-site security for athletic and other special events held on campus.

LIFE CENTER – OFFICE OF STUDENT PROGRAMS AND ACTIVITIES

The Life Center on the GC Main campus houses the Office of Student Programs and Activities. The objective of this office is to offer a variety of quality recreational and social experiences that act as a diversion from the inevitable stresses associated with the college environment. Programs and services are as diverse as the clientele. Recreational activities are planned to encourage development of healthy lifestyles outside the classroom, laboratory, office and residence hall.

The Life Center facilities include a T.V. lounge, game area (ping pong, billiards, digital games, foosball, etc.), Student/Employee ID card area, and Office of Student Programs and Activities.

Services

GC photo ID cards are produced in the Office of Student Programs and Activities and at the South Campus. Hours of operation are posted on bulletin boards in the Life Center. Employees are encouraged to get an ID card. Photo ID cards are required for faculty with students at clinical sites.

Activities and Special Events

An Events Calendar posted on the GC homepage details the daily, weekly or monthly activities and special events. GC employees are encouraged to participate in these activities. Sample activities include a Welcome Back to School Luncheon, Late Night Student Breakfasts, Karaoke Sing Along, First Friday Connection (monthly complimentary breakfast for all GC employees from 7:30 – 9:00 am in the Cafeteria), DJ Dance, Student Night at GC Golf Course/Driving Range, College Idol/Talent Show, Spring Fest and much more.

APPENDIX A

Board of Trustees

- Dr. Mack Broiles.....President
- Mr. Ronnie ColeVice President
- Dr. Debbie Plyler.....Secretary
- Mr. Ralph Jones.....Member
- Mrs. Jackie Butler.....Member
- Mr. Bill McFatridge.....Member
- Mr. Rad Richardson.....Member

Grayson College Administrators

- Dr. Jeremy McMillen President
- Dr. Regina Organ Vice President for Academic and Student Affairs
- Dr. Dava Washburn Associate Vice President for Academic and Student Affairs
- Mr. Giles Brown Vice President for Business Services
- Mr. Gary Paikowski Vice President for Information Technology
- Mr. Steve Davis Dean of Workforce Education
- Ms. Joanna Barnes Dean of Health Science
- Dr. Chase Machen Dean of Academic Instruction
- Dr. Kim Teel Dean of South Campus
- Mr. Leon Deutsch Dean of Teaching and Learning

Mr. Mark Taylor	Director of Testing, Tutoring, and Disability Services
Ms. Djuna Forester	Director of the Center for Workplace Learning
Mr. Mike Brown	Director of Network Services
Ms. Shelle Cassell	Director of Marketing and Public Information
Ms. Tina Dodson	Director of Annual Giving
Ms. Christy Klemiuk	Director of Admission and Records
Mr. Kirk Roberts	Director/Chief of Campus Public Safety (Interim)
Mr. Danny Hyatt	Director of Fiscal Services
Open	Director of Financial Aid
Ms. Barbara Malone	Director of Counseling Services
Mr. Gregg Miles	Director of Student Programs and Activities
Dr. Debbie Smarr	Director of Institutional Effectiveness
Dr. Karen Stidham	Director of Small Business Development Center
Ms. Paula Cavender	Director of College Connections
Ms. Kate Corder	Director of Continuing Education
Ms. Lisa Hebert	Librarian

APPENDIX B

GRAYSON COLLEGE
FACULTY CONTRACT

«Date Issued»

Date Issued

STATE OF TEXAS

COUNTY OF GRAYSON

This contract entered into by and between the Board of Trustees of Grayson College, hereinafter called the Employer and «**FIRSTNAME**» «**MIDDLENAME**» «**LASTNAME**» hereinafter called the Faculty, WITNESSETH:

1. The Employer hereby agrees to employ the Faculty and the Faculty hereby agrees to serve the Employer by engaging in classroom instruction of academic «**Start_Date**» and ending on or about «**End_Date**» unless terminated at an earlier date by the mutual consent of both parties hereto or pursuant to the provisions hereinafter set forth.
2. The Employer agrees to pay to the Faculty, per annum for the services rendered by the Faculty pursuant to this Contract, «**Salary**» to be paid in «**Payments**» equal monthly installments beginning on «**Pay_Date**».
3. It is understood and agreed by both parties that a community college, by its very nature is an institution that operates both day and evenings, on campus as well as off, and that the regular duties of a Faculty may include the necessity for assignments during any or all of these periods and locations.
4. It is understood and agreed by the parties to this agreement that the Faculty shall teach to the best of his or her skill and ability, and shall be governed by and discharge the duties required by the school laws of this State and such local rules and regulations as are in effect at this time or may be adopted by the Employer during the life of this contract.
5. The Employer may terminate the employment of the Faculty at the end of the contract period set forth herein if, in the judgment of the Employer, the best interest of Grayson College will be served.
6. SPECIAL PROVISIONS/INFORMATION:
7. The Faculty agrees to comply with Employer's policies as promulgated at <http://www.tasb.org/policy/pol/private/091501/> and all other official directives, assignments, and institutional procedures and practices.

8. Pursuant to Employer policy DMAB, faculty may be nonrenewed at the end of their contract term. (See also DMAA). Faculty may grieve the action or seek other remedial actions as prescribed by Employer policy DMAB Local.

9. Pursuant to Employer policy DMAA, faculty may be dismissed for good cause at any time. Good cause includes, but is not limited to, the following:

- a. Inefficiency or incompetence in performance of duty.
- b. Failure to comply with such reasonable requirements as the College District may prescribe for achieving professional improvement and growth.
- c. Failure to comply with official directives, administrative assignments, and established Board policy. This includes, but is not limited to, the standards of faculty conduct articulated in policy DHA.
- d. Physical and/or mental incapacity, preventing performance of the contract.
- e. Falsification of pertinent information regarding faculty's application for employment, regardless of when the falsification is discovered.
- f. Excessive absence, tardiness, or premature dismissal of class or departure from work assignment.
- g. Theft, physical violence, and disruption of working conditions.
- h. Any act or habit rendering the faculty ineffective.
- i. Commission of an offense involving moral turpitude. This includes, but is not limited to, conviction of a felony, abusive use of alcohol and/or illegal drugs.
- j. Reduction in force resulting from financial exigency or program change. [See DMAA/DMAD]

Upon notification of dismissal, the faculty may grieve the action or perform other remedial actions as prescribed by Employer policy DMAA Local.

10. The Faculty may relinquish his/her position and leave the employment of the Employer at the end of any school year by written resignation addressed to and filed with the Employer prior to the 1st day of May preceding the end of the school year that resignation is to be effective. A written resignation mailed by prepaid certified or registered mail to the President of Grayson College at the post office address of the College shall be considered filed at the time of mailing.

11. This contract shall be void unless signed by the Faculty and returned to the Employer within ten (10) days of the date of issue.

BOARD OF TRUSTEES OF GRAYSON COLLEGE

BY:

President of the College

Faculty's Signature

GRAYSON COLLEGE ADJUNCT-OVERLOAD-CONTINUING EDUCATION FACULTY'S CONTRACT

This contract entered into by and between the Board of Trustees of Grayson College, hereinafter called the Employer and _____ (GC ID #) hereinafter called the Faculty, WITNESSETH:-----

1. The Employer hereby agrees to employ the Faculty and the Faculty hereby agrees to serve the Employer by engaging in classroom or internet instruction of the courses indicated on the reserve side of this document.
2. This contract will begin on _____ and end on or about _____ unless terminated at an earlier date by the mutual consent of both parties hereto or pursuant to the provision hereinafter set forth.
3. The Employer hereby agrees to pay the Faculty the sum of \$_____ for the services rendered by the Profesor pursuant to this contract.
4. It is understood and agreed by the parties to this agreement that the Faculty shall teach to the best of her or her skill and ability, and shall be governed by and discharge the duties required by the school laws of this State and such local rules and regulations as are in effect at this time or may be adopted by the Employer during the life of this contract.
5. The Faculty agrees to attend an adjunct faculty orientation, read and abide by the Adjunct Faculty Handbook.
6. It is agreed that in the event there is insufficient enrollment to justify the continuation of this course, this contract is null and void.

Are you currently a contributing member of the Texas Retirement System? ____ Yes ____ No
 If yes, where are you employed? _____. It is agreed that Grayson College will deduct Teacher Retirement contributions if you are currently a contributing member of the Texas Teacher Retirement System due to employment at another public school or college.

 Faculty Date

 Dean Date

 Vice President of Instruction Date

BUSINESS OFFICE USE ONLY		
Account Number	%	Amount
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix C

The 2015-2016 Faculty Salary Schedule is a model used by the Board of Trustees of Grayson College to determine salaries and is not a guarantee of yearly advancement. Once the salary of a faculty member is determined by placement on the schedule, any future step increase will be solely determined by action of the Board of Trustees. Faculty may, however, advance by increasing their educational level as shown on the salary schedule without action from the Board of Trustees.

Hours over Masters	0	6	12	18	24	30	36	42	48	54	60	Doctor
STEP	A	B	C	D	E	F	G	H	I	J	K	L
0	40,562	40,686	41,215	41,406	41,784	42,301	42,997	43,716	44,412	45,107	45,803	46,568
1	41,224	41,400	41,768	42,118	42,490	43,012	43,706	44,428	45,121	45,819	46,513	47,284
2	41,934	42,107	42,477	42,825	43,198	43,721	44,417	45,139	45,834	46,530	47,223	47,999
3	42,643	42,818	43,190	43,539	43,907	44,430	45,123	45,854	46,547	47,245	47,939	48,886
4	43,355	43,525	43,899	44,246	44,791	45,314	46,008	46,737	47,433	48,129	48,824	49,773
5	44,064	44,239	44,608	44,958	45,676	46,198	46,894	47,622	48,320	49,015	49,710	50,664
6	44,796	44,969	45,349	45,697	46,601	47,125	47,821	48,575	49,269	49,966	50,484	51,622
7	45,514	45,686	46,067	46,414	47,489	48,012	48,708	49,460	50,157	50,854	51,547	52,517
8	46,226	46,401	46,779	47,301	48,379	48,900	49,594	50,354	51,050	51,746	52,439	53,409
9	46,938	47,114	47,493	48,190	49,269	49,791	50,484	51,246	51,942	52,637	53,333	54,304
10	47,656	47,830	48,382	49,080	50,157	50,679	51,374	52,136	52,830	53,525	54,222	55,199
11	48,369	48,543	49,272	49,969	51,045	51,563	52,261	53,025	53,722	54,417	55,114	56,266
12	49,257	49,431	50,161	50,856	52,107	52,629	53,326	54,093	54,789	55,482	56,180	57,505
13	50,147	50,322	51,050	51,919	53,167	53,691	54,387	55,155	55,851	56,546	57,414	58,746
14	51,036	51,207	52,112	52,982	54,406	54,927	55,622	56,395	57,090	57,788	58,656	59,986
15	51,923	52,271	53,172	54,042	55,643	56,165	56,859	57,633	58,330	59,025	59,948	61,228
16	52,811	53,160	54,061	54,932	56,705	57,228	57,925	58,698	59,395	60,090	61,133	62,643
17	53,698	54,047	54,953	55,823	57,592	58,114	58,983	59,765	60,458	61,157	62,198	64,058
18	54,241	54,589	55,492	56,535	58,482	59,004	59,872	60,306	61,002	61,699	62,740	64,602
19	54,783	55,131	56,032	57,076	59,198	59,718	60,414	60,853	61,546	62,242	63,287	65,149
20	55,149	55,497	56,400	57,444	59,564	60,086	60,780	61,219	61,917	62,613	63,827	65,693
21	55,516	55,866	56,765	57,808	59,934	60,452	61,149	61,587	62,282	62,977	64,195	66,241
22	55,710	56,058	56,959	58,006	60,121	60,646	61,341	61,783	62,479	63,347	64,565	66,784
23	55,901	56,250	57,153	58,195	60,316	60,837	61,530	61,979	62,675	63,543	64,932	67,328
24	56,094	56,444	57,344	58,387	60,508	61,031	61,726	62,173	62,867	63,738	65,130	67,704
25	56,288	56,635	57,536	58,581	60,700	61,222	61,920	62,370	63,065	63,934	65,325	68,074
26	56,481	56,827	57,732	58,777	60,894	61,417	62,112	62,565	63,260	64,130	65,521	68,446
27	56,673	57,020	57,925	58,967	61,088	61,610	62,306	62,759	63,457	64,327	65,718	68,635
28	56,862	57,211	58,114	59,156	61,284	61,805	62,500	62,953	63,649	64,517	65,909	68,826
29	57,053	57,401	58,304	59,350	61,473	61,996	62,691	63,142	63,838	64,708	66,104	69,017
30	57,242	57,591	58,494	59,540	61,665	62,187	62,886	63,340	64,034	64,905	66,296	69,206
31	57,433	57,781	58,683	59,729	61,858	62,379	63,075	63,527	64,225	65,095	66,487	69,393
32	57,619	57,969	58,872	59,920	62,047	62,572	63,266	63,718	64,417	65,285	66,678	69,581
33	57,807	58,157	59,059	60,107	62,239	62,762	63,459	63,907	64,603	65,478	66,872	69,772
34	57,994	58,344	59,247	60,297	62,427	62,951	63,651	64,098	64,792	65,665	67,061	69,961
35	58,179	58,532	59,431	60,481	62,618	63,139	63,836	64,284	64,985	65,856	67,252	70,149

Hours over Masters	0	6	12	18	24	30	36	42	48	54	60	Doctor
STEP	A	B	C	D	E	F	G	H	I	J	K	L
36	58,304	58,657	59,556	60,606	62,743	63,264	63,961	64,409	65,110	65,981	67,377	70,274
37	58,429	58,782	59,681	60,731	62,868	63,389	64,086	64,534	65,235	66,106	67,502	70,399
38	58,554	58,907	59,806	60,856	62,993	63,514	64,211	64,659	65,360	66,231	67,627	70,524
39	58,679	59,032	59,931	60,981	63,118	63,639	64,336	64,784	65,485	66,356	67,752	70,649
40	58,804	59,157	60,056	61,106	63,243	63,764	64,461	64,909	65,610	66,481	67,877	70,774
41	58,929	59,282	60,181	61,231	63,368	63,889	64,586	65,034	65,735	66,606	68,002	70,899
42	59,054	59,407	60,306	61,356	63,493	64,014	64,711	65,159	65,860	66,731	68,127	71,024
43	59,179	59,532	60,431	61,481	63,618	64,139	64,836	65,284	65,985	66,856	68,252	71,149
44	59,304	59,657	60,556	61,606	63,743	64,264	64,961	65,409	66,110	66,981	68,377	71,274

ADDENDUM TO FACULTY SALARY SCHEDULE

Salary for all faculty at Grayson College is determined by evaluating teaching and work experience in the field being taught. The level in which faculty are placed on the Faculty Salary Schedule is determined by the following:

Academic Instruction: Each year of previous experience will be accepted up to a maximum of 10 years. **Step 10 is the maximum level at which a new academic instructor can enter the Salary Schedule.**

Career and Technical Instruction: If the technical-occupational instructor does not have a Master’s Degree the level for placement on the Faculty Salary Schedule is based on the following: 1) two years of experience in the area taught will be equated to an Associate Degree; 2) two additional years of experience in the area taught will be equated to a Baccalaureate Degree; 3) two additional years of experience will equate to a Master’s Degree. Thus, six years in the area being taught will place the instructor at the Master’s Degree level with 0 years teaching experience. If the technical-occupational instructor cannot meet this requirement, they will enter the salary schedule at \$500.00 less than the Master’s Degree plus 0 step.

If the Career and Technical instructor has more than the 6 years of experience in the area being taught, equating them to the Master’s level, the additional years will be counted on the basis of one year of experience for one year of college teaching experience to a maximum of ten additional years. **Step 10 is the maximum level at which a new Career and Technology instructor can enter the Salary Schedule.**

APPENDIX D

Guidelines and Procedures Related to the Release of Public Information

The following guidelines and procedures shall be followed in the release of public information:

Interviews: The Director of Marketing and Public Information shall coordinate all pre-arranged interviews with the media. If an individual is contacted directly by the media, the Director of Marketing and Public Information shall be immediately notified. All requests from the media for information concerning legal or personnel issues shall be referred to the President or his designee.

News Release: Members of the faculty, staff, and administration will periodically have information and materials for release through mass media. All such information or materials shall be submitted in writing to the Marketing and Public Information Office a minimum of ten days prior to the planned publication or broadcast date for review and approval. The Director of Marketing and Public Information shall review, edit, amend as necessary, and release the item(s) to local, regional and state media, as appropriate. Such items include, but are not limited to, information about faculty and student accomplishments, campus activities, courses, registration, and other such announcements.

Exception: The nature of the activities and timing of events sponsored by athletics, theater, visual arts and Cultural Arts Series are such that, through prior agreements with the Marketing and Public Information Office, each may work directly with area media. To ensure continuity and prevent mixed communications, the Marketing/Public Information Office should be informed as these contacts are made.

Public Mailings, Flyers: The College's initial impression on the public is often based on promotional materials or correspondence issued by its employees. To ensure acceptable quality in terms of visual appearance, consistency, and conformance with approved usage of the College's logo, brochures, flyers, surveys, bulk letters and other materials for public distribution must be approved in advance by the appropriate vice president and the Marketing/Public Information Office prior to distribution. The requesting employee should submit a Creative Services Request to obtain the necessary approvals. The Marketing and Public Information Office will provide, if desired, design and editorial assistance, but employees and their supervisors are responsible for developing content and for providing funding for printing, copying, and mailing costs.

Speaking Engagements: If an employee is requested to speak to the public as a representative of the College, the employee should obtain supervisor approval for the public appearance. Additionally, the Marketing and Public Information Office should be informed.

Web Pages: Material readily available to the public through departmental and instructional web pages accessed through the College's website must be approved by the appropriate vice president or dean, Director of Marketing and Public Information, and/or the College Webmaster prior to posting.

Faculty

Association

Grayson College

CONSTITUTION OF THE GRAYSON COLLEGE FACULTY ASSOCIATION

ARTICLE I

SECTION I

Preamble

In cooperation with the administration and by the authority granted by the trustees of the college, the Grayson College Faculty does hereby create the Grayson College Faculty Association and establish this constitution.

SECTION II

Name of the Organization

This organization will be known as the Grayson College Faculty Association.

SECTION III

Purpose

The Faculty Association of Grayson College is organized to achieve closer cooperation between the faculty and the administration in order to facilitate objectives and operations of Grayson College.

In order to achieve these objectives, the Faculty Association will concern itself with, but not limit itself to, the following matters:

1. Maintaining open communication lines by serving as a medium through which information can flow from the faculty to the administration and from the administration to the faculty.

2. Maintaining optimum facilities by offering council on physical plant, equipment and budget that are not solely departmental in nature.
3. Advancing faculty standards by offering counsel on qualifications, salaries, sabbatical leaves, sick leaves, tenure, continuing education, grievances, academic freedom, student achievement, new faculty orientation, and other related matters.
4. Developing future goals and policies of the college by serving as a resource forum to the administration.

ARTICLE II

Membership

Professional membership of this association will be limited to those who are currently teaching at least eleven (11) semester hours and/or have an instructor-position contract. Associate membership is open to adjunct faculty currently teaching at Grayson College. Associate members will enjoy all the privileges of the association except voting and holding office.

ARTICLE III

SECTION I

Officers

The officers of this association will be a president, president-elect, vice-president, secretary, and treasurer, and these officers will be known as the Executive Committee.

SECTION II

Terms

Officers will serve one term beginning the first day faculty return to work for the fall semester each year. A president-elect will be chosen the year before taking office.

SECTION III

Elections

The date of the election of officers will be determined by the Executive Committee. This date will be between April 1 and May 1 of each year. Nominations will be handled through a two-step process:

1. The Executive Committee will collect nominations of members interested in holding office.
2. The Executive Committee will present this slate of one or more candidates for each office to Faculty Association membership, who may make additional nominations. For nominees to be added to the final ballot, they must receive ten or more nominations.

Final ballots will be submitted to the eligible voters of the association. Space for a write-in candidate will be provided on the ballot for each office. Officers will be elected by a simple majority of the votes cast for each office.

If a vacancy on the Executive Committee occurs, the committee will call a special election to replace the officer within thirty days. This vacancy might occur because the officer is no longer a professional member as defined by Article II at the beginning of the school year or because the officer can no longer fulfill position duties.

ARTICLE IV

SECTION I

Meetings

1. At least one meeting of the Faculty Association will be held each semester. Additional meetings will be held upon agreement of the majority of the Executive Committee. A request for a general meeting may be initiated by any association member by contacting the secretary of the Executive Committee in writing. The secretary will immediately present this request to the Executive Committee for its immediate action.
2. A petition submitted to the Executive Committee signed by ten percent (10%) of the eligible membership will automatically convene the Committee to consider the subject of the petition.

SECTION II

Dues

The membership dues for the organization will be determined each year by the Executive Committee.

Members may have their names removed from the membership list by making a written request to the Executive Committee.

ARTICLE V

SECTION I

Committee Purpose

There will be a system of committees to aid, assist, supplement, advise and formulate ideas consistent with the objectives and philosophy of Grayson College.

SECTION II

Committee Classification

The system of committees will be classified as

1. The Executive Committee, composed of the association officers
2. Temporary committees appointed by the Executive Committee

SECTION III

Committee Responsibility

The Executive Committee is accountable to the Faculty Association.

1. The Executive Committee will consist of the president, president-elect, vice-president, secretary, and treasurer.
2. The President will call meetings of the Executive Committee.
3. The Executive Committee will have the responsibility for preparing and presenting an agenda for each association meeting.
4. The Executive Committee will review each year the committee structure of the association for improvement, efficiency, service communication, and other matters that will aid the association in its effectiveness.

ARTICLE VI

Amendments

1. Proposed amendments to this constitution may be submitted in writing by any member to the secretary of the Faculty Association in time to be included with the agenda.
2. Ratification of this constitution or of an amendment will be by three fourths (3/4) of the votes cast.

Fulltime Faculty Member Job Description

General Description: Though faculty assignments vary by department or individual, all faculty are responsible for teaching, advising, recruiting, maintaining office hours, providing College service (including committee work), and participating in various College events. As part of normal work, faculty may be expected to teach online courses, at night, on weekends, or at off-campus sites.

Teaches courses as assigned by Department Chair or Dean:

- Meets all scheduled classes for the full class period
- Follows prescribed master course syllabi and adopted textbooks
- Prepares instructional materials and keeps them current
- Informs students of learning outcomes, class procedures, and grading policies at the beginning of each semester
- Motivates students to perform at their highest level
- Assists, as appropriate, in the maintenance of instructional materials and laboratory facilities

Advises students:

- Maintains scheduled office hours as required
- Advises student majors in their respective subject fields or department areas
- Participates in advising activities during registration as assigned by the Dean
- Keeps students informed about their progress through the prompt grading of papers and other work

Administrative duties:

- Assumes duties, including assignments on committees, over and above assigned classes and office hours
- Keeps accurate records of students' attendance, grades, and final semester grades as required
- Submits certified rosters, grades, and other required documentation within the dates they are due to the appropriate office
- Participates in course and program review as well as student learning outcome and assessment activities

Professionalism and professional development:

- Uses professional publications, faculty development sessions, and other professional development opportunities to improve instruction and competence in subjects being taught
- Maintains an atmosphere of dignity and propriety conducive to learning in both the classroom and office
- Works cooperatively with other members of the faculty and staff in an effort to contribute to overall institutional effectiveness
- Participates in business, professional, and social activities designed for faculty members
- Attends all faculty meetings, college assemblies, orientation activities, and other meetings as called by the President, Vice President, Dean, and/or Chair
- Contributes to the community and/or the profession as a representative of the college

This document describes the general duties that Grayson College expects of its faculty members. These may change with each academic year, through discussions between the faculty member, Department Chair and Dean. Faculty will be evaluated on the basis of how well they perform these duties. Adjustments in teaching responsibilities may be made in accordance with the College's workload policy, the type of courses to which the faculty member is assigned to teach, and the extent of the faculty member's responsibilities in other areas. All faculty are expected to perform all other duties directed by the Department Chair, Dean, Vice President, or President.

Department Chair Job Description

General Description: The Department Chair provides collaborative leadership to faculty within the discipline(s) of a given instructional department and serves as the liaison between department faculty, staff, and administrators. The Chair is responsible for supervising and facilitating all departmental activities, monitoring the department's budget, and representing the department throughout the College and community. The Chair reports to the appropriate Dean.

Develops Professionalism:

- Pursues professional development opportunities for themselves as well as seeking the same opportunities for the faculty in the Chair's department
- Plans and implements in-service for faculty and staff
- Provides orientation for new faculty (both fulltime and adjunct) and staff within the department

Represents Grayson College both internally and externally:

- Serves as an official college representative as assigned
- Assists in marketing of programs within their department
- Serves on campus committees and councils

Oversees the development and implementation of curricula:

- Responds to trends and opportunities in the local service area in relation to course offerings and the design of new curricula offerings
- Oversees the program reviews within their department
- Oversees curriculum and assessment procedures within their departments
- Reviews, approves, and submits textbook orders to the bookstore based on course offerings and enrollment projections

Communicates, plans and implements departmental and division goals:

- Develops and evaluates short and long range goals and objectives for the department as they correlate to the goals of the division and the College
- Conducts regular departmental meetings to communicate the goals and planning of processes to achieve the goals
- Participates in college-wide planning process and submits require documentation as specified by the Office of Institutional Effectiveness (SPOL)

Supervises faculty and staff within the department:

- Actively participates in the hiring process for faculty
- Evaluates faculty (fulltime and adjunct) according to College policy
- Designates other faculty within the department to assist in mentoring adjunct faculty, if necessary
- Maintains adjunct faculty and substitute pools

Coordinates all departmental budget activities:

- Collects budget data for the department
- Assists in budget oversight for the department

- Makes departmental budget recommendations to the Dean
- Provides materials, resources, and equipment for instructional programs within the department through the budget process

Schedules classes at all locations:

- Assigns faculty to teaching schedules
- Works with other departments to plan the master schedule of classes and class locations
- Reviews and corrects proof copy of the printed schedule and submits all changes to the Dean
- Evaluates enrollments and recommends closings or adding of sections during the registration period
- Serves remote sites and internet courses with the same diligence extended to faculty and courses on the main campus
- Assigns workspace, office space, and other instructional facilities

Carries out other administrative duties:

- Manages data collection needed for program revisions, course updates, etc.
- Responds to student requests and concerns, employment references, scholarship letters, classroom issues, etc.
- Serves as first level of response to resolve student-instructor conflicts
- Performs other duties as assigned by the appropriate Dean or Vice President

This document describes the general duties that Grayson College expects of its Department Chairs. These may change with each academic year, through discussions between the Department Chair and Dean. Department Chairs will be reviewed on the basis of how well they perform these duties. Adjustments in teaching/administrative responsibilities may be made in accordance with the College's workload policy, the type of courses to which the faculty member is assigned to teach, and the extent of the faculty member's responsibilities in other areas. All faculty are expected to perform all other duties directed by the Dean, Vice President, or President.

CORE COMPONENTS AND RELATED EXEMPLARY EDUCATIONAL OBJECTIVES

In designing and implementing a core curriculum of at least 42 semester credit hours, each Texas college and university should select and/or develop courses which satisfy exemplary educational objectives specified for each component area. The following exemplary educational objectives should be used as basic guidelines for selected component areas. Exemplary educational objectives become the basis for faculty and institutional assessment of core components.

Since it is difficult to define exemplary educational objectives for a core curriculum outside of some framework of the general areas of content, the objectives and outcomes described below are suggested as those that meet the intent of Senate Bill 148. The outcomes for student learning provide both guidelines for instruction and a profile of students as they complete each component of a core curriculum. Although these component areas could easily be "translated" directly into disciplinary or departmental terms, it is not necessary to restrict the areas to one or a few departments. These objectives could be met in a number of differing course configurations, including multi-disciplinary courses.

Colleges and universities across the state have specific missions and different roles and scope. The way in which colleges and universities achieve these outcomes will thus vary. These outlines are not intended in any way to impose restrictions on the creativity of the classroom instructor or to dictate pedagogical methods. The emergent profile of the students, however, will presumably have common characteristics insofar as they achieve the specified outcomes. A core curriculum experience will prepare them to learn effectively through the rest of their college years so that they carry these aptitudes for learning into their life careers.

I. Communication (composition, speech, modern language)

The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

Exemplary Educational Objectives

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To understand the importance of specifying audience and purpose and to select appropriate communication choices.
3. To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.
4. To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
5. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
6. To develop the ability to research and write a documented paper and/or to give an oral presentation.

II. Mathematics

The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

Exemplary Educational Objectives

1. To apply arithmetic, algebraic, geometric, higher-order thinking, and statistical methods to modeling and solving real-world situations.
2. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.
3. To expand mathematical reasoning skills and formal logic to develop convincing mathematical arguments.
4. To use appropriate technology to enhance mathematical thinking and understanding and to solve mathematical problems and judge the reasonableness of the results.
5. To interpret mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
6. To recognize the limitations of mathematical and statistical models.
7. To develop the view that mathematics is an evolving discipline, interrelated with human culture, and understand its connections to other disciplines.

III. Natural Sciences

Exemplary Educational Objectives

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.
4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

IV. Humanities And Visual And Performing Arts

The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Exemplary Educational Objectives

1. To demonstrate awareness of the scope and variety of works in the arts and humanities.
2. To understand those works as expressions of individual and human values within an historical and social context.
3. To respond critically to works in the arts and humanities.
4. To engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. To articulate an informed personal reaction to works in the arts and humanities.
6. To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

V. Social And Behavioral Sciences

The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Exemplary Educational Objectives

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.

11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

(Excerpts from Lower-Division Academic Course Guide Manual of the Texas Higher Education Coordinating Board)

APPENDIX I

Matrix of GC Core Course Exemplary Educational Objectives

	Communications						Math							Natural Science					Social and Behavioral Science										Human/Vis & Per. Arts										
	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7		
Communications																																							
Engl 1301	X	X		X	X	X																																	
Engl 1302		X		X	X	X																																	
Spch 1311	X		X			X																																	
Mathematics																																							
Math 1314							X	X	X	X	X	X	X																										
Math 1316							X	X	X	X	X	X	X																										
Math 1324							X	X	X	X	X	X	X																										
Math 1332							X	X	X	X	X	X	X																										
Math 1350							X	X	X	X	X	X	X																										
Math 2318							X	X	X	X	X	X	X																										
Math 2320							X	X	X	X	X	X	X																										
Math 1325							X	X	X	X	X	X	X																										
Math 1351							X	X	X	X	X	X	X																										
Math 2413							X	X	X	X	X	X	X																										
Math 2414							X	X	X	X	X	X	X																										
Math 2415							X	X	X	X	X	X	X																										
Natural Sciences																																							
Biol 1306/1106														X	X	X	X	X																					
Bio 1307/1107														X	X	X	X	X																					
Biol 2301/2101														X	X	X	X	X																					
Biol 2302/2102														X	X	X	X	X																					
Biol 2321/2121														X	X	X	X	X																					
Biol 2404														X	X	X	X	X																					
Chem 1311/1111														X	X	X	X	X																					
Chem 1312/1112														X	X	X	X	X																					

Chem 2323/2123														X	X	X	X	X																											
Chem 2325/2125														X	X	X	X	X																											
Chem 1406														X	X	X	X	X																											
Geol 1301/1101														X	X	X	X	X																											
Geol 1303/1103														X	X	X	X	X																											
Geol 1304/1104														X	X	X	X	X																											
Geol 1447/1147														X	X	X	X	X																											
Phys 1301/1101														X	X	X	X	X																											
Phys 1302/1102														X	X	X	X	X																											
Phys 1311/1111														X	X	X	X	X																											
Phys 1315/1115														X	X	X	X	X																											
Phys 2325/2125														X	X	X	X	X																											
Phys 2326/2126														X	X	X	X	X																											
ARTS	Communications						Math							Natural Science					Social and Behavioral Science												Human/Vis & Per. Arts														
	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9	0	1	1	1	1	2	1	2	3	4	5	6	7					
ARTS 1301																																					X	X	X	X	X	X	X		
ARTS 1303																																					X	X	X	X	X	X	X		
ARTS 1304																																					X	X	X	X	X	X	X		
DRAM 1310																																					X	X	X	X	X	X	X		
MUSI 1306																																					X	X	X	X	X	X	X		
HUMANITIES	Communications						Math							Natural Science					Social and Behavioral Science												Human/Vis & Per. Arts														
	1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9	0	1	1	1	1	2	1	2	3	4	5	6	7					
ENGL 2322																																						X	X						
ENGL 2323																																						X	X						
ENGL 2327																																				X	X	X							
ENGL 2328																																					X	X	X						
ENGL 2332																																					X	X	X						
ENGL 2333																																					X	X	X						
HUMA 1301																																					X							X	
HUMA 1302																																					X							X	
PHIL 1301																																						X	X					X	X
PHIL 1304																																						X	X					X	X
PHIL 2306																																					X	X					X	X	
PHIL 2321																																					X	X					X	X	

Span 2321
Span 2322

SOC BEHAV

Communications						Math							Natural Science					Social and Behavioral Science												Human/Vis & Per. Arts						
1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7
CRIJ 1301																			X	X					X											
CRIJ 1307														X		X		X									X									
ECON 2301													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ECON 2302													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
GEOG 1302													X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
GOVT 2305													X	X	X			X										X								
GOVT 2306													X	X	X	X	X	X							X	X	X	X								
HIST 1301													X	X	X	X	X	X	X	X	X	X	X	X	X	X										
HIST 1302														X			X	X					X	X												
PSYC 2301													X		X																					
PSYC 2306													X	X		X														X						
PSYC 2314													X	X	X		X																			
SOCI 1301													X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
SOCI 1306													X	X		X	X																			
SOCI 2306													X	X		X																				

Institutional

Communications						Math							Natural Science					Social and Behavioral Science												Human/Vis & Per. Arts						
1	2	3	4	5	6	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7
COSC 1301																																				
COSC 1330																																				
COSC 1336																																				
COSC 1337																																				
COSC 2318																																				
COSC 2336																																				
COSC 2425																																				
BCIS 2316																																				

SCANS COMPETENCIES AND FOUNDATIONAL SKILLS

[These excerpts are from the book "Skills and Tasks for Jobs - A SCANS report for America 2000" published by the U.S. Department of Labor. The book may be purchased from the U.S. Government Printing Office under ISBN 0-16-036177-X.]

Table 1-1. SCANS Competencies

Resources

- ☞ Allocates Time
- ☞ Allocates Money
- ☞ Allocates Material and Facility
- ☞ Allocates Human Resources

Information

- ☞ Acquires and Evaluates Information
- ☞ Organizes and Maintains Information
- ☞ Interprets and Communicates Information
- ☞ Uses Computers to Process Information

Interpersonal

- ☞ Participates as a Member of a Team
- ☞ Teaches Others
- ☞ Serves Clients/Customers
- ☞ Exercises Leadership
- ☞ Negotiates to Arrive at a Decision
- ☞ Works with Cultural Diversity

Systems

- ☞ Understands Systems
- ☞ Monitors and Corrects Performance
- ☞ Improves and Designs Systems

Technology

- ☞ Selects Technology
- ☞ Applies Technology to Task
- ☞ Maintains and Troubleshoots Technology

Table 1-2. SCANS Foundation Skills

Basic Skills

- ☞ Reading
- ☞ Writing
- ☞ Arithmetic & Mathematics
- ☞ Listening
- ☞ Speaking

Thinking Skills

- ☞ Creative Thinking
- ☞ Decision Making
- ☞ Problem Solving
- ☞ Seeing Things in the Mind's Eye
- ☞ Knowing How to Learn
- ☞ Reasoning

Personal Qualities Responsibility

- ☞ Self-Esteem
- ☞ Social
- ☞ Self-Management
- ☞ Integrity/Honesty

GC PROGRAM REVIEW GUIDELINES

To show that instructional and administrative and student support programs and services support the Mission, GC conducts an integrated and systematic institutional effectiveness process. Periodic in-depth assessment of programs in addition to annual assessment supports and strengthens this process. Programs that are reviewed in a given year will be required to incorporate new goals, objectives, and expected/student learning outcomes into their unit or sub-unit's annual assessment plan addressing programmatic changes and strategies that were identified as a result of assessing student outcomes during their program review.

For instructional programs, Program Review is a mechanism that evaluates existing programs to determine their educational and cost effectiveness. It is a faculty document, which demonstrates that the faculty bears the primary responsibility for curriculum by assuming that faculty is in the best position to make informed judgments about the effectiveness of programs and to make changes that facilitate learning.

The recommendations made from the Program Review direct the division and unit planning and budget development for the following year. The division and unit and sub-unit plans from prior years should be evaluated during the Program Review process to determine what has been accomplished and what remains to be achieved.

Goals of Program Review are:

- To facilitate the continuous improvement of programs.
- To assist in aligning program goals with the College's mission and goals.
- To encourage that program needs identified in the Program Review are incorporated into the College's planning and budgetary process.
- To provide student services and instructional units with an opportunity to assess their programs and share the results with the college.
- To provide a forum where program representatives can discuss their program and receive feedback and recommendations.
- To communicate a broader understanding of programs at the College among a larger group of faculty, staff and students.

Expected outcomes of the Program Review are:

- Current and future status of the program to include the achievement of short and long-term goals.
- Identification and analysis of student learning outcomes in instructional programs.
- Identification and analysis of student goal outcomes in administrative and student service programs.
- The recommendations identified from the Program Review process are further developed in the annual unit assessment plans.

PROGRAM REVIEW PROCESS

- Each year, the Institutional Effectiveness Director provides the schedule of programs to be reviewed for the current year. The Director notifies those programs to be reviewed in the current year and provides the process description, outline, report writing guidelines, and program data to the chair or director of the program.
- Each program evaluates itself through the process of writing the Program Review Report according to the guidelines provided. This report will address issues of quality and quantity through the analysis of both quantitative and qualitative data, and discuss performance in relation to the past four years and looking ahead to the next four years and beyond. At the conclusion of the report, recommendations are made as to what is needed to meet the goals and objectives of the program. These recommendations provide the framework for a program's next annual assessment unit or sub-unit plan.
- The Program Review Committee (PRC) submits the Program Review Report to the appropriate Dean or Vice President for review and revision prior to the final submission.
- The final Program Review Report is forwarded to the IE Director in digital format, along with a hard copy signed by the appropriate Dean or Vice President.

- The IE Director prepares the Program Review Evaluation Summary, which summarizes the recommendations, commendations and suggestions.
- The IE Director meets with program representatives and their respective Dean or VP to discuss the Program Review report and provide feedback regarding the particular program based on the results of the Evaluation Summary.
- Copies of the annual Program Review Report are made available in the division offices and the Library.

CURRICULUM DEVELOPMENT

The College District shall have a comprehensive curriculum that meets constituency needs while remaining cost effective. Each educational program for which the College District awards academic credit shall be approved by the faculty and the administration through the curriculum committee and by the Texas Higher Education Coordinating Board. The College District shall have procedures for designing the curriculum that include faculty involvement and administrative approval. All new programs shall require Board approval.

The proposed curriculum shall be evaluated on the basis of academic effectiveness and fiscal responsibility. The overall programs of the College District shall be continually reappraised to ensure that all courses offered meet the needs of both the community and the individual student.

The Board encourages widespread faculty involvement in the planning of course offerings and in the exploration of new techniques for meeting course learning outcomes. Primary responsibility for curricular development and improvement of the curriculum and educational programs resides with the faculty. Faculty members shall be responsible for the content, quality, and effectiveness of the curriculum.

Faculty shall meet annually to determine whether curriculum changes are needed. Assistance in the development of curricula shall be the responsibility of the faculty, working in cooperation with the program coordinators, program chairs, and the dean.

The requested changes shall be submitted to the division dean. Curriculum changes shall be forwarded to the curriculum committee from the dean's office.

All significant curriculum changes, including new program proposals, major redesign of a course or program, or program changes to the core curriculum approved by the curriculum committee shall be submitted to the President's executive council and Board for approval. As an exception to this policy, state-mandated curriculum changes shall be directly implemented. Approved curriculum changes shall be disseminated College District-wide through the College Effectiveness Council (CEC).

PURPOSE

All career technical education (CTE) programs are required by the Texas Higher Education Coordinating Board (THECB) to have advisory committees. The purposes of an advisory committee are to:

Help a college document the need for a workforce education program; and ensure that the program has both adequate resources and a well-designed curriculum to provide students with the skills, knowledge, and behaviors necessary to successfully meet the needs of business and industry.

MEETINGS

Each advisory committee must meet once a year and in addition, contact should be maintained with committees throughout the year via e-mail, fax, phone, or videoconference.

RESPONSIBILITIES

Committees are advisory in nature and shall make their recommendations to the College District administration. The administration shall utilize these recommendations in strategic planning for curriculum change and other program improvements throughout the College District.

GC Curriculum Change Procedures

The following delineates the process and procedures in the curriculum change process.

The department lead faculty and department chair will:

1. Review program curriculum needs at the beginning of each semester. Ensure proposed changes are thoroughly discussed within the department.
2. Review the proposal for impact on program requirements. Identify the certificates and degrees that will be included in the curriculum change and identify prerequisite requirements for courses.
3. Ensure that all WECM program curricular changes are presented and approved by the department's advisory committee.
4. Review the proposal for impact on other disciplines and general education requirements and obtain support from the departments and deans of those disciplines.
5. Work with the Advising Office to review the proposal for impact on students and articulation agreements including considerations for contact and credit hours, transferability and costs.
6. Ensure all forms of the proposed Curriculum Packet are complete and correct. Recommends course fees if appropriate.
7. Forward supported proposals to the Instructional Deans for approval including all Curriculum Change Packets with all forms attached.

Instructional Deans will:

1. Accept curriculum change proposal from faculty
2. Review the proposal for impact on financial aid, student services, contact and credit hours, transferability and costs.
3. For proposals for a new program refer to GIPWE and/or ACGM.
4. Approve or disapprove the proposal.
5. Return disapproved proposal packet to Department Chair with explanation.
6. Forward approved proposal packet/forms to the office of the V.P. of Instruction according to the following guidelines:
7. Prepare and submit to the Curriculum Committee

Curriculum and Instruction Committee will:

1. Review request and make appropriate recommendations regarding:
 - a. New course offerings
 - b. New program offerings
 - c. Modifications to existing courses and programs
2. Verify the need for addition or change requested and consider the impact on:
 - a. Institution – support of mission, contact hour changes
 - b. Student – course value, transferability
3. Verify that proposed changes meet requirements of:
 - a. The Texas Higher Education Coordinating Board
 - b. SACS
 - c. Advisory Committee recommendations
 - d. Accrediting bodies, industry, state agencies, federal requirements, etc.

4. Invite the proposing faculty, department chairs and instructional deans to meet with the committee to answer any concerns.
5. Make recommendation to Vice President for Instruction to accept or deny the proposal.
Disapproved: Return to Chair and Program Lead Faculty
Approved: Vice President will submit proposals to the President's Executive Council

Vice President for Academic and Student Affairs will:

1. Review the Curriculum Committee recommendation:
Approval: Take proposal to the President's Executive Council and on to the Board of Trustees if appropriate for approval.
Disapproval: Return the proposal packet to the Instructional Dean with explanation
2. Once approved at the Executive Council and Board levels the Vice President will return approved packets to the Deans to complete and disseminate the changes via the Flow Chart to appropriate constituents. Curriculum minutes will then be sent to all members by the Administrative Assistant.
3. Proposal packets to be disseminated as outlined on the Flow Chart for Curriculum Revisions including:
 - Director of Fiscal Services
 - Director of Financial Aid
 - Program Assistant
 - Director of Counseling
 - Admin. Assistant of Information Technology
 - Graduation Data Specialist
 - Respective Faculty Member
 - Registration/Report Specialist (CBM Reporting)
 - Department Chair
 - Office of Admissions and Records
 - Director of Institutional Effectiveness, Submission to SACS
4. Deans and Chairpersons will make sure corrections and changes will be made in the College catalog and other publications.

Substantive Changes

By February 1st of each year, the Vice President for Instruction notifies the President and GC accreditation liaison in writing of any curriculum changes made over the past academic year that require approval for substantive change from SACS, simple notification, or neither. Identification by February will ensure that changes are sent to SACS in time to get them in next year's catalog. All requests to SACS will originate from the President's office.

Curriculum Committee Proposed Curricular Change

Date of Request: _____ Department: _____
Requestor: _____ Requestor Title: _____
Department Chair: _____ Dean: _____

Name of Program/Degree Plan/Certificate: _____

Please check all that apply:

Program: Add _____ Delete _____ Change _____
Degree Plan: Add _____ Delete _____ Change _____
Certificate: Add _____ Delete _____ Change _____
Course: Add _____ Delete _____ Change _____

Courses to be ADDED (include Course Number, Course Title, Hours, CIP number, Course Description)

Courses to be DELETED (include Course Number, Course Title, Hours, CIP number)

Courses to be CHANGED (include Course Number, Course Title, Hours, CIP number, specific change to be made, i.e., description, hours, etc.)

Effective Date: _____

Please attach:

- **Current and Proposed Degree Plan** (*submit only if change effects degree plan - use Curriculum Change Template*)
- **Curriculum Committee Flow Chart with all signatures for approval**
- **SACS Substantive Change Annual Checklist** (*submit checklist if change requires Sub-C notification*)

Grayson College

FICE 0035700

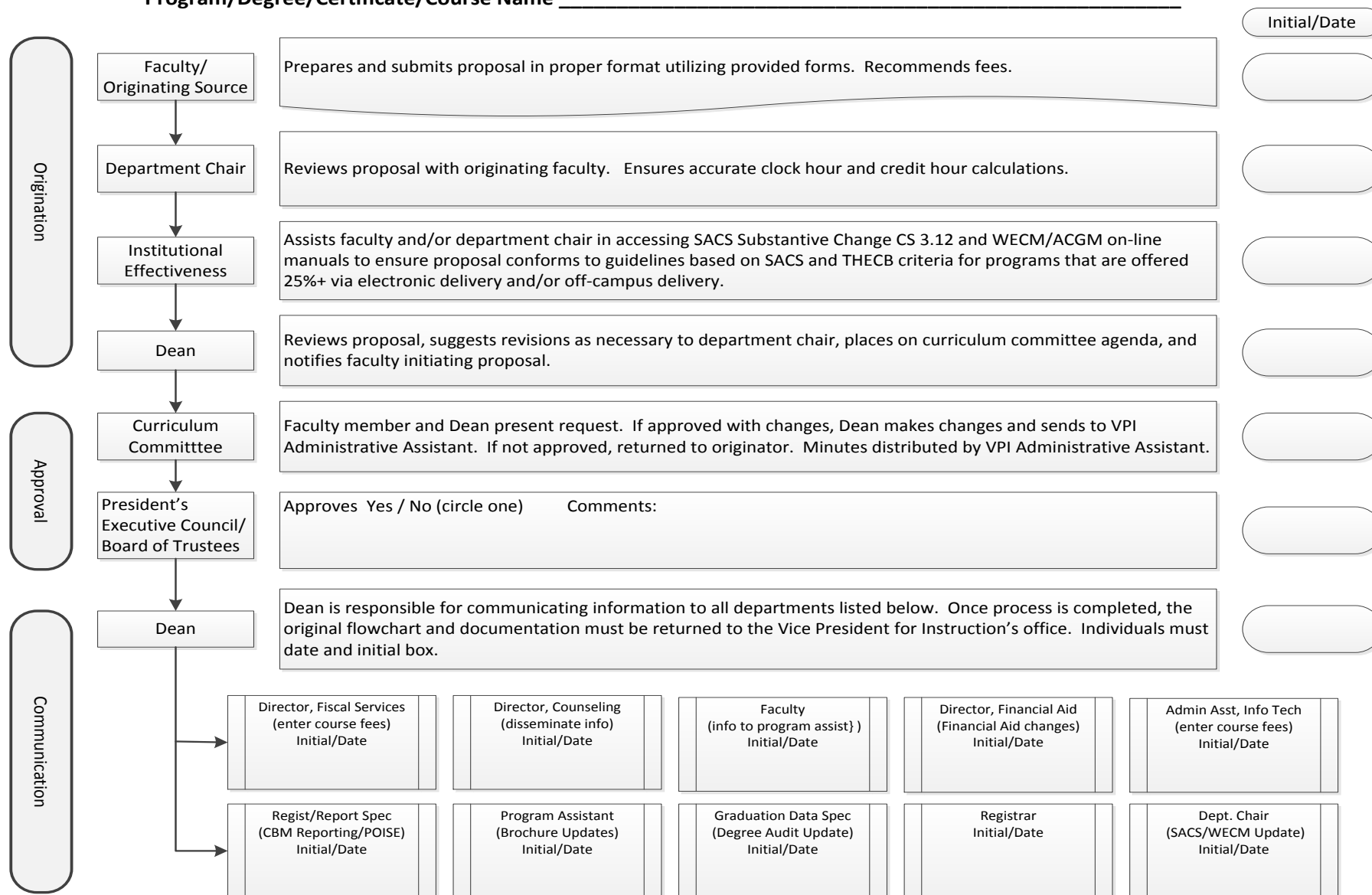
CIP #####

Program Name

Current						Proposed					
First Year	Lec	Lab	Cont	Clin	Cred	First Year	Lec	Lab	Cont	Clin	Cred
Fall Semester	Hrs	Hrs	Hrs	Hrs	Hrs	Fall Semester	Hrs	Hrs	Hrs	Hrs	Hrs
Total Hrs	0	0	0	0	0	Total Hrs	0	0	0	0	0
Spring Semester						Spring Semester					
Total Hrs	0	0	0	0	0	Total Hrs	0	0	0	0	0
Second Year											
Summer Semester						Summer Semester					
Total Hrs	0	0	0	0	0	Total Hrs	0	0	0	0	0
Fall Semester						Fall Semester					
Total Hrs	0	0	0	0	0	Total Hrs	0	0	0	0	0
Spring Semester						Spring Semester					
Total Hrs	0	0	0	0	0	Total Hrs	0	0	0	0	0
Grand Total	0	0	0	0	0	Grand Total	0	0	0	0	0

Flow Chart for Curriculum Committee Recommendations

Program/Degree/Certificate/Course Name _____



**Grayson County College
Substantive Change
Checklist**

Types of Change	Procedure	Prior Notification Required	Time Frame for Contacting COC	Prior Approval Required	Documentation	Substantive Change Required This Year (Yes or No)
Initiating coursework or programs at a more advanced level than currently approved	1	Yes	12 months	Yes	Application for Level Change Due dates: April 15 or October 1	
Expanding at current degree level (<i>significant departure from current programs</i>) ¹	1	Yes	6 months	Yes	Prospectus	
Initiating a branch campus (see definition of "branch campus" on p. 5 of this document)	1	Yes	6 months	Yes	Prospectus	
Initiating joint degrees with another institution (see Commission policy "Collaborative Academic Arrangements: Policy and Procedures)	1	Yes	6 months	Yes	Prospectus	
Initiating a certificate program? (typically for workforce development)						
...using existing approved courses	NA	NA	NA	NA	None	
...at a new off-campus site (previously approved program)	1	Yes	Approval required prior to implementation	Yes	Modified prospectus	
...that is a significant departure from previously approved programs ¹	1	Yes	Approval required prior to implementation	Yes	Modified prospectus	
Initiating off-campus sites (including Early College High School programs offered at the high school)....						
...Student can obtain 50 percent or more credits toward program	1	Yes	6 months	Yes	Prospectus	
...Student can obtain 25-49 percent of credit	2	Yes	Prior to implementation	No	Letter of notification	
...Student can obtain 24 percent or less	NA	NA	NA	NA	none	
Expanding program offerings at previously approved off-campus sites						
...Adding programs that are significantly different from current programs	2	Yes	Prior to implementation	No	Letter of notification	
...Adding programs that are NOT significantly different from current programs	NA	NA	NA	NA	NA	

Altering significantly the educational mission of the institution ²	1	Yes	6 months	Yes	Prospectus	
Initiating distance learning...						
...Offering 50 percent or more of a program (Once approved, institutions may add programs that are significant departures from the originally approved programs by submitting notification in advance) ¹	1	Yes	6 months	Yes	Prospectus	
...Offering 25-49 percent	2	Yes	Prior to implementation	No	Letter of notification	
...Offering 24 percent or less	NA	NA	NA	NA	NA	
Initiating programs/courses offered through contractual agreement or consortium	2	Yes	Prior to implementation	No	Letter of notification and copy of signed agreement	
Initiating a merger/consolidation with another institution	3	Yes	6 months	Yes	Prospectus Due dates: April 15 or October 1	
Relocating a main or branch campus	1	Yes	6 months	Yes	Prospectus	
Relocating an off-campus instructional site	2	Yes	Prior to implementation	No	Letter of notification	
Changing governance, ownership, control, or legal status of an institution	1	Yes	6 months	Yes	Prospectus	
Changing from clock hours to credit hours	1	Yes	6 months	Yes	Prospectus	
Altering significantly the length of a program ³	1	Yes	6 months	Yes	Prospectus	
Initiating degree completion programs	1	Yes	6 months	Yes	Prospectus	
Closing an institution or program: (see Commission policy "Closing a Program or Institution")						
...closing a program with internal teach-out protocol	2	Yes	Prior to implementation	No	Description of plan	
...closing a program with a teach-out agreement with another institution	1	Yes	6 months	Yes	Copy of teach out agreement	
...closing an institution	2	Yes	Prior to implementation	no	Description of plan	

¹ a significant departure in program is one in which the proposed new program has no closely related counterpart among the previously approved programs in the curriculum. To determine if a new program is a "significant departure", it is helpful to ask if the new program requires

- Numbers of new faculty?
- Many new courses?
- New library or other learning resources?
- New equipment or facilities?
- A new resource base?

² significant changes in mission are those that lead to a fundamental shift in the nature of the institution, such as an institution that had offered only professional programs deciding to add general education offerings, or a technical college transforming itself into a comprehensive community college.

³ significant changes in program length are those with noticeable impact on the program's completion time (e.g., increasing a baccalaureate degree from 124 hours to 150 hours).

APPENDIX O

The E-Learning Department assists Grayson College faculty member (fulltime and adjunct) with instructional design, course reviews, accessibility and universal design as well as new and emerging technologies and to improve or extend online, hybrid, and F2F enhanced courses.

If you are teaching an online or hybrid course for the first time or want to teach an online or hybrid course, contact the E-Learning Department for assistance and training. If you have any questions concerning the course (online, hybrid, or F2F) you are already teaching, let us help you with technical and pedagogical needs.

The ELAC Counsel is now reviewing courses; the goal is to cyclically review all courses and instructors. If you are interested in the review process or would like a digital copy of the Review Rubric, contact the E-Learning Department. We have created an annotated rubric as a guide to help align your course to the Grayson standards.

Please contact:

Leon Deutsch
Director of Teaching and Learning
903-463-2598
deutschl@grayson.edu

Frances Haratyk
E-Learning Specialist
903-463-8788
haratykf@grayson.edu

Uploading a Vitae

UPLOAD

To Create a Category & Upload a Vitae:

- Log into the GC Portal
- Click **Personal Information**
- Click **Custom Info**
- Click **Add Category**
 - This is helpful to organize documents!
- Enter a **Category Name**
 - You might want to name the category “Vitae.” Category creation only needs to be done once per semester.
- Select where to place this new category from the drop-down list
- Click **Save**
- Click **Add an Item**
- Enter **Name** such as “John Smith Vitae”
- In the **File Attachment** box, browse for Vitae. Locate the file and click **Open**.
- Click **Save**.

VIEW

To View the Vitae:

- Click **Home**
- Select **Campus Directory** on left side of screen
- You can either **Browse** by role or click the **Search** link to search by first or last name.
- Click the little blue “I” icon next to the name.
- The Vitae link will be displayed towards the bottom of the screen.

Uploading a Syllabus

UPLOAD

To Create a Category & Upload a Syllabus:

- Log into the GC Portal
- Click **Personal Info**
- Click **Custom Info**
- Click **Add Category**
 - This is helpful to organize documents!
- Enter a **Category Name**
 - You might want to name the category “Spring 2011 Syllabi.” Category creation only needs to be done once per semester.
- Select where to place this new category from the drop-down list
- Click **Save**
- Click **Add an Item**
- Enter **Name** such as “ENGL1301.001 Fall 2010 Syllabus”
- Upload an Adobe PDF version using the **File Attachment** option.
- Click **Save**

VIEW

To View the Syllabus:

- Click **Home**
- Select **Academics** tabs
- Perform a search using **GC Course Search**
- Next to instructor name of the specific course, click the little blue “I” icon.
- The Syllabus for that course along with any others being taught will be displayed towards the bottom of the screen.

Personal Information

CONTACT INFORMATION

To Edit Contact Information displayed in the **Campus Directory**:

- Log into the GC Portal
- Click **Personal Information**
- Edit various information areas
- Click **Save**

PHOTO

To Upload a Photo to be displayed in the **Campus Directory**:

- Click **Photo**
- Click **Browse** and locate your picture
- Click **Open**
- Click **Save** to save your photo in the campus directory

Sample Template for Creating a Vita

Date: Month, Year
(update semi-annually)

Vita

Your Name

Institution
Division
City, State, Zip
Office Phone: (with area code and extension)
College E-mail address

Education

Certificate, Field, Institution, City, State

A.S. or A.A.S., Field, Institution, City, State

B.A. or B.S., Major Field, Year Received or Expected, University, City, State

M.A. or M.S., Field, Year Received or Expected, University, City, State

Ph.D., Field, Year Received or Expected, University, City, State

Teaching Experience

List any courses you have taught, co-taught, or assisted with as a TA. I am prepared to teach the following courses:

List all courses presently teaching and identify semester

Professional Experience

List all work you have done that is relevant to the program or position you are applying to. Include research positions with project titles and supervisors, and, optionally, a brief description of the duties you performed. This is also a good place to list any consulting, manuscript reviewing, or editorial experience you have (or, if you have had extensive experience in one of these areas, you can form a separate category for "Research Experience," "Consulting Activities," "Ad Hoc Reviewing," or "Editorial Experience").

Research Interests (usually for graduate applicants and prospective faculty)

Briefly summarize your research interests with 4-6 key descriptors ranging from the very general to the very specific. For example, "I have broad interests in social and political psychology, particularly the resolution of international conflict. Specifically, I am interested in the role that decision heuristics and biases play in Arab-Israeli relations."

Current Research (usually for graduate students and prospective faculty)

Describe your current research in one or two paragraphs. This will often be an overview of your thesis work. If you are working in more than one area, summarize each project in a separate paragraph. Conclude with a brief statement describing your future program of research for the next five years or so.

Honors and Awards

This is the place to list academic honors, graduation prizes, fellowships, scholarships, writing prizes, and so forth. List each award, the granting institution, and the date awarded

Association Memberships

In this section, list all memberships in:

- Psychology associations such as APA and APS (click [here](#) for a listing of groups)
- APA divisions (e.g., Society for the Psychological Study of Social Issues)
- International groups (e.g., International Society of Political Psychology)
- Honors societies (e.g., Psi Chi, Phi Beta Kappa, Sigma Chi, Phi Kappa Phi)
- Science groups (e.g., American Association for the Advancement of Science)
- Other professional organizations that link you with an interest or area of specialization

Professional Presentations

List the titles of talks given to professional audiences, the sponsoring organizations, the places, and the dates.

Publications and Papers

If you are a young professional, this is the heart of your vita -- so be big hearted! List references in APA format according to date (including unpublished manuscripts or papers in press). Be careful, though, not to list any papers you are unprepared to make available if requested.

Languages List all languages spoken

Professional Development List all professional development within last ____ years

(2) Curriculum Vitae -- A document that summarizes the career and qualifications of the regular instructor, including at least the following:

(A) all institutions of higher education attended, with the dates of attendance and degree(s) earned;

(B) all previous teaching and administrative positions relevant to higher education, including the names of the institutions, the position, beginning and ending dates, and brief description of the position's responsibilities; and

(C) a list of significant professional publications relevant to the academic positions held, including full publication data for each entry.

(D) The curriculum vitae may include the instructor's professional contact information, such as office telephone number, work address, and institutional email address. It may not include personal information about the instructor, such as the home address or personal telephone number.

GRAYSON COLLEGE
Course Syllabus Template

Course Information

(course number, course title, term, any specific section title, type of course/delivery mode)

Faculty Contact Information

(Faculty's name, phone number, email, office location, office hours, other information)

Course Pre-requisites, Co-requisites, and/or Other Restrictions

(including required prior knowledge or skills)

Course Description – from college catalog

Student Learning Outcomes

Required Textbooks (ISBN # included) and Materials

Suggested Course Materials

Required Assignments & Academic Calendar

(Topics, Reading Assignments, Due Dates, Exam Dates and where/how exams will be administered)

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Blackboard accounts for directions on where or how to continue their coursework.

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Week	Date	Topics, Readings, Assignments, Deadlines
14		
15		
16		
Final Exam		Venue and Time

Methods of Evaluation

(Grading policy including percentages for assignments, grade scale, etc.)

Grading

Categories	Percentage

How will students be notified?

Grades to be posted on Blackboard

Rubrics used

Descriptions of:

Late Work Policy

Quizzes & Tests

Term Paper

Oral Presentation

Class Participation

Homework

Other

Methods of Instruction

In addition, statement of how labs hours are being met if course has an associated lab, i.e, a 3-1-3, 3-2-4, 2-2-3, etc. course

Course & Instructor Policies

(make-up exams, extra credit, late work, special assignments, class attendance, classroom behavior, etc.)

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation.

All successful students, whether on campus or online, are expected to be highly self-motivated.

All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their faculty' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Student Conduct & Discipline

(Insert your expectations for participation, attendance, arrival times, behavior, safety, cell phone use, etc. here.)

If you are teaching either a **hybrid, local online**, or **distance education** course, you must include several additional elements in your course syllabus.

An **explanation** of

(1) how the instructor will **communicate** with the students and how the students will

communicate with each other;

- (2) how online participation will be **assessed and graded**;
 - (3) how the instructor will **monitor the online activities** of the students;
 - (4) how the **standards of appropriate online behavior** will be maintained;
 - (5) the level of **technical competence** required of the students;
 - (6) what the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology;
 - (7) the **alternative procedures for submitting** work in the event of technical breakdowns;
 - (8) the **on-campus meeting requirements**, if any;
 - (9) how **academic honesty** will be enforced.
-

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Faculty.

Grayson College campus-wide student policies may be found in each Blackboard course shell under the menu item "Student Services".

INTELLECTUAL PROPERTY

The purpose of the intellectual property provisions shall be to clarify the ownership of works created by employees and students, particularly when College District resources are used in the creation of these works. Consistent with the College District's role as a publicly supported institution of higher education, these provisions on intellectual property policy are intended to enhance the educational mission and benefit the public it serves. These provisions are in-tended to ensure that new discoveries and creations are protected in the best interests of the College District, its researchers and authors, and local taxpayers.

The development of intellectual property is intended to be in the best interest of the public, the creator(s), the College District, and the research sponsor, if any; to provide for the protection of intellectual property through patents, copyrights, and trademarks; and to ensure that monetary and other benefits derived from intellectual property are equitably distributed to the creator(s), the College District, and other parties as appropriate.

It is the policy of the College District to encourage its employees, and particularly the faculty, to be creative and to develop and pro-duce creative works that support the mission of the College District. As an encouragement to creativity, the College District shall seek to minimize its claims of ownership to these works, while protecting the interests of the taxpayers' investment in College District resources used by employees in the creation of such works.

Therefore, it is the policy of the College District that employees who create scholarly or personal works own them, unless expressly provided otherwise by the terms of this policy, or expressly provided otherwise by written agreement between the creator and the College District.

DEFINITIONS

"Copyrightable Work" shall mean an original work of authorship fixed in any tangible medium of expression. Subject to copyright protection are works that can be perceived, reproduced, or otherwise communicated, either directly or with the aid of machine or device, such as books, journals, software, computer programs, musical works, dramatic works, videos, multimedia products, sound recordings, and pictorial and graphical works.

"Creator" or "creators" shall mean the originator(s) of intellectual property and includes artists, authors, designers, inventors, and other similar designations as defined in law and used in practice.

"College District-Supported Work" shall mean intellectual property that was or will be created, modified, developed, or reproduced under one or more of the following circumstances:

1. By a College District employee in the course and scope of employment. With the exception of the "scholarly work," a work shall be considered created in the course and scope of employment if it is related to an employee's job responsibilities, whether or not the employee was specifically requested to create the work. Job responsibilities shall include tasks or activities that are included in a position description, that are assigned by the supervisor, or that are commonly expected of all persons in the job category. Creation of the work would normally occur during College District time with

College District resources, but an employee's use of personal time or other facilities shall not change its characterization as a College District-supported work if it is related to the employee's job responsibilities.

2. By a College District employee through efforts undertaken, in whole or in part, when the employee is on duty to conduct College District business. This provision shall not apply to convert the ownership of a scholarly work to a College District supported work for faculty.

"Incidental Use" of College District resources shall mean that the normal consumption of College District-owned supplies or College District-paid utilities as is consumed in the ordinary course of work or study by the routine authorized actions of similar types of employees or students. Examples of incidental use are use of digital mail, remote connection through a College District server, word processing or other computing resources provided to all College District employees or students without restriction to quantity, use, library materials available to the public, use of College District resources according to an approved course of instruction, or use of College District resources for which a separate course activity or laboratory fee has been paid by the creator.

"Patent" shall mean a legal right that permits the owner to exclude others from making, using, and selling an invention for a period of time. In return, the inventor must disclose the invention in such detail in the patent application that other people will be able to make and use it after the expiration of the period of exclusivity.

"Personal Work" shall mean intellectual property that is unrelated to the creator's responsibilities as an employee of the College District and that was developed on the creator's personal time with no more than incidental use of College District resources.

"Scholarly Work" shall mean copyrightable work resulting from in-dependent academic effort by professional, researcher, faculty, or student authors, whether or not such work may have been created within the scope of employment with the College District. Examples shall include lecture notes, teaching aids, scholarly articles, monographs, books, research bulletins, and manuscripts.

"Sponsored Project" shall mean a project funded in whole or in part by means of a third-party grant, contract, or gift.

"Trademarks/Service Marks" shall mean commercial symbols used to identify products, services, or their producers in the marketplace. Protection may be available for verbal symbols, designs, and distinctive features of clothing, buildings, sounds or colors, "trade dress", packaging nonfunctional aspects of configuration or design of a product. These marks distinguish and identify the products or services from the products or services of others.

"Trade secret" shall mean any information, including a formula, pat-tern, compilation program, device, method, technique, or process that derives independent economic value, actual or

potential, from not being generally known and not being readily ascertainable by proper means by other persons who can obtain economic value from its disclosure or use, and is the subject of reasonable efforts under the circumstances to maintain its secrecy.

APPLICABILITY

This policy shall apply to all persons employed by the College District, including fulltime, adjunct, and student employees. It also shall apply to students and other individuals who use College District resources, including facilities, equipment owned or otherwise made available by the College District, or who use the efforts of on-duty College District employees.

Intellectual property created while a creator is associated with the College District shall be subject to the same rights and responsibilities after termination of such association, unless there is a written agreement to the contrary.

OWNERSHIP, USE, AND CONTROL OF INTELLECUTAL PROPERTY – PERSONAL WORKS AND SCHOLARYLY WORKS

The College District shall claim no ownership interest in personal or scholarly works. The creator(s) of such works shall own and maintain control of rights to the intellectual property. Creators of personal or scholarly works shall have the responsibility of securing legal protection for their works, and retaining any royalties resulting from their exploitation of the works. They shall also be responsible for any liability that results from their involvement in creation of intellectual property.

COLLEGE DISTRICT SUPPORTED WORK

A College District-supported work shall be owned by the College District Board, by the creator, or jointly by both.

Work created by a non-faculty employee in the course and scope of employment with the College District shall be owned by the Board, not the creator, except for a scholarly work created by a staff employee with researcher or professional job responsibilities.

Work that would normally be considered a scholarly work, except for the more than incidental use of College District resources, shall usually be considered jointly owned College District-supported work and not a scholarly work, unless the creator and the College District enter into a written agreement confirming different ownership rights. (Scholarly works that are converted into digitalally developed course materials are discussed in the subsequent section of the policy.)

A work that would normally be considered a scholarly work but was created as a specifically contracted assignment or a sponsored project shall be a College District-supported and owned work and not a scholarly work, even if such work is a scholarly, educational, artistic, musical, or literary work within the creator's field of expertise or study. This may be revised by a later

agreement between the College District and the creator, although any change to the terms of ownership on a sponsored project shall require the agreement of the sponsor.

The College District shall have the discretion whether to pursue formal legal protection of College District-supported work and to determine the means of commercialization for College District-supported work including exclusive and nonexclusive licensing agreements. No royalties shall be paid to any creator for the College District's use of College District-supported works, except that the College President may develop procedures to permit faculty creators of academic instructional materials, including Web-based courses, to be paid by the College District for uses of such materials by other instructors on either a per student or per class basis. In exercising its discretion to share royalties, the Board may consider whether prior approval for use of College District resources was appropriate and, if so, whether such approval was obtained.

A creator of any College District-supported work may request the work be released to him or her for commercialization or publication. To release intellectual property rights to an employee or to a third party, the College District shall be reimbursed for its investment in the work or benefits from the commercialization will be shared with the College District.

DIGITALLY DEVELOPED COURSE MATERIALS

The general terms contained in the preceding sections of this policy apply to academic instructional materials, except as provided in this section with regard to Digitally Developed Course Materials (DDCM).

In general, DDCM embody text, graphics, and sound created by the individual directing the course or used by that individual with the permission from the creator. Ownership of the resulting work varies according to the circumstances. For example:

1. If an owner of a personal or scholarly work independently combines that work into HTML documents without more than incidental use of College District resources, a personal or scholarly work owned by the creator is the result.
2. If an owner of the same personal or scholarly work delivers it to a College District employee who combines the work, for example, with additional expression and linking organization into an HTML document, then the resulting work is a College District-supported work, jointly owned by the College District and the faculty member. The College District's ownership interests extend to the DDCM, but not to the underlying works. Therefore, an instructor's lecture notes, manuscript excerpts, graphs, exam questions, and similar material that constitute scholarly or personal works retain that status despite incorporation into DDCM, but the addition of original expression by others within the scope of their employment makes the final product a College District-supported work.
3. A College District-supported work results when the DDCM contain any underlying College District-supported works, regardless of the manner of creation of the DDCM.

If a faculty member received a stipend or release time, the College District-supported work shall be owned by the Board. However, the faculty member shall be entitled to share equally in the royalties from the commercial licensing and distribution of the work when net income received by the College District exceeds the amounts paid to the faculty member and any direct costs incurred in the commercialization of the EDCM. A faculty member shall not be required to apply to the Board to receive royalties. No royalties shall be paid, however, for the College District's use of the work in other EDCM that constitute College District-supported works.

RESOLUTION OF DISPUTES

In the event of a dispute regarding the ownership of intellectual property, the creator(s) shall have the right to request in writing that the matter be reviewed by the College President, who shall refer the petition to an intellectual property committee for an appeal of the decision.

The committee, appointed by the College President, shall consist of at least seven persons, one of whom shall be an administrator, five of whom shall be faculty, and at least one of whom shall have knowledge and experience with digital-delivered courses and materials. The committee shall collect information needed to consider the appeal through an informal hearing process. No court rules of evidence shall apply. The College District's attorney shall serve as a resource person to the committee. The committee shall make its recommendation to the College President and the College President shall consider the committee's recommendation prior to determining the resolution of the appeal. The decision by the College President shall be final.

APPENDIX S --Certify Course Roster

Go to Grayson College website (www.grayson.edu) and select **FACULTY & STAFF**



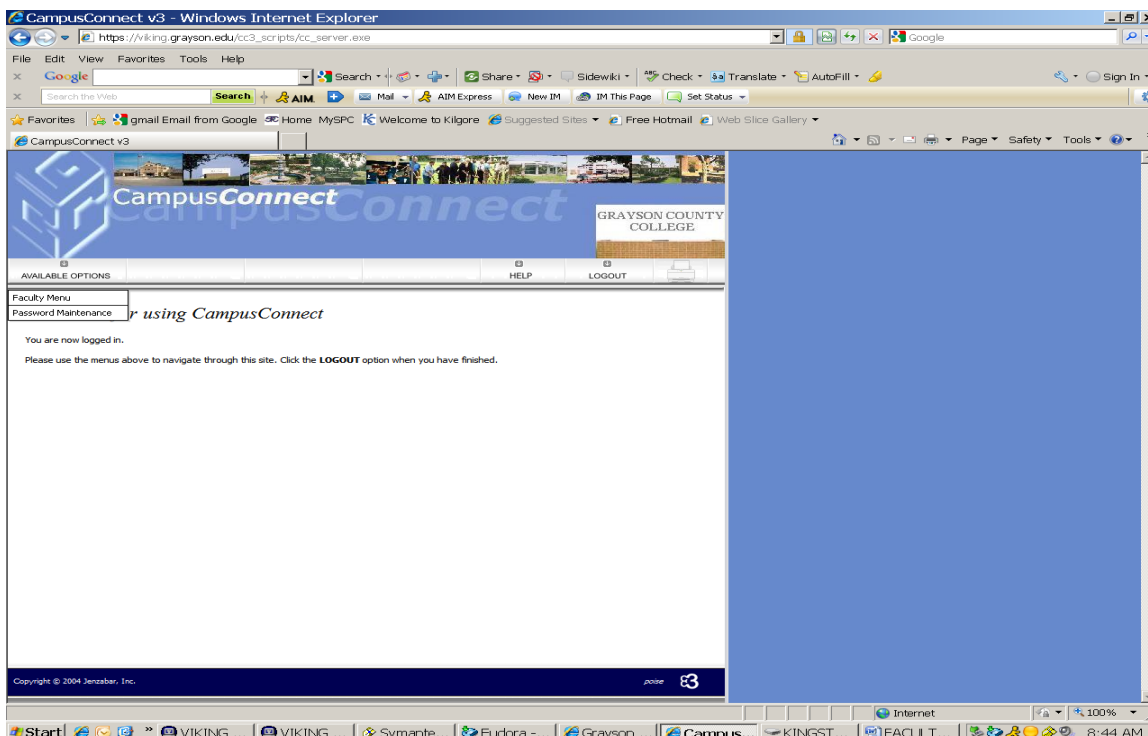
Then Select **FACULTY WEB ACCESS**



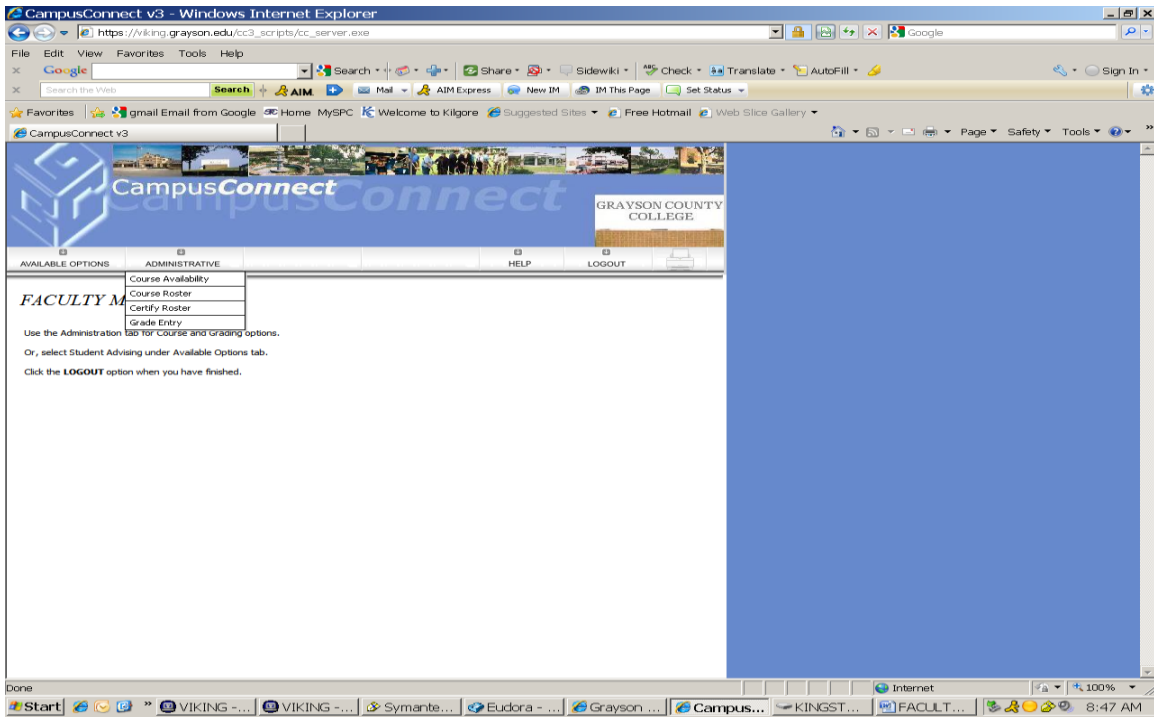
This is where you login with your USERNAME and PASSWORD



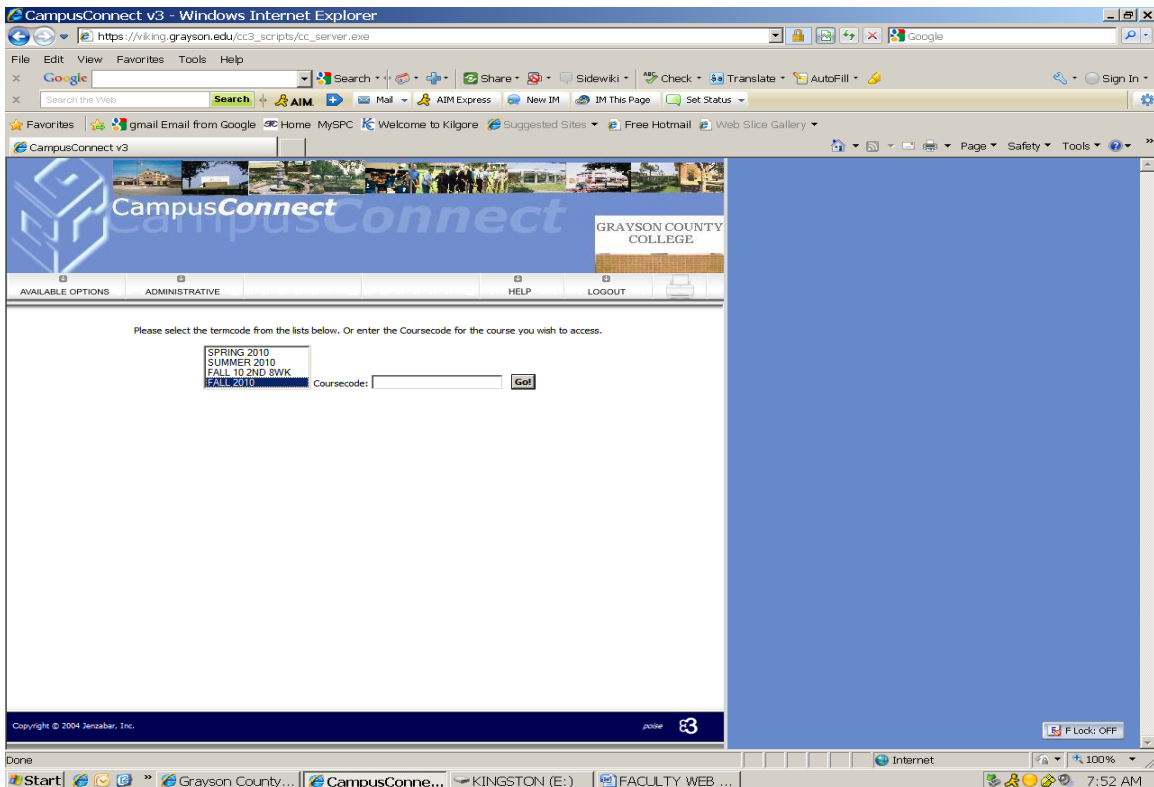
Under AVAILABLE OPTIONS you can change your PASSWORD. If you are using the default 135791, please change your password before continuing. You select the FACULTY MENU to get to roster, certify rosters, and grade sheets.



Under ADMINISTRATIVE you can select the option that you need. You will receive email reminders to Certify Roster and Grade Entry.



Choose the semester that you are teaching and then click the GO button and it will display your course in the COURSECODE box. (You do not enter a coursecode.)



If you are teaching more than one course the arrow between the COURSEID and the GO button will allow you to select a different course.

CERTIFYING ROSTERS:

When certifying your roster(s) you will check any student that has not attended your class and then you will choose YES at the bottom of the roster and then choose SUBMIT and we will receive your roster.

GRADE ENTRY:

There will be a drop down box for you to select the student's letter grade to post. If the student is a high school dual credit student, there will be an additional box for their numeric grade. The numeric grade needs to be rounded and not a percent. There will also be a calendar for you to choose the last date of attendance for any student that received a grade of "F" or "I". If the student never attended your course, then you will use the first day of class.

There are special qualifications and documents for any student receiving a grade of "I" for incomplete. Please discuss the appropriate steps with the Chair of your department.

When you have posted all of your grades and are ready to submit, you choose YES at the bottom of the Grade Sheet and then choose SUBMIT.

