

Faculty Handbook



2024-2025



FACULTY AND ADJUNCT HANDBOOK

2024-2025

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 and Adjunct 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	7
HISTORY	7
MISSION	7
PURPOSE STATEMENT	8
VISION	8
VIKING VALUES.....	8
INSTITUTIONAL EFFECTIVENESS.....	8
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 (TEACHING MINI-MESTER OR SUMMER SESSIONS) OR ADJUNCT PROFESSORS.....	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
SAFETY PROGRAM: EMERGENCY PLANS AND ALERTS.....	13
FACULTY EDUCATIONAL DEVELOPMENT	14
HARASSMENT OF STUDENTS	15
PERSONAL USE OF ELECTRONIC MEDIA.....	15
POSSESSION OF FIREARMS AND WEAPONS	16
REPORTING CRIME	16
STANDARDS OF CONDUCT	16
STANDING COMMITTEES	17
EMPLOYEE AND STUDENT INJURIES	17
TRAVEL	17
INSTRUCTION	18
ACADEMIC FREEDOM.....	18
ACADEMIC PENALTIES.....	19
ASSESSMENT	19
ATTENDANCE (STUDENT).....	19
Attendance and Participation	19
Attendance in Corequisite Courses.....	20
Internet Course Participation.....	20
Student Absences on Religious Holy Days	20
CLASS PREPARATION.....	20
CLASS RECORDS	20

COPYING FOR CLASSROOM INSTRUCTION	21
Multiple Copies for Classroom Use.....	21
Single Copying for Faculty.....	22
COPYRIGHTED MATERIALS.....	22
Computer Software.....	22
Copyright Infringement.....	22
Digital Media.....	23
CORE COMPETENCIES	23
CORE COURSE SUBSTITUTION.....	24
COURSE INFORMATION AND HB 2504	24
CURRICULUM DEVELOPMENT	24
DIGITALLY DELIVERED COURSES	25
DUAL CREDIT/CONCURRENT ENROLLMENT INSTRUCTION AND EXPECTATIONS	25
EVALUATION PROCESS.....	26
FACULTY SELECTION AND QUALIFICATIONS CRITERIA	27
GRADING SYSTEM AND REPORTING.....	28
MAKE-UP TESTS.....	29
MEETING WITH CLASSES (FACULTY)	29
MIRROR COURSE POLICY	29
PROFESSIONALISM IN THE CLASSROOM	30
STUDENT LOAD, WITHDRAWALS, DROPS, GRADES OF INCOMPLETE	30
Grayson College Student Load Policy.....	30
Grades of Incomplete.....	31
SB 1231 State of Texas Limit on Drops.....	32
Third Attempt “Rider 50”	32
OFFICES FOR ASSISTANCE	33
OFFICE OF ADMISSIONS AND RECORDS	33
BOOKSTORE	33
COUNSELING AND SOCIAL SERVICES	33
CAREER SERVICES.....	34
FOOD SERVICE.....	34
GRAYSON COLLEGE FOUNDATION.....	34
INTERNATIONAL STUDENTS OFFICE.....	34
LIBRARY	34
PUBLIC SAFETY – CAMPUS POLICE.....	35
STUDENTS	36
ACADEMIC INTEGRITY AND CONDUCT (STUDENT).....	36
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES.....	37

NON-DISCRIMINATION	38
STUDENT COMPLAINT POLICY	38
STUDENT DISCIPLINE AND PENALTIES	38
Summary Suspension	38
Suspended Students	39
TEXAS SUCCESS INITIATIVE AND REQUIRED ASSESSMENTS	39
New College Readiness Test - TSIA2 Assessment	39
Exemptions.....	39
Academic Success Plan.....	39
APPENDIX A.....	40
Board of Trustees.....	40
Grayson College Administrators	40
APPENDIX B – Sample Faculty Contract.....	41
APPENDIX B.1 – Sample Adjunct Contract.....	43
APPENDIX C – Faculty Salary Schedule	44
APPENDIX D – Release of Public Information	45
APPENDIX E – Faculty Association Constitution.....	46
APPENDIX F – Full-time Faculty Job Description.....	50
APPENDIX G – Department Chair and Health Science Director Job Description	51
Department Chair Job Description.....	51
Health Science Program Director Job Description	53
APPENDIX H – Core Components.....	56
APPENDIX I – GC Canvas Checklist	58
APPENDIX J – GC Program Review Guidelines	63
Goals of Program Review.....	63
Expected Outcomes of the Program Review	63
Program Review Process.....	63
APPENDIX K – Curriculum Development.....	65
APPENDIX L – GC Curriculum Change Procedures and Sub C.....	66
APPENDIX M – Curriculum Committee Request Forms.....	68

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 Baseball team boasts three National Championship titles, including back-to-back wins. The Softball team regularly places high in conference and regional competitions and has been to the Softball Junior College World Series two of the last three seasons. Women's and Men's Basketball has been competitive within the conference and region since returning to campus in 2018.

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 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 more than 4000 credit 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 college also has two residence halls, 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 continue 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, 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, clarity, gratitude, service, teamwork, and trust.

INSTITUTIONAL EFFECTIVENESS

Grayson College periodically reviews the mission, vision, philosophy, and strategic goals of the institution. Annually, faculty participate in a Data Summit to review course success rates, identify gaps in student performance, and formulate improvement plans aimed at improving student success. In addition, each administrative and academic planning unit annually reviews institutional and divisional goals, planning unit goals, unit mission statements, and progress towards achievement of the planning unit goals. This review leads to revision of planning unit goals and the development of objectives to implement for the upcoming year based on the results of the previous year.

To show that instructional and administrative and student support programs and services support the Mission, GC conducts an integrated and systematic institutional effectiveness process with periodic in-depth program reviews, in addition to the annual assessment of program learning outcomes and institutional learning outcomes.

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. A Student Liaison to the Board of Trustees is appointed annually by the Board to ensure the student voice is represented during discussions.

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.

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, Radiology, EMT, and Paramedic)	1 per contract hour
Lab instruction	0.75 per contract hour

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

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 prorated if the class size is less than 14 students. Exceptions may be made by the Vice President of Instruction and appropriate instructional 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.).

Required office hours will be the same whether the faculty is teaching traditional face-to-face classes, dual credit, online, and/or off-campus. Current office hours will be posted in the faculty syllabus in addition to faculty offices. 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. (i.e., 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 approved by the Board of Trustees for the academic year.

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 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 4 or 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 Vice President of Instruction.

PROCEDURES

During the fall and spring semesters of an academic year, any full time faculty 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 faculty member 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. An institution's Clery Act annual security report [See GCC] must include a statement of policy regarding the institution's programs to prevent dating violence, domestic violence, sexual assault and stalking and of procedures that the institution will follow when one of these crimes is reported. 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 past and current reports on the following college [crime logs page](#). The Campus Sexual Assault Victims' Bill of Rights was signed into law by President George Bush in July of 1992. This law requires that all colleges and universities (both public and private) participating in federal student aid programs afford sexual assault victims certain basic rights. Schools found to have violated this law can be fined up to \$35,000 or lose their eligibility to participate in federal student aid programs. Complaints about schools that have failed to comply with this law should be made to the U.S. Department of Education. The "Campus Sexual Assault Victims' Bill of Rights" exists as a part of the campus security reporting requirements, commonly known as the Jeanne Clery Act.

DRESS CODE

Policy DH (LOCAL)

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.

SAFETY PROGRAM: EMERGENCY PLANS AND ALERTS

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, television stations, and social media as listed below:

<u>FM Radio</u>	<u>Television</u>	<u>Social Media</u>
KLAK 97.5	KXII-TV 12	Facebook Grayson College
KMKT 93.1	KTEN-TV 10	Instagram @graysoncollege
MadRock 102.5		Twitter @graysoncollege
KLBC 107.1 (Durant)		
HOT 107.3		

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 6:30am. 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 through employee email.

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 office coverage.

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 the impact of a tornado or funnel cloud is imminent, the outdoor emergency alert sirens on the east campus shall be activated by Grayson College Police Department. 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 (summer monies may be available based upon fall and spring utilization).

HARASSMENT OF STUDENTS

Local Policies DH, DHC, FFDA, FFDB

Grayson College does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, sexual orientation, or other status protected by law. 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. An official of an educational entity who has authority to address alleged harassment by employees on the entity's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998)*. All allegations of prohibited harassment of a student will promptly be investigated. An employee who knows of or suspects child abuse must also report their 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:

[FDDB \(LOCAL\)](#)

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

[FFDB \(LOCAL\)](#)

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 email 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
6. Martial arts throwing stars
7. All Prohibited Weapons as defined by Texas Penal Code 46.05

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 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.

EMPLOYEE AND 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 found on the following College webpage: [Incident Reporting](#)

TRAVEL

Before any travel expenses are incurred by an employee, the employee's supervisor and appropriate Executive Leadership member must give prior approval. All instructional division travel requests must be processed through the appropriate instructional dean and support staff.

Immediately after returning from the trip, employees must submit receipts to their appropriate instructional dean/administrative 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

American institutions of higher education have long been considered as bastions of freedom. As such, these institutions have been conducted under the premise that it is essential to promote the free search for truth and the concomitant free expression.

It is essential to this philosophy that a faculty member 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. Faculty must be free from the corrosive fear that the community may do irreparable damage to one's professional career because scholarly conclusions differ from the standard view. 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 fundamental responsibilities of a faculty member as a teacher and a scholar include maintenance and exhibition of competence in one's field of specialization.
2. The exercise of professional integrity by a faculty member includes the realization that the community shall judge the profession and the College District by statements. Therefore, one should strive to be accurate in statements, to exercise appropriate restraint, to show respect for the opinions of others, and avoid creating the impression that one speaks or acts for the College District when speaking or acting as a private citizen.
3. A faculty member should be judicious in the use of controversial material in the classroom and should introduce such material only as it has been assigned to teach. It is a professor's mastery of the subject and one's own scholarship that entitles one to the classroom and to freedom in the presentation of the subject. It is improper for a professor to intrude material that has no relation to the subject.
4. The faculty member should be free to participate in professional organizations.
5. The faculty member should not, during the contractual period, undertake for pay extensive activities outside the instructional assignments that would interfere with the fulfillment of the task assigned by the institution. One should not exploit the position with the institution to secure outside income or favor in competition with nonacademic colleagues.
6. Because academic freedom has traditionally included the faculty member's full freedom as a citizen, most faculty members 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 such conflicts become acute, and the professor's attention to one's obligations as a citizen and moral agent precludes the fulfillment of substantial academic obligations, one cannot escape the responsibility of that choice but should either request a leave of absence or resign the academic position.
7. 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 EJA (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 must be based upon course activity

Attendance in Corequisite Courses

Attendance for corequisite labs is required. Students who fail to attend classes by the census date will be marked as a no-show and may be dropped, and students failing to attend 15% of their corequisite labs after the census date may face failure for the corequisite lab or other consequences based on the circumstances. Students who are out of compliance with their Academic Success Plan may be barred from future enrollment in academic coursework until the TSI/College-Readiness requirements are met in appropriate skill areas (or, under special situations, permission is granted by the appropriate Dean).

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 Vice President of Student Services.

"Religious holy day" denotes holy days observed by a religion whose places of worship are exempt from property taxation under section 11:20, Tax Code.

A student who is excused under this section may not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination.

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 accurate course rosters, grades, assessment reports, etc., as required of the appropriate instructional 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 Office of Admissions and Records on the Main Campus. The GC Planner is used to report attendance and grades. Use the following guidelines established by the Registrar

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 not been active in 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 to be on file in the Office of Admissions and Records.
 - c. If a student was reported as a “no show” and was not dropped from the course, use the day prior to the first day of class as the last date of attendance for the “F” grade.
3. Attendance
 - a. Faculty must maintain weekly attendance records in Canvas using the Roll Call Attendance tool, including a minimum of one time weekly for online classes and every time a class physically meets for face-to-face classes or hybrid courses.
 - b. Hard copy or written attendance records may also be maintained but must be transferred to Canvas by the end of the week. Early alert contacts and Faculty Mentors are not able to advise students without accurate and up to date attendance records.
 - c. Faculty may need to be prepared to maintain separate written attendance rolls at some dual credit high schools.

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; or
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

COPYRIGHTED MATERIALS

Computer Software

The unauthorized or unlicensed use, duplication, or copying of computer software or documentation is contrary to College policy and is a violation of the law. Violators of any copyright are subject to both civil and criminal penalties and/or disciplinary action. College policy and procedures will establish guidelines for the use of computer resources and local area networks

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.

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 (that includes required course materials and appropriate ISBNs)
2. Faculty's Vitae (embedded link in public facing course syllabus)
3. Departmental Operating Budget

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 via the Simple Syllabus platform 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 Commission on Colleges 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 appropriate instructional 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 changes 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 21st Century Distance Education Guidelines provided by SACSCOC, and the guidelines are located here: [21st Century Distance Education Guidelines March 2021](#) 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, which can be found here: [Principles of Good Practices for Academic Degree and Certificate Programs and Credit Courses offered at a Distance](#). Incorporating the best practices and standards from both documents, the College created a Distance Learning Course Review Process. See Appendix I for GC's Canvas Checklist.

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 AND EXPECTATIONS

Courses for which enrolled high school students may earn credit for both high school and college ("dual credit courses" or "dual enrollment" in cases where the student is earning a non-credit workforce certification along with high school credit) 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 or workforce certification. Course syllabi for dual credit classes must demonstrate that students are expected to perform at

the college level and MUST be uploaded to the College website via the Simple Syllabus platform the week before classes begin.

Department chairpersons are responsible for conducting 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 APS for the appropriate supervisor (GC website).

Faculty teaching dual credit/dual enrolled 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 or CWL. Please refer to Policy FJ - Student Records (LEGAL AND LOCAL) in the Policy and Procedures Manual on the GC website.

To facilitate the sharing of student information with the designated high school dual credit liaison, faculty are required to submit numeric mid-semester and final grades to the Director of Academic and CTE Dual Credit, as well as dual credit students requesting to be dropped. In the case of dual enrolled students, mid-semester and final grades are submitted via planner. Training in the use of web applications is available from the Teaching and Learning Department. Dual Credit faculty who are not already high school faculty must complete fingerprinting and FBI background checks.

Faculty teaching dual credit/dual enrolled students should be aware of individual high school academic calendars and communicate accordingly with the high school counselor in terms of assignments, absences, tests. In case of a large number of absences by students due to state testing or other similar events, faculty should have alternate assignments, test days, or online work that can be completed equivalent to any missed work. Unless required attendance on the Main or South Campus has been arranged prior to class enrollment or arranged with the high school counselor and Director of Academic and CTE Dual Credit and communicated in the syllabus, faculty should avoid requiring students to come to the Main or South Campus, as not all dual credit students have available transportation. Faculty should arrange to have make-up tests proctored at the high school as much as possible.

DUAL CREDIT/ DUAL ENROLLED EXPECTATIONS

1. Complete Dual Credit Training during Return Week during each long semester.
2. Submit/verify midterm and final grades (numeric and alpha) by the due date established by the Vice President of Instruction.
3. Work with the Director of Academic and CTE Dual Credit to establish who is the primary contact for each school district and communicate appropriately and often to both establish and maintain open communication lines.

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. Faculty may be evaluated more frequently on an as needed basis. 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 maintained electronically in the HR system.

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, in conjunction with their direct supervisor, 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. The goals are included in the faculty member's evaluation.

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/Health Science Program Director job descriptions.

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 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.

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 by the end of the next long semester. 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, and health science clinical courses.
- 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 the withdrawal date.

Reporting Grades

Final grades must be reported to the registrar's office. Online grade reporting is available through the GC Planner. Dual Credit students will be provided 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.

Please notify the Testing Center at testing@grayson.edu if you have any questions, need a "Make-Up Test Form," or if you need to add a test to our RegisterBlast student appointment system. Students should make appointments with the Testing Center at their earliest convenience.

MEETING WITH CLASSES (FACULTY)

Each class scheduled will be met by its scheduled faculty. Should the faculty member/adjunct 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/or Instructional Dean so that arrangements may be made to provide a faculty member for the class. Under no circumstances is the faculty authorized to dismiss class without approval from the appropriate instructional dean/executive director and/ or vice president of instruction.

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 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 six 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 three years from the start of the semester in which the mirror course was taken.
4. Credit may not be granted for courses that have an unmet TSI requirement.

A grade of P for pass/fail will be given on the student's transcript for satisfactorily completing the course. This course will not be calculated in the student's GPA.

No more than 12 credit hours of mirror coursework may be converted to credit. In special situations, permission to complete more than 12 hours of mirror coursework may be granted by the Vice President of Instruction.

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 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 meet objectives of all students.
3. Be knowledgeable about learning styles and teaching techniques such as active learning. 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 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. Optimize the use of videos and course design in online only courses. This includes integrating the Grayson Design course design template into online courses in Canvas.
10. Do not change published meeting times or meeting places unless approved by the Instructional Dean/Executive Director and/or Vice President of Instruction.
11. Notify the Admissions and Records Office of any changes in published meeting times or meeting places.
12. Be prompt to the classroom and available for conferences with students

STUDENT LOAD, WITHDRAWALS, DROPS, GRADES OF INCOMPLETE

Grayson College Student Load Policy

Course Load (ECC Local): The normal student course load for the fall or spring semester shall be twelve semester hours. The maximum student course load per 8-week term is nine semester hours. Course loads in excess of nine semester hours per term or nineteen semester hours for the semester shall require approval by the director of success coaches, the appropriate instructional dean, the vice president of student services, or the vice president of instruction.

The normal student course load for the summer session shall be four semester hours for each 4- or 5-week term or nine semester hours for a full summer semester. Course loads in excess of four semester hours per term or 9 semester hours for the summer semester shall require approval by the director of success coaches, the

appropriate instructional dean, the vice president of student services, or the vice president of instruction. The normal student course load for a 3-week term is three semester credit hours. Course loads in excess of three semester hours per term shall require approval by the director of success coaches, the appropriate instructional dean, the vice president of student services, or the vice president of instruction.

The normal student course load for the 5-week term is four hours. Course loads in excess of four semester hours per term shall require approval by the director of success coaches, the appropriate instructional dean, the vice president of student services, or the vice president of instruction. If the 5-week term is offered simultaneous to a 3-week term, the hours taken in the 3-week term contribute to the seven-hour limit.

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 email their faculty from their Viking Email or Canvas Email who will 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. Students are not considered to be officially withdrawn or dropped until the drop process has been completed. 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 session) will receive a W. The Office of Admissions and Records will not accept Withdrawal Date Deadline appeals.

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 earning a letter grade of B or better. 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 Registrar's 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 six-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 be considered incomplete and invalid.

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 Advising Office (Success Coaches) or the Office of Admissions and Records for more information before dropping a course.

The “six drop” rule states that an institution may not allow a student with a total of six dropped courses (including those dropped at another institution of higher education) to drop any additional courses. However, as per Texas Education Code Sec. 51.907, an institution may allow additional drops if the student shows “good cause as determined by the institution of higher education” for dropping more than six courses. Section 51.907, Education Code, is amended by adding Subsection (b-1) to read as follows:

(b-1) This section does not apply to a student enrolled in a competency-based baccalaureate degree program, as defined by Section 56.521. The Coordinating Board recommends that institutions be generous in granting the “good cause” exception should students subject to the six-drop rule wish to drop courses during the spring and summer 2020 semesters, and during Academic Year 2020-2021. Courses dropped under the “good cause” allowance should be reported to the Coordinating Board as withdrawals on the CBM00S Student Schedule Report, as per existing instructions, but should not be counted toward a student’s total dropped course count.

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

OFFICE OF ADMISSIONS AND RECORDS

Located in the Student Affairs Building, the Office of Admissions and Records is open 8:00 a.m. - 5:00 p.m. Monday through Friday.

BOOKSTORE

The bookstore on campus is owned and operated through a third party - Barnes & Noble College. It is located on the first floor of the Student Life Center at the Denison Campus. It also serves the Van Alstyne Campus as well. Hours of operation are Monday through Friday - 8 a.m. to 4 p.m. The hours may vary during the summer.

Employees of the college receive a 10% discount on bookstore purchases.

Complimentary textbooks should be ordered from the publisher by the appropriate Instructional Dean, Program Director, or Department Chair.

COUNSELING AND SOCIAL SERVICES

Counseling and Social Services is located in the Life Center and provides services for currently enrolled students from 8:00 a.m. to 5:00 p.m. Monday through Friday. Counseling and Social Services primary purpose is to provide mental health and social service support through the Grayson Cares program to students as they pursue their academic and personal goals, and to enhance the quality of each student's experience at Grayson College.

Mental Health Services: Mental health counseling is intended for assessment and short-term, with referrals to community resources in the Texoma area for continuation of appropriate treatment, if necessary, and agreed upon by the student. Counseling services are determined and agreed upon by the student and counselor during the initial intake appointment, and understanding of services is provided through informed consent by the counselor. The center itself is funded through tuition, and services are free of charge. Students are responsible for the cost of any outside referral services.

Students should feel safe to discuss and explore freely any problems, feelings, or fears that are important to them. Unless a student is in immediate danger to them self or others, or a student signs an authorization for release of protected health information (PHI); a students' conversations with a counselor remain confidential, and protected by federal and state laws under the Health Insurance Portability and Accountability Act (HIPAA), and The Family Educational Rights and Privacy Act (FERPA).

Emergency: In the case of an emergency when immediate response is necessary. Please contact Campus Police 903.463.8777, 911, or Texoma Community Center Crisis Line 877.277.2226.

Grayson Cares: is an umbrella program that provides multiple forms of student aid. Here are some examples of reasons why a student may want to seek services through Grayson Cares:

- Personal Counseling
- Campus Food Pantry (Vic's Market)
- Gas Voucher
- Grab & Go Counter
- Mobile Food Distribution 4th Wednesday of each month
- Emergency Aid (financial)
- Childcare and Transportation Assistance
- Gas Voucher Program
- Social Services

Scheduling Services: Students can begin the request for services by contacting Counseling and Social Services at 903.463.8736 or scheduling an appointment via the scheduling links below:

Location: Office location is on Main Campus, 2nd Floor in the Life Center. Counselors are available by appointment on South Campus.

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 Corey Leird](#)

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. A Career and Pathway Coach, and a Career Services Specialist are available to assist students in reaching their goals through developing and following sound academic or vocational plans.

GC Career Services offers local employers the opportunity to connect with students. Full-time and off-campus positions are listed on the GC website under Career Services. For more information regarding job placement services call 903.451.2593.

FOOD SERVICE

A Snack Bar and Dining Hall, provide food service to GC students, faculty and staff on the Denison campus. The Snack Bar and Dining Hall are located on the first floor of the Life Center. Hours of operation are posted. The Dining Hall is not open during summer sessions.

A variety of vending machines are located on the Denison and Van Alstyne campuses.

The consumption of beverages and/or food is not allowed in classrooms.

GRAYSON COLLEGE FOUNDATION

The Grayson College Foundation is located in the former President's home, the red brick home located behind Dub Hayes right field (baseball field). The office is open Monday through Friday 8:00 a.m. – 5:00 p.m. The Foundation offers scholarships to students attending Grayson College. The Foundation also offers assistance with daycare for students who are single parents and transfer scholarships 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. The Assistant Director of Enrollment Management will be your point of contact while studying at GC. The international student office can be found in the Admissions Office.

LIBRARY

The Main Campus Library is open Monday through Thursday from 8:00 a.m. to 6:00 p.m., Friday 8:00 a.m. to 5:00 p.m. The South Campus Library is open Monday through Thursday in the mornings. (Library hours change according to mini sessions, holidays, summer terms, and as needed. Current hours are posted on the 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

and through the LMS 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, and 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 now has the DISCOVERY database which provides access to materials from all databases and resources through one search.

The library provides wireless service for laptop use. The Library provides laptop checkout to students for their use during specific times of their coursework. 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. The Library print management system allows for uploaded accounts that provide students the ability to make copies each fall, spring, and summer. 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 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 check out 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.

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 7:30 a.m. to 4:00 p.m. 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 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. GC policy FLB Local defines plagiarism as "the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written 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:
 - i. 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)
 - ii. 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
 - iii. 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
 - iv. Submitting an assignment with a majority of quoted or paraphrased material from other sources
 - v. Copying images or media and inserting them into a presentation or video without citation,
 - vi. Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
 - vii. Giving incorrect or nonexistent source information or inventing source information
 - viii. Performing a copyrighted piece of music in a public setting without permission
 - ix. Composing music based heavily on someone else's musical composition
 - x. Submission of an assignment produced using AI generative technology, such as ChatGPT, paraphrasing bots, or other similar artificial intelligence tools, for work submitted in a Grayson College course where the instructor explicitly requires original work. "Artificial intelligence" shall be defined as AI generative programs in the instructions for a specific assignment or on the syllabus or such accommodation has been granted by the Office of Accessibility Services.
 - 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.
 - a. Possession or use of firearms on College controlled property except for educational purposes that have the prior approval of the appropriate vice president.
 - b. Interference with teaching, research, administration, or the College's subsidiary responsibilities through "disorderly conduct" or "disruptive behavior."
 - c. Use of alcoholic or intoxicating beverages and use of drugs not prescribed by a physician.
 - d. 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.
 - e. 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.
 - f. Endangering the health or safety of members of the College community or visitors to the campus.
 - g. Damaging or destroying College property.

Discipline: Any student violating this policy shall be subject to discipline, including suspension or expulsion, 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 STUDENTS WITH DISABILITIES

The College is dedicated to meeting the needs of students with disabilities and learning differences by providing full access to programs and services through delivery of reasonable and effective accommodations that promote student independence. Accommodations are approved on a case-by-case basis by review of documentation, student input, and in coordination with agencies such as the Texas Workforce Commission Vocational Rehabilitation Services and Texas Department of Human Resources.

Students with documented disabilities should contact the Coordinator of Tutoring and Accessibility Services in the Student Success Center, preferably before classes start or as early in the semester as possible. Once appropriate documentation of the disability is received, the Coordinator of Tutoring and Accessibility Services will coordinate delivery of approved accommodations with students and their instructors. Common accommodations may include text-to-speech applications, audio recording/note taking applications, testing accommodations, sign language interpreting, closed captioning of audio/video content, textbooks in alternative format, 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 I) 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. A student may initiate the formal process described below by timely filing a written complaint ([Student Complaint Form](#)). Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level. Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent. Even after initiating the formal complaint process, students are encouraged to seek informal resolution of their concerns. A student whose concerns are resolved may withdraw a formal complaint at any time.

STUDENT DISCIPLINE AND PENALTIES

Following an alleged violation of a College policy or administrative rule by a student, the Director of Title IX and Student Conducts, or designee, shall investigate. The preliminary investigation may result in one of the following:

1. After conferring with the student, the Director of Title IX and Student Conduct or designee, determines that the student did not commit a violation, the allegation or allegations shall be dismissed as unfounded. The student shall be provided written notice of the dismissal.
2. The Director of Title IX and Student Conduct, or designee, shall summon the student for a conference to be held within a reasonable time, not to exceed ten College District business days, following the receipt of the allegation of misconduct. At the conference, the Director of Title IX and Student Conduct or designee shall notify the student of the allegation or allegations and provide the student an opportunity to respond. At the 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
 - a. If the Director of Title IX and Student Conduct or designee determines that the student committed misconduct that warrants a suspension, the Director of Title IX and Student Conductor designee shall inform the student in writing of the determination, and a hearing shall be scheduled for consideration by the disciplinary appeals committee as described below.

As a result, the student may appeal the decision of the designee as outlined in Policy FMA-Local and the disciplinary appeals committee shall be convened:

- On request of a student appealing a penalty other than suspension or expulsion. The request must be filed in writing, on a form provided by the College District, within ten College District business days of the date of the administration's written notice by preparing a complaint and proceeding as outlined in Policy FMA-Local.
- Automatically, if the Director of Title IX and Student Conduct or designee determines that a student committed misconduct warranting suspension.

Summary Suspension

The Director of Title IX and Student Conduct, 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. If the Director of Title IX and Student Conduct or designee determines that the student committed misconduct that warrants a suspension, the Director of Title IX and Student Conduct or designee shall inform the student in writing of the determination, and a hearing shall be scheduled for consideration by the disciplinary appeals committee.

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 - TSIA2 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 Office of Admissions and Records.

Student Not TSIA2-Ready: Students should meet with their Success Coaches 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 “Exemptions for Certain Students.” Students with physical or learning disabilities are not exempt from placement testing but may receive testing accommodations by providing appropriate documentation to the Coordinator for Tutoring and Accessibility Services.

Academic Success Plan

The GC Developmental Education Plan allows students to fulfill TSIA2 assessment requirements per the below:

1. Achieve a passing score on the Texas Success Initiative Assessment 2.0.
2. Cumulative high school GPA of 3.0 or above, four years of high school English or math, 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.

The GC Developmental Education plan has specific details about retest requirements.

APPENDIX A

BOARD OF TRUSTEES

..... Dr. Debbie Barnes-Plyer	Chair
..... Dr. John Spies	Vice Chair
..... Mr. Terrence Steele	Secretary
..... Ms. Jackie Butler	Member
..... Ms. Paula Cavender	Member
..... Mr. Jared Johnson	Member
..... Mr. Ronnie Cole	Member
..... Leonie Rossberg	Student Liaison

GRAYSON COLLEGE ADMINISTRATORS

Dr. Jeremy McMillen	President
Dr. Molly Harris	Vice President of Community Engagement
Ms. Carolyn Kasdorf	Vice President for Business Services
Dr. Logan Maxwell	Vice President of Student Services
Mr. Robert Trissell	Vice President for Information Technology
Dr. Dava Washburn	Vice President of Instruction
Ms. Robyn Voight	Director of Human Resources
Dr. Michael Cox	Dean of Health Sciences
Dr. Chase Machen	Dean of Academic and Workforce Instruction
Dr. Ilene Walton	Dean of South Campus
Dr. Karen Campbell	Associate Dean of Academic and Workforce Instruction
Dr. Jamie Coley	Associate Dean of Health Sciences / Director of Nursing
Dr. Karen Stidham	Executive Director of Small Business Development
Dr. Rebecca Stout	Executive Director of the Center for Workplace Learning
Mr. Randy Truxal	Executive Director of the Foundation
Ms. Tomyra Britt	Director of Student Support Services
Mr. Mike Brown	Director of Network Services
Mr. Matt Corder	Director of Maintenance
Ms. Lori Dunn	Director of Workforce Training and Community Learning
Mr. Todd Ellis	Director of Teaching and Learning
Dr. Djuna Forrester	Director of Grant Acquisitions
Ms. Tiffany Francis	Director of Promise Program and Enrollment Management
Mr. Kendrick Gibson	Director of Strategic Enrollment and Retention
Ms. Lisa Hebert	Director of Library
Ms. Anna Hicks	Director of Marketing and Communications
Mr. Danny Hyatt	Director of Fiscal Services
Ms. Paula Jonse	Director of Development
Mr. Louis Kuhns	Director of Administrative Computing
Ms. Nancy Luthe	Director of Success Coaches
Ms. Barbara Malone	Director of Counseling and Social Services
Ms. Stephanie Martin	Director of Financial Aid and Veteran Services
Mr. James McBryayer	Director of Athletics / Women's Softball Coach
Mr. Oliver Meek	Director of Institutional Research
Ms. Valerie Ray	Director of Academic and CTE Dual Credit
Ms. Shantee Siebuhr	Director of Student Life and Development
Mr. Mark Taylor	Director of Testing, Tutoring, and Disability Services
Mr. Jackie Thomas	Director of Public Safety & Emergency Management
Ms. Ashley Trevino	Director of Success Initiatives
Ms. Rebecca Rathfon	Registrar

APPENDIX B – Sample Faculty Contract

GRAYSON COLLEGE PROFESSOR CONTRACT

August 5, 2024
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 5, 2024** and ending on or about **May 12, 2025** for the 2024-2025 academic year at a salary rate of \$«Proposed_» to be paid in **26** equal bi-weekly installments beginning on **September 13, 2024** 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.

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 Communication shall coordinate all pre-arranged interviews with the media. If an individual is contacted directly by the media, the Director of Marketing and Communication shall be immediately notified. All requests from the media for information concerning legal or personnel issues shall be referred to the College 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 through the appropriate Dean or supervisor to the Marketing and Communication Office via a marketing request a minimum of fourteen days prior to the planned publication or broadcast date for review and approval. The Director of Marketing and Communication 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, with prior approval from the Marketing and Communication Office, each may work directly with area media in certain circumstances. To ensure continuity and prevent mixed communications, the Marketing and Communication Office should be informed before 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 and Communication Office prior to distribution. The requesting employee should submit a marketing request and will be responsible for providing all necessary 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 Communication Office should be informed.

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

APPENDIX E – Faculty Association Constitution

Revised February 2023

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 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 counsel 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 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 currently have a full time instructor-position contract. Associate membership is open to adjunct faculty currently teaching at Grayson College unless the primary role of the adjunct faculty is that of an administrator 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 second Monday in July. 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. Any write-in candidate receiving at least ten votes for an office will be considered to have been nominated for that office. The election will be administered and verified by an entity outside of the faculty association. Officers will be elected by a simple majority of the votes cast for each office.

If a vacancy on the Executive Committee occurs, the committee will call a special election to replace the officer within thirty days. This vacancy might occur because the officer is no longer a professional

member as defined by Article II at the beginning of the school year or because the officer can no longer fulfill position duties.

ARTICLE IV

SECTION I

Meetings

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

SECTION II

Dues/Donations

Membership in the faculty association is not contingent on donations or dues. Donations will be collected at least once an academic year for association business.

Faculty will vote on expenditures over \$20. Decisions will be made by a simple majority of votes cast.

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 formulate ideas consistent with the philosophy and objectives of Grayson College and to advise and otherwise aid in implementing these ideas.

SECTION II

Committee Classification

The system of committees will be classified as

1. The Executive Committee, comprised 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 the committee structure of the association each year for efficiency, improvement, 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 ratification of an amendment will be by three fourths (3/4) of the votes cast.

ARTICLE VII

Meeting Procedure

All meetings will be conducted in accordance with *Robert's Rules of Order Revised*.

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 and Health Science Director Job Description

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 Academic and Workforce Dean.

Communicates, plans, and implements departmental and division goals:

- Assists the Associate / Dean of Academic & Workforce Instruction in developing, evaluating, and communicating goals and objectives for the department as they correlate to the goals of the division and the College;
- Assists the Associate / Dean of Academic & Workforce Instruction in college-wide planning process and submits any required documentation as specified by the Office of Institutional Effectiveness (SPOL);
- Will assist the Academic and Workforce 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;
- Assists the Associate / Dean of Academic & Workforce Instruction in the designation of faculty to assist with faculty mentoring;
- Maintains adjunct faculty and substitute pools;
- Assists the Associate / Dean of Academic & Workforce Instruction in supervising/coordination of Program Coordinators and/or staff in their Departments.

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;
- Assists the Associate / Dean of Academic & Workforce Instruction with the curriculum, assessment, and program reviews within their departments;
- Will assist the Associate Dean/Dean with 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 Department Chair will assist the Associate Dean/Dean with 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 Department Chair will assist the Associate Dean/Dean with submission of 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.
- Assists the Associate / Dean of Academic & Workforce Instruction in the review, approval, and submission of textbook orders to the bookstore based on course offerings and enrollment projections;
- Responsible for reviewing Canvas course shells (FT/PT) to ensure institutional and minimal standards compliance.

Departmental budget activities:

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

Schedules classes at all locations:

- Assists the Associate / Dean of Academic & Workforce Instruction to plan the master schedule of classes and class locations based upon demand model. This includes working 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 Divisional Dean;
- Assists the Associate / Dean of Academic & Workforce Instruction in evaluating enrollments and recommends closings or adding of sections during the registration period;
- Assists the Associate / Dean of Academic & Workforce Instruction in the assignment of faculty teaching schedules;
- Makes recommendations to the appropriate Instructional Dean relating to faculty/staff workspace, office space, and other instructional facilities.

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.

Compensation (Standard):

- 2/2 release per academic year.
- Additional hours available during summer months and will be compensated on an hourly basis during the summer at \$30 per hour. Prior approval from the Divisional Dean is required.

Department Chair Approval Process:

The Dean shall:

1. send nomination requests to all FT faculty in respective Chair's department
2. collect candidates and validate their interest
3. interview candidates
4. make selection based upon all available information as well as departmental needs
5. submit chair nomination (PAF) to the Vice President of Instruction
6. ensure the Department Chairs are evaluated on an annual basis
7. reserve the right to re-assign chair duties as needed

HEALTH SCIENCE PROGRAM DIRECTOR JOB DESCRIPTION

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

Communicates, plans, and implements program and division goals:

- Develops, evaluates, and communicates goals and objectives for the program 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 in SPOL
- 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 program:

- Actively participates in the hiring and evaluating processes for faculty
- Designates other faculty to assist with faculty mentoring
- Maintains adjunct faculty pool
- Assists appropriate Instructional Dean in supervising/coordination of Program Coordinators and/or staff in their program

Oversees the development and implementation of curricula:

- Prepares accreditation annual report, coordinates site visit preparation, and manages archive of student success records
- Oversees the curriculum, assessment, and program reviews within their program
- Responds to trends and opportunities in the local service area in relation to course offerings and the design of new curricula offerings
- Designs learning experiences that reflect contemporary industry practice standards
- Manages the curriculum change process through identification, documentation, and submission through the College process
- Reviews, approves, and submits textbook orders to the bookstore based on course offerings and enrollment projections
- Reviews Canvas course shells (FT/PT) to ensure institutional and minimal standards compliance

Coordinates all departmental budget activities:

- Assists the Dean with budget oversight for the program
- Makes budget recommendations to the Dean that identify materials that support instruction
- Creates annual budget drafts and enters data into SPOL software
- Tracks spending and maintains an awareness of budget balance
- Identifies equipment requiring a replacement cycle; plan and initiate a cycle
- Proposes purchasing of equipment that supports learning experiences that reflect contemporary industry practice standards

Schedules classes at all locations:

- Assigns faculty teaching schedules
- Works with other programs to plan the delivery of instruction when prudent
- Reviews and corrects course schedule and submits all changes to the appropriate office/app after final approval from the Dean
- Evaluates enrollments and recommends closings or adding of sections during the registration period
- Makes recommendations to the Dean relating to classrooms, faculty/staff workspace, and campus location

Develops Professionalism:

- Pursues professional development opportunities for him/herself as well as seeking the same opportunities for the faculty in the Director's program
- Plans and implements in-service for faculty, staff, and medical director(s)
- Assists Dean in providing orientation for new faculty (both full time and adjunct) and staff within the department
- Forms and manages the program's Advisory Board
- Fosters and maintains an open and collegial environment

Represents Grayson College both internally and externally:

- Develops and maintains working relationships with industry partners and clinical affiliates
- Serves as an official college representative as assigned
- Assists in marketing of programs within his/her program
- Serves on campus committees and councils
- Monitors program website for accuracy
- Coordinates and delivers program information sessions
- Collaborates with Marketing to devise a plan for recruitment

Carries out other administrative duties:

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

This document describes the general duties that Grayson College expects of its Health Science Program Directors. Through discussions between the Program Director and Dean, these duties may change with each academic year. Program Directors will be reviewed based on 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.

Additional required service as outlined below:

- 5 days prior to faculty returning for fall semester
- 5 days after the conclusion of the spring semester

Release and Compensation:

- 6 credits/6 credits release per academic year
- Additional hours available during summer months and will be compensated on an hourly basis during the summer at \$30 per hour with a maximum of 200 hours (prior approval from the Dean is required)

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 (6 SCH)
- Language, Philosophy, & Culture (3 SCH)
- Social & Behavioral Sciences (3 SCH)

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 fulfill the Component Area Option.
- The component area option must include exactly 6 SCH, for a total Gen Ed core of 42 SCH.

Semester _____ Year _____

Grayson College Canvas Checklist

Program directors will review all Canvas courses using this checklist. As a best practice, all courses within the program should look and navigate the same way—to enhance the student experience. Please review one course per checklist. All fields should be addressed. Please submit via scan/email.

Course Rubric: _____ Course Number: _____ Faculty: _____ Reviewer: _____

Complete	Canvas Content	Incomplete	Action Needed	Date Completed
	Home page set to consistent location across all program courses (eg., Modules or Syllabus) + text/video welcome			
	Announcements: Welcome message posted (text or video) Use weekly announcements to outline the expectations, plan for the week, reminders of tests and quizzes or assignments due, clarify concepts, address concerns			
	Announcements enabled on homepage (three most recent)			
	Instructor’s contact information , bio, and photo posted in a consistent location across program courses			
	Course name , number, catalog description, and semester/term posted in a consistent location across program courses			
	Syllabus Completed required and appropriate areas of Simple Syllabus			
	Course learning outcomes and unit objectives are repeated from the syllabus in the Modules, linking coursework to outcomes; connect the dots for the learner as to <i>why</i>			
	Course introduction (text or video) posted prior to the first Module (or on landing page) and in a consistent location across program courses			

	One assignment in the course should be due on or prior to census date (for use in certifying rosters)			
	Module header early in the course labeled “Learning Material” to ease student access to textbooks and ancillary resources. Textbooks are easy to find and clear to access (if a textbook is used)			
	Modules are clearly labeled to assist student navigation (topics and dates) and are used consistently across program courses			
	Modules are organized by week and mirror the syllabus. Students can tell what is due each week. (in a 5-week term there may be two modules due per week, for example)			
	Modules are organized into sections containing student resources/videos/pdf files/ notes as well as assignments and quizzes in a consistent layout.			
	Modules are designed for fast and effective feedback. 24-48 hours maximum time limit on minor assignments and 1 week maximum for major assignments in 8-week courses.			
	Module material from older courses that is clearly not applicable to the current term should get deleted			

Complete	Canvas Technical	Incomplete	Action Needed	Date Completed
	Plagiarism Detection + AI Detection must be used for student submissions. (Turnitin)			
	Canvas Navigation tabs (left margin) include Announcements, Modules and Grades (and any others that are essential) and are consistent across program courses			
	Minimize Canvas Navigation tabs (Go to settings to remove any unused tabs)			
	Learning activities are found within the Module in which they are assigned/due			
	Set Grading Scheme as per the Syllabus			
	Run the Link Validator (in Settings) to test for broken links			
	Canvas and IT help desk contact information posted in consistent location across program courses			
	Publish course 72 hours before start of course			
	Courses should be checked for accessibility			
	Instructor Presence Online courses should have a clear instructor presence distinct from publisher content as defined by the following three categories			
	<p>Social Presence -the ability of participants to identify with the community, communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities. Examples:</p> <ol style="list-style-type: none"> 1) Affective communication -is the communication of values, beliefs, feelings, and emotions, self-disclosure, or the use of humor. 2) Open communication is recognizing, 			

	<p>complementing, and responding to others' questions and contributions</p> <ol style="list-style-type: none"> 3) Group cohesion, where the participants identify with a group through the use of names and inclusive pronouns 4) Visual and audio presence using videos and or photos. Personal welcome/intro video containing the instructor's face and voice. Voice recordings or podcasts 5) Cooperative and collaborative learning experiences 6) Creating a safe online environment through communication is achieved through positive, encouraging, and respectful responses 			
	<p>Cognitive Presence -Interaction as represented by the extent to which the teacher or students are able to construct meaning, knowledge or critical thinking</p> <ol style="list-style-type: none"> 1) Encouraging teacher-learner interaction 2) Supporting higher-order thinking by asking questions that encourage students to think 3) Encouraging different thinking and multiple perspectives in online discussion with provocative and open-ended questions 4) Timely grade posting 5) Instructor-created Instructional videos to explain course content using PPT or computer screen 6) Virtual classrooms (BigBlueButton) and live video conferencing (Zoom) 			
	<p>Teaching Presence - Interaction as represented by the instructor's instructional and pedagogical approaches</p> <ol style="list-style-type: none"> 1) Ensuring that students do not get lost in the online learning environment and ensuring that they know teacher's expectations 			

	<ol style="list-style-type: none"> 2) When using publisher content, the instructor should personalize the material. This can be accomplished using short explainer videos by the instructor, personalized written feedback on assignments, and instructor involvement in online group discussion questions. 3) Designing online learning resources and materials as one-click away 4) Direct instruction in an online setting -involves instructor-made video or instructor authored text directed toward providing students with the material they are expected to know 5) Facilitating discussion and interaction 6) Feedback delivered frequently, immediately (or as soon as possible) and in an engaging, warm, supportive manner 7) Posting Office Hours 			
--	---	--	--	--

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 Strategic Enrollment Management and Analytics 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 submitted to the Strategic Planning and Assessment department as well as to the appropriate Dean or Vice President.
- The Strategic Planning and Assessment Department prepares the Program Review Evaluation Summary, which summarizes the recommendations, commendations and suggestions.
- The Strategic Planning and Assessment Department 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 Strategic Planning and Assessment Department.

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 appropriate associate dean/dean.

The requested changes shall be submitted to the appropriate associate dean/dean. Curriculum changes shall be forwarded to the curriculum committee from the Vice President of Instruction'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 Leadership and Board for approval. As an exception to this policy, state-mandated curriculum changes shall be directly implemented.

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 email, 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/program director 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 the disapproved proposal packet to the 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 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 a 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 proposals 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 of Instruction will return approved packets to the Deans to complete and disseminate the changes to appropriate constituents. Curriculum minutes will then be sent to all members by the Administrative Assistant.
3. Proposal packets to be disseminated as outlined to the following below:
 - Director of Fiscal Services
 - Director of Financial Aid and Veteran Services
 - Director of Success Coaches
 - Assistant Registrar
 - Respective Faculty Members
 - Department Chair and/or Program Director
 - Office of Admissions and Records
 - SACSCOC Liaison Submission to SACSCOC
4. Instructional Deans will make sure corrections and changes will be made in the College catalog and other publications.

APPENDIX M – Curriculum Committee Request Forms

[Download Accessible PDF Copy](#)

Curriculum Committee Proposed Curricular Change

Request Date: _____ Effective Date: Fall 2024

Pathway: _____ Chair/HS PD: _____

Dean / Exec Director: _____

ACGM / WECM Update Only: Yes _____ No _____

Title of Degree: _____ Type of Degree Plan: **Select One** ▾

Please select all that apply. (If other for location, type in location):

Area	Add	Deactivate / Delete	Modify
Program			
Degree Plan			
Certificate			
Course(s)			
Sub-Award			

Method of Delivery	
Face-to-Face	
Hybrid	
Online	

Location of Delivery	
Main Campus	
Online	
South Campus	
Other	

Is a Sub C Required? **(To be completed by Dr. Dava Washburn, SACSCOC Liaison)**
 If required, reason: _____

Is this eligible for Federal Financial Aid? **(To be completed by Stephanie Martin, Director of Financial Aid)**
 If no, why not? _____

Rationale:

Courses to be Added:

Course #	Course Title	Hrs (L-L-C)	Cont Hrs	CIP #	Course Description

Courses to be Deactivated or Deleted: *(Deactivate - No longer an active course. Delete - Delete from the degree audit.)*

Course #	Course Title	Hrs (L-L-C)	Cont Hrs	CIP #	Type of Change
					<input type="button" value="▾"/>
					<input type="button" value="▾"/>
					<input type="button" value="▾"/>

Current Courses to be Modified:

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

Current

Proposed

Course ID	Course Name	Lec Hrs	Lab Hrs	Cont Hrs	Clin Hrs	Cred Hrs
	TOTAL	0	0	0	0	0

Course ID	Course Name	Lec Hrs	Lab Hrs	Cont Hrs	Clin Hrs	Cred Hrs
	TOTAL	0	0	0	0	0