



FACULTY AND ADJUNCT HANDBOOK

2021-2022

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. This handbook serves as the guide for any additional specific program faculty handbooks. 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.

Please Note:

Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Table of Contents

| | |
|--|----------|
| COLLEGE INFORMATION..... | 6 |
| HISTORY..... | 6 |
| MISSION..... | 6 |
| PURPOSE STATEMENT..... | 7 |
| VISION..... | 7 |
| VIKING VALUES..... | 7 |
| EQUITY STATEMENT..... | 7 |
| INSTITUTIONAL EFFECTIVENESS..... | 7 |
| ADMINISTRATION..... | 8 |
| GENERAL EMPLOYMENT PRACTICES..... | 9 |
| COMPENSATION AND BENEFITS..... | 9 |
| Automatic Payroll Deposit..... | 9 |
| Paychecks..... | 9 |
| Payroll Deductions..... | 9 |
| Retirement..... | 9 |
| EMPLOYEE CONDUCT AND WELFARE..... | 9 |
| Alcohol- and Drug-Abuse Prevention..... | 9 |
| Association and Political Activities..... | 9 |
| Conflict of Interest..... | 9 |
| Criminal History Background Checks..... | 9 |
| Discrimination, Harassment, and Retaliation..... | 9 |
| Employee Arrests and Convictions..... | 9 |
| Fraud and Financial Impropriety..... | 9 |
| Gifts and Favors..... | 9 |
| Human Resources Information..... | 9 |
| Intellectual Property..... | 9 |
| Records Retention..... | 9 |
| Reporting Suspected Child Abuse..... | 9 |
| Sexual Abuse and Maltreatment of Children..... | 9 |
| Technology Resources..... | 9 |
| Tobacco Products and e-Cigarette Use..... | 9 |
| GENERAL PROCEDURES..... | 9 |
| Facilities Use..... | 9 |
| Name and Address Changes..... | 9 |
| Parking..... | 9 |
| Personnel Records..... | 9 |
| Purchasing Procedures..... | 9 |

| | |
|---|-----------|
| LEAVES AND ABSENCES | 9 |
| Bereavement Leave | 9 |
| Family and Medical Leave Act (FMLA) – General Provisions | 9 |
| Jury Duty | 9 |
| Leave Entitlements | 9 |
| Personal Leave | 9 |
| Sick Leave | 9 |
| FULL-TIME FACULTY AND ADJUNCT CONTRACTS..... | 10 |
| FULL-TIME FACULTY TEACHING LOAD..... | 10 |
| FULL-TIME PROFESSORS (TEACHING MINI-MESTER OR SUMMER SESSIONS) OR ADJUNCT | 11 |
| OFFICE HOURS..... | 11 |
| OVERLOAD AND SUPPLEMENTAL COMPENSATION | 11 |
| OVERLOAD GUIDELINES FOR FULL-TIME FACULTY..... | 12 |
| PROCEDURES..... | 12 |
| INSTRUCTIONAL GENERAL PRACTICES | 13 |
| CLERY ACT REPORTING..... | 13 |
| DRESS CODE | 13 |
| EMERGENCIES, SAFETY, AND WEATHER CLOSINGS | 13 |
| FACULTY EDUCATIONAL DEVELOPMENT | 14 |
| HARASSMENT OF STUDENTS..... | 14 |
| PERSONAL USE OF ELECTRONIC MEDIA | 15 |
| POSSESSION OF FIREARMS AND WEAPONS..... | 16 |
| REPORTING CRIME | 16 |
| STANDARDS OF CONDUCT | 16 |
| STANDING COMMITTEES..... | 17 |
| STUDENT INJURIES | 17 |
| TRAVEL | 17 |
| INSTRUCTION | 17 |
| ACADEMIC FREEDOM | 17 |
| ACADEMIC PENALTIES | 18 |
| ASSESSMENT | 18 |
| ATTENDANCE (STUDENT) | 18 |
| Attendance and Participation | 18 |
| Attendance in Developmental Courses | 19 |
| Children and Non-Students on Campus and in Classrooms..... | 19 |
| Internet Course Participation..... | 19 |
| Student Absences on Religious Holy Days | 19 |
| CLASS PREPARATION | 20 |

| | |
|--|-----------|
| CLASS RECORDS..... | 20 |
| COPYING FOR CLASSROOM INSTRUCTION..... | 20 |
| Multiple Copies for Classroom Use..... | 20 |
| Single Copying for Faculty..... | 21 |
| COPYRIGHTED MATERIALS..... | 21 |
| Computer Software..... | 21 |
| Copyright Infringement..... | 22 |
| Digital Media..... | 22 |
| CORE COMPETENCIES..... | 22 |
| CORE COURSE SUBSTITUTION..... | 23 |
| WORKPLACE ESSENTIAL SKILLS – SCANS..... | 23 |
| COURSE INFORMATION AND HB 2504..... | 23 |
| CURRICULUM DEVELOPMENT..... | 24 |
| DIGITALLY DELIVERED COURSES..... | 25 |
| DUAL CREDIT/CONCURRENT ENROLLMENT INSTRUCTION..... | 25 |
| EVALUATION PROCESS..... | 26 |
| FACULTY SELECTION AND QUALIFICATIONS CRITERIA..... | 26 |
| GRADING SYSTEM AND REPORTING..... | 28 |
| Reporting Grades..... | 28 |
| MAKE-UP TESTS..... | 28 |
| MEETING WITH CLASSES (FACULTY)..... | 28 |
| MIRROR COURSE POLICY..... | 29 |
| PROFESSIONALISM IN THE CLASSROOM..... | 29 |
| WITHDRAWALS, DROPS, GRADES OF INCOMPLETE..... | 30 |
| Grades of Incomplete..... | 30 |
| SB 1231 State of Texas Limit on Drops..... | 31 |
| Third Attempt “Rider 50”..... | 31 |
| OFFICES FOR ASSISTANCE..... | 31 |
| ADMISSIONS AND RECORDS OFFICE..... | 31 |
| BOOKSTORE..... | 31 |
| COUNSELING AND SOCIAL SERVICES..... | 31 |
| Grayson Cares..... | 32 |
| CAREER SERVICES..... | 32 |
| FOOD SERVICE..... | 32 |
| GRAYSON COLLEGE FOUNDATION..... | 32 |
| INTERNATIONAL STUDENTS OFFICE..... | 33 |
| LIBRARY..... | 33 |
| PUBLIC SAFETY – CAMPUS POLICE..... | 33 |
| STUDENTS..... | 34 |

| | |
|---|-----------|
| ACADEMIC INTEGRITY AND CONDUCT (STUDENT) | 34 |
| ACCOMMODATIONS FOR SPECIAL NEEDS..... | 35 |
| NON-DISCRIMINATION..... | 35 |
| STUDENT COMPLAINT POLICY..... | 35 |
| STUDENT DISCIPLINE AND PENALTIES..... | 35 |
| Summary Suspension..... | 36 |
| Suspended Students | 36 |
| TEXAS SUCCESS INITIATIVE AND REQUIRED ASSESSMENTS..... | 36 |
| APPENDIX A..... | 37 |
| Board of Trustees | 37 |
| Grayson College Administrators..... | 37 |
| APPENDIX B – Sample Faculty Contract..... | 38 |
| APPENDIX B.1 – Sample Adjunct Contract..... | 40 |
| APPENDIX C – Faculty Salary Schedule | 41 |
| Addendum to Faculty Salary Schedule | 41 |
| APPENDIX D – Release of Public Information | 42 |
| APPENDIX E – Faculty Association Constitution..... | 43 |
| APPENDIX F – Full-time Faculty Job Description | 46 |
| APPENDIX G – Department Chair Job Description..... | 47 |
| Appendix H – Core Components | 49 |
| APPENDIX I – Scans Competencies and Foundational Skills..... | 51 |
| APPENDIX J – GC Program Review Guidelines | 52 |
| Goals of Program Review | 52 |
| Expected Outcomes of the Program Review..... | 52 |
| Program Review Process | 52 |
| APPENDIX K – Curriculum Development | 54 |
| APPENDIX L – GC Curriculum Change Procedures and Sub C | 55 |
| APPENDIX M – Curriculum Committee Request Forms | 57 |
| APPENDIX N – Sample Course Syllabus Outline | 71 |

COLLEGE INFORMATION

HISTORY

Grayson College is in the heart of Grayson County and provides a vital link for higher education. GC's central location makes it easy for high school graduates to obtain an affordable education right here at home, or for adults to begin or continue a college-bound track and/or meet professional licensing requirements.

GC's strongest calling cards are small classes for personalized instruction; affordable tuition; caring, professional instructors; 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 Viking Baseball team boasts three National Championship titles, including back-to-back wins, and the Lady Viking softball team regularly places high in conference and regional competitions.

Unique course and program offerings are among GC's diverse curriculum, including Viticulture and Enology (grape growing and wine making). GC also offers a highly respected nursing program 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.

Catering to the businesses and industries of our area is important to GC. This work is carried out through the Center for Workplace Learning (CWL), a gathering place where educators, private industry and government in the Texoma region can come 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 education and training opportunities for employers and individuals throughout the region. The programs are flexible and adaptive to the needs of employers, ensuring a 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. The comprehensive college offers academic and technical programs to approximately 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.

Over the last decade, the College has focused on facility renewal and expansion. While the College's physical plant receives an update, the technology available to students also continues to expand. Current students have the convenience of online registration as well as the ability to view their unofficial transcripts, class schedules, grade reports, financial aid status and much more through the convenience of MyViking.

Students come to Grayson for a variety of reasons, and our goal is to help them achieve their goal. Student services are available to help that achievement before students enroll and continues long after they have finished their educational plan. Student success is supported through career advising, tutoring, job placement, numerous clubs and organizations, service-learning opportunities, Honors College, and personal guidance from Success Coaches and faculty, and many more services.

Area residents are encouraged to utilize the free services of the Small Business Development Center or rent college spaces for events of all sizes.

MISSION

The mission of Grayson College is student success.

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 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. Workforce 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.

VISION

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

VIKING VALUES

The Viking Values are balance, trust, clarity, teamwork, service, and gratitude.

EQUITY STATEMENT

At Grayson College, equity refers to providing what students need to be successful through the intentional design of the college experience. At its base, our approach to equity is rooted in fairness. We believe that access to a high-quality education in an inclusive environment is the right of all individuals and is imperative for the continued advancement of a strong democracy and workforce. We know the college serves as a beacon of hope for preserving access to higher education and success for all students, particularly students of color, low-income students, and other historically underrepresented student populations. Structural inequalities and systemic poverty that are often the result of historic and systemic social injustices have a negative impact on our vision of access and success. We acknowledge these inequities typically manifest themselves as the unintended or indirect consequences of unexamined institutional or social policies. All members of our team must commit to the pursuit of dismantling these barriers on our path to providing equity for students. This starts with routinely scrutinizing structural barriers to student success and is followed by executing an intentional approach to creating a climate of enacting equity-minded policies, practices (including employment practices and talent management) and behaviors that lead to success for all students.

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.

GENERAL EMPLOYMENT PRACTICES

Please refer to the Grayson College Employee Handbook (available online under EMPLOYMENT) for details of the following:

COMPENSATION AND BENEFITS

- Automatic Payroll Deposit**
- Paychecks**
- Payroll Deductions**
- Retirement**

EMPLOYEE CONDUCT AND WELFARE

- Alcohol- and Drug-Abuse Prevention**
- Association and Political Activities**
- Conflict of Interest**
- Criminal History Background Checks**
- Discrimination, Harassment, and Retaliation**
- Employee Arrests and Convictions**
- Fraud and Financial Impropriety**
- Gifts and Favors**
- Human Resources Information**
- Intellectual Property**
- Records Retention**
- Reporting Suspected Child Abuse**
- Sexual Abuse and Maltreatment of Children**
- Technology Resources**
- Tobacco Products and e-Cigarette Use**

GENERAL PROCEDURES

- Facilities Use**
- Name and Address Changes**
- Parking**
- Personnel Records**
- Purchasing Procedures**

LEAVES AND ABSENCES

- Bereavement Leave**
- Family and Medical Leave Act (FMLA) – General Provisions**
- Jury Duty**
- Leave Entitlements**
- Personal Leave**
- Sick Leave**

FULL-TIME FACULTY AND ADJUNCT CONTRACTS

FULL-TIME FACULTY TEACHING LOAD

The College District shall have a published policy for determining faculty teaching loads. The policy for determining faculty teaching loads shall be periodically reviewed by the faculty association and administration representatives. Their findings and recommendations shall be presented to the College President.

The policy for determining teaching loads for faculty shall be presented to the Board and shall be approved by the Board before implementation. The policy for determining teaching loads shall not be implemented without formal Board approval.

Teaching assignments for professors in the College District shall conform to the current standards of the College Delegate Assembly of the Commission on Colleges of the Southern Association of Colleges and Schools - Commission on Colleges.

The policy for determining full-time teaching loads and overload and any updates shall be promptly published in the College District's policies and procedures manual.

All full-time faculty members shall be defined as full-time salaried employees. Though faculty assignments vary from department to department and from individual to individual within a department, all full-time faculty members shall be responsible for teaching, advising, recruiting, maintaining office hours, providing College District service (including committee work), and participating in various College District events (graduation ceremonies, general faculty and departmental meetings, registration, UIL, fall and spring professional development meetings, and similar College District events as they develop).

Some faculty members 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 workweek traveling between campuses. As a part of normal work, faculty may be expected to teach courses via distance education, at night, or on weekends. To give reasonable and equitable teaching assignments to all full-time faculty members, the College District has established a formula for calculating teaching loads based on load hours and student contact hours.

Definitions:

Semester hours: The credit a student receives for a course.

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

Student contact hours: The number of scheduled weekly hours of contact between a professor and students in a course multiplied by the number of students enrolled in the course.

Load hour: The value of a load hour is as follows:

| <u>Description</u> | <u>Weight</u> |
|---|------------------------|
| Lecture | 1 per contract hour |
| Clinical instruction (ADN, VN, and EMT) | 1 per contract hour |
| Lab instruction | 0.75 per contract hour |

FULL-TIME PROFESSORS (TEACHING MINI-MESTER OR SUMMER SESSIONS) OR ADJUNCT

Full-time professors teaching mini-mester or summer session(s) or adjunct professors teaching any semester (session) shall receive compensation as determined annually. Compensation may be pro-rated if the class size is less than 14 students. Exceptions may be made by the Vice President and appropriate dean.

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

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, 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. For 8-week courses, multiply times two for required office hours. (4 required hours per week for an 8-week hybrid course that is 3 semester hours.)

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/her students.

OVERLOAD AND SUPPLEMENTAL COMPENSATION

Professors with more than 15 load hours during a semester, and 300 or more student contact hours, shall receive overload compensation in the amount of \$600 per load hour above 15 or \$4 per student contact hour above 450, whichever amount is greater.

Overloads may vary among faculty members and disciplines. The calculation of instructional loads shall be the responsibility of the instructional deans and shall 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 members 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 shall be finalized the day prior to the first day of class for the semester.
- When all minimum load factors are met and at least one maximum load factor has been exceeded, the faculty member shall be paid overload compensation.
- Overload compensation shall be paid in only one category, whichever category is most remunerative to the professor.
- Overload compensation shall be prorated if the class size is less than 14 students. Exceptions may be made by the Vice President of Instruction and Instructional Dean. [See *Policy DJ (LOCAL)*]
- Courses taught in the same time slot shall be treated as a single course insofar as load hours are counted.
- Faculty members working overloads must add the number of overload contact hours to their 40-hour workweek.
- If a teaching assignment is shared, the compensation shall be shared proportionally.

OVERLOAD GUIDELINES FOR FULL-TIME FACULTY

- During a semester of 16 weeks, full-time faculty may teach an overload of up to, but not to exceed 60% of a full-time load for their discipline.
- During any 5-week summer term, full-time faculty may teach up to 6 SCHs, not to exceed 40% of a full-time load.
- During any 8-week summer term, full-time faculty may teach up to 12 SCHs, not to exceed 80% of a full-time load.
- The total teaching load for full-time faculty during the summer may not exceed 12 SCHs or 80% of a full-time load.
- The total teaching load for a mini-mester term is 3 SCHs, not to exceed 20% of a full-time load.
- Overload courses must have prior approval by the appropriate instructional dean and/or Vice President of Instruction.

PROCEDURES

During the fall and spring semesters of an academic year, any professor shall have a full instructional load if the following conditions are met: 15 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.

Full-time faculty members shall be 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, full-time faculty members shall be charged with providing high quality instruction within these parameters of cost effectiveness. Therefore, a faculty member's load hours and student contact hours must meet the needs of students and the institution while respecting the faculty member'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 professor shall be 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 (maximum of 28), speech (maximum of 28), and Learning Frameworks (maximum of 25).

[For information on class sizes, see *Policy DJ (LOCAL)*]

INSTRUCTIONAL GENERAL PRACTICES

CLERY ACT REPORTING

Policy GCC

The college collects information about campus crime statistics and the college's security policies as required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The college's annual security report issued under the Clery Act is posted on the college website for review by employees, students, and community members. You may review the report here: <https://www.grayson.edu/campus-life/campus-police/asr-2020-2021-v2020.12.14.pdf>.

DRESS CODE

Policy DH

All employees should wear a name tag or Grayson College identification badge while performing their duties.

The personal appearance and hygiene of each employee affects student success. By presenting a professional appearance, an employee provides a positive model to students, minimizes disruptions, avoids safety hazards, and earns respect for his or her role at the College District. Employee dress shall be in good taste and shall be modest. It must also be appropriate for the employee's duties and responsibilities. Casual dress may only be worn on days designated for special activities or as designated by the College President. Employees shall avoid extremes of dress, dress that is a distraction to others, and dress that may cause any disruption of work.

Each supervisor has the primary responsibility for employees under his or her authority. Questions of consistency may be addressed to the department of human resources. The College President or designee shall have final authority regarding a dispute of this provision.

The College President has designated Fridays as casual days; jeans and tennis shoes may be worn on Fridays with Grayson College spirit wear: t-shirts, sweatshirts, pullovers, etc. Other casual days may be designated and announced throughout the year.

EMERGENCIES, SAFETY, AND WEATHER CLOSINGS

Policy CGC

In accordance with state requirements, the College District shall maintain a multi-hazard emergency operations plan that provides for appropriate employee training, coordination with state and local entities, and implementation of a safety and security audit.

In accordance with federal law, the College District shall maintain effective emergency response and evacuation procedures that can be implemented on short notice and that will ensure optimum safety for students and personnel.

In accordance with state requirements, the College District shall maintain an emergency alert system that provides for timely notification to students, faculty, and staff of emergencies affecting the College District or its students and employees.

[For details on the state requirements for emergency operations plans, emergency alert systems, and federal requirements regarding emergency response and evacuation procedures, see CGC(LEGAL).]

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 shall be made at the earliest possible time. Factors to be weighed in this decision shall be:

Danger of traveling on roads in questionable conditions; and need to provide educational services for those who could safely travel to the campus.

The College District shall err on the side of safety for the majority of individuals who travel to campus for classes.

The College District shall be 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

KMKT 93.1

MadRock 102.5

KLBC 107.1 (Durant)

HOT 107.3

Television

KXII-TV 12

KTEN-TV 10

(Cable numbers may vary)

Due to the nature of weather, darkness usually increases the chance for icy road conditions. Consequently, the decision shall be delayed until early morning when road conditions can be analyzed. In most instances, the decision to close the College District shall be communicated to local media by 6:30 a.m. If an announcement has not been made by 7:00 a.m., it shall be assumed that the College District is open. The College District shall only notify the media when classes are delayed or canceled. If conditions deteriorate during the day, announcements shall be communicated through deans and supervisors, as well as over the public address system on the main campus.

Individuals who feel that road conditions in their area are too dangerous should not take any undue risks driving to the campus. In this event, individuals shall call their supervisors so that others can provide necessary service to their customers.

The College District's weather preparedness plan and emergency procedures are posted in all campus buildings. All College District personnel should review weather-related emergency procedures periodically and become familiar with designated shelters in their work area.

The purpose of this plan is to warn students, employees, and visitors on campus of the threat of a tornado, severe weather conditions, or other potential dangers. If impact of a tornado or funnel cloud is imminent, the outdoor emergency alert sirens on the east and west campuses shall be activated by the city of Denison. At the sound of the alert sirens, all persons should immediately move to the nearest designated shelter area or to the nearest lower level interior hallway of the building away from areas containing large amounts of glass. Faculty personnel should provide directions to their students. Persons should remain in shelter areas until the alert sirens have ceased, the storm has passed, or otherwise directed.

FACULTY EDUCATIONAL DEVELOPMENT

Grayson College provides faculty development monies of a specified amount per full-time faculty per contract year. Additional monies are disbursed as requested via the Faculty Educational Development Application. Forms are available on the GC website. Allocations are made based on an application process and timely submission for Fall and Spring meetings of this committee until specified resources for the year are depleted.

HARASSMENT OF STUDENTS

Policies DH, DHC, FFDA, FFDB

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to an appropriate college official. All allegations of prohibited harassment of a student will promptly be investigated. An employee who knows of or suspects child abuse must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See Reporting Suspected Child Abuse, below for additional information.

The link to the college's policies that include definitions and procedures for reporting and investigating harassment of students is below:

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION/SEX AND SEXUAL VIOLENCE:

[https://pol.tasb.org/Policy/Download/523?filename=FFDA\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/523?filename=FFDA(LOCAL).pdf)

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION/OTHER PROTECTED CHARACTERISTICS:

[https://pol.tasb.org/Policy/Download/523?filename=FFDB\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/523?filename=FFDB(LOCAL).pdf)

PERSONAL USE OF ELECTRONIC MEDIA

Policies CR, DH

Electronic media includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic media also includes all forms of telecommunication such as landlines, cell phones, and web-based applications.

Employees are responsible for their public conduct even when they are not acting as college employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media violates state or federal law or College District policy or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic media for personal purposes shall observe the following:

- The employee shall ensure that the use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos does not interfere with their job duties.
- The employee shall not use the college's logo or other copyrighted material of the college without express written consent.
- The employee continues to be subject to applicable state and federal laws, local policies, and administrative regulations, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records [See Policy FJ]
 - Confidentiality of college records, including private e-mail addresses. [See Policy GCA]
 - Intellectual property [See Policy CT]

POSSESSION OF FIREARMS AND WEAPONS

Policies CHF

Concealed Carry

A licensed holder may carry a concealed handgun on or about the license holder's person while on the campus. Areas that prohibit concealed carry at any time will be clearly marked. Licensed holders are responsible for securing their weapons properly. Any incidents of accidental discharge will be investigated and negligence may result in termination of employment.

Other Weapons

The College District prohibits the use, possession, or display of any illegal knife, club, or prohibited weapon, as defined by law, on College District property or at a College District sponsored or related activity, unless written authorization is granted in advance by the College President or designee.

Additionally, the following weapons are prohibited on College District property or at any College District-sponsored or -related activity:

1. Fireworks of any kind;
2. Incendiary devices;
3. Instruments designed to expel a projectile with the use of pressurized air, like a BB gun;
4. Razors;
5. Chains; or
6. Martial arts throwing stars.

Employees must report any illegal weapon or campus safety threat to law enforcement immediately.

REPORTING CRIME

Policy DG (LEGAL)

The Texas Whistleblower Act protects college employees who make good faith reports of violations of law by the college to an appropriate law enforcement authority. The college is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. An appropriate law enforcement authority is part of a federal, state, or local governmental entity that the employee in good faith believes is authorized to regulate under or enforce the law alleged to be violated or to investigate or prosecute a crime.

STANDARDS OF CONDUCT

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the college and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain appropriate confidentiality in matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.

- Know and comply with department and college policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use college time, funds, and property for authorized college business and activities only.

All employees should perform their duties in accordance with state and federal law, college policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination.

STANDING COMMITTEES

Full-time 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 (under Employment) or on the GC website (*About Us*). Committees and membership for the current year can be found on the College's website.

STUDENT INJURIES

Full-time and adjunct faculty shall notify their appropriate supervisor of any possible student injury and properly complete or assist in completing an Incident Report form.

TRAVEL

Before any travel expenses are incurred by an employee, the employee's supervisor and appropriate vice president must give prior approval. All instructional division travel requests must be processed through the travel admin assistant.

Immediately after returning from the trip, employees must submit receipts to the travel admin assistant. Expenses for meals associated with authorized travel, not related to a state or federal grant, will be paid on a per diem basis. Meal receipts are not required for expenses paid on a per diem basis. However, meal receipts are required if travel is funded by a state or federal grant. For approved travel, employees will be reimbursed for mileage according to the current rate schedule established by the college.

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 member is entitled to full freedom in the classroom in discussing the subject. Each faculty member 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 member'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 member'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 member's attention to one's obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, the faculty member 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 member. See Policy DGC (Local) in the Board Policy and Procedures Manual on the GC website.

ACADEMIC PENALTIES

Scholastic Standards

Good Standing: A student will be considered in good academic standing with a cumulative grade-point average (GPA) of 2.00 or higher.

Academic Warning: A student will be placed on academic warning when the cumulative GPA falls below 2.00 for one long semester.

Academic Probation: When a student's cumulative GPA remains below a 2.0 for more than one long semester, the student will be placed on academic probation. Students on probation will be required to meet with their Success Coach to establish an individualized success plan. Students on academic probation are not eligible to hold office in student clubs/organizations.

PLEASE NOTE: Financial Aid Satisfactory Academic Progress is a separate policy and may affect financial aid eligibility (please see the Financial Aid Satisfactory Academic Progress policy for further details).

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.

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's 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 course(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 Dean of Academic and Workforce Instruction).

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.

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 Canvas (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.

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 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 Dean for Student Affairs. "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.

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.
4. Submit grades, assessment reports, etc., as required of the Dean or Vice President of Instruction.

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 Planner 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.
 - 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.

COPYING FOR CLASSROOM INSTRUCTION

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 the 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.)

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.

COPYRIGHTED MATERIALS

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 in Policy EDD (Local). Faculty should familiarize themselves with the legal framework for use of copyrighted materials as described in Policy EDD (Legal).

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 [website](#) 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.

CORE COMPETENCIES

A series of basic intellectual competencies – critical thinking, communication, empirical and quantitative skills, teamwork, social and personal responsibility – 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:

Critical Thinking

- CT 1. Students will generate and communicate ideas by combining, changing, or reapplying existing information.
- CT 2. Students will gather and assess information relevant to a question.
- CT 3. Students will analyze, evaluate, and synthesize information.

Communication

- CS1: Students will develop, interpret, and express ideas through written communication.
- CS2: Students will develop, interpret, and express ideas through oral communication.
- CS3: Students will develop, interpret, and express ideas through visual communication.

Empirical and Quantitative Skills

- EQS1: Students will understand key mathematical concepts and the application of appropriate quantitative tools to everyday experience.
- EQS2: Students will describe, explain, and predict natural phenomena using the scientific method.

Teamwork

- TW1: Students will work cooperatively with their peers and leaders to more effectively solve problems by utilizing insights from multiple perspectives.

Social Responsibility

- SR1: Students will identify intercultural competence.
- SR2: Identify civic responsibility.
- SR3: Students will demonstrate the ability to effectively engage in regional, national, and global communities.

Personal Responsibility

- PR 1: Students will evaluate choices and actions, and relate consequences to decision making

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.

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 ensure that students experience the breadth of knowledge required by THECB. 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.

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 H.

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 I.

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.

Course Syllabus

A syllabus is to be developed for each course taught and uploaded to the college website the week before classes begin.

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.

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 J for GC Program Review Guidelines.

Proposed curriculum 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 K. 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 L.

Substantive Change

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 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. All instructional substantive changes at GC are identified through the Curriculum Change Procedure using the GC Substantive Change Checklist included in the appendix.

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.

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:

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.

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.

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. The evaluation instrument is available in Greenshades for the appropriate supervisor (GC website).

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, college personnel, or high school counselor should be forwarded to the GC Director of Admission and Records or to the department chair. Please refer to Policy FJ (Legal) 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 Canvas to submit grades for all their dual credit sections to the appropriate ISD contact. Training in the use of web applications is available from the Teaching and Learning Department. Dual Credit faculty not already a high school faculty must complete fingerprinting and FBI background checks.

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. The schedule by which faculty are evaluated is updated in conjunction with Human Resources and kept in each of the appropriate Dean’s office and VPI’s office. The Faculty Evaluation Plan consists of the following 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 full-time and adjunct faculty in every course/section to which they are assigned. The Director of Teaching and Learning provides access to the Student Survey of Instruction through the College’s LMS each semester. E-mails are sent to students requesting them to complete the survey, and a message is posted in the LMS. The faculty have access to review the evaluations after final grades are submitted. In addition, department chairs and program directors 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/program director 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 member at the required time. The observation report is added to the personnel file.

Faculty Performance Evaluation

The supervisor uses the Classroom Observation Report, Student Surveys of Instruction, and 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.

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 full-time 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 full-time employees. Both full-time and adjunct faculty must meet the following criteria for academic and professional preparation.

Associate Degree Programs

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 document and justify the academic and professional preparation of faculty teaching interdisciplinary courses or programs. Each full time 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 master's 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 full-time 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 member 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.

GRADING SYSTEM AND REPORTING

Final official grades are available for students to review by accessing MyViking 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 courses and credit by award.
- S Satisfactory. Used for non-degree courses.
- U Unsatisfactory. Used for non-degree courses.
- NC Non-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 registrar's office. Online grade reporting is available through MyViking or Planner. 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 as announced by the Vice President of Instruction.

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 are allowed to 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 Planner.

MEETING WITH CLASSES (FACULTY)

Each class scheduled will be met by its regular faculty. Should the faculty be unable to meet his/her assigned class for any reason (sickness, emergency, etc.) or arrive to class late, it is the faculty's responsibility to notify the appropriate department chair/health science program director 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.

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 TSIA 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.

PROFESSIONALISM IN THE CLASSROOM

Professional Attitude

Faculty are expected to maintain a professional attitude as follows:

1. Limit the number of absences and tardiness. 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 and Records 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.

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 wishing to drop a course, should see their faculty who can email drops@grayson.edu to initiate the drop. For a complete withdrawal, students should contact their Success Coach for assistance. 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-semester) will receive a W. The Office of Admissions and Records 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 formally requesting an incomplete "I" from the instructor of record of their course. If the instructor agrees, and all guidelines above have been met, the instructor may electronically submit the Incomplete "I" form. "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.

OFFICES FOR ASSISTANCE

ADMISSIONS AND RECORDS OFFICE

Located in the Student Affairs Building, the Admissions and Records Office is open 8:00 a.m.-6:00 p.m. Monday and Tuesday and 8:00 am to 5:00 pm Wednesday through Friday.

BOOKSTORE

The Bookstore on campus is owned and operated through a third party and 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 appropriate instruction Dean, Program Director, or Department Chair.

COUNSELING AND SOCIAL SERVICES

Counseling and Social Services is located in the Student Life Center and provides services for students from 9:00 a.m. - 6:00 p.m. Monday and Tuesday, and 8:00 a.m. - 5:00 p.m. Wednesday through Friday during the long semesters. 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 and Social Services also provides information for veterans, single parents, and students in gender equity programs.

Grayson Cares

In Counseling and Social Services, the student, counselor, and social worker intern work together to seek resources needed to overcome barriers to success. Staff assists students in connecting to resources available on campus and in the community. Students seek social services for many reasons. Here are some examples of reasons why a student may want to seek social services through Grayson Cares:

- Campus Food Pantry
- Food Assistance for family
- Childcare and Transportation Assistance
- Emergency Aid Application
- Gas Voucher Program for transportation to and from college
- Housing
- Utility Assistance
- Medication Assistance
- Personal Counseling/Telemental Health Available

Students can begin the request for social services by completing the Emergency Aid Application at grayson.edu/graysoncares. The Campus Food Pantry is located on the second floor of the Life Center.

To Schedule An Appointment:

Appointments can be made by calling the Counseling and Social Services department at (903) 463-8730, or click the link below:

[Schedule An Appointment With Barbara Malone](#)

[Schedule An Appointment With Claudia Perez](#)

CAREER SERVICES

Career Services are available to GC students and alumni seeking off-campus adjunct or full-time 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. Full-time and adjunct off-campus positions are listed on the GC website under Career Services. For more information regarding job placement services call 903-451-2518.

FOOD SERVICE

A Snack Bar, Cafeteria, 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. 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.

GRAYSON COLLEGE FOUNDATION

Located in the former President's home, the red brick home, located behind Dub Hayes right field (men's baseball field). The office is open Monday through Friday 8:00 AM – 5:00 PM. The Foundation offers scholarships to students attending Grayson College. The Foundation also offers assistance with daycare for students that are single parents and transfer scholarship to four-year universities.

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 Main Campus Library is open Monday through Thursday from 8:00 am – 6:00 pm, Fridays 8:00 am – 5:00 pm, and Sundays 2:00 pm – 6:00 pm. The Library is closed on Saturdays.

The South Campus Library is Open Mondays from 10:00 am to 2:00 pm, Tuesday through Thursday from 9:00 am to 2:00 pm. The South Campus Library is closed on Fridays, Saturdays, and Sundays.

(Library hours change according to mini-mesters, holidays, summer terms, and as needed. Current hours are posted on website and social media.)

GC Library has incorporated digital and traditional sources in order to provide the best service to students. Over 100 databases can be accessed through the library section of the Grayson website. All databases may be accessed off campus through canvas with the login and password for MyViking. Databases include: JSTOR, U.S. History Collection, Ebscohost, CINHAL complete, and, Opposing Viewpoints to name a few. Databases include ebooks, journal articles, videos, tutorials, primary and secondary resources. The Library has created Libguides for many subjects and classes, bringing together various formats of information in one place for research.

The library provides wireless service for laptop use. The computer lab has a variety of programs on the computers and does include all of the Microsoft Office products. There is a collection of over 55,000 items including books, DVDs, and archival materials for student and faculty use. There is a copier that has scanning capabilities. Computers in the lab 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 Librarians provide tours and bibliographic instruction. Faculty may schedule subject-specific bibliographic instruction sessions for classes. The Library section of the website includes a faculty connection section of services like classes, tours, acquisitions, etc. at <https://grayson.edu/library/staff.html>.

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 Library 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.

PUBLIC SAFETY – CAMPUS POLICE

Grayson College employs experienced and professional police 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 Emergency Care Attendants.

The Grayson College Police Department maintains security coverage of students, faculty, and college facilities 24 hours a day 7 days a week. They are available by phone at 903-814-3343. The front office staff are available at the Grayson College Police Department Monday through Friday between the hours of 8:00 am to 5:00 pm to assist with parking permits and mail.

The police officers are responsible for regulating traffic and parking on campus and for issuing parking permits. College police 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.

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.

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.

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.

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 Dean of Students, 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 Dean of Students 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.

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 and/or passed other approved tests, or if they qualify for an exemption or a waiver, they are required to test prior to enrollment at GC.

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

Student Not TSIA-Ready: Meet with your success coach to check for exemptions and/or determine the appropriate corequisite placement.

Exemptions

Exemptions and waivers from Texas Success Initiative requirements are listed in the College Catalog 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

The GC Developmental Education Plan allows students to fulfill TSIA assessment requirements per the below:

1. Achieve a passing score on the Texas Success Initiative Assessment.
2. Cumulative high school GPA if 3.0 or above AND fourth year (senior level) math or English course on the student's high school transcript with a "B" or above.
3. Complete the designated co-requisite courses as determined by the appropriate success coach.

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.

APPENDIX A

BOARD OF TRUSTEES

| | |
|-------------------------------|------------------------|
| Mrs. Jackie Butler | President |
| Dr. Debbie Barnes-Plyer | Vice President |
| Dr. John Spies | Secretary |
| Dr. Mack Broiles | Member |
| Mrs. Krista Kramer..... | Member |
| Mr. Ronnie Cole..... | Member |
| Mr. Terrence Steele..... | Member |
| Vacant..... | Student Representative |

GRAYSON COLLEGE ADMINISTRATORS

| | |
|---------------------|---|
| Dr. Jeremy McMillen | President |
| Dr. Dava Washburn | Vice President of Instruction |
| Mr. Giles Brown | Vice President for Business Services |
| Mr. Gary Paikowski | Vice President for Information Technology |
| Mr. Randy Truxal | Executive Director of the Foundation |
| Dr. Chase Machen | Dean of Academic and Workforce Instruction |
| Dr. Jordan Utley | Dean of Health Science |
| Dr. Logan Maxwell | Dean of South Campus |
| Dr. Debbie Smarr | Dean of Planning and Institutional Effectiveness |
| Dr. Molly Harris | Dean of Student Affairs |
| Brenda Madore | Associate Dean of Academic and Workforce Instruction |
| Dr. Djuna Forester | Executive Director of the Center for Workplace Learning |
| Ms. Rhea Bermel | Director of Marketing and Public Information |
| Ms. Tomyra Britt | Director of Student Support Services |
| Mr. Mike Brown | Director of Network Services |
| Ms. Paula Cavender | Director of Academic Dual Credit |
| Ms. Kate Corder | Director of Continuing Education |
| Mr. Todd Ellis | Director of Teaching and Learning |
| Ms. Brandi Furr | Director of Admission and Records/Registrar |
| Ms. Lisa Hebert | Director of Library |
| Ms. Kathy Hendricks | Director of Annual Giving |
| Mr. Gordon Warren | Director of CTE Dual Credit |
| Ms. Amanda Howell | Director of Financial Aid |
| Mr. Danny Hyatt | Director of Fiscal Services |
| Vacant | Director of Student Programs and Activities |
| Ms. Nancy Luthe | Director of Success Coaches |
| Ms. Barbara Malone | Director of Counseling Services |
| Mr. Roger Kisloski | Director/Chief of Campus Public Safety |
| Dr. Karen Stidham | Director of Small Business Development Center |
| Mr. Mark Taylor | Director of Testing, Tutoring, and Disability Services |
| Mr. Robert Trissell | Director of Administrative Computing |

APPENDIX B – Sample Faculty Contract

GRAYSON COLLEGE PROFESSOR CONTRACT

August 29, 2018
Date Issued

STATE OF TEXAS
COUNTY OF GRAYSON

This contract entered into by and between the Board of Trustees of Grayson College, also known as the Employer, and «First_Name» «Last_Name», also known as the professor, WITNESSETH:

This contract is by the authority of the Board of Trustees of Grayson College and subject to all provisions of the laws of Texas, the regulations, policies, minutes, and resolutions of the Board of Trustees of Grayson College.

«First_Name» «Last_Name» is hereby offered the position of Professor at Grayson College beginning on **August 13, 2018** and ending on or about **May 10, 2019** for the **2018-2019** academic year at a salary rate of \$«Proposed_» to be paid in **26** equal bi-weekly installments beginning on **September 7, 2018** unless terminated at an earlier date.

This appointment is subject to annual review, renewal, and notice of non-reappointment in accordance with the regulations and policies of the Board of Trustees of Grayson College. This appointment is subject to reassignment of duties upon notice by the appointing administrator.

Your employment at Grayson College is governed by the rules and policies contained in the Grayson College Board Policy Manual and by other policies adopted by Grayson College. You can access the Grayson College Board Policy Manual by navigating to Employee Resources/Policies, Handbooks, & Guides/Board Policy & Procedures Manual through the following link: <http://grayson.edu/>. Your employment is subject to these policies as they are and as they may from time to time be changed. It is your responsibility to be aware of these policies and procedures as well as others that may apply to you. The Professor agrees to comply with the Employer's policies as promulgated and all other official directives, assignments, and institutional procedures and practices.

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 Professor may include the necessity for assignments during any or all of these periods and locations.

It is understood and agreed by the parties to this agreement that the Professor shall teach to the best of her or his 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.

The Professor may relinquish her/his 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.

Nothing in this contract shall be deemed to provide a faculty member additional rights, privileges, or remedies or to provide an expectation of continued employment beyond the period of a faculty member's current contract.

As with all term appointments at Grayson College, this offering carries with it no expectation of continuing employment. Term appointments are contingent upon continuing availability of funding and need for these services. A contract of employment with the College creates a property interest in the position only for the period of time stated in the contract. Such a contract creates no property interest of any kind beyond the period of time stated in the contract. Per Policy DMAA (Local) an employee may be terminated mid-contract for good cause. Policy DMAA (Local) can be found by navigating to Employee Resources/Policies, Handbooks, & Guides/Board Policy & Procedures Manual through the following link: <http://grayson.edu/>. The Board of Trustees may decide by vote or inaction not to offer any employee further employment with the college district beyond the term of the contract for any reason or no reason, per DMAB (Legal). Policy DMAB (Legal) can be found by navigating to Employee Resources/Policies, Handbooks, & Guides/Board Policy & Procedures Manual through the following link: <http://grayson.edu/>.

SPECIAL PROVISIONS/INFORMATION:

Faculty Salary Schedule Step «Level»-«M_2019_Step» for 9-month contract at 100%.

As a consent and acknowledgment of these general conditions and the more specific aspects of your employment, please sign and return the original of this document to Human Resources.

This contract shall be void unless signed by the Professor 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

Professor's Signature

APPENDIX B.1 – Sample Adjunct Contract

GRAYSON COLLEGE ADJUNCT FACULTY 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 Professor 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 Signature Date

Dean Signature Date

Vice President of Instruction Signature Date

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

APPENDIX C – Faculty Salary Schedule

The 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.

The most current Faculty Salary Schedule can be located on the college's website in the Grayson College Employment section.

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 15 years. **Step 15 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 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 15 additional years. **Step 15 is the maximum level at which a new Career and Technology instructor can enter the Salary Schedule.**

APPENDIX D – Release of Public Information

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.

APPENDIX E – Faculty Association Constitution

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 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

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.

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.

APPENDIX F – Full-time Faculty 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.

APPENDIX G – 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.

Communicates, plans, and implements departmental and division goals:

- Develops, evaluates, and communicates goals and objectives for the department as they correlate to the goals of the division and the College
- Participates in college-wide planning process and submits required documentation as specified by the Office of Institutional Effectiveness (SPOL)
- Will assist his/her Dean in promoting and communicating student success within the framework of the College's strategic plan of Connect, Commit, Complete.

Supervises faculty and staff within the department:

- Actively participates in the hiring and evaluating processes for faculty
- Designates other faculty to assist with faculty mentoring
- Maintains adjunct faculty and substitute pools
- Assists appropriate Instructional Dean in supervising/coordination of Program Coordinators in their departments.

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 curriculum, assessment, and program reviews within their departments
- Reviews, approves, and submits textbook orders to the bookstore based on course offerings and enrollment projections
- Responsible for reviewing Canvas course shells (FT/PT) to ensure ELAC and minimal standards compliance.

Coordinates all departmental budget activities:

- Assists in budget oversight for the department
- Makes departmental budget recommendations to the Dean that identifies materials for instructional programs within the department

Schedules classes at all locations:

- Assigns faculty teaching schedules
- Works with other departments to plan the master schedule of classes and class locations based upon demand model
- Reviews and corrects proof copy of the printed schedule and submits all changes to the appropriate office after final approval from the appropriate instructional dean.
- Evaluates enrollments and recommends closings or adding of sections during the registration period
- Makes recommendations to the appropriate instructional dean relating to faculty/staff workspace, office space, and other instructional facilities

Develops Professionalism:

- Pursues professional development opportunities for him/herself as well as seeking the same opportunities for the faculty in the Chair's department
- Plans and implements in-service for faculty and staff
- Assists Dean in providing orientation for new faculty (both full time and adjunct) and staff within the department
- Fosters and maintains an open and collegial environment.

Represents Grayson College both internally and externally:

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

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 Instructional Dean, Vice President of Instruction, and President

This document describes the general duties that Grayson College expects of its Department Chairs. Through discussions between the Department Chair and Dean, these duties may change with each academic year. 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 their Dean, Vice President of Instruction, or President.

Time spent on campus teaching summer courses does not constitute time towards the additional required summer service:

- 5 days prior to faculty returning for fall semester
- 5 days after the conclusion of the spring semester
- 20 floating days between end of spring duties and beginning of fall duties

Appendix H – Core Components

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.

Core Objectives: AAC&U VALUE rubrics were used as initial guidelines for core objective assessment.

Core Objectives:

- Critical Thinking (CT)
- Teamwork (TW)
- Communication Skills (CS or COM)
- Social Responsibility (SR)
- Empirical and Quantitative Skills (EQS)
- Personal Responsibility (PR)

Foundational Component Areas

- Communication (6 SCH)
- Creative Arts (3 SCH)
- Mathematics (3 SCH)
- American History (6 SCH)
- Life & Physical Sciences (6 SCH)
- Government / Political Science (6SCH)
- Language, Philosophy, & Culture (3 SCH)
- Social & Behavioral Sciences (3SCH)

Foundational Component Areas Defined

Communication:

- Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.
- Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

Mathematics:

- Courses in this category focus on quantitative literacy in logic, patterns, and relationships.
- Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

Life and Physical Sciences:

- Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.
- Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Language, Philosophy, and Culture:

- Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
- Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Creative Arts:

- Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.
- Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

American History:

- Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.
- Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

Government / Political Science:

- Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.
- Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Social and Behavioral Sciences:

- Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.
- Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Component Area Option:

- Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above.
- The Core Objectives required in the corresponding foundational component area apply to each course used to fulfil the Component Area Option.
- The component area option must include exactly 6 SCH, for a total Gen Ed core of 42 SCH

APPENDIX I – 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

APPENDIX J – 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

- 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

- 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 Dean of Planning and Institutional Effectiveness provides the schedule of programs to be reviewed for the current year. The dean 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 appropriate chair forwards 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 Dean of Planning and Institutional Effectiveness in digital format, along with a hard copy signed by the appropriate Dean or Vice President.
- The Dean of Planning and Institutional Effectiveness prepares the Program Review Evaluation Summary, which summarizes the recommendations, commendations and suggestions.
- The Dean of Planning and Institutional Effectiveness 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, Vice President of Instruction, and Dean of Planning and Institutional Effectiveness.

APPENDIX K – 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.

APPENDIX L – GC Curriculum Change Procedures and Sub C

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. Refer to GIPWE and/or ACGM for new program proposals.
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 Vice President of Instruction.
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. SACSCOC
 - 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 the 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 Leadership

Vice President for Instruction will:

1. Review the Curriculum Committee recommendation:
 - Approval: Take proposal to the President's Executive Leadership 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 Academic Advising/Success Coaches
 - Graduation Data Specialist
 - Respective Faculty Member
 - Data and Reporting Analyst (CBM Reporting)
 - Department Chair and/or Program Director
 - Office of Admissions and Records
 - Dean of Planning and Institutional Effectiveness, Submission to SACSCOC
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 SACSCOC, simple notification, or neither. Identification by February will ensure that changes are sent to SACSCOC in time to get them in the following year's catalog. All requests to SACSCOC will originate from the President's office.

APPENDIX M – Curriculum Committee Request Forms

Curriculum Committee Proposed Curricular Change

Request Date: _____ Effective Date: _____
 Department: _____ Requester: _____
 Chair / HS Director: _____ Dean: _____

ACGM / WECM Update Only: Yes _____ No _____

Name of Program: _____

Type of Degree Plan (AA, AS, AAT, AAS, Cert 1, Cert 2, Skills Award): _____

Please check all that apply:

| Area | Add | Delete | Change |
|--------------|-----|--------|--------|
| Program: | | | |
| Degree Plan: | | | |
| Certificate: | | | |
| Course(s): | | | |

Rationale:

Courses to be Added:

| Course # | Course Title | Hrs | Cont Hrs | CIP # | Course Description |
|----------|--------------|-----|----------|-------|--------------------|
| | | | | | |
| | | | | | |
| | | | | | |

Courses to be Deleted:

| Course # | Course Title | Hours | Cont Hrs | CIP # |
|----------|--------------|-------|----------|-------|
| | | | | |
| | | | | |
| | | | | |

Current Courses to be Modified:

| Course # | Course Title | Hours | Cont Hrs | CIP # | Specific Changes (hours, description, etc.) |
|----------|--------------|-------|----------|-------|---|
| | | | | | |
| | | | | | |
| | | | | | |

GRAYSON COLLEGE SUBSTANTIVE CHANGE FORM

| | | | |
|--------------|--|-------------------------------------|--|
| Program Name | | Program Director or Discipline Lead | |
| Department | | Division | |
| Requested By | | Effective Date of Proposed Change | |

1. Is this a new program (not currently offered at Grayson College)? Yes ____ No ____

If no, skip to question #2. If yes, complete all questions listed below:

- Does Grayson College (GC) offer any existing programs similar in nature to this new proposed program? Yes ____ No ____
- If yes, which program(s)? _____
- Please describe how this new proposed program is similar in nature to this currently existing program.

- Will the addition of this program require the purchase of a significant amount of new equipment? Yes ____ No ____
- Will the addition of the program require a new building or significant modifications to an existing building to be able to offer the program? Yes ____ No ____
- Will this new proposed program be offered at any off-site locations? Yes ____ No ____
- If yes, where? _____
- Will the program be offered via distance learning (online)? Yes ____ No ____
- If yes, what percentage of the program courses will be available online? _____

2. Is this a proposed change to a currently existing program at GC? Yes ____ No ____

Is this program currently offered at any off-site locations? Yes ____ No ____

If yes, what locations? _____

If no, will the program begin being offered at any off-site locations? Yes ____ No ____

Is the program currently offered via distance learning (online)? Yes ____ No ____

If yes, what percentage of the program courses are currently available online? _____

Will the percentage of the program offered online change? Yes ____ No ____

What will the new percentage be? _____

GRAYSON COLLEGE SUBSTANTIVE CHANGE GUIDELINES

Grayson College, according to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) must notify and/or receive prior approval for any substantive change in current programs, offerings at of-site location, offerings 100% online and new program offerings that are a significant departure from currently existing programs at the institution. SACSCOC defines a substantive change as “Substantive change is a significant modification or expansion in the nature and scope of an accredited institution. The types of substantive change and the procedures for addressing them appropriately may be found in [Substantive Change for SACSCOC Accredited Institutions](#)” (SACSCOC, 2017).

Some substantive changes require only prior notification to the Commission, some require prior notification and submission of a prospectus for approval, and some allow for the submission of a prospectus for approval to serve as the only notification of the change. In the Substantive Change Policy, changes requiring submission of a prospectus for prior approval are known as **Procedure 1** changes, and those requiring prior notification but not prior approval are **Procedure 2** changes.

Examples of **Procedure 1** substantive changes that require notification followed by submission of a prospectus include:

- Expanding at current degree level (significant departure from current programs)
- Offering 50% or more of at least one program’s credits at a new off-campus instructional site – including a dual enrollment high school site.
- Initiating a branch campus
- Initiating certificate programs that are significant departures from previously approved programs
- Initiating a joint degree with an institution not accredited by SACSCOC
- Relocating a main or branch campus

Examples of **Procedure 2** changes that require prior notification but do not automatically require submission of a prospectus include cases where the institution intends to:

- Initiate an off-campus site – including a dual-enrollment high school site - at which a student may earn at least 25% but less than 50 percent of credits toward a program.
- Move an approved off-campus instructional site within the same geographic area to serve essentially the same pool of students. The letter of notification must include the address of the old site, the address of the new site, and the starting date of the new site.
- Offer for the first time credit courses via distance learning/technology-based instruction by which students can obtain at least 25% but less than 50% of their credits toward an educational program.
- Initiate programs/courses delivered through contractual agreement or a consortium. This provision does not apply to articulation agreements with other institutions, clinical agreements, or internship agreements.
- Enter into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides less than 25% of an educational program offered by the accredited institution. A copy of the signed agreement must be provided.
- Repackage existing approved curriculum to create a new degree level, such as an institution that offers a full 120-hour baccalaureate program creating an associate degree from its lower-division offerings.
- Initiate a dual degree program with another SACSCOC-approved institution

The above lists are not exhaustive. See the [Substantive Change for SACSCOC Accredited Institutions](#) for more details” (SACSCOC, 2017).

GRAYSON COLLEGE CURRICULUM CHANGE FLOW CHART

| ORIGINATION | INITIAL/DATE |
|---|--------------|
| Faculty/Originating Source Prepares and submits proposal in the proper format utilizing the curriculum change forms and recommends fees to appropriate Department Chair. | _____ |
| Department Chair Reviews proposal with faculty/originating source ensuring accurate clock hour and credit hour calculations. | _____ |
| SACSCOC Liaison Assists Department Chair in accessing SACSCOC Substantive Change guidelines to determine if a substantive change notification is required. Sub C Notification Required Yes _____ No _____ Prior Approval Required Yes _____ NO _____ Justification: _____ | _____ |
| Dean Reviews proposal, suggests revisions, as necessary to Department Chair, submits proposal for inclusion in curriculum committee agenda. | _____ |
| Vice President for Instruction Submits Curriculum Committee Recommendations for Approvals | _____ |
| _____(WHO)? Submits for THECB Approval | _____ |
| SACSCOC Liaison Submits to SACSCOC for Approval | _____ |

APPROVALS

| | | |
|-----------------------------|----------------------|-------------------------|
| Curriculum Committee | Approval Date: _____ | Minutes Attached: _____ |
| Executive Leadership | Approval Date: _____ | Minutes Attached: _____ |
| Board of Trustees | Approval Date: _____ | Minutes Attached: _____ |
| THECB Approval | Approval Date: _____ | Letter Attached: _____ |
| SACSCOC Approval | Approval Date: _____ | Letter Attached: _____ |

SYSTEMS UPDATE**INITIAL/DATE**

Business Office, Director of Fiscal Services
Enter Course Fees/Tuition
New Budget Account Set-up
Budget Account Code: _____

Registrar, Director of Admissions/College Registrar
Program/Course Added or Updated
Program CIP Code: _____

Degree Audit Built/Updated

State Reports Updated
State Reporting Code: _____

IT, Director of Academic Computing
Student Planner Updated

Financial Aid, Director of Financial Aid
Program Added to Program Inventory

International Students, Int'l Student Advisor
SEVIS Updated

THECB System Updates, Department Chair
WECM Updated

Catalog, Director of Public Information
Catalog Update

Learning Outcomes, Program Director
Program/Course Learning Outcomes Identified

Institutional Effectiveness, Dean of IE
Canvas Outcomes Updated
SPOL Planning Unit Created
SPOL Budget Account Set-up

Advising, Director of Advising/Counseling Services
Disseminates Information to Success Coaches

A fully executed copy of this flow chart and substantive change form must be on file with the original curriculum submission document.

Last Updated: April 1, 2018

GRAYSON COLLEGE SUBSTANTIVE CHANGE POLICY

Purpose

The purpose of this policy is to ensure compliance and timely reporting of Substantive Changes as defined by the SACSCOC Substantive Change Policy. SACSCOC defines substantive change as ***“a significant modification or expansion of the nature and scope of an accredited institution.”***

For Grayson College, a substantive change would address the following:

Institutional Substantive Changes

The College President is ultimately responsible for monitoring and reporting all institutional substantive changes. Changes at the Institution that may require a substantive change notification include the following:

- Initiating a branch campus;
- Altering significantly the educational mission of the institution;
- Initiating a merger/consolidation with another institution;
- Changing governance, ownership, control, or legal status of an institution;
- Relocating a main or branch campus;
- Moving an off-campus instructional site (serving the same geographical area);
- Changing from clock hours to credit hours;
- Acquiring any program or site from another institution;
- Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing;

Once a change has been identified, the College President will work with the SACSCOC Liaison to identify the appropriate individual to facilitate the substantive change notification required by SACSCOC.

Program Substantive Changes

The Vice President of Instruction is responsible for monitoring and reporting programmatic substantive changes. Each academic year, the SACSCOC Liaison will disseminate and review the SACSCOC Substantive Change Policy with the Instructional Council in order to identify any program changes that may meet the definition of "substantive change." Any changes that are in progress, planned for the future, or anticipated to be required at some later date, will be identified. Specifically, the following changes will be identified.

- Initiating coursework or programs at a different level than currently approved;
- Expanding at current degree level (significant departure from current programs);
- Initiating a certificate program at employer's request and on short notice;
- Initiating other certificate programs;
- Initiating joint or dual degrees with another institution;
- Altering significantly the length of a program;
- Initiating degree completion programs;
- Closing a program approved off-campus site, branch campus, or institution.

Once a change has been identified and an anticipated date of implementation has been estimated, the Vice President of Instruction, the Deans, and the SACSCOC Liaison will work with the program(s) department chair in order to submit the required notification to SACSCOC. Such notification may require:

- Letter of Notification and request for **approval prior to implementation**
- Letter of Notification **prior to implementation**
- Prospectus or Modified Prospectus with **approval prior to implementation**

The SACSCOC Liaison will serve as a member of the Curriculum Committee to ensure that these steps are taken.

Monitoring and Reporting Conditions Requiring Substantive Changes

The Office of Planning and Institutional Effectiveness will maintain and publish a list of currently approved programs and off-site locations. The Vice President of Instruction is ultimately responsible for monitoring and reporting program substantive changes as reported by the college deans and program directors/department chairs. Any program changes requiring notification to SACSCOC will be forwarded to the SACSCOC Liaison by the Vice President for Instruction for submission to SACSCOC.

The following individuals are responsible for monitoring and reporting potential substantive changes to the SACSCOC Liaison.

SACSCOC Liaison

The SACSCOC Liaison will be responsible for annually reviewing with the Executive Council, Instructional Council, and Curriculum Committee the SACSCOC Substantive Change Policy and any changes in reporting requirements. The Liaison will serve as a member of the Curriculum Committee to ensure program changes are in compliance with the Substantive Change Policy. In addition, the SACSCOC Liaison will serve as a resource to all college personnel to assist them in substantive change reporting.

Vice President for Instruction

The Vice President for Instruction (VPI) has the ultimate responsibility for ensuring substantive changes for academic, health science, and workforce education programs are approved and submitted to the SACSCOC Liaison for timely reporting. The VPI will approve all program changes related to SACSCOC Substantive Change and will provide all necessary documentation to the SACSCOC Liaison for submission to SACSCOC. The VPI will be responsible for communicating all approvals to the Deans.

Deans

The Dean will be responsible for monitoring and advising programs on issues related to substantive change. The Dean will review and approve all program changes, additions, deletions, calculations of program availability via distance learning and at off-campus locations, including dual credit. The Dean will ensure that all proposed changes are approved and reviewed prior to being submitted to the Vice President of Instruction within the required timeframe to ensure timely and accurate reporting to SACSCOC. The Dean will be responsible for ensuring that no changes are made until all of the appropriate approvals have been received by the SACSCOC Liaison through the Vice President of Instruction.

Directors of Academic and CTE Dual Credit

The Directors of Academic and CTE Dual Credit will be responsible for verifying the calculation of program availability at dual credit instructional sites annually to ensure they are within the SACSCOC approved percentages. The directors, Dean of Academic and Workforce Instruction, and the VPI must approve any changes in course offerings at these locations prior to implementation.

Program Directors/Department Chairs

Each Program Director or Department Chair will be responsible for tracking, calculating, and reporting any changes in program offerings to include: (1) new programs, (2) changes in current program offerings, (3) the percentage of their programs available via distance learning, (4) the percentage of their programs available at all off-campus locations, and (5) program deactivations. The Director/Chair will be responsible for monitoring current approved percentages for their programs and will ensure that all changes are reported prior to implementation following the SACSCOC Substantive Change Policy. The Director/Chair will use the Substantive Change Form to report all program changes and will ensure changes are implemented only after receiving the completed and approved Substantive Change Form back from the Vice President of Instruction and the appropriate Dean.

Dissemination of Substantive Change Policy and Procedure

Grayson College recognizes the importance of timely identification of potential substantive changes so that SACSCOC may be notified within the required time-frame (usually 6 or 12 months). There are three bodies at Grayson College that may make changes that meet the definition of a "substantive change." In order to ensure that these bodies are aware of the requirements of the Reporting of Substantive Change Policy and Procedure, the following actions will be taken.

Annually, the SACSCOC Liaison will review the SACSCOC Substantive Change Policy for changes and updates and will review Reporting of Substantive Change Policy and Procedure with the following:

- The Executive Council, as the Council is the body that might make changes that result in Institutional Substantive Changes.
- The Instructional Council, as the Council is the body that might make changes that result in Programmatic Substantive Changes.
- The Curriculum Committee, as the Committee is responsible for approving changes to Educational Programs.

This policy shall be updated and posted to the Grayson College, Office of Planning and Institutional Effectiveness website located at: <https://grayson.edu/about-us/institutional-effectiveness/accreditation/accreditation---changes.html>.

Adopted:

Instructional Council, March 2014

Executive Council, March 2014

Modified and Approved:

Instructional Council, February 2020

Executive Council, February 2020

Reporting the Various Types of Substantive Change

The different types of substantive change, the specific procedure to be used for each, their respective approval/notification requirements, and their reporting time lines are included in the table that follows. Please read the full text under the appropriate procedure for details regarding reporting.

| Types of Change | Procedure or Policy | Prior Notification Required | Prior Approval Required | Documentation and Time Frame for Contacting SACSCOC |
|--|---------------------|-----------------------------|-------------------------|--|
| Initiating coursework or programs at a different level than currently approved | Procedure 1 | No | Yes | <p><u>Application for a Member Institution Seeking Accreditation at a Higher or Lower Degree Level</u></p> <p>Due dates: March 15 (for June review) September 1 (for December review)</p> |
| Initiating off-campus sites where student can obtain 50% or more credits toward a program (including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer's request and not on short notice) | Procedure 1 | No | Yes | <p>Cover Sheet <u>Prospectus</u> <u>(See Appendix B of this document)</u></p> <p>Due dates: January 1 for 7/1-12/31 implementation July 1 for 1/1-6/30 implementation</p> |
| Expanding at current degree level (<i>significant departure from current programs</i>). | | | | |
| Expanding program offerings at previously approved off-campus sites by adding programs that ARE significantly different from current programs at the site AND at the institution | | | | |
| Initiating degree completion programs | | | | |
| Initiating a branch campus (See definition of "branch campus" on p. 3 of this document.) | | | | |
| Initiating distance learning by offering 50% or more of the first program for the first time | | | | |
| Relocating a main or branch campus | | | | |
| Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides 25% or more of an educational program offered by the SACSCOC accredited institution | | | | |

| Types of Change | Procedure or Policy | Prior Notification Required | Prior Approval Required | Documentation and Time Frame for Contacting SACSCOC |
|---|--|--|-------------------------|---|
| Initiating dual or joint degrees involving program expansion (significant departure) or initiating a new site where student can obtain 50% or more credits toward a program | See SACSCOC policy Agreements Involving Joint and Dual Academic Awards | No | Yes | Cover Sheet Prospectus (See Appendix B of this document) Due dates: January 1 for 7/1-12/31 implementation July 1 for 1/1-6/30 implementation Copy of signed agreement, contact information for each institution, and additional details on non-SACSCOC institution(s) involved. See Policy |
| Initiating dual or joint degree with at least one institution <u>not</u> accredited by SACSCOC | See SACSCOC Policy Agreements Involving Joint and Dual Academic Awards | At least 6 months prior to implementation | Yes | Acceptance of notification, copy of signed agreement, contact information for each institution, and additional details on non-SACSCOC institution(s). See Policy. |
| Initiating a program or courses delivered through cooperative academic arrangement | Procedure 2 | At least 6 months prior to implementation | No | Acceptance of notification, copy of signed agreement, contact information for each institution/entity |
| Initiating a direct assessment competency-based program | See SACSCOC Policy Direct Assessment Competency-Based Educational Programs | Yes – Screening Form | Yes | Submit “Screening Form” with letter of notification. If Prospectus is required, Due dates: March 15 (for June review) September 1 (for December review) |
| Initiating a merger/consolidation with another institution | See SACSCOC Policy: Merger/Consolidation, Acquisition, Change of Ownership, and Change of Governance, Control, Form, or Legal Status – Substantive Change for SACSCOC Accredited Institutions Policy Statement | Yes: December 15 (for June review); June 1 (for December review) | Yes | Cover Sheet Institutional Summary Form Prospectus (See Appendix in SACSCOC Policy: Merger/Consolidation, Acquisition, Change of Ownership, and Change of Governance, Control, Form, or Legal Status – Substantive Change for SACSCOC Accredited Institutions Policy Statement) Due dates: March 15 (for June review); September 1 (for December review) |
| Changing governance, ownership, control, or legal status of an institution | | | | |
| Acquiring an institution or location (including programs) of another institution | | | | |
| Adding a permanent location at a site where the institution is conducting a teach-out for students from another institution that is closing | | | | |

| Types of Change | Procedure or Policy | Prior Notification Required | Prior Approval Required | Documentation and Time Frame for Contacting SACSCOC |
|--|--|---|-------------------------|--|
| Initiating a certificate program at a new off-campus site at employer's request and on short notice (previously approved program) | Procedure 1 | No | Yes | Cover Sheet Modified prospectus Contact Commission Staff. |
| Initiating a certificate program that is a significant departure from previously approved programs at employer's request and on short notice | | | | |
| Adding a site under a U.S. military contract for a previously approved program | | | | |
| Altering significantly the length of a program | | | | |
| Altering significantly the educational mission of the institution | | | | |
| Changing from clock hours to credit hours | Procedure 1 | No | Yes | Justify reasons for change, indicate calculation of equivalency, and other pertinent information |
| Moving an off-campus instructional site (serving the same geographic area) | Procedure 2 | Yes | No | Letter of notification with old address, new address, and implementation date |
| Initiating dual or joint degrees with other SACSCOC accredited institution(s) | See SACSCOC Policy Agreements Involving Joint and Dual Academic Awards | At least 6 months prior to implementation | No | Acceptance of notification, copy of signed agreement and contact information for each institution. See Policy. |
| Initiating programs or courses offered through contractual agreement or consortium | Procedure 2 | Yes | No | Letter of notification and copy of signed agreement |
| Entering into a contract with an entity not certified to participate in USDOE Title IV programs if the entity provides less than 25% of an educational program offered by the SACSCOC accredited institution | | | | |

| Types of Change | Procedure or Policy | Prior Notification Required | Prior Approval Required | Documentation and Time Frame for Contacting SACSCOC |
|---|---------------------|-----------------------------|-------------------------|---|
| <p>Initiating off-campus sites where student can obtain 25-49% of credits toward a program (including but not limited to Early College High School, dual enrollment programs offered at a high school, and certificate programs that are not at employer's request and not on short notice)</p> <p>Initiating distance learning by offering 25-49 of the first program for the first time</p> | Procedure 2 | Yes | No | Letter of notification including street address and implementation date |
| Closing a program, approved off-campus site, branch campus, or institution where the institution plans to teach out its own students | Procedure 3 | Yes | Yes | Description of teach-out plan included with letter of notification |
| Closing a program, approved off-campus site, branch campus, or institution where the institution plans contracts with another institution(s) to teach-out students (Teach-out Agreement) | Procedure 3 | Yes | Yes | Description of teach-out plan, copy of signed teach-out agreement(s) detailing terms included with notification |

| Types of Change | Procedure or Policy | Prior Notification Required | Prior Approval Required | Documentation and Time Frame for Contacting SACSCOC |
|---|---------------------|-----------------------------|-------------------------|---|
| Initiating a certificate program at employer's request and on short notice using existing approved courses and location | NA | No | No | NA |
| Initiating certificate program (not at employer's request and not on short notice) using existing approved courses and location | | | | |
| Initiating off-campus sites (including Early College High School and dual enrollment programs offered at the high school) where student can obtain 24% or less of credits toward a program | | | | |
| Expanding program offerings at previously approved off-campus sites by adding approved programs that ARE NOT significantly different from current programs at the site | | | | |
| Expanding program offerings at previously approved off-campus sites by adding approved programs that ARE significantly different from current programs at the site but NOT at the institution | | | | |
| Initiating distance learning by offering 24% or less of any program for the first time | | | | |

APPENDIX N – Sample Course Syllabus Outline

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, students must log onto their Canvas 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 | | |
| 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 Canvas
- 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.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material. Any plagiarized work will get a "0" and cannot be rewritten.

Plagiarism Definition

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words or work as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)

- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation
- Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources, even if correctly cited, when original work from the student is expected
- Copying images or media and inserting them into a presentation or video without citation
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition
- Other acts along the same theme.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly Harris, Title IX Coordinator (903-463-8714)
- Dr. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Ms. Robyn Voight, Title IX Deputy Coordinator for Employees (903) 463-8648
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777 (Main Campus) and (903) 415-2501 (South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

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 Canvas course shell under the menu item "Student Resources."