

KILGORE COLLEGE FACULTY HANDBOOK

FALL 2011 – 2012



KILGORE COLLEGE

FACULTY HANDBOOK

This Faculty Handbook includes general rules of conduct, safety regulations, and disciplinary rules. Its purpose is to provide one source for most questions on issues faculty want addressed. Nothing contained in this manual or any verbal statement should be construed as creating any type of employment contract either expressed or implied. The policies and other information contained in this manual are subject to change at any time. While the College will normally attempt to provide employees with advance notice of any change, the College reserves the right to alter these policies at any time without advance notice. Copies of any revised policies will be issued to all faculty members.

Unless issued a written employment contract signed by both parties, all employment at Kilgore College is at-will. Nothing in this manual is intended to alter the at-will relationship or to provide or guarantee employment for any specific period of time. Any questions which you may have concerning the terms or conditions of your employment should be referred to your immediate supervisor. Any questions concerning your status as a contract or non-contract employee should be directed to the Office of Human Resources.

Kilgore College is a publicly supported, two-year, comprehensive community college offering post-secondary educational opportunities.

Kilgore College seeks to provide equal educational and employment opportunities without regard to gender, race, color, religion, national origin, disability, age, veteran status, or genetic information.

MISSION STATEMENT

Kilgore College prepares students for success in life by providing educational opportunities that have high quality, great value, easy access, and community focus.

- Taking as its motto “Emphasis Excellence,” Kilgore College promotes **high quality** in all of its operations: teaching and learning which lead to certificates and associate degrees, administrative and educational support services, and public service.
- Kilgore College promotes **great value** primarily for its 20-member school district service area in Northeast Texas by providing educational opportunities at a competitive cost.
- Kilgore College promotes **easy access** through open-door admission, distance learning opportunities, dual credit courses, developmental education, and a comprehensive financial aid program.
- Kilgore College promotes **community focus** through workforce education programs and through public service endeavors including workforce and small business development, Adult Basic Education, continuing education, athletics, and the fine arts.

The mission statement of Kilgore College is consistent with the Texas Education Code § 130.0011, which states that the mission of public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees, as well as continuing education, remedial and compensatory education consistent with open-admission policies.

INSTRUCTIONAL POLICIES AND PROCEDURES

The Role of the Instructor

Instructors at Kilgore College shall meet or exceed the current standards of the College Delegate Assembly of the Commission on Colleges of the Southern Association of Colleges and Schools and the Texas Higher Education Coordinating Board (for a detailed listing of faculty credential requirements, see page in appendix).

The jurisdiction, role and participation of faculty at Kilgore College is as follows:

The instructor has a primary role in the learning process of students. As a result, the instructor occupies a position of trust in relation to both students and community, and this freedom to teach must be exercised responsibly. The role of the instructor includes:

- The presentation of issues and information openly, with fairness and clarity;
- The discussion of arguments from various points of view, avoiding the imposing of personal opinions by the pressure of instructional authority in the classroom;
- Encouraging students to analyze issues impersonally, to think critically and to draw independent conclusions;
- The duty to present in the classroom issues related to the course of study and to the general education program of the college.

The faculty serves as instructors at the college and as a liaison between students and administration in relating policy and procedure that relate to students. They also serve as an integral part of the college, relating faculty concerns to the administration of the college. Faculty develop curriculum, instruct students, evaluate students, advise students, and give input to administration in all college matters that affect faculty. Faculty will be included in all college committees that deal with faculty concerns.

FULL-TIME FACULTY CONTRACTUAL DUTIES

Faculty Assignments

The instructor is responsible for the education of students in his/her discipline of expertise. The instructor also assists the department chair/program director and other administrative personnel in activities designed to enhance the effectiveness of the learning process. A list of expectations, policies, and guidance for faculty performance of their duties is also available in the Kilgore College Personnel Policies and Procedures Manual.

Faculty Responsibilities and Expectations

Essential Functions of the Job:

- Be in attendance each day according to the assigned work schedule resulting in a minimum of 30 hours per week on campus.
- Support the mission and vision of the College
- Maintain office hours per college policy
- Instruct students in specific areas and evaluate their learning progress.
- Be accessible to students
- Develop, maintain, and follow syllabi for courses
- Keep abreast of developments in the discipline or program and in instructional methodology that enhances student engagement and student success
- Support and participate in appropriate professional development programs and activities
- Support and adhere to the policies and procedures of the college, division, and the department
- Implement college policies for students in an appropriate manner
- Participate in student advisement and registration
- Communicate with the appropriate chair and/or dean regarding the need for instructional materials, equipment, and professional development
- Maintain a harmonious and collegial relationship with other members of the faculty and staff
- Maintain professional conduct and appearance
- Participate in graduation annually
- Be involved in Institutional Effectiveness activities
- Serve on various departmental, divisional, and/or college committees
- Participate in other duties as assigned

Additional Responsibilities for Workforce Education Faculty

- Be involved in recruitment of students
- Maintain active relations with business and industry
- Create and utilize advisory committee
- Maintain labs

Faculty assignments will be made by the department chair/program director. Consideration will be given to schedules that do not require all classes being consecutive, if possible. The division dean will approve these assignments. It is further understood and agreed that an instructional dean may, from time to time, assign to a faculty member overload teaching assignments for which he or she is professionally certified or otherwise qualified to perform. The faculty member shall be compensated for such overload assignment according to College policy and the part-time/overload schedule approved by the Board of Trustees.

All faculty members are subject to assignment from 7 a.m. to 10 p.m. Instructors may also be asked to teach at external campus locations and may be asked to teach on Saturdays or on a rotating basis one or more terms in summer school. A comprehensive community college mandates work schedules and assignments that are flexible in order to serve a variety of student and community needs. All faculty and staff are expected to recognize student needs by maintaining appropriate office hours teaching schedule, and work hours in order to serve day, evening, off-campus classes, and special groups of students.

Faculty members should schedule office hours in both mornings and afternoons with at least four (4) hours scheduled after 1 p.m. throughout the week to accommodate the needs of students. All schedules will require approval from the appropriate dean. Classes taught for overload pay will be in addition to the required thirty (30) hours. The standard load for full-time faculty will be calculated according to the faculty teaching load schedule. However, considering the variety of teaching loads and schedules, the combination of conference hours and on-campus work hours may vary relative to faculty contact hours in class and lab. The appropriate dean will approve any variation from a 30-hour week.

Academic Freedom and Responsibilities

Institutions of higher learning are conducted for the common good. The common good depends upon a free search for truth and its free expression. Therefore, it is essential that faculty members be free to pursue scholarly inquiry without undue restriction and to voice and publish their conclusions concerning the significance of evidence they consider relevant. Faculty members must be free from the corrosive fear that others, inside or outside the college community, may threaten their professional careers because the others' vision differs from that of the instructor.

Faculty members are entitled to full, albeit not unlimited, freedom in the classroom in discussing the subject being taught. Faculty members are also citizens of their nation, state, and community and, when they speak, write, or act as citizens, they must be free from institutional censorship or discipline.

The concept of academic freedom, as applied to faculty members, must be accompanied by an equally demanding concept of responsibility, shared by the Board, administrators, and faculty members. Because of this concept of shared responsibility, the faculty, administrators and Board have unique roles in the decision making process. The essential responsibilities of the Board and administrators are set forth in the Principle of Accreditation: Foundations for Quality Enhancement adopted by the Commission on Colleges of the Southern Association of Colleges and Schools.

The fundamental responsibilities of a faculty member as an instructor and a scholar include a maintenance of competence in the instructor's field of specialization and the demonstration of such competence in lectures, discussions, publications, and/or exhibitions.

Exercise of professional integrity by a faculty member includes recognition that the public will judge the member's profession and the College by the faculty member's statements. Therefore, faculty members should strive to avoid creating the impression that they are speaking or acting for the College when speaking or acting as private citizens.

Faculty members should be judicious in the use of controversial material and/or comments in the classroom and should only introduce such material when it has a clear relationship to the subject matter of the course being taught. Further details may be found in the Kilgore College Procedures Manual.

Kilgore College acknowledges statements of the American Association of University Professors regarding freedom of expression and extends it to include publications, *service learning*, and *other forms of student learning*.

Faculty members and students engaged in the creation and presentation of works in the visual and performing arts are as much engaged in pursuing the mission of the College, as are those who write, teach and study in other academic disciplines. Works of the visual and performing arts are important both in their own right and because they can enhance our understanding of social institutions and the human condition. Artistic expression in the classroom, the studio and the Workshop therefore merits the same assurance of academic freedom that is accorded to other scholarly and teaching activities. Since faculty and student artistic presentations to the public are integral to their teaching, learning and scholarship, these presentations merit no less protection.

PROCEDURE TO ADMINISTRATIVE CONSIDERATION AND BOARD INFORMATION ONLY

The following procedure is used to notify the College Administration and Board when a faculty member plans to use controversial materials, and knows or reasonably should know that there will be significant negative feedback from students or the community to materials, which are to be used, presented or produced in their classroom or in the visual or performing arts.

“Controversial” materials that trigger the notification and dialog process include, but are not limited to, materials, which are sexually explicit, or graphically or gratuitously violent, or extensively characterized by profanity, or involving nudity.

The process of notification begins when a faculty member decides to use the potentially controversial material or when the administration otherwise becomes aware of that decision. As soon as the decision is made to use the potentially controversial material, the faculty member will notify the Department Chair and Dean. The faculty member should include the reasons that the material may be controversial and why there is an expectation of significant negative feedback. The Dean will notify the Vice President of Instruction (VPI) who will then inform the President regarding the proposed use of this material.

In this way the President, as well as other administrators, will be prepared and have information on the material before it would actually be used. At his discretion, the President may also notify the Board of Trustees and consult with Legal Counsel.

If the Department Chair or Dean expresses concern about the appropriateness of the use of the controversial materials in question and fail to reach a mutual understanding or resolve the issue, then the Dean will convene a committee of Kilgore College employees. The purpose of the committee is to allow dialog among a larger, more diverse group of professionals on the planned use of the materials and to provide additional perspectives.

The committee will consist of eight persons including two members chosen by the faculty member, one member chosen by the Department Chair, and two members chosen by the Dean, as well as the faculty member, Department Chair and Dean. The Committee will prepare a written summary of the key points for the administration. The Committee may ask to meet with the President and Vice President of Instruction. The President may make a recommendation to the Board of Trustees, who, as the overall governing body of the institution, is free to accept or reject the President’s recommendation.

It is very important that the above procedure take place within a reasonable time so that the instructional process will not be interrupted. From the moment the faculty member notifies the Department Chair, the entire procedure, including written summary to the administration, should be completed within one week.

DOCUMENTING OUTCOMES

A credit program must consist of a curriculum that integrates necessary academic and workforce skills as identified in the professional literature, by program experts, by business and industry advisory committee, in recognized skill standards, and by other related professional organizations. Development of a competency-based curriculum requires identification of subject area-specific, general academic and workforce skills.

Outcomes are all about what the student will be able to do/achieve in a course. These should be stated in measurable terms (see Bloom’s Taxonomy). Activities for the course should directly support those outcomes and assessment should determine the students’ mastery of those outcomes.

At Kilgore College the course syllabus is intended to be the primary document whereby an instructor communicates to the student major rules and directions for the course. Each instructor must provide a current syllabus to every student in a class. Also, each instructor is responsible for providing his department chair or program director a current syllabus for each course being taught by the beginning of the first week of class in each semester or term.

A common outcomes syllabus for each course taught at the College is on file in your division dean's office. Each course has a common syllabus, which includes student outcomes and, where appropriate, competencies and perspectives. A full explanation of the expectations for an individual instructor's syllabus is included below. However, if your course is a part of the Core Curriculum, you will also want to include the exemplary objectives listed in the accompanying document on the Core.

COURSE SYLLABUS OUTLINE

The course syllabus is intended to be the primary document whereby an instructor communicates to the student the purpose, direction and major rules for a course. Each instructor must provide a current syllabus to every student in the class. **A common outcomes syllabus will be filed in your division office** that will include, **at a minimum**, all of the items below except those relating to an individual instructor:

COURSE:

Name and catalog description of course
Credit value of course
Prerequisites, if any

INSTRUCTOR:

Name and title
Office number
Phone number (office, voice mail, etc.)
Email address and/or course website
Office hours

COURSE RATIONALE:

[Example]: One of the measures of good citizenship is a basic knowledge of and involvement in our political system. Your life is greatly affected, on a daily basis, by decisions made at the local, state and national governmental levels. This basis introduction to the U.S. and Texas political systems will provide the student with an understanding of and appreciation for citizen political participation.

EDUCATIONAL MATERIALS:

Text – title, edition, author
Supplements, if any
Additional supplies (if needed)
Resources – names and locations (computer lab, other labs, library, etc.)

EVALUATION:

Examinations
Quizzes
Projects, assignments, papers, book reviews, field trips
Type of final
Calculation of grade

CLASSROOM POLICIES:

Attendance
Make-up examination procedure
Academic honesty statement
Civility statement
Drop date

DISCLAIMER:

[Example]: Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

COMMON COURSE OUTCOMES:

- Student Learning Outcomes (SLOs), including Exemplary Education Objectives if the course is part of the Core Curriculum.
- **Don't forget to include higher levels of learning; e.g., perspectives and Intellectual Competencies in the Core Curriculum.**
- **Workforce education courses should include SCANS competencies utilized in each Student Learning Outcome (SLO).**

SCHEDULE OF CLASSES AND/OR LABS:

- This will consist of a daily or weekly schedule of classes, topics, reading assignments, and test dates.
- At this point you may want to list more detailed objectives and/or a course outline, personalizing your syllabus.

Posting Syllabi on the Website in Compliance with HB 2504

A syllabus for each course and each instructor must be posted on the KC website according to state law.

So that the syllabus does not need to be changed each and every semester, instructors may want to make each syllabus non-specific with regard to times and dates. Instead of stating, for example, that “Unit I test will be on Sept. 30, 2011” you might state that “the first test will be at the end of the first unit” or “after completion of the first unit at about 25% of course completion.” Of course, you can have students access a course calendar for specific dates each semester or pass them out during class.

In order to ensure that syllabi are up-to-date, the process below must be followed:

- For each semester that courses are offered, full-time faculty members must compose, review, and, if necessary, revise the content and format of their syllabi.
- Faculty members must send their new or revised syllabi to the appropriate department chair or program director for approval.
- Department chairs and program directors may post the new or revised syllabi on the college website or may send them to the division’s administrative assistant for posting, according to the dean’s preference.
- Department chairs and program directors are responsible for providing syllabi for adjunct instructors and for ensuring that the syllabi are posted to the college website.

Revised April 11, 2011

The Kilgore College Core Curriculum

A core curriculum is defined by the state of Texas as curriculum “in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher learning are required to complete before receiving a baccalaureate degree.” One of the beneficial aspects of this for students is that if they complete the KC core curriculum, any state college or university is required to accept it in total. Those students will not lose any hours in transfer. *

The purpose of the Core Curriculum at Kilgore College is the development of disciplined, informed, and creative minds. Those who complete the core curriculum will have an acceptable level of proficiency in basic intellectual competencies and an enhanced knowledge and appreciation of the world around them. It is part of the foundation of a liberal education, providing the foundation for success in further college studies and throughout life.

The core curriculum may be viewed as a program all its own. First, it answers the question of what should an educated person who completes an associate degree (or the core curriculum) be able to do and know. Most would agree that a core curriculum completer should, at a minimum, be able to read, write, speak, and listen effectively, think critically and be computer literate. Those are referred to in the core curriculum as **basic intellectual competencies**.

Students who have applied for graduation with an associate degree in each of three graduations per year (fall, spring, summer) are assessed on a selected number of basic intellectual competencies. Results are sent to the Curriculum Assessment Committee for evaluation and direction for development of improvement plans.

Next, a liberal arts education (core curriculum) has a liberating effect on the human spirit by causing those exposed to look at the world in a different way—being able to relate certain information to the world around them, thereby understanding it more fully. In the core curriculum, these values are encapsulated in what are called **perspectives**. These higher-level skills in the cognitive and affective domains help students:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world;
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society;
3. Recognize the importance of maintaining health and wellness;
4. Develop a capacity to use knowledge of how technology and science affect their lives;
5. Develop personal values for ethical behavior;
6. Develop the ability to make aesthetic judgments;
7. Use logical reasoning in problem solving; and
8. Integrate knowledge and understand the interrelationships of the scholarly disciplines.

Perspectives are evaluated each semester utilizing oral examination of graduates in AA, AS, and AAT degrees. This process utilizes a rubric to ensure consistency of assessment. The results are reported and analyzed by the Curriculum Assessment Committee so that the appropriate faculty can develop improvement plans.

Finally, KC’s core curriculum also addresses **exemplary educational objectives** for each component area (Communications, Mathematics, Natural Sciences, Visual and Performing Arts, Humanities, Social and Behavioral Sciences/History/Government, and the Institutional Options of Computer Science and Kinesiology). These are incorporated into each course syllabus and become part of the student learning outcomes of each course. Assessment of exemplary educational objectives is accomplished through embedded questions in final exams that are asked in courses of each component area. Each question measures a specific **exemplary educational objective**. The results of those questions are tabulated separately by component area and sent to the Curriculum Assessment Committee for review to determine whether student success in achieving those objectives has been realized. Then, based upon that assessment, faculty members of that component area develop plans to improve student learning in those areas.

The Curriculum Assessment Committee, a standing committee of at least one member from each component area of the core, oversees and coordinates the core curriculum evaluation process on an ongoing basis. A subcommittee of the Curriculum Assessment Committee guides and facilitates the process.

Faculty teaching similar courses in core component areas that are scheduled to assess the same **intellectual competencies, perspectives, or exemplary educational objectives** form a sub-committee for each course in which these criteria are taught. These faculty members select a method of assessment and bring the proposal to the Curriculum Assessment Committee for approval. After approval, faculty members administer the process, evaluate and report results, and develop improvement plans. Faculty file a report of findings with the Curriculum Assessment Committee the following fall semester after faculty complete formal assessment, report findings, and prepare an improvement plan. In many cases, this procedure is tied to the college's research and institutional effectiveness process by being included in a department's annual improvement plan.

Other methods of core curriculum assessment consist of the following:

Every two years, KC administers the Community College Survey of Student Engagement (CCSSE) as an indirect determinant of student attainment of perspectives. The Institutional Research Office receives results and shares them with the Curriculum Assessment Committee as well as the College faculty and administration. CCSSE data allow the College to compare data from current students to those of KC students from previous years as well as to nationally-normed data from colleges similar to KC

KC also obtains data from receiving colleges and universities comparing the GPA of KC students to those of transfer students from other community colleges. Deans receive the data and share results with their faculty. The Curriculum Assessment Committee also reviews the data and uses results as one measure of academic success of KC students in a four-year college or university compared to their peers.

Therefore, KC assures students have attained the basic **intellectual competencies, perspectives, and exemplary educational objectives** by: (1) administering the Collegiate Assessment of Academic Proficiency (CAAP) to a sample of students who have substantially completed the core curriculum; (2) administering the Community College Survey of Student Engagement (CCSSE) as an indirect determinant of student achievement of perspectives; (3) monitoring data from receiving colleges and universities that compare the GPA of KC students with transfer students from other community colleges; (4) administering an oral exam to those graduating with AA, AS, AAT, and AAS degrees; (5) embedding questions in final exams for individual component areas of the core for exemplary educational objectives.

In summary, KC employs multiple assessment tools to measure students' mastery of exemplary educational objectives, intellectual competencies, and attainment of perspectives within the core curriculum. In addition, the College provides evidence that graduates have attained those objectives, competencies and perspectives, and uses the results of assessment to improve student learning.

* The guarantee of transferability to a receiving institution does not mean that every course in the core curriculum will meet a *degree requirement* for every degree at that receiving institution.

Bloom's Classification of Cognitive Skills		
Category	Definition	Related Measurable Behaviors
Knowledge	Recalling or remembering something without necessarily understanding, using or changing it.	Define, describe, identify, label, list, match, memorize, point to, recall, select, state
Comprehension	Understanding something that has been communicated without necessarily relating it to anything else.	Alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate
Application	Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations.	Apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, related, shop, solve, use
Analysis	Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts; or recognition of organizational principles	Analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide
Synthesis	Creating something new by putting parts of different ideas together to make a whole	Blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write
Evaluation	Judging the value of material and methods as they might be applied in a particular situation; judging with the use of define criteria.	Accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support
(from Ball State)		

KILGORE COLLEGE CORE CURRICULUM*

A core curriculum is defined by the state of Texas as curriculum "in the liberal arts, humanities, sciences, political, social, and cultural history, that all graduates of an institution of higher education are required to complete before receiving a baccalaureate degree." KC's core curriculum consists of 46 semester credit hours that will transfer as the core at any state college or university. After completing the core, a student may need only 16 additional semester credit hours to receive the associate of arts or the associate of science degree.

COMPONENT AREA	REQUIRED COURSES	SEMESTER HOURS
Communication	6 hours to be selected from ENGL 1301 and 1302 or 2311 3 hours to be selected from SPCH 1315, 1318, 1321	9
Mathematics	3 hours to be selected from MATH 1314, 1316, 1324, 1325, *1333, 1342, 2412, 2413, 2414, 2415, 2320 *Math 1333 will not fulfill Math requirement for AS degree	3
Natural Sciences	8 hours to be selected from BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2404, 2406, CHEM 1405, 1406, 1411, 1412, 2423, 2425, ENVR 1401 GEOL 1403, 1404, 1405, 2407 PHYS 1401, 1402, 1403, 1404, 1405, 2425, 2426	8
Visual and Performing Arts	3 hours to be selected from ARTS 1301, 1303, 1304, DANCE 2303 DRAM 1310, 2361, 2362, 2366 MUSI 1306, 1308, 1309, 1310	3
Humanities	3 hours to be selected from ENGL 2322, 2323, 2326, 2332, 2333* HIST 2311, 2312, 2321, 2322 PHIL 1301, 1304 SPAN 2311, 2312, 2315 *ENGL Literature course required for AA degree	3
Social and Behavioral Sciences/History/Government	6 hours to be selected from HIST 1301, 1302, 2301 6 hours to be selected from GOVT 2305 and 2306 3 hours to be selected from* ANTH 2301, 2351, COMM 1307, CRIJ 1301, ECON 1301, 2301, 2302, GEOG 1303, PSYC 2301, 2314, SOCI 1301, 1306, TECA 1354 (Child Growth and Development) *Business majors select ECON 2301 or ECON 2302	15
Institutional Option	3 hours to be selected from BCIS 1305, COSC 1336, 1337 2 hours to be selected from KINE 1218, 1230, 1238, 1245, 1247, 1248, 1250, 2247, 2248 Or (2) 1-hour activity courses	5
Total Minimum Requirements		46 including both institutional options

Prerequisites for all courses apply

Exemplary Educational Objectives for Core Curriculum Required Courses

Communication (*composition, speech, modern language*)

Purpose Statement

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

Exemplary Educational Objectives:

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

Mathematics

Purpose Statement

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

Exemplary Educational Objectives:

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

Natural Sciences

Purpose Statement

The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.

Exemplary Educational Objectives:

1. To understand and apply method and appropriate technology to the study of natural sciences.
2. To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
3. To identify and recognize the differences among competing scientific theories.

4. To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
5. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Humanities and Visual and Performing Arts

Purpose Statement

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

Exemplary Educational Objectives:

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

Social and Behavioral Sciences

Purpose Statement

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

Exemplary Educational Objectives

1. To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
2. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
3. To use and critique alternative explanatory systems or theories.
4. To develop and communicate alternative explanations or solutions for contemporary social issues.
5. To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
6. To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
7. To understand the evolution and current role of the U.S. in the world.
8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
10. To analyze, critically assess, and develop creative solutions to public policy problems.
11. To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
12. To identify and understand differences and commonalities within diverse cultures.

Exemplary Educational Objectives:

History: The student must be able to:

1. identify and evaluate significant individuals, events, and eras in the history of the United States of America or Texas;
2. recognize and analyze political, social, and economic changes in the United States or Texas history;
3. identify and evaluate causes and effects of domestic and international issues and events in United States or Texas history; and
4. apply relative chronology through the sequencing of significant individuals, events and time periods in United States or Texas history.

Government: The student must be able to:

1. describe and analyze the environment and background of the political systems of Texas and the United States;
2. demonstrate a general knowledge of the structure and history of the constitutions of Texas and the United States;
3. distinguish the powers and responsibilities of the various branches of government within Texas and the United States; and
4. outline and discuss the political process with emphasis on the principles of good citizenship and the impact on daily lives.

Social and Behavioral Sciences: The student must be able to:

1. employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition;
2. examine institutions and processes across a range of structures and cultures within the area of study;
3. analyze the effects of social, economic, psychological and cultural forces on the area of study; and
4. develop explanations or creative solutions for contemporary social, economic, psychological and cultural problems for the area of study.

Institutionally Designated Option:

Computer Science

Purpose Statement

The objective of the computer science component of a core curriculum is to enable the student to understand the impact and influence of the computer on all aspects of modern day life and to be able to use the computer and various application software to become more productive and creative in the areas of education, employment, leisure and family life.

Exemplary Educational Objectives:

1. to recognize the fundamental concepts of computer hardware. This includes processors, input devices, output devices, storage devices, and data communication equipment.
2. to demonstrate a basic knowledge of computer system software. This covers operating systems, operating environment and platform essentials.
3. to demonstrate a basic knowledge of computer application software. This comprises classifying, identifying, and describing the different categories of application software.
4. to demonstrate a basic knowledge of computer files. This encompasses the creation, modification, renaming, moving and deleting of files. Also included is the concept of directories and folders.
5. to use a computer to create, edit and format documents. This involves both textual and graphical output.
6. to demonstrate a basic knowledge of computer data communications. This includes hardware, software, bulletin boards, the Internet, on-line business and commerce and information retrieval.

Kinesiology

Purpose Statement

The objective of the kinesiology component of the core curriculum is to encourage students to take control of their own personal health and lifestyle habits so that they can make a constant and deliberate effort to stay healthy and achieve the highest potential for well being.

Exemplary Educational Objectives:

1. to identify the components of physical fitness.
2. to demonstrate the benefits and significance of participating in a lifetime fitness program.
3. to develop skills and knowledge to make an intentional choice of a lifestyle characterized by personal responsibility, balance, and health,
4. to identify activities that will improve the level of physical fitness and to encourage participation in one or more of these on a regular basis.
5. to identify risk factors, motivation, counseling, and behavior modification techniques to emphasize current and valid health information and promote lifestyle changes

**COMPETENCIES, PERSPECTIVES,
AND EXEMPLARY EDUCATIONAL OBJECTIVES EVALUATIONS BY YEAR**

2009 – 10	2010 – 11	2011 – 12
Reading Critical Thinking Writing Listening Speaking Computer Literacy	Reading Critical Thinking Writing Listening Speaking Computer Literacy	Reading Critical Thinking Writing Listening Speaking Computer Literacy
Logical reasoning in problem solving Broad & multiple perspectives Understanding interrelationships of the scholarly disciplines Develop personal values for ethical behavior	Use knowledge of Technology and Science Responsible member of society Ability to make aesthetic judgments Importance of maintaining health and wellness	Logical reasoning in problem solving Broad & multiple perspectives Understanding interrelationships of the scholarly disciplines Develop personal values for ethical behavior
Exemplary Educational Objectives for all Component Areas	Exemplary Educational Objectives for all Component Areas	Exemplary Educational Objectives for all Component Areas

Academic Policies and Curriculum Committee

The Academic Policies and Curriculum Committee is appointed by the Vice President of Instruction, and is comprised of a broad representative group consisting of faculty from both the academic and technical areas of the college, the division deans, registrar, business office representative, and the Vice President of Instruction who chairs the Committee.

Formerly called the Curriculum Committee, its role was expanded in 2007 to include reviewing, drafting, and revising academic policies and procedures.

It provides a systematic process for adopting or revising academic policies and procedures that typically appear in the College catalog. **All academic policies and procedures will be formally reviewed by the Committee every three years.**

The Board of Trustees of Kilgore College recognizes that the curriculum is appropriately of central concern to the faculty, and therefore encourages all faculty members to propose the addition of courses and programs as well as the revision and deletion of existing courses and programs. Although most of the initiatives for curriculum change come from faculty, the process of moving those ideas through the necessary channels to incorporate them into the curriculum requires the joint effort of faculty, instructional leaders, administrators and staff. The approval process for such additions and revisions will include review by the affected departments or programs

The College Academic Policies and Curriculum Committee has a key role in this process. It is responsible for representing all faculty members, department chairs, program directors and division deans by bringing their ideas to the committee and discussing the ideas of others with the committee members to gain consensus. **When a proposed curriculum change is known to affect disciplines or programs other than the one(s) proposing the change, it is the responsibility of the AP and Curriculum Committee to provide representation from those areas to insure that all sides of an issue are presented.**

RESPONSIBILITIES OF THE ACADEMIC POLICIES AND CURRICULUM COMMITTEE

- Meet as needed to study and respond to college issues as recommended by the Vice President of Instruction.
- Periodically review all academic policies and consider the need for additional ones.
- Review all new academic course recommendations and revisions to existing academic courses and determines that they meet Coordinating Board guidelines as outlined in the Community College Academic Course Guide Manual, and ensures compliance with Southern Association (SACS) requirements.
- Review all new workforce education courses and revisions to existing workforce education courses and determines that they meet Coordinating Board guidelines as outlined in the Guidelines for Instructional Programs in Workforce Education (GIPWE)
- Review and ensure that all workforce education course and program changes comply with the requirements for the Associate of Applied Science Degree, and/or Certificate Guidelines for Technical Programs.
- Review and approve all courses to be designated as fulfilling general education requirements for the AA, AS, and AAT degrees.
- Review and approve any new Associate of Applied Science degree.
- Review programs for proliferation of courses within programs and in other disciplines.
- Formally review and evaluate the curriculum and curriculum change process.
- Review other curriculum issues as needed.

CURRICULUM DESIGN – WORKFORCE EDUCATION PROGRAM ADVISORY COMMITTEES

When a new technical/occupational curriculum is to be considered, an advisory committee consisting of professionals or specialists in the field will be formed to determine the feasibility of offering the curriculum, and to assist in planning before it is developed for recommendation to the Board of Trustees. Each workforce education program will maintain a standing advisory committee which will meet as necessary, but should meet at least twice each academic year to advise the college about the program and to review curriculum proposals and capital equipment requests. **No changes in curriculum will be considered without the advisory committee's review documented in Advisory Committee minutes.**

The effectiveness of the curriculum planning and revision process depends on work provided by faculty through their departmental review of curriculum.

ANNUAL CURRICULUM REVIEWS

The courses that comprise the college curriculum are arranged by discipline or program. Proposed curriculum change involves examining how each course relates to other sources in the discipline(s) and/or program(s).

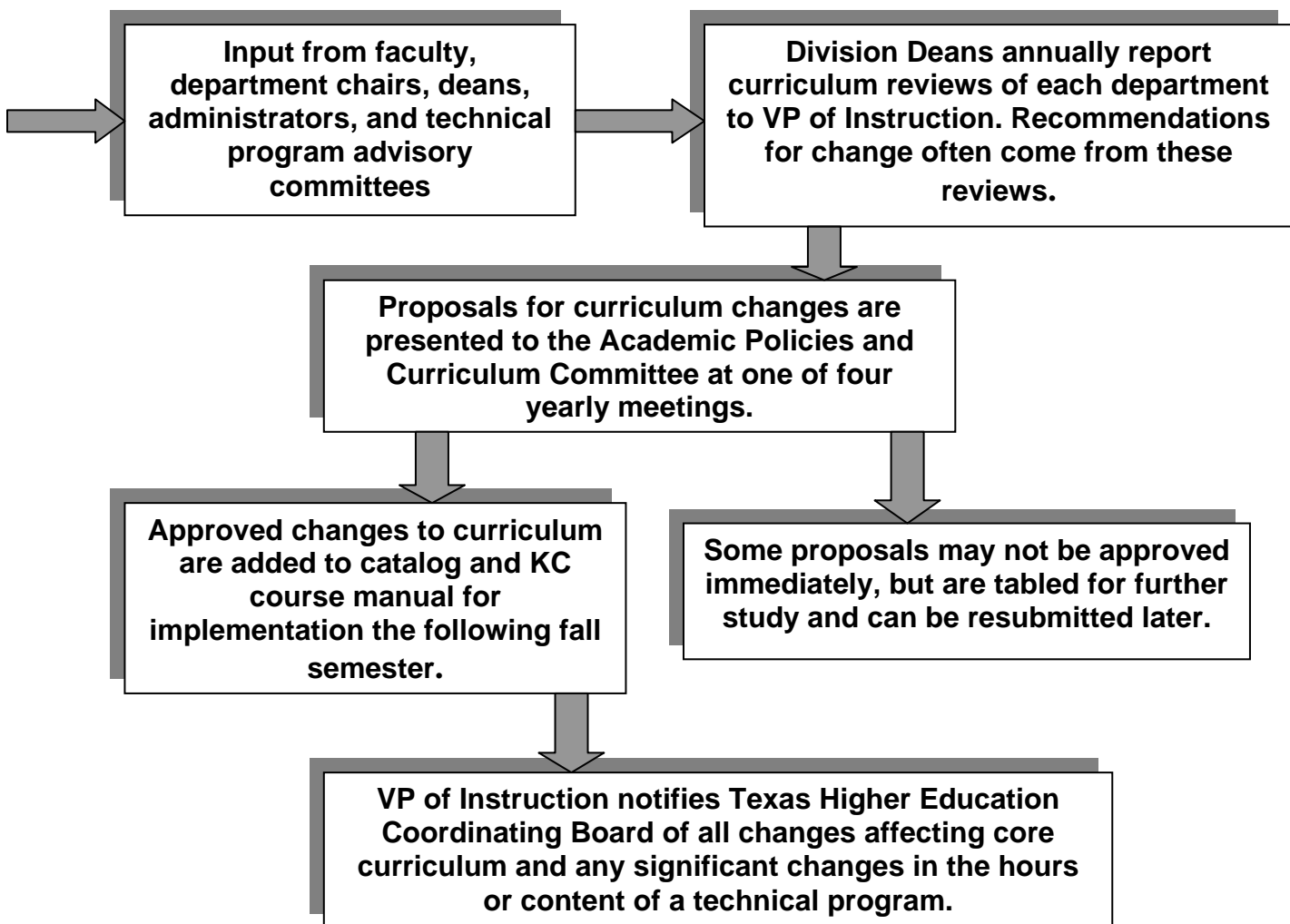
This curriculum revision process is designed to facilitate careful planning, deliberation and communication, as well as to provide the format necessary for approval and implementation. **Prior to April 15 each year, each department will review its curriculum and prepare a written report for the division dean and Vice President of Instruction.** This annual review of curriculum should include but is not limited to, modifications/updates to course syllabi, catalog descriptions, suggestions/recommendations for scheduling changes, short courses, compressed, fast track formats, distance learning, etc.

If any evaluation reveals that the curriculum needs restructuring or modification, the faculty within the discipline, led by the Department Chair/Program Director, will revise the curriculum accordingly. The Department Chair/Program Director in conjunction with the Division Dean, reviews the proposed changes for:

- Accuracy
- Content (substance) and format
- Fit into overall curriculum and program objectives
- Compliance with Southern Association (SACS) and Coordinating Board guidelines
- Compliance with college general education and degree requirements, where appropriate
- The Division Dean presents the revised curriculum to the Vice President of Instruction for review and approval by the College Academic Policies and Curriculum Committee.

Also, no later than February 1 of each year, the Vice President of Instruction will communicate in writing to the President whether any curriculum changes made over the past academic year will require approval for substantive change from SACS or simple notification or neither. All requests to SACS will originate from the President's office.

CURRICULUM CHANGE PROCESS



INSTRUCTIONAL COUNCIL

PURPOSE STATEMENT

(Reaffirmed by IC 6-14-06)

The Instructional Council provides leadership for the Instructional Program at KC. Chaired by the Vice President of Instruction, the Council initiates and establishes procedures, making recommendations to the Executive Council as appropriate. Membership consists of the Instructional Division Deans, Director of the Library, Director of Instructional Technology and Distance Learning, and the President of the Faculty Senate.

FACULTY SENATE

The accomplishments of the goals of any educational institution depend on the successful interaction of the administration, the faculty and the students. It is the faculty which carries out the college's primary function, the education of the students; and it is the proximity to both administration and students that puts the faculty in an advantageous position to assess the student and institutional needs. Therefore, it is prudent and necessary that the faculty play a role in planning, policy-making and decision-making process of Kilgore College. The purposes of the Faculty Senate shall be to represent the interests of the faculty in their relations with the College administration and the Board of Trustees; to serve as a forum for the exchange of ideas and information; to provide opportunities for professional growth and development among faculty; and to provide for active participation in the planning, policy-making and decision-making processes of the institution. The president of the Faculty Senate is a member of the Instructional Council.

TECHNOLOGY COMMITTEE

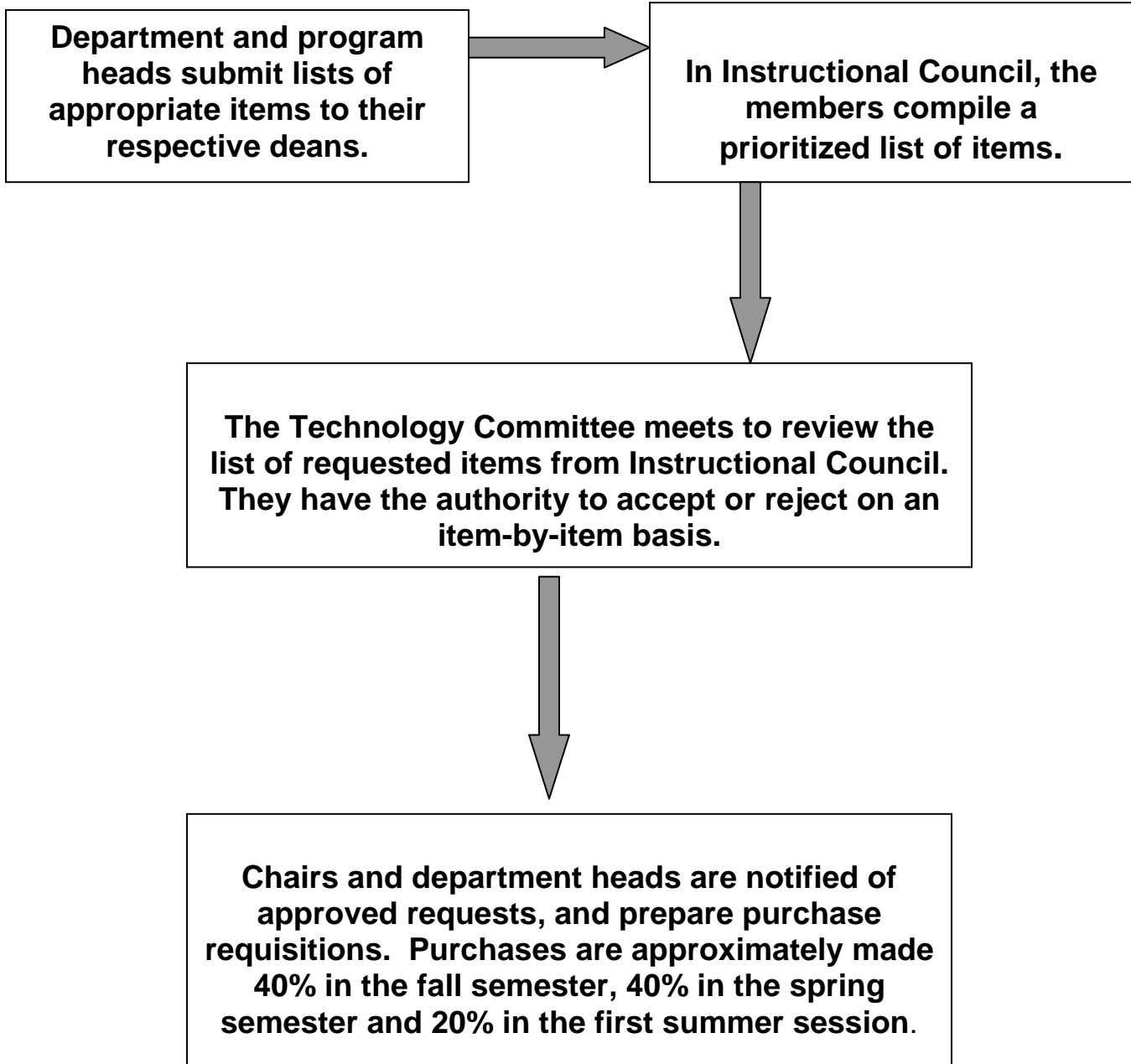
PURPOSE AND ROLE

(Passed 9-19-98)

The purpose of the Technology Committee is the disbursement of funds generated by a portion of the General Fees. The Committee takes recommendations from the Instructional Council as to the items to be purchased and their priority.

Membership of the committee, chaired by the Vice President of Instruction, includes the instructional division deans, the Vice President of Administrative Services, Director of Purchasing, Director of Institutional Advancement, Director of Instructional Technology & Distance Learning, Director of the Library, Director of Information Technology and others whom the Vice President of Instruction may appoint.

TECHNOLOGY COMMITTEE PROCESS



Faculty Load

LAB TO LECTURE RATIO;

1: 1 Ratio – Lab to Lecture:

Automotive, Auto Body Repair, Biology, Chemistry, Corrosion, Surgical Technology, Welding, ADN Clinicals

67: 1 Ratio – lab to Lecture:

Advertising/Graphic Design, Air Conditioning/Refrigeration, Art, AD Nursing, Business/Accounting, Diesel Technology, Drafting Technology, Drama, Emergency Medical Technology, Geology, Journalism/Communications, Medical Assisting, Office Professionals, Photography, Physical Therapist Assistant, Physics, Vocational Nursing, Welding.

5: 1 Ratio – Lab to Lecture:

Child Development, Computer Science, Cosmetology, Dance, Developmental English, Developmental Reading, Engineering, ESOL, Math, Music (excludes private lessons and ensembles), Spanish.

HEALTH SCIENCES:

Since faculty loads in the Health Sciences can vary greatly from semester to semester, faculty are paid on the basis of an average load throughout the year (**an average load is 30 hours per year**) before overloads are considered. The annual load for a faculty member in this area who teaches 9 months is divided by 2. For those teaching 10 1/2 months, the load is divided by 2.33 and for those who teach 12 months, it is divided by 2.66. Anything over the average of 30 hours is paid as an overload.

NOTE: A.D.N. Nursing is paid the same as academics with regard to loads. Example: Jane Doe works with a 10 1/2 month contract. She has 45 contact hours annually. To determine her overload we take the 45 and divide by 2.33 to get 19.31 hours. Therefore, her overload would be the difference between 19.31 and the average load of 15 hours which is 4.31. Then multiply the 4.31 by the rate by contract hour of pay for her degree level to get her overload pay.

CLINICALS – Two Kinds:

1) Those in which faculty are with the students at the clinical sites the entire time:

AD Nursing 1:1 and LV Nursing: .75 : 1 for each contact hour.

2) Those in which faculty visit students several times per semester:

Health Sciences in Kilgore = .5 : 1 for each hour that students are in clinical per week (e.g., 12 hr clinical would total 6 points). Maximum and minimum number of students to each section will be defined.

EMT:

Has preceptors – unpaid people on-site, employees of health institutions who supervise and evaluate the clinical students resulting in less interaction from instructors = .25 per clinical hour.

COOP:

In this form of instruction, the faculty member visits two or three times each semester with the students and the supervisor load is calculated at .3 per COOP student.

MUSIC:

Private lessons are calculated at .67 for each contact hour.

Minor ensembles are calculated at .5 for each contact hour.

Major ensembles are calculated at 1 point for each contact hour.

KINESIOLOGY:

Loads are unchanged: i.e., six activity courses or a combination one lecture/five activities, two lecture/four activities, or three lectures/two activities

1. Head coaches will teach one course per year in addition to their sport (or three annually with their sport counting as two). That may be done in their “off season” or may be done during the summer, depending upon need as agreed upon by the coach and Department Chair.
2. Full-time assistant football coaches will teach three classes each semester as a part of their full-time contractual responsibilities.
3. Part-time basketball assistant coaches will teach three classes each semester. They will be assigned classes first, after full-time faculty and full-time coaches have been assigned theirs, and before any part-time teachers are assigned classes to teach.
4. Graduate assistants in football will be offered two classes to teach each semester as needed. Efforts will be made to provide classes for them, but they are not guaranteed.

A Faculty Load Committee has an established procedure for continuous evaluation of the faculty load system. Its task is to analyze the system periodically and make recommendations based on new information.

Overload

Overload is paid according to the part-time/overload schedule approved each year. Presently it is:

Part Time:

- Bachelor degree \$1400
- Masters degree \$1500
- Masters plus 30 hours \$1600
- Masters plus 60 hours \$1650
- Doctorate degree \$1700

Overload:

- Bachelor degree \$1300
- Masters degree \$1400
- Masters plus 30 hours \$1500
- Masters plus 60 hours \$1550
- Doctorate degree \$1600

For full-time faculty, in cases where the total student enrollment for the faculty member is small as determined by the division dean, the faculty load may be adjusted and extra pay may not be granted, or a reduced amount paid after consultation with the affected faculty. These should be in exceptional cases only. Pro-rata pay will be avoided whenever possible. It is further understood and agreed that a dean may, from time to time, as needed, assign to the faculty member overload teaching assignments for which he or she is professionally certified or otherwise qualified to perform. The Faculty Member shall be compensated for such overload assignment according to College policy and the part-time/overload schedule approved by the Board of Trustees.

1. **Limit on overloads** – The maximum number of overload that a full-time faculty member is permitted to teach is three three-hour sections. A part-time instructor may teach four sections of a three-hour class. A supervisor, however, has some discretion of additional time limits if a faculty member shows evidence of being over-extended in ways that affect instruction. Faculty members have the right to appeal such a decision to the dean and the vice president of instruction.
2. **Web courses** – Web-based courses are assigned the same weight as a traditional course in both “load” considerations and in hours used to meet the “30 hour” office requirements. Office hours associated with web courses must still be met on campus (a three-hour web-based course would reduce an instructor’s hours on campus by 3 hours). The number of web courses should not exceed 50% of a teacher’s load.

Instructional Departmental Leadership

Kilgore College recognizes the importance of faculty departmental leadership. It also recognizes that the scope and level of responsibility may differ a great deal among various departments. Therefore, a point system has been developed to appropriately compensate departmental leaders that factors in each area of responsibility for a department chair or program director.

Department Chair/Coordinator/Program Director Loads Worksheet

Category	Point Value	Formula	Points
Full time faculty	.8	FT____ x .8 =	_____
Part time faculty/ Preceptors/ etc. (FTE)	1.0	FTE____ x 1.0 =	_____
Full time Staff	.8	FT Staff____ x .8 =	_____
Budgets/programs/clinicals External operations	.5	# buds/progs____ x .5 =	_____
Summer program activity	.5	# sum prog____ x .5 =	_____
Grants/recruiting/external Certifications, advisory committees	.5	# Grants, etc____ x .5 =	_____
Committee assignments	.4	# Comm____ x .4 =	_____
Satellite teaching sites	.2	# sites____ x .2 =	_____
Total Points:			_____

As indicated below, the number of points accrued for each position determines whether a position is designated Lead Instructor, Program Director/Coordinator, or Department Chair I, II, or III. Stipend amounts have been adjusted and, in Department Chair #2 and #3, some release time given with 9-month contract extended to 10 ½ months with some teaching responsibilities. All amounts increased unless a department was reconfigured, as happened in a couple of cases, because of a department's increased complexity.

Instructional Leadership Compensation

Category:	Point Range:	Stipend:	Contract:	Release time:
Lead Instructor	7-10	\$2000	9 months	none
Program Director/ Coordinator	11-14	\$4000	9 months	none
Department Chair #1	15-18	\$5000	9 months	none
Department Chair #2 points/semester	19-24	\$5000	10.5 months	3 load
Department Chair #3 points/semester	25+	\$5000	10.5 months	6 load

Passed by Instructional Council 8-31-05

Faculty Evaluation

Evaluation by Dean

Faculty are formally evaluated by their division dean usually every other year. A division dean will divide his/her faculty into two groups and evaluate one group in odd-numbered years and the other group in even-numbered years. However, at the discretion of the dean, any faculty member may be formally evaluated during any academic year.

The evaluation process is a complex one. Its primary goal is to help instructors improve. The primary responsibility for implementation of a fair and equitable evaluation system rests with the division deans with oversight from the Vice President of Instruction. It consists of the following:

- A classroom visitation by the Dean and a follow-up conference;
- Department chair assessment of faculty member to dean (written form found in appendix).
- Student evaluation of instruction for each class taught by an instructor in each semester;
- Evidence of professional development activities in fulfillment of the minimum requirements for instructors;
- The dean's appraisal of faculty, which addresses instructional as well as other responsibilities in carrying out the duties of an instructor.

Evaluation procedures require both formal and informal sessions between instructors and division deans. All such sessions shall result in written documentation concerning the instructor's strengths and weaknesses and recommendations for improvement. Copies of all written documentation shall be signed by the supervisor and the instructor and kept on file for future reference. Faculty members will be provided a copy of any such documentation.

During the Spring semester, after completing the above processes and forms, the Dean will complete a "Kilgore College Faculty Contractual Recommendation" form appraising the overall performance evaluation of the faculty member. One of the following designations will be used:

- Exceeds Standards of Performance
- Meets Standards of Performances
- Below Standards of Performance
- Unacceptable Performance

All forms associated with the faculty evaluation are included in the appendix of this Faculty Handbook.

Professional Growth and Development

The College seeks to provide a positive environment for employee professional growth and development. Professional employees will be given opportunities and encouraged to continue studies in their areas of specialization.

Non-teaching professionals may attend appropriately related workshops, seminars, courses, and activities as a means of satisfying their professional development responsibilities.

Instructors are expected to meet their professional growth responsibilities by completing one of the following every two years:

1. Three hours of graduate study, or work beyond their present development level. (Note: This represents approximately forty-five (45) contact hours of formal instruction approved by the Division Dean).
2. Forty-five hours of involvement in workshops, seminars, and professionally sponsored activities approved by the division dean. Course work in community college curriculum, instruction, supervision, and technology education is strongly encouraged. Priority shall be given to meeting compliance with the criteria of the Southern Association of Colleges and Schools.

Student Evaluation of Instruction

A part of the evaluation process is the Student Evaluation of Instruction instrument that is administered for each course. **H.B. 2504 mandates a student evaluation of every course offered every term. Student evaluations will be conducted by the student on-line. The results will be one part of the overall faculty evaluation.**

Faculty Standards of Ethical Conduct

The College expects all faculty to conduct themselves as mature, responsible, and dignified in all aspects of their job related behavior, including interactions with students, faculty, administration, other employees of the College, and the public. All faculty should carry out their duties in a professional, ethical, and collegial manner.

The following standards of conduct shall apply to all faculty members of the College:

1. Faculty shall neither engage in romantic or intimate relationships with current students nor other employees who are their subordinate in the chain of command.
2. Faculty shall not use College property (including copy machines, FAX machines, telephones, postage, computers, or College supplies) to conduct personal, business, club, church or other activities that are not related to employment at the College. Long distance personal calls must be made using personal credit cards.
3. Faculty shall maintain confidentiality of business information and student records. In no instance should student records be made available (including viewing on a computer screen to unauthorized individuals).

Violations

Faculty shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to their status as College employees. Violation of any policies, regulations, and guidelines may result in disciplinary action, including termination of employment.

Conflict of Interest

An employee shall not accept or solicit any gift, favor, service or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities.

An employee shall not have a personal financial interest, a business interest, or any other obligation that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interests of the College.

An employee who believes he or she has or may have a conflict of interest shall disclose the interest to the College President or designee, who shall take whatever action is necessary, if any, to ensure that the College's best interest are protected.

Professional Appearance

Professional employees, faculty, and office personnel are expected to dress in a professional manner. All employees' dress should be reasonable, neat, clean, and should show a certain amount of discretion and taste.

Grievance Procedures

The purpose of this policy is to provide a timely and orderly process for the resolution of employee complaints. The Board intends that, whenever feasible, complaints be resolved at the lowest possible administrative level.

Definition

The subject of a complaint can be a faculty member's wages, hours, or conditions of work. The definition of complaint shall also include specific allegations of unlawful discrimination in employment on the basis of sex, including sexual harassment, race, age, religion, national origin, or disability, or on the basis of the faculty's exercise of constitutional rights. Faculty dismissal, termination, and reduction in force are governed by other review processes and are not subject to this policy, and are found in Policy Sections 6 and 8 of the *Kilgore College Policy and Procedures Manual*. The non-renewal of a contract employee shall not be the subject of a complaint under this policy. Non-renewal of a contract employee is found in Policy Section 7 of the *Kilgore College Policy and Procedures Manual*.

General Provisions

All complaints arising out of an event or related series of events must be addressed in one complaint. An instructor is precluded from bringing separate or serial complaints concerning events about which the faculty member has previously complained. The costs of any complaint shall be paid by the party incurring them.

Complaints pertaining to working conditions may be appealed only to the next level of authority above that at which the original decision was made. Complaints pertaining to personnel policies, or application of personnel policies, may be appealed through the chain of authority to the appropriate administrator whose decision is final. In all complaints, the College President or his designee retains the right of intervention or review. In this case, the President's decision is final.

If complaints pertaining to personnel policies or the application of personnel policies are not resolved to the satisfaction of the complainant, the complainant may present the issue to the Board of Trustees in an appearance before the Board as defined in Policy Section 7.2 of the *Kilgore College Policy and Procedures Manual*. No action by the Board upholds the administrative decision.

Supervision Issues of Faculty from Other Divisions Teaching at KC-Longview

Physical distance from the home base is always a cause of problems in supervision. So it is with faculty from other divisions teaching at Kilgore College-Longview.

The on-site administrator at the KC-Longview campus or his/her designee has authority over the day-to-day operations at that campus. This person has the authority to do what is needed to ensure the smooth operation of the college at that location. That includes but is not limited to taking care of institutional paperwork such as absence from duty reports, responding to faculty absences or tardies by placing a substitute instructor in the room, giving the class a "walk" or asking the students to remain in the room a while longer until the instructor arrives.

The on-site administrator will deal with immediate problems that appear in the day-to-day operations of the college. This includes student discipline issues or other types of conflict on the campus as she would with his/her own faculty. The faculty member is to recognize the on-site administrator as the person to go to for immediate problems that need to be dealt with which may be beyond the individual faculty member's time or authority to solve on his/her own.

Other issues dealing with teaching at a remote location such as printing and copying needs, dealing with media distribution issues, etc. all come under the purview of the on-site administrator at the Longview campus.

It is important to note, however, that these individual faculty members remain a part of their department and the on-site administrator does not take the place of the reporting relationship through the department chair to the dean.

On the other hand, as department chair and dean are physically removed from the site at which the faculty member conducts his or her business each day, they will necessarily need to rely upon the observations of the on-site administrator when conducting evaluations. Thus, as the department chair checks off certain items about the faculty member for the dean in the biennial evaluation for full-time faculty, the on-site administrator at Longview will do the same thing for the dean with faculty members who teach at Longview. These will include basic things such as whether the faculty member meets his/her classes, keeps office hours, etc. The department chair will still fill out the items as he/she does for all the other full-time instructors to the dean.

The individual full time instructor will still be evaluated by the dean. The instructor will still be a part of the department at the Kilgore campus and will work as a member of that department. From an academic integrity standpoint and from a SACS accreditation standpoint, the individual faculty member cannot be split from his department. He must be a part of the academic department in which he teaches. We cannot create another department consisting of all faculty who happen to teach at Longview.

Questions have arisen about who pays for what in copying expense and other instructional costs at the classes taught at KC-Longview. Instructional costs should be allocated to the department that generates them. That is one of the measures of the costs of instruction that figures into the Coordinating Board's figures when determining contact hour reimbursement rates. So, copying and printing expenses should come out of the departmental budget for that discipline. I am sure that the business office can determine a way for that to happen with our system of copiers. The faculty member's salary and other expenses such as telephone, computer, will be charged the appropriate departmental budgets.

For the adjunct faculty from other divisions, the plan remains essentially the same. The department chair is responsible for seeing that an evaluation takes place each year. However, the dept. chair needs someone on-site to monitor the adjunct faculty on a day to day basis. The on-site administrator should also have the authority to deal with the issues cited above in the day-to-day operations of the campus. The department chair may also get input from the on-site administrator on the performance of the adjunct through the semester.

Scheduling Classes at KC-Longview

Careful planning is necessary in order to offer the best assortment of classes at KC-Longview. That cannot be done without some coordination among/between divisions. However, with QUEST classes and other published materials coordinating our programs with programs at universities (e.g., UT Tyler/Longview), it is necessary that much of the planning of the class schedule in Longview originate with the dean of KC-Longview. Therefore, the "request" for a particular class at a particular semester, day, and time will many times originate with the dean of KC-L and the other deans must attempt to favorably respond.

Criteria for Class Cancellation

The decision to cancel or hold a class rests in the authority of the Division Dean, Vice President of Instruction and the College President.

CRITERIA

(the following are not in any order of preference or "weight")

1. Frequency of course offerings: Is this course offered only once in an academic year? every semester? both summer sessions?
2. Necessity for degree or certificate completion: Will students not be able to graduate or complete necessary requirements if a course is cancelled. This implies that no viable options are available to the student.
3. Sophomore level course: Will cancellation of this course give an incorrect message or our students, that only freshman classes make?
4. Single offering: Is this the only class in a sequence of courses offered during a particular semester.
5. Enrollment: There can be no single "make number" that can apply to all courses and disciplines. Under most circumstances a minimum enrollment of 10 credit students is expected. (Non-credit, concurrent enrollment will also be considered when analyzing enrollment.) The college is committed to discussing and reviewing each case on an individual basis, realizing that there are too many variables that may affect an enrollment of at least 10.
6. Expense of course: How expensive is the class/course? Parameters that are reviewed include lab assistants, supplies, equipment and salaries.
7. History of attrition: How many students actually complete the course? How many students are still in this class on the 12th class day?

8. New initiative/new course/new program: Enrollment criteria may be applied less stringently to courses that are new, or offered during an alternate time frame. This would allow new initiative an opportunity to develop to their potential.
9. Budget concerns: The current state of the college budget may make it difficult, if not impossible to keep some classes because of expense.

In every instance when possible, the Division Dean will confer with the faculty member who is scheduled to teach the class before it is cancelled.

Faculty Payroll Procedure

Summer, Mini-Semester and Flex-Term Pay:

Classes beginning on or before the 15th day of the month:

- 2/3 of the pay will be distributed on the last working day of the first month of instruction.
- The remaining 1/3 will be distributed on the last working day of the month in which the class ends.

Classes beginning after the 15th day of the month:

- 1/3 of the pay will be distributed on the last working day of the first month of instruction.
- The remaining 2/3 will be distributed on the last working day of the month in which the class ends.

Classes beginning and ending in the same calendar month:

- 100% of the pay will be distributed on the last working day of the month.

Overload Pay:

- Fall Semester – 25% of the overload pay will be distributed on the last working day of September, October, November and December.
- Spring Semester – 25% of the overload pay will be distributed on the last working day of February, March, April and May.

ELearning

To obtain a Faculty Handbook for E-ducators, please see Charleen Worsham

eLearning Course Development and Instruction Payments

Payment for Development of Web-Based Courses

Payment for web-based course development is contingent upon and delineated in a completed “Distance Education Course Materials Agreement” for the course in question. Generally, for an online or hybrid course offered in that mode for the first time at Kilgore College, developed from scratch, payment is the equivalent of the basic credit-hour overload pay for the course developer’s education level. If a comprehensive e-pack or publisher course pack is used, then payment is generally ½ of the standard amount.

If a course that was first developed from scratch is then modified to be delivered in a different term length (i.e. originally developed as a hybrid or mini-mester format such as Quest then subsequently expanded to a semester-length format or vice-versa) then an additional payment of ½ of the original amount paid to develop the course is paid to the developer for making the modifications.

Payment for Development of Interactive Television or Telecourses

Instructors are not paid for development of telecourses or interactive television courses.

Payment for Teaching Web Courses

Web courses may be calculated as part of load or as overload. The actual decision of load vs. overload pay should be determined by what constitutes the best remuneration for the instructor. An individual instructor's load should not consist of more than 50% web courses.

All calculations are based on the census date enrollment.

Web classes reduce class time only—not office hours—for the 30-hour rule.

Enrollment limits are 30 students per section, and may only go higher with approval by both the instructor and the division dean. The division dean will determine when a web course is to be split into multiple sections.

Overload pay for web courses will be paid according to the following schedule:

3 Contact Hour Web Course Base Pay for First 10 students. Faculty with:	Base + Pay for each additional student above 10 3 contact hours/wk	Base + Pay for each additional student above 10 4 contact hours/wk	Base + Pay for each additional student above 10 5 contact hours/wk	Base + Pay for each additional student above 10 6 contact hours/wk	3 contact hour course with 30 students:	4 contact hour course with 30 students:	5 contact hour course with 30 students	6 contact hour course with 30 students:
Bachelor's \$750	\$750 + \$55	\$1000 + \$73	\$1250 + \$92	\$1,500 + \$110	\$1,850	\$2,460	\$3,090	\$3,700
Master's \$775	\$775 + \$55	\$1033 + \$73	\$1292 + \$92	\$1550 + \$110	\$1,875	\$2,493	\$3,132	\$3,750
Master's +30 \$800	\$800 + \$55	\$1066 + \$73	\$1333 + \$92	\$1600 + \$110	\$1,900	\$2,526	\$3,173	\$3,800
Master's +60 \$825	\$825 + \$55	\$1100 + \$73	\$1375 + \$92	\$1650 + \$110	\$1,925	\$2,560	\$3,215	\$3,850
Doctorate \$850	\$850 + \$55	\$1133 + \$73	\$1417 + \$92	\$1700 + \$110	\$1,950	\$2,593	\$3,257	\$3,900

(Approved by Instructional Council, June 8, 2011.)

Additional Payment for Teaching Interactive Television Courses

Enrollment limits are determined by the total number of students of all sites and are generally the same as a regular class. Instructors are paid 1.5 the regular amount for teaching via ITV. Instructors are not paid extra for additional students over the enrollment limit. Pay may be adjusted for courses with low enrollment at the discretion of the Division Dean. Classes should have no more than 2 remote sites. **Instructors must visit each remote site at least twice during a semester.** Interactive television courses count the same as a traditional course towards load and the 30-hour rule.

Funding Source for Development and Teaching Distance Learning Courses

- Payment will be made for developing a web course only if one has not already been developed at the College.
- Payments to instructors for development of web-based courses are generated by the Distance Learning department and are funded by the Distance Learning budget.
- Payments to instructors for teaching distance learning courses are generated and funded by the appropriate department/division.

Academic Web Course Development Procedure

- Be sure that the planned distance education course is also offered on the Kilgore College campus.
- Determine if a market exists for a distance education version of the course. Potential sources: Advisory Board, IR Data, Employment Forecasts, Internal Market Data Collection (web requests, etc.)
- Kilgore College uses WebCT as its course delivery platform. Many publishers have content to accompany their texts in WebCT format. This will give you a jump-start on the development process. Search for these materials on www.webct.com or contact your book rep.
- Complete the "Kilgore College Distance Education Course Proposal" form. Answering the questions on the form will help you get started in developing your instructional strategy and will inform others on campus of your intent to develop a course. Present the completed proposal form to your Department Chair and Dean and get their approval.
- Once your proposal has been accepted, request a meeting with the Director of Distance Learning to determine if a KC licensing agreement is necessary and if so, to determine the licensing agreement details for your course by completing a "Kilgore College Distance Education Course Materials License Agreement" and to develop a plan to acquire any additional resources needed for your proposed course. This is necessary in order to establish "ownership" of the materials you develop for your course and arrange for any compensation for course development.
- Get training. Professional development opportunities are available through the distance education department and one on one assistance may be arranged.
- Begin course development or acquisition of resources from external sources.
- Courses subject to KC licensing agreement: Once the course is completed, contact the Director of Distance Learning to schedule a time to preview the course or provide a login to the reviewers. Once the course is accepted, it will be cleared for any payments outlined in the "License Agreement".
- Contact Distance Learning to list your approved course in the course schedule. Courses must be taught at least one semester to KC students only before listing in the Virtual College of Texas, or any other agency's catalog. Provide a course overview e Learning for marketing purposes.
- If your course uses a WebCT e-pack that is password protected, be sure to include the WebCT access code on your book list.
- Contact the Library if you anticipate any special services.
- Contact the Testing Center if your students will be required to test on site.
- Prepare online orientation materials and submit to Distance Learning so that they may be posted to the web.

Academic Web Course Instructor's Responsibilities

Prior to course offering the instructor:

- Reviews all student and instructor materials to become familiar with their content, structure, relationships, etc.
- Ensures availability of course web site or other instructional resources.
- Ensures that up-to-date, complete and coherent lesson content that addresses course objectives is available for student use.
- Ensures that textbooks, study guides, access codes and other course materials are ordered and verifies that the correct materials are in the college bookstore inventory prior to the beginning of the semester.
- Determines due dates and manner in which assignments and projects can be submitted; i.e. mail, fax, email, WebCT.
- Determines dates, location, content, and requirements and restrictions for examinations.
- Communicates testing schedule and information to testing center. Includes this information in course syllabus.
- Prepares a syllabus with specific information such as testing dates and times, make-up test policies, methods of communication with students, and instructor information.
- Provides electronic version of online orientation materials including syllabus to distance education department. The distance education department ensures that course orientation information is published on the web.
- Provides overview of course layout including website and instructions for access and use of any software or other technical tools used in the course.

During the course the instructor:

- Monitors student participation in an online orientation session at the beginning of the semester.
- Ensures that all technical and instructional requirements are clearly communicated to students in the course syllabus. Conducts individual orientations as needed.
- Communicates course expectations clearly and regularly to students.
- Provides timely feedback to students by logging on regularly to the course.
- Constructs each exam, perhaps using materials provided by the publisher, with test items tied to specific course objectives, duplicates them, and confirms that instructions for test taking are clear.
- Grades examinations and assignments, providing feedback in a timely manner.
- Maintains grades and other records for each student.

At the end of the course the instructor:

- Submits student grades and class records as required by college policy.



Service Learning

Service Learning emphasizes both learning and service. It is a teaching and learning strategy whereby students perform public service to benefit the community in order to achieve a course's learning objectives and fulfill personal goals.

Benefits for instructors:

Integrating service learning into existing courses provides opportunities for:

- improving student learning of core competencies
- sharing the rewards of civic engagement and responsibility
- reaping significant returns from modest investments
- instructing within or across disciplines
- interacting with civic-minded peers
- gaining fresh and different perspectives about your discipline
- re-energizing your teaching

The Center for Service Learning offers a variety of services for faculty members who either already integrate service-learning in their courses or are interested in doing so. The Director can meet individually with each faculty member to help plan and implement a meaningful service learning component.

The Center for Service Learning can:

- provide evidence of service learning as an effective pedagogy
- provide examples of service learning projects by discipline
- provide assistance for integrating a service learning component: planning, implementation, and evaluation
- provide information about community partners: their goals, needs, opportunities, and contact information
- assistance with connecting course objectives and service opportunities
- support with facilitating logistics between faculty, community partners, and students
- speak to classes about service learning and answer questions
- schedule guest-lectures by community partners
- provide necessary forms, such as time-logs, evaluation surveys, Release from Liability documents, etc.
- provide information about service learning project funding resources
- provide information about faculty awards and scholarship opportunities

For more general information, visit the KC Service Learning web site at www.kilgore.edu/servicelearning.asp.

To schedule a consultation, contact the Service Learning Director at pbell@kilgore.edu or 903-983-3713.

Student Attendance Policy

Kilgore College expects punctuality and regular class attendance. An absence is defined as a student's not being in class for any reason. An instructor may drop students when their lack of attendance prohibits them from meeting the course Student Learning Outcomes or when students accumulate excessive absences. "Excessive absences" is defined as the equivalent of two weeks instruction in a 16-week semester or no more than 12.5% of the total hours of instruction in any term. Some workforce programs may have more stringent attendance requirements; therefore, students in workforce programs should check with their instructor regarding the specific number of absences allowed.

Religious Day Absence

In accordance with Texas Education Code 51.911, a student may request and be granted an absence from classes on a religious holy day provided the student follows college procedures for seeking such authorization. Within a reasonable time after the absence, the student may make up work missed. It is the student's responsibility to make satisfactory arrangements with instructors prior to the absence or immediately following the absence. The procedure governing an absence on a religious holy day is outlined in the *Kilgore College Student Handbook*.

Policy for Making Up Work

Students are responsible for initiating any make up work regardless of the cause of the absence. Students absent on official college business are entitled to make up any and all missed work without any penalty attached. However, students should notify their instructors in advance of the absence and should schedule any make-up assignments before the absence.

For a student whose absence is not official college business, the individual instructor will judge if the student is eligible to make up work. In all cases, the instructor will determine the time for making up work and the nature of the make-up work. Whenever possible, students should discuss their impending absence with the instructor and schedule the “make-up work” prior to the absence.

Effective communication between students and their instructor is essential. Students are responsible for initiating such communication. If the student does not appear at the prearranged time for make-up work, the student forfeits the right for further make-up of that assignment.

Faculty Responsibility for College-Related Absences

According to the Kilgore College *Policy for Making up Work* in the Kilgore College catalog, “A student absent on official college business is entitled to make up missed work without any penalty attached.” However, individual students are responsible for scheduling and completing make-up work. The Kilgore College faculty/staff members responsible for the absence are responsible for securing approval from their department chair and dean (for instructional areas) or from the vice-president (for Student Development activities) prior to the absence.

- (1) For college-related travel and/or absences, the faculty/staff member in charge must submit a list of all students involved to the appropriate department chair and dean (for instructional programs) or vice president (for Student Services) for approval five business days prior to the absence. This list and a travel request may be submitted electronically. (Approval form in appendix page 57)
- (2) The appropriate department chair and dean or vice president will sign the approval form and return it to the faculty/staff member, if possible within 24 hours of receiving the request for approved absences. Electronic signatures are acceptable.
- (3) The faculty/staff member will give copies of the approval form to all students involved to take to their instructors. Notification of student absences may also be sent through Kilgore College email.
- (4) Individual students must confirm that their instructors are aware of the impending absence and must schedule any make-up work prior to missing classes.

Student-Initiated Drops and Withdrawals

Dropping a class is an official action whereby a student informs the Registrar’s Office that the student will cease attending a class in which he or she is enrolled while remaining in at least one other course.

Drop Procedures:

1. Visit the Registrar’s Office or the KC–Longview office to request that the course be dropped.
2. The Registrar’s Office will notify the instructor that the student has dropped the course. The instructor may withdraw a student who ceases to attend class if the student does not formally withdraw in the Registrar’s Office.
3. **Withdrawing from the college** is an official action whereby a student informs the Counseling Center and the Registrar’s Office that the student will cease attending all classes in which he or she enrolled.

Withdrawal Procedures:

1. Complete an official withdrawal form in the Counseling Center and take the form to the Registrar’s Office or the KC-Longview office.
2. Meet all obligations to the college before the Registrar’s Office can complete the withdrawal process and/or issue a transcript.
3. It is the student’s responsibility to drop or withdraw by the stated deadlines to ensure a grade of ‘W’.

“W” Grade Assigned for Dropping a Course or Withdrawing from Enrollment.

- All course drops and/or withdrawals from enrollment, whether instructor or student initiated, shall result in a “W” if processed during designated drop periods. **After that time, a performance grade will be given in each course in which the student is enrolled (A, B, C, D, F, or IP for certain courses.)**
- All deadlines for dropping and/or withdrawing with a “W” are calculated at 75% of any semester, term or mini-term and current dates may be found in the college calendar, and in registration guides on the college website.
- Documentation of all drops and withdrawals must be on file in the Registrar’s Office by the end of business on each deadline date for a “W” to be assigned.
- It is the student’s responsibility to drop classes and/or withdraw from enrollment by the deadline to receive a “W”.

Administrative Withdrawal of a Student

The college reserves the right to withdraw a student from one or more classes if, in the judgment of college officials, such action is deemed to be in the interest of the student and/or the college. Examples of some reasons for administrative withdrawal are failure to pay tuition and fees, failure to provide accurate information or admission credentials, failure to remove “holds” in a timely manner, excessive absences or unacceptable student behavior.

Student Evaluation/Testing

Testing should be a well-planned teaching tool. Tests should be given at regular intervals and should be varied in both type and length. Major exams should be announced in advance of the day to be given and students should know what information is to be tested over. A comprehensive final examination, not to exceed two hours in length, will be given at the end of each semester or other term in each course at the time specified in the final examination schedule. Any deviation from the final exam schedule must have written authorization of the Division Dean.

Field Trips

When appropriate, field trips are encouraged as an adjunct to classroom activity. All field trips require the same administrative notice and approval as other college-approved student absences. In addition, you must obtain signed waivers of liability from the students who will participate. Supplies of these forms may be obtained from your Division Dean’s office or from your department chair/program director.

Guest Speakers

The **written approval of your Division Dean** must be obtained prior to inviting a guest speaker to the campus. It is the responsibility of your Division Dean to assure an opportunity for rebuttal if the guest lecturer is to speak on a controversial issue.

Guests in the Classroom

Visitors should not be allowed in class **on a continuing basis** unless they are on the class roll as a registered student or registered as an audit student. Certain exceptions are listed below:

1. Persons who are assigned to a student by the Counselor of Special Populations for the purpose of providing education services for that student in the classroom
2. A duly registered student who withdraws from the course but is granted permission by the instructor to continue attending per the student’s request
3. Persons who have received written permission from the appropriate dean for extenuating circumstances

Instructors are responsible for providing a quality instructional environment that facilitates the best possible education for students. Faculty members should generally not allow a student’s guests or family members to visit classes. Instructors may, at their discretion, allow a child of a student to attend class for one meeting if, in the instructor’s opinion, circumstances warrant such a decision. However, a child should not be allowed to attend on a continuing basis.

If children are present for scheduled learning activities, the parent or guardian remains responsible for the well being of the child. Children should not be left unattended or unsupervised on campus.

Approved by Instructional Council Nov. 10, 2004

Substitute Instructors

The department chair/director should be notified prior to an absence from class. A substitute instructor will be provided with pay for all absences covered by the College leave policy. Also, substitute pay shall be authorized for jury duty and similar unavoidable absences approved by the Division Dean.

Instructors will attempt to give as much advance notice as possible to their department chair and dean when they must miss classes. Department Chairs or deans will utilize full-time instructors to cover classes when possible. Faculty members are expected to accept such substitute teaching assignments as a part of their professional responsibility because of their accessibility and familiarity with college operations. Every effort will be made not to “walk” classes but to insure that students are offered meaningful learning experiences by qualified faculty.

There are essentially four levels of substitutions:

1) Short Term Substitutions: A short-term substitution is defined as three class hours or less in one class. Short-term substitutions are paid at a rate of \$20.00 per hour.

2) Long Term Substitutions: A long-term substitution is defined as more than three hours in one class or as soon as it is known that the substitution will be for more than three hours. Long-term substitutions involve preparation and grading and are paid the equivalent to the hourly rate of a standard overload course per the faculty pay schedule. If the class is an overload or taught by a part-time instructor, the original instructor's pay will end when the long-term substitution pay begins.

3) Proctoring an Exam: This is paid at the rate of \$10.00 per hour.

4) “Meeting a Class”: No pay is given for meeting a class to take roll, give an assignment and/or dismiss the class.

Record Keeping

In addition to the faculty's primary instructional role, each faculty member bears a record-keeping responsibility to the students and the College as the last vital link between the students and the Registrar's Office prior to the official reporting date each semester.

Specific instructions are issued with each set of rolls. Please read the instructions when you receive them and check the rolls carefully, adhering to any deadlines. Remember, the accuracy of permanent rolls depends upon identifying problems through timely verification of temporary and interim rolls. The deadlines are dollars to Kilgore College!

Instructors are expected to actually call the rolls that are issued and carefully follow the instructions to verify that only paid students are admitted to classes and that each student is attending the correct section.

Temporary Rolls

These are issued on the 1st class day. They are used for recording grades and attendance until permanent rolls are issued immediately after the official reporting date (12th class day during Fall and Spring semesters). Students must present proper documentation before an instructor adds their name to the roll.

Permanent Rolls

Permanent Rolls are issued following the official reporting date, after the Registrar's Office drops unpaid students. These rolls should be correct. However, the rolls must be checked for accuracy and if any error is found it is to be reported to the Registrar's Office immediately.

Failure to report errors in a timely manner may cause problems for the student and may result in reduced state funding for the course. Students who are listed on the permanent roll, but have never attended, should be dropped after the 20th class day (see instructions with rolls).

Note: Names on temporary and interim rolls may be marked with double asterisks (**) denoting a fee problem. (The instructions with the rolls will specify any action expected of the teacher in regard to students with these notations)

- Each instructor is responsible for admitting only paid students to class
- Any student with double asterisks (**) should be sent to the Cashier's Office immediately and readmitted to class only upon presentation of proof of payment
- The KEY to any documentation of payment is the course name, section number and signatures/initials

COURSE DROP LIMITS

Students entering college for the first time in Fall 2007 or after are subject to Senate Bill 1231 passed by the Texas Legislature in May 2007. This law limits students to a total of six drops in their entire college career at Texas public institutions, unless the courses were dropped in order to withdraw from school or for certain approved reasons. To be counted toward the total, drops must appear on the transcript and be signified by a grade of "W". Students are required to select a primary reason for withdrawing from a course at the time the course is dropped.

The following are approved reasons that do not count in the drop total:

- personal illness
- care of sick, injured, or needy person
- death of family member or close friend
- called to active military duty
- family member or close friend called to active military duty
- change in work schedule
- transportation problems
- personal/family obligations
- withdrawal from school
- administratively withdrawn by instructor or other college personnel

Drops from the following courses will not count in the drop total:

- courses taken prior to high school graduation
- developmental courses
- lab/clinical courses that must be taken in conjunction with a lecture
- all courses in the following departments: College Success Strategies (COLS, ORIE); English for Speakers of Other Languages (ESOL); Religion (RELI)

Students wishing to dispute the drop total must do so by contacting the Registrar's Office. If the dispute cannot be resolved between the student and the Registrar's Office, the student should follow the grievance procedure for non-instructional matters as defined in the Student Handbook. Reasons for dropping courses may not be changed after one calendar year from the end of the semester in which the courses were dropped.

Grade Entry

All faculty, including adjuncts, have access to the Campus Connect Faculty Access System which may be accessed from any computer, both on and off campus. A reminder memo, providing instructions for entering the grades, will be sent to faculty each semester. Grade books will be turned in to the Registrar's Office at the close of each semester. See grade reminder memo for grade book submission deadlines.

Grade Symbols

A	(90-100)	Excellent
B	(80-89)	Above average
C	(70-79)	Fair or average
D	(60-69)	Lowest passing mark
F	(0-59)	Failing
I*		Incomplete
IP**		Incomplete Passing
W		Dropped/withdrawn from course (WP and WF are not used)
CR		Credit by examination and advanced placement

*Some programs have grading scales that differ from the above, specifically AD Nursing and some of the Health Sciences.

The instructor may assign an "I" because of student illness or other unavoidable circumstances. The student must complete work within six weeks after the end of the semester in which the grade was issued or receive a performance grade, usually an "F" for the course. **To be eligible for this grade, the student must have essentially completed the course, and the work remaining should be of such nature as not to require class attendance.** It is the responsibility of the student to arrange with the instructor or completion of the course.

****An "IP" is *only* for English for Speakers of Other Languages (ESOL) and certain Court Reporting and Air Conditioning and Refrigeration courses. The "IP" can never revert to an "F" nor be used in computing grade point averages or academic status.**

Grade Change Procedure

An individual course grade may be changed when the faculty member certifies in writing that an error was made in computing the original grade or when a student has successfully completed work to satisfy a grade of incomplete (I). The appropriate dean and Vice President of Instruction must approve the grade change. An instructor cannot change a student's grade after one calendar year from the date the grade was assigned.

Grade Appeals

A student who wishes to protest a grade earned in a course should first discuss the grade with the instructor. If no resolution is reached, the student may appeal to the appropriate department chair or program director. The next step is to appeal to the appropriate dean. If no satisfactory conclusion can be reached at this level, the student may appeal to the Vice President of Instruction whose decision is final. An instructor cannot change a student's grade after one calendar year from the date the grade was assigned.

Original grade books are filed in the Registrar's Office at the end of each semester. If the instructor has not changed a grade in the grade book before it is processed by the registrar's staff, the responsible staff member may line through the original grade and write the new grade in the grade book. The staff member will date and initial the change in the grade book.

If documentation of a student drop or withdrawal from school during the first twelve weeks of a semester is on file in the Registrar's Office, the registrar's staff may correct a grade of "F" to a "W" and notify the instructor, Dean and Vice President of Instruction of the correction. There is no time limit on corrections of this type error.

Complaints Against an Instructor/ Protesting a Grade

Students wishing to review the action of a particular individual or department should direct their questions to the one who supervises the individual or department in question. This grievance procedure may also be used to address concerns about discrimination based on disability and sex, including sexual harassment. Grievances concerning disability issues, instructional and non-instructional, must first be addressed with the Special Population/ADA Counselor. This office is in the Devall Student Center, room 248, or call (903)983-8682 for an appointment.

For instructional matters:

1. Students should first take problems or questions to the instructor of the course in which they are experiencing problems. Most issues can be resolved at this level.
2. If the student and the instructor are unable to find a solution to the problem, the student may present the case in writing to the **department chair or program director** within three working days of the meeting with the instructor.
3. If the student is not satisfied with the outcome of meeting with the department chair or program director, the student should present the case in writing to the **appropriate dean** within 72 hours (or three working days) of consulting with the department chair/program director.
4. If the student is not satisfied with the outcome of meeting with the dean, the student should present the case in writing to the **Vice President of Instruction** within 72 hours (or three working days) of consulting with the dean. The decision of the Vice President of Instruction is final.

Students submitting any grievance must include the following information:

1. Name, address, telephone number, and student identification number of the student filing the grievance.
2. Date and time of the grievance and a detailed explanation of the incident.
3. What other steps have been taken regarding this grievance (i.e., another dean contacted, police contacted etc.).
4. All other previously issued formal written answers or decisions regarding the problem at issue.
5. All statements from any individual that may be useful in the review of the incident.

Guidelines

Faculty who feel they have a job related complaint must present it to their immediate supervisor. The supervisor will provide a written response with reasonable promptness. If the first level supervisor does not resolve the matter to the employee's satisfaction, the complaint may be appealed in writing to the next appropriate level of supervision. When appealed, the written complaint must detail the specific injury or harm done and the specific relief requested. The complaint shall be considered concluded if the employee does not appeal within the time limits in Policy Section 10.7.1 of the *Kilgore College Policy and Procedures Manual*.

When the immediate supervisor is the subject of the complaint, then the complaint should commence at the next higher level of authority.

Consolidation of Complaints

When the College President or designee determines that two or more individual complaints are sufficiently similar in nature and remedy to permit their resolution through one proceeding, he or she may consolidate the complaints.

Presentation

The presentation of a complaint shall be in writing. When it reaches the appeal state, it must also be in written form. Faculty will be given full opportunity to present their views without fear of coercion or reprisal.

Time Limits

Complaints shall be handled with reasonable promptness in presentation, processing, and appeal at each level. Reasonable promptness is defined as a maximum of five working days from the date of the complained of conduct or decision; however, this time may be extended with the agreement of both parties.

Whistleblower Complaints

Faculty who allege unlawful discrimination in retaliation for reporting a violation of law to an appropriate authority shall invoke this policy not later than 15 days after the date the alleged violation occurred or was discovered by the employee through the use of reasonable diligence.

Freedom From Reprisals

No reprisals or retaliation of any kind shall be taken at any level against a faculty member for bringing a complaint. Complaints shall not be referred to an instructor's personnel file unless so requested by the employee.

LEAVES OF ABSENCE

Holidays

Recognized holidays are as follows:

- | | |
|-------------------------------|---------------------|
| 1. Labor Day | 5. Spring Break |
| 2. Thanksgiving | 6. Good Friday |
| 3. Christmas - New Year's Day | 7. Memorial Day |
| 4. Martin Luther King Day | 8. Independence Day |

Employees shall observe these holidays in conjunction with the official College calendar published in the College catalog. **Certain offices on campus such as maintenance, police, the Fitness Center, East Texas Oil Museum, and others may observe different holiday schedules due to the nature of their jobs.*

Federal Family and Medical Leave

Faculty are covered by the Federal Family and Medical Leave Act and may be eligible for benefits under the provisions of the act. An employee must work for the College for 12 months and at least 1250 hours to be eligible for leave under the Family and Medical Leave Act.

The 12-month period within which employees shall be eligible for 12 weeks of family and medical leave shall be defined as a rolling 12-month period that checks the 12 months previous to the request to ensure that the leave time has not already been used.

Concurrent Use of Leave

Except for faculty who are receiving workers' compensation wage benefits, the College shall require the use of all applicable leave concurrently with the family and medical leave.

Combined Leave for Spouses

If both spouses are employed by the College, combined family and medical leave for the birth, adoption, or placement of a child, or to care of a parent with a serious health condition may be limited to a combined total of 12 weeks as determined by the needs of the College.

Intermittent Leave

Intermittent leave shall not be permitted for the birth of the instructor's child or the adoption or placement of a child with the faculty member.

Certification of Illness

Upon request for family and medical leave for the instructor's serious health condition or that of a spouse, parent, or child, and at 30-day intervals thereafter, the instructor shall provide medical certification of the illness or disability.

Medical Release

A faculty request for reinstatement shall be accompanied by medical certification of his/her ability to perform essential job functions.

Resignation

If, at the expiration of the family and medical leave, the employee is able to return to work but chooses not to do so, the College shall require reimbursement of the employee benefits contribution made by the College during the period in which such leave was taken as unpaid leave.

Jury Duty

An instructor shall be granted leave with pay and without loss of accumulated leave for jury duty. The instructor shall be required to present documentation of the service and shall retain any compensation for this service.

Other Court Appearances

Absences for court appearances related to a faculty member's personal business shall be deducted from the his/her personal business leave or shall be taken by the employee as leave without pay.

Workers' Compensation

Kilgore College has workers' compensation insurance coverage to protect faculty in the event of work-related injury or illness. An instructor or a person acting on the instructor's behalf must notify the employer of an injury or illness no later than the 30th day after the date on which the injury occurred or the date the instructor knew or should have known of an illness, unless the Commission determines that good cause existed for failure to provide timely notice.

Sabbatical Leave

Sabbatical leave is release time for a non-grant funded faculty member, counselor, librarian or contract employee from his or her responsibilities for the purpose of improving his or her overall competency, expertise, and value to the College, to the students, and to himself or herself. Any eligible employee who has satisfactorily completed five consecutive years of full-time service at the College may request to participate in the sabbatical leave program. Employees may make application during the fifth year of service for leave to begin the following year. No more than two faculty members and one professional employee will be granted sabbatical leave in any given year. If granted a sabbatical, the employee must agree, in writing, to return to Kilgore College for the school (or contract) year immediately following the leave and to serve a second year if tendered a contract or requested by the College.

If the employee does not fulfill this agreement, the employee will repay to Kilgore College all money paid the employee while on leave. Further details are available on the "Application for Sabbatical Leave" form found in the Office of Human Resources.

The Board may grant sabbatical leave to a faculty member for one academic year at one-half salary or for one semester at full salary. Eligible non-faculty employees may receive up to three months of leave at full salary. These three months will generally coincide with the summer months and will be equivalent to, and a substitute for, the faculty member's leave of one academic year or one semester. A semester for sabbatical leave is defined as either a fall or spring semester.

KC VACATIONS AND PERSONAL LEAVE

Nine, ten, eleven and twelve-month faculty have two or three personal business days each contract year. Twelve-month faculty shall be entitled to ten working days paid vacation each contract year. Twelve-month employees working less than a full contract year will be entitled to a pro rata share, in one-half day increments, of the ten working days.

Vacation time does not accrue. It must be taken between September 1 and August 31 for each school year. Faculty are urged to take earned vacations and should arrange them with their supervisors.

Each faculty member shall be granted one day per scheduled work month as paid leave time each year. This leave shall be credited to the employee's account on September 1 of each year. If an employee leaves the College before earning the credited days, these days shall be reduced proportionally and the last paycheck shall be adjusted as necessary. Maximum amount of accumulated days is 90.

Leave time is an employee benefit, not an entitlement. Faculty have no property right to accrued personal leave time should the employment relationship cease. Paid leave time for Family Medical Leave Act (FMLA) qualifying purpose will run concurrent with the FMLA leave.

Medical Certification

Faculty absent three or more consecutive workdays because of personal illness shall submit, upon return to work, a medical certification of illness and of his or her fitness to return to work. An employee absent three or more consecutive workdays because of illness in the immediate family shall present, upon return to work, medical certification of the family member's illness. Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act.

Faculty returning to work after three or more consecutive days absent due to personal or family illness who do not present a medical certification of the illness will be docked pay for those days. The employee will also be subject to sanctions under the "Absence Control" policy.

Use and Recording of Absences

Leave time may be used for personal illness, illness of close relatives, and bereavement. Two days of leave for nine-month faculty and three days for all other faculty may be used for personal business providing that the employee secures advance approval of his or her immediate supervisor.

Leave time may also be used for first-year care following birth or adoption of an instructor's son or daughter or the placement of a child with the instructor for foster care.

Faculty shall be charged leave time as used even if a substitute is not employed. Leave time shall not be approved for more workdays than have been accumulated in prior years plus those to be earned during the current year.

Any absence from duty must be reported on the Emphasis IT website on the first day back to duty following the reported absence. Leave time shall be recorded in whole workdays and half workdays only. Any other leaves granted or days of absence shall result in a deduction of the daily rate of pay for each day of absence, unless otherwise provided.

Absence Control

Attendance is an essential job function of every position at Kilgore College. Unacceptable absenteeism may lead to termination. Individuals whose employment is terminated under this policy may, after 45 days, may apply for any position within the institution that is available. Kilgore College reserves the right to waive the requirements of this policy when granting reasonable accommodations under the Americans with Disabilities Act.

"E-Mail"



Kilgore College Information Resources Acceptable Use Policy

The Acceptable Use Policy applies equally to all individuals granted access privileges to any Kilgore College Information Resources. This policy applies to use of Kilgore College Information Resources regardless of their physical location. Information Resources are defined as any and all computer printouts, online display devices, magnetic storage media, and all computer-related activities involving any device capable of receiving email, browsing Web sites, or otherwise capable of receiving, storing, managing, or transmitting electronic data including, but not limited to, mainframes, servers, personal computers, notebook computers, tablets, smartphones, network attached and computer controlled medical and laboratory equipment (i.e. embedded technology), telecommunication resources, network environments, telephones, fax machines, printers, and service bureaus.

Additionally, Information Resources are the procedures, equipment, facilities, software, and data that are designed, built, operated, and maintained to create, collect, record, process, store, retrieve, display, and transmit information.

Electronic files created, sent, received, or stored on Information Resources owned, leased, administered, or otherwise under the custody and control of Kilgore College are the property of Kilgore College unless a written agreement exists otherwise. Electronic files created, sent, received, or stored on Information Resources owned, leased, administered, or otherwise under the custody and control of Kilgore College are not private and may be accessed by administratively designated Kilgore College personnel at any time without knowledge of the Information Resources user or owner. All messages, files and documents – including personal messages, files and documents – located on Kilgore College Information Resources are owned by Kilgore College, may be subject to open records requests, and may be accessed in accordance with this policy.

A user is defined as an individual or an automated application or process that is authorized to access Kilgore College Information Resources.

Users must not share their Kilgore College account(s), passwords, Personal Identification Numbers (PIN), Security Tokens (i.e. Smartcard), or similar information or devices used for identification and authorization purposes.

Users must report any weaknesses in Kilgore College computer security and any incidents of possible misuse or violation of this agreement to the proper authorities by contacting appropriate management personnel.

Users must not download, install, or run security programs or utilities that reveal or exploit weaknesses in the security of a system. For example, Kilgore College users must not run password cracking programs, packet sniffers, port scanners, or any other non-approved programs on Kilgore College Information Resources.

Users must not attempt to access any data or programs contained on Kilgore College Information Resources for which they do not have authorization or explicit consent.

Users must not make unauthorized copies of copyrighted software.

Users must remove disruptive software, shareware, or freeware installed on Kilgore College Information Resources when requested by appropriate management personnel.

Users must not purposely engage in activity that may do any of the following: harass, threaten or abuse others; degrade the performance of Information Resources including downloading large files from the Internet that are unrelated to the academic or administrative functions of Kilgore College; deprive an authorized Kilgore College user access to a Kilgore College resource; obtain extra resources beyond those allocated; or circumvent Kilgore College computer security measures.

Users must not intentionally access, create, store or transmit material which Kilgore College may deem to be offensive, indecent or obscene (other than in the course of academic research where this aspect of the research has the explicit approval of the Kilgore College official processes for dealing with academic ethical issues).

Kilgore College Information Resources must not be used for personal benefit.

Users must not otherwise engage in acts against the aims and purposes of Kilgore College as specified in its governing documents or in rules, regulations and procedures adopted from time to time.

As a convenience to the Kilgore College user community, incidental personal use of Information Resources is permitted. The following restrictions apply:

- Incidental personal use of electronic mail, internet access, fax machines, printers, copiers, and so on, is restricted to Kilgore College approved users; it does not extend to family members or other acquaintances.
- Incidental personal use must not result in direct costs to Kilgore College.
- Incidental personal use must not interfere with the normal performance of an employee's work duties.

- No files or documents may be sent or received that may cause legal action against, or embarrassment to, Kilgore College.
- Storage of personal email messages, voice messages, files and documents within Kilgore College's Information Resources must be nominal.

Violation of this policy may result in disciplinary action which may include termination for employees and temporaries; a termination of employment relations in the case of contractors or consultants; dismissal for interns and volunteers; or suspension or expulsion in the case of a student. Additionally, individuals are subject to loss of Kilgore College Information Resources access privileges, civil, and criminal prosecution.

College Property: Access and Allocation

The College retains access to the entire workplace. The workplace includes, but is not limited to: offices, desks, file cabinets, computer disks, other computer-related materials, and personal items placed within offices, desks, and other storage spaces. The purpose of a given search may be to monitor office efficiency, investigate work-related misconduct, or another work-related purpose. Employees should not store personal papers and effects in the workplace if they do not want the items searched. Any search will be reasonably related to a work-related purpose.

The College may allocate or reallocate property or space as it deems necessary for efficient operation. No employee has a right or claim to any College property.

Contractual Agreements

Any contractual agreements for Kilgore College must be approved and authorized by the administration. Individual employees may not contract on behalf of the College without prior authorization.

Intellectual Property

The College encourages its employees to contribute to the advancement of knowledge by publishing and copyrighting, inventing, and patenting materials and objects of their own creation. The College shall protect the interests of its personnel in relation to disclosure of scientific and technological developments including, but not limited to, inventions, discoveries, trade secrets, computer software, and any original works and ideas that may have monetary value.

The funds, public facilities, equipment, and other public properties for which it assumes stewardship are not utilized for personal benefits from publications and inventions according to the guidelines and conditions in this policy.

An employee may retain as sole property any intellectual property, scientific invention, material, or object created on his or her own time without use of College property, material, equipment, or College support.

The College, in return for unrestricted rights to use and reproduce original work that has been created at College expense or on College time or through use of College-owned equipment, shall grant full ownership to the creator according to the following stipulations:

1. Income derived from the sale of materials or objects to entities outside the College shall accrue to the College until all expenditures made in development of the material have been recovered. These expenditures include stipends paid to the developer (beyond contracted salary), pro-rated support staff salaries, supplies, and any other expenses that the College may have incurred in support of the creation of the material or object.
2. After the College has recovered the expenditures incurred in development and support, all further remuneration shall go to the creators of the objects or materials.

The College shall ensure equity and management participation on the part of the inventor or inventors in business entities that utilize technology created at the College. No College employee shall realize a profit from materials sold exclusively to College students.

The appropriate Divisional Dean shall approve instructional materials covered by this policy, intended for use at Kilgore College, and developed by a College employee(s) after consultation with the College administration.

The College President must be notified through proper channels of any employee's intent to use College time, equipment, materials, or facilities to create objects or materials with the intent to patent or copyright.

This notice must be given and tentative approval received from the President prior to actual commencement of work on the project. Within 20 working days after receipt of such notice of disclosure, the College shall take appropriate action toward establishment of ownership and securing appropriate legal protection. The College shall have authority for approval of the project and subsequent licensing. However, the College assumes no financial responsibility in securing patents and/or copyrights.

Materials produced under an externally funded grant shall be funded by the terms of the grant.

For Intellectual Property policies pertaining to distance education materials, please refer to the *Intellectual Property Policy for Kilgore College Distance Education Course Materials* in the Distance Learning section.

Attorney Contacts With Faculty

As an employee of Kilgore College, contact by an attorney or representative may occur in a variety of contexts. Any person who feels aggrieved has a right to seek legal representation. Kilgore College policies permit representation of employees and students in processing grievances or complaints. Generally, the complaint process is initiated at the first supervisory level above the position held by the complaining party. Therefore, employees in supervisory positions may be contacted by a claimant or retained attorney to initiate the complain process. Other times, an attorney may be retained in an effort to focus attention to a matter. The contexts in which such contacts may arise include: an employee who alleges a dispute with the College, a student who has a complaint against the College, or a third party with a claim against the College.

To protect the legal interest of Kilgore College, the administration feels that it is imperative that any such contact is reported to the appropriate administration official. Kilgore College considers such contacts as a priority matter and wants to take a proactive role in addressing any dispute involving faculty, staff or students. Therefore, it is imperative that all employees notify the administration immediately upon contact by an attorney or representative purporting to represent any person with a claim against Kilgore College.

Employees should observe the following procedure when contacted by attorneys or persons purporting to represent a person aggrieved by Kilgore College. In addition, the same steps should be followed if an employee receives notice of a suit or a threat of litigation.

1. Understand the nature of the complaint or dispute and identify the complaining party.
2. Obtain the name and phone number of the attorney or representative reporting to represent the complaining party. Do not attempt to negotiate with an opposing attorney.
3. Advise the complaining party's attorney that the complaint will be referred to the Kilgore College administration and Kilgore College attorney.
4. Upon receiving notice of a complaint, notice of litigation, or threat of litigation, the employee should immediately notify the Assistant to the President and advise of all pertinent facts related to the contact. If the Assistant to the President is not available, the employee should notify the Director of Human Resources.
5. The Assistant to the President will immediately notify counsel for the College of the contact and all pertinent facts.
6. The College and its legal counsel prefer that Kilgore College faculty and staff refrain from discussing a complaint, its resolution, compromise, or litigation without the knowledge of the administration and the College's attorney.
7. Further contact with the complaining party and/or their representative should be conducted through legal counsel for the College, unless instructed otherwise.

As a matter of policy, Kilgore College wants to protect the legal rights of the College and its employees and staff. Kilgore College takes an active role in addressing any complaints, investigations, discussions with attorneys, and resolutions of complaints, up to and including litigation. Further, Kilgore College Policies provide express procedure for addressing employee complaints and grievances and student complaints.

Additionally, state and federal law provide remedies for students, employees and others who believe that Kilgore College has abridged a protected right. Board policies, state law and federal law provide procedural protections for persons prosecuting complaints or grievances and for Kilgore College. The administration finds that adherence to these procedures will ensure the integrity of the process for all concerned.

Substance Abuse Policy

A copy of this policy, the purpose of which is to eliminate drug abuse from the workplace, shall be provided each employee at the beginning of each year or upon employment. Employees shall not unlawfully manufacture, distribute, dispense, processes, use, or be under the influence of any of the following substances during working hours while at the College or at College-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abuse able glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant, or mood-changing, mind-altering, or behavior-altering drugs.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exception

An employee who uses a drug authorized by a licensed physician through a prescription specifically for that employee's use shall not be considered to have violated this policy.

Notice

In addition to a copy of this policy, each employee shall be given a copy of the College's statement regarding drug-free workplace and drug-free schools, a description of the applicable legal sanctions under local, state, or federal law, and a description of the health risks associated with the use of illicit drugs and the abuse of alcohol.

Safety Requirements

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

Anti- Harassment Policy Standards of Conduct

No member of the College community may harass another. Through this policy, the College implements a specific way to review and resolve complaints of harassment by any member of the College community, including faculty, staff, or students. **Through this policy, the College will take appropriate corrective action when it determines that harassment has occurred.** Each supervisor has the responsibility to maintain a workplace free of harassment. This responsibility includes discussing this policy with all employees and assuring them that they are not to endure insulting, degrading, or exploitative treatment.

Harassment is written, electronic, verbal or physical conduct that denigrates or shows hostility or aversion toward an employee, student, or group of employees or students because of his or her gender, sex, age, race, creed, national origin, religion, disability, or veteran status and that:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education; or,
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or,

3. Such conduct has the effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile or demeaning employment, or education environment, and such conduct would do so for a reasonable person in the individual's position.

Harassing conduct includes (1) epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to any of the above listed protected classifications and/or (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of membership in any of the above listed protected classifications and that is placed on walls, bulletin boards, or elsewhere on College premises, or is circulated in the workplace. **Harassment is prohibited regardless of whether or not the alleged harasser shares the same gender, sex, age, race, creed, national origin, religion, disability, or veteran status as the complaining party. Harassment is prohibited whether in the form of supervisor-employee, employee-employee, employee-student, or student-student.**

Complaint Guidelines

The complainant is strongly encouraged to submit the complaint in writing. If the subject of the complaint is the complainant's supervisor, the complainant may proceed directly to the next higher level of supervision or to the Director of Human Resources.

Investigation Guidelines

During the initial meeting with the complainant, information should be gathered such as the date, time, place, nature of the alleged harassment, frequency of the alleged conduct, the complainant's response or reaction to the alleged conduct, and the names of any witnesses. The complainant will be provided a copy of the college's sexual harassment policy and will be informed about the formal process of filing a complaint and alternative measures of resolution.

After the administrator taking the complaint meets with the complainant, the administrator will then meet with the accused. The administrator shall provide a copy of this policy to the accused. If the administrator determines that the nature of the charge appears to warrant immediate action, appropriate steps may be taken (with the approval of the College President) to protect the accused, or the complainant, or both, pending further investigation.

If the accused does not deny the complainant's material allegations, the administrator may attempt to resolve the complaint informally by acting as a facilitator between the accused and the complainant. Any proposed solutions or agreements are subject to the College President's approval. If the accused denies the complainant's material allegations, or if the administrator determines that the matter deserves further inquiry, an investigation will be conducted. The Director of Human Resources will coordinate the investigation. Efforts will be made to maintain confidentiality of both parties during any investigation to the extent provided by law.

The College will attempt to complete this investigation within 30 days. After the investigation, a written report with recommendations for action will be presented to the College President. A written report shall be prepared even if the investigator concludes that there is no evidence of a violation of the sexual harassment policy. The College President will review the facts and make a final determination in the case. Actions may include, but are not limited to, written warning, reassignment, and suspension from work, or termination.

After the case is concluded, three further courses of action are available for the complainant or the accused.

1. If the investigator recommends no discipline for the accused or recommends discipline and the Recommendation is not acted upon, and then the complainant may file a further complaint according to Policy Section 10 of the *Kilgore College Policy and Procedures Manual*.
2. If the accused is disciplined upon recommendation of the investigator, then the accused may file a complaint according to Policy Section 10 of the *Kilgore College Policy and Procedures Manual*.
3. If termination is recommended for the accused, then the accused may follow the guidelines for a hearing or appearance before the Board as discussed in Policy Section 6 of the *Kilgore College Policy and Procedures Manual*.

Retaliation

Retaliation against an individual who complains of harassment will not be tolerated and is a violation of College policy and will result in disciplinary action up to and including termination. Any complainant who feels that he or she is being retaliated against, either during or after an investigation, shall report the incidents of retaliation to the investigator. Because of the serious nature of a harassment claim, employees or students who knowingly and in bad faith allege a false claim may be subject to discipline, up to and including termination.

Auxiliary Policies and Procedures

For details on Credit by Examination, Advanced Placement Testing and College Board Achievement Testing, consult the Kilgore College catalog.

STUDENT CONDUCT AND DISCIPLINE

Instructors should include a policy on scholastic dishonesty in course syllabi defining scholastic dishonesty and the possible punishments for offenders. It is strongly suggested that the following statement from the catalog be placed in your course syllabus and that you discuss it with students at the beginning of a semester.

“It is the responsibility of students and faculty to help maintain scholastic integrity at the College by refusing to participate in or tolerate scholastic dishonesty. Plagiarism and other forms of academic dishonesty undermine the very purpose of the College and diminish the value of an education. Specific sanctions for academic dishonesty are outlined in the Kilgore College Student Handbook available in the Office of the Vice President of Student Development, located in the Duvall Student Center. Phone (903) 983-8189.”

The Code of Student Conduct is not a contract and serves only as guide for the fulfillment of acceptable due process procedures. The Board of Trustees has the authority and may modify or change the Code of Student Conduct at any time. The student is responsible for obtaining all published materials and updates from the Office of the Vice President of Student Development relating to this code. In addition, the college may modify the procedures contained herein at any time in order to effectuate justice.

Purpose of the Code of Student Conduct

Kilgore College's primary concern is the student. The College attempts to provide for all students a campus environment that is conducive to academic endeavor and social and individual growth.

Enrollment at Kilgore College is considered implicit acceptance of the rules, regulations and guidelines governing student behavior promulgated by the College and the student is responsible for this information.

In addition, all students, regardless of place of residence, are expected to observe all federal, state and applicable local laws. Any student who violates any provision of those laws is subject to disciplinary action in including expulsion, notwithstanding action taken by civil authorities on account of the violation.

The College reaffirms to each student the privileges exercising rights of citizenship under the Constitution of the United States, including the right to appropriate due process in any disciplinary matter. As both the responsibility and authority for discipline at Kilgore College ultimately rests with the Board of Trustees, the President, acting in their behalf, has delegated authority to administer a fair and just disciplinary program to the Vice President of Student Development. Therefore, the Vice President, acting in behalf of the President and the Board of Trustees, has authority to enforce all regulations approved and stated in College documents or otherwise. If documentation of a student drop or withdrawal from school during the first twelve weeks of a semester is on file in the Registrar's Office, the registrar's staff may correct a grade of "F" to a "W" and notify the instructor, Dean and Vice President of Instruction of the correction. There is no time limit on corrections of this type error.

CATEGORIES OF MISCONDUCT

Misconduct for which students are subject to discipline falls into the following categories:

- A. Acts of dishonesty, including but not limited to the following:
 - 1. Academic dishonesty including but not limited to cheating and plagiarism.
 - a. The term "cheating" includes, but is not limited to:
 - (1) Acquiring information for specifically assigned projects, working with one or more persons on an exam that is to be taken as an individual or observing work from another individual's exam;
 - (2) Providing information on an exam that is to be done individually or giving out the exam or content prior to the exam time.
 - b. The term plagiarism includes, but is not limited to,
 - (1) Failing to credit sources used in a work product in an attempt to pass off the work as one's own;
 - (2) Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
 - c. Falsifying information includes but is not limited to;
 - (1) the falsification of the results obtained from a research or laboratory experiment;
 - (2) the written or oral presentation or results of research or laboratory experiments without the research or laboratory experiments having been performed.
 - d. Conspiracy to commit an act of academic dishonesty.
 - 2. Furnishing false information to any College office or official, faculty or staff member acting in an official capacity, or giving false testimony or other falsified evidence at any campus disciplinary hearing.
 - 3. Forgery, alteration, or misuse of any College document, record, or instrument of identification.
 - 4. Tampering with the election of any College recognized student organization.
 - 5. Attempted or actual theft of property or damage to property of the College, or of a member of the college community, or a campus visitor.
 - 6. Theft, unauthorized access to or other abuse of computer systems or computer time relating to College endeavors.
 - 7. Unauthorized possession, duplication, or use of keys to any College premises, or unauthorized entry to, or use of, College premises.
 - 8. Conspiring, planning or attempting to achieve any of the above acts.
- B. Conduct that adversely affects the college community, including but not limited to the following:
 - 1. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other college activities, including public service functions or other authorized activities on or off college premises.
 - 2. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct that threatens the safety of any person. Speech protected by the First Amendment is not a violation of this provision. Fighting words and statements that reasonably threaten or endanger the health and safety of any person are not protected speech. Each allegation of a violation under this provision shall be reviewed with these factors in mind.
 - 3. Use or possession of firearms, explosives fireworks, ammunition or any kind of weapon on campus. An object may be defined as a weapon through design, actual use or intended use.
 - 4. Disruptive activities as defined by Section 4.30 of the Texas Education Code.
 - 5. Hazing as defined by Section 4.51 et. seq., Texas Education Code.
 - 6. Use, possession, sale, manufacture or distribution of narcotics or dangerous drugs. [Students found on campus in possession of, or in effect of any illegal drug or controlled substance, or using, upon, selling, manufacturing or distributing such a drug or substance as defined by Article 4476-14 V.A.C.S. and Article 4476-15 V.A.C.S., shall if determined guilty of such act after appropriate due process, be suspended from enrollment at the college. The minimum period of suspension shall be for the academic semester in which final adjudication of the case occurs. Additional or more severe sanctions may be imposed based on the specific facts of the case.]
 - 7. Use, possession or distribution of alcoholic beverages.
 - 8. Conduct which is disorderly, obscene, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on the college premises or at functions sponsored by, or participated in by, the College.
 - 9. Violations of College policies or regulations that have been published and are readily available to the students including but not limited to those which govern academic matters, housing, alcohol use, financial matters, student affairs, and the maintenance of the health, safety and welfare of the college community.

10. An act constituting violation of federal, state, civil or criminal laws, or city ordinances.
 11. Conspiring, planning, or attempting to achieve any of the above acts.
- C. Misconduct relating to official obligations between the student and the college or its officials, including but not limited to the following:
1. Issuance of a check without sufficient funds.
 2. Failure to fulfill financial obligations(s) to the College.
 3. Failure to fulfill other legal obligation(s) to the College.
 4. Failure to comply with reasonable directions of, or failure to heed an official summons of, college officials, faculty or staff members acting in the performance of their duties.
 5. Failure to comply with the sanction(s) imposed under the Code of Student Conduct or sanctions otherwise imposed by the College.
 6. Conspiring, planning, or attempting to achieve any of the above acts.

Misconduct Penalties

The College may impose one or more of the following misconduct penalties upon individuals, groups or organizations. Penalties for violation of institutional policies or rules and regulations may be administered regardless of whether the actions of the student are also civil or criminal violations. Whenever disciplinary actions lead to the students leaving the college, grades will be assigned in accordance with the College Grade Policy and the Academic Calendar.

Admonition

This consists of a verbal or written warning. Verbal admonitions will not become a part of the student's confidential record in the Vice President of Student Development's Office.

Loss of Privileges or Imposition of Certain Tasks

Under some circumstance of misconduct, the College may deem it appropriate to take away certain privileges. Penalties such as prohibiting pledging, membership or leadership events on the social calendar, denial of participation in any official athletic or non-athletic extracurricular activity, including practices; withholding of official transcript or degree; blocking from enrollment for a specified period of time; recommendation of failing, reduction, or changing a grade in a test, course assignment, course or other academic work; cancellation of the housing contract or removal from the residence hall system or loss of money related to privileges may be imposed. The student may also be required to perform certain tasks, such as making restitution, whether monetary or by specific duties; attending counseling sessions; performing additional academic work not required of other students in a specific course; moving to another residence hall or within the same hall; complying with behavioral contract; paying of special fees, fines or service charges.

Probation

Probation is levied for a specified time, the duration of which will be determined by the seriousness of the circumstances of the case. Probation carries with it a warning that any further violation of college regulations may result in more serious consequences, including suspension or expulsion. The two types of probation are:

1. Conduct Probation - a sanction which will be removed from the student's confidential record in the Vice President of Student Development's Office at the end of the period of probation.
2. Disciplinary Probation - a sanction which may or may not remain a permanent part of the student's confidential record.

Suspension

Continued and/or flagrant violations of the probation terms or serious offense cases warranting such action may result in suspension from the college for a specified period. The student is blocked from re-enrollment until he/she applies for readmission to the college and is cleared by appropriate officials. Suspension becomes a part of the student's permanent record in the Vice President of Student Development's Office.

Withdrawal and Expulsion

Withdrawal is administrative removal of a student from a class or from the College and may be imposed in instances of unmet financial obligations to the College; for reasons of health; or pending the outcome of competent medical evaluation. The withdrawn student may also be barred from re-enrollment until such a time specific conditions have been met. Expulsion is permanent severance from the College.

Revocation of Degrees

The revocation of degrees may occur for discovered misconduct of prior students. Allegations of misconduct that may result in a revocation of a degree will be considered by the appropriate academic process.

STUDENT DISCIPLINARY PROCEDURES **Authority for Initiation of Disciplinary Action**

Under direction of the President, the Vice President of Student Development and his/her assistants or other such staff members, or certain committees to whom this responsibility has been delegated, have the authority to administer disciplinary procedures. Therefore, disciplinary action will in general, originate in the Vice President of Student Development's Office, except for those cases which by their nature, or by state statute, require initial action by another college department such as:

Academic Dishonesty

Academic dishonesty matters may first be considered by the faculty member who may recommend penalties such as withdrawal from the course, failing the course, reduction or changing of a grade in the course, a test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required by other students in the course. Acceptance of the faculty member's recommended penalties by the student shall make the penalties final and constitutes a waiver of further administrative procedures. If the student does not accept the decision of the faculty member, he/she may have the case heard by the appropriate Dean and Vice President of Instruction for review. If the student is ultimately found not to have been involved in academic dishonesty, the instructor shall not base his/her evaluation of the student on the alleged but unproven dishonesty. If the student is ultimately found to have violated completion of its hearing, the appropriate disciplinary sanction shall be implemented. Any student who believes that a grade has been inequitably awarded should refer to the academic grade change procedures.

Committee on Student Conduct - Review Procedure

When any alleged misconduct results in recommended disciplinary action against him/her, he/she may, after a conference with the Vice President of Student Development, request a hearing before the Committee on Student Conduct. The Vice President has the authority to vary time limits for any requests for review by the Committee on Student Conduct when it is in the best interest of the student or the College to do so.

The student must, within 72 hours from the date disciplinary action was recommended against him/her by the Vice President of Student Development, complete and submit to the Chairman of the Committee a written request for review, specifically citing the following:

1. Name, address and student phone number.
2. Description, dates(s), and place(s) of alleged act(s).
3. Date and by whom the discipline is recommended.
4. The recommended disciplinary penalty.
5. Date of conference with Vice President of Student Development.
6. Circumstances which he/she feels merit review.
7. Signature and date.

Committee on Student Conduct Composition and Authority

The composition of the Committee on Student Conduct shall be two faculty members, two students, and a chairperson. A representative from the Vice President of Student Development's office will be present during the hearing.

1. Faculty members are appointed by the Vice President of Instruction to serve on the committee on Student Conduct for a period of one year. (The appointments will take place at the time they are necessary.)
2. Student participation will be limited to sophomore students. Students shall be appointed by the Director of Student Life, at a time when such appointment is necessary and will last for one year.
3. The Director of Student Services shall serve as the permanent chair. The chair shall participate fully in the hearing process but shall vote only in the case of a tie. All members except the Vice President of Student Development's representative shall have voting privileges
4. Two faculty, two students, and the chair shall be present when holding a hearing.
5. The Committee has the authority to summon witnesses. Refusal to obey the summons may subject the student to disciplinary action upon the recommendation of the Committee.
6. The Committee on Student Conduct has the authority to review disciplinary matters which have been properly brought before the Committee in accordance with the procedures stated above. Upon completion of the hearing, the committee has the authority to issue, modify, or uphold the disciplinary penalties, if appropriate.
7. All members of the Committee are cautioned of the confidentiality of the Committee's entire function and are admonished not to discuss any case with other than authorized persons.

Hearing Procedures

Unless specifically requested in writing by the student that it be otherwise, the hearing shall be closed to the public. If the accused student requests an open hearing, any student witness may have his/her testimony closed to the public. A tape recording shall be made of all hearings and retained as a part of the committee's file.

Transcripts will be made at the written request of the Vice President of Student Development or the student, the cost to be borne by the one requesting the transcription.

Procedures for Appeals of Decisions of the Committee on Student Conduct

- A. Within three class days after the decision has been made, either or both parties may give notice of appeal to the President. The decision will be reviewed upon the basis of the tape recording of the hearing and/or documents filed and produced at the hearing and/or any witnesses the President wishes to call. The President may request that both parties submit oral or written arguments to support their positions. In order for the appeal to be considered, all the necessary documentation to be filed by the appealing party, including written arguments when appropriate, must be filed with the President within three days after notice of appeal is given. The President may approve, reject, or modify the decision in question or may require that the original hearing be reopened or the presentation of additional evidence and reconsideration of the decision.
- B. Either or both parties may then give notice of appeal to the Board of Trustees within three class days after the decision has been rendered by the President. The Board shall make its determination solely on record as it exists or may, at its sole discretion summons individuals to give oral or written statements.
- C. All decisions by the Board of Trustees concerning the matters of student disciplinary appeal are final.

STUDENT SERVICES

Counseling Center

The Counseling Center provides assistance and services to students in meeting their educational goals. Professional advisors provide a variety of services to students such as educational, career, and short-term personal counseling. Consultation is available on a walk-in basis most of the year; however, appointments are suggested. The Counseling Center is located on the second floor of the Devall Student Center on the Kilgore Campus and in the Hendrix building at KC-Longview.

- Academic advising regarding appropriate course choice, study habits, remedial work, or transferring to another college;
- Career counseling including **career** exploration;

- Personal-social counseling regarding adjustment within the college community and other concerns, which interfere with personal development;
- Testing to assess abilities, **career** interests, and personality.

For more information call: (903) 983-8206 in Kilgore or (903) 753-2642 in Longview. Additional information can be found at www.kilgore.edu/counseling.asp

STUDENT SUCCESS PROGRAMS

The Student Success program has a variety of programs for students that will help them with the challenges of being a college student.

Student Success: Available to all students.

- Free tutoring
- Computer Lab with Internet access.
- Study Skills advising, tapes and viewing facilities.
- Study Skills course (COLS 0100, 0110, 0120)
- New Student Orientation

Study Skills Courses: An introduction to those issues that help students be successful in higher education. Topics include are college policies and procedures, time management, study skills, goal setting, information technology, selecting a major, transferring, finances, health and wellness, and decision making.

New Student Orientation: is required for all first time college students in order to register for classes. This also applies to students who took college courses prior to high school graduation. Transfer students and students who have not attended in several years are encouraged to attend. These sessions are designed to acquaint the new student with: campus life, student services, campus resources, and to meet and enjoy fellow students, faculty and staff. You will have the opportunity to meet with a faculty advisor or counselor and register early for your semester classes.

Instructional Student Support Services

The Instructional Student Support Office is designed to help special population students who are enrolled in workforce programs meet their educational and career goals through the provisions of supplementary support services.

Supplementary Support Services Include:

- Counseling (career, academic & personal)
- Tutoring
- Career Planning Resources
- Services for Students with Disabilities
- Emergency Child Care Assistance
- Textbook Assistance
- Transportation Vouchers
- Part-time Employment
- Referrals to Community Resources

Special Population Students are

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional training and employment
- Single parents, including single pregnant women
- Displaced homemakers
- Individuals with limited English proficiency

Students who meet one or more of the criteria above are welcome to complete an application. Applications are available in Longview at the North Building in room 101 and in Kilgore at the DeVall Student Center counseling office or call 903-983-8683. Funding is limited and some restrictions apply.

Trio Fast Track

The TRIO Fast Track Program, (Fostering Academic Success and Transfer) located in the Student Support Building, Room 123, provides support services to first generation, low-income and disabled students who wish to complete a Bachelor's degree. Services include individual tutoring, individual counseling, mentoring, access to a computer lab, laptop loan program, career exploration, academic advising, transfer counseling and visits to four-year universities, cultural enrichment activities, and financial aid assistance and scholarship opportunities.

The TRIO Fast Track Program is funded by a grant from the US Department of Education. All services provided by the TRIO Fast Track program are free to TRIO participants. To be eligible to receive services, a student must be a first generation college student, be Pell Grant eligible or have low income, and/or have a disability. Participants must also be U.S. Citizens or Permanent Residents.

RANDOLPH C. WATSON LIBRARY

The library, located between the Liberal Arts Building and the Engineering Science Building provides a comprehensive array of services, including books, electronic information resources, and periodicals and newspapers in electronic, paper and microform. Library professionals are ready to help faculty at any time and can be enlisted for special classroom presentations on how to use the library, how to conduct research, using the vast array of information resources available today.

Library Mission Statement

The primary mission of the Randolph C. Watson Library is to provide access to a broad range of informational resources and support services. The library will serve as a partner with faculty in the teaching and learning process, identifying and providing resources to support the curriculum and providing instruction in the use of the library by educating users to effectively access, utilize and evaluate available information resources.

Library Services for Faculty

Bibliographic Instruction – Library staff will work with faculty to develop a program that will integrate information literacy, research techniques and library skills into the curriculum. The library has an instruction room where the classes may be conducted.

Reserves – Faculty may place books, articles, videos, etc. on reserve in the library. Placing materials on reserve allows all students equal access to an item within a limited time period.

Interlibrary Loan – Materials that are not available locally may be borrowed or copies made from other libraries.

Check out books/videos – Faculty may check out materials for one semester. Materials may be renewed at the end of the Fall semester without physically bringing them in; all materials **must be returned** at the end of the Spring semester. They may be renewed at that time for teaching of classes during the summer. Overdue fines are not charged to faculty, but faculty will be required to pay for lost materials.

Acquisitions – Book selection is done in a systematic and comprehensive manner in order to acquire materials that support curriculum. Responsibility for the selection of library materials lies with the entire college community. Faculty members are largely responsible for recommending the acquisition of materials in their subject field. Any member of the faculty or staff may request that an item be added to the college collection by submitting the information to the acquisitions librarian.

Web Page – The library maintains a web page with additional information and forms at <http://kcfac.kilgore.edu/library>. The online catalog and many electronic databases may be accessed through the web page. Faculty must be current in the library's system in order to be authenticated for off campus use.

Bone Learning Center - A general-purpose computer lab with 44 computers including two Apple computers.

At the Longview Center, a general open computer lab, located in Room 203 is available to students.

TESTING CENTERS

Kilgore College has two Testing center locations. The Testing Center located in Kilgore (Kilgore campus) offers a comprehensive program of services including a variety of national standardized exams and the Texas-mandated THEA.

The center is located on the second floor of the Devall Student Center, Broadway Boulevard and is open during the fall and spring semesters Monday thru Thursday 8 am - 8 pm; Friday 8 am - 3:45 pm. During the summer, the center is open Monday-Thursday from 8am -7-pm **and from 8am-3:45pm on Fridays. NO TESTING** is available on Fridays. Additional information may be obtained by contacting the center at 903-983-8215 or 903-983-8690; by email at testing@kilgore.edu or by visiting the website at www.kilgore.edu/testing.asp.

The KC-Longview Testing Center provides GED, Accuplacer and instructional testing on a regular basis. The Kilgore College—Longview Testing Center is open Monday through Thursday 8 am – 9 pm; Friday 8 am – 2:30 pm with no testing on Fridays. Two shifts of instructional testing will be conducted each evening, from 5:00 to 7:00 and from 7:00 to 9:00. A *Request for Testing* form must be submitted before a student can call and make an appointment for an instructional test.

Students must have photo identification and will not be permitted into the Testing Center late. Additional information may be obtained by calling 903-753-2642, emailing longviewtesting@kilgore.edu, or by visiting the website at www.kilgore.edu/testing_longview.asp

KC –BOOKSTORES

The KC Bookstore, located in the Devall Student Center, sells textbooks, supplies, articles of clothing, souvenirs, and miscellaneous items. The Bookstore accepts cash, personal checks, money orders as well as MasterCard, Visa, American Express and Discover charge cards. The Bookstore is open from 7:45 a.m. to 4:30 p.m. Monday through Thursday and from 7:45 a.m. to 4:00 p.m. Friday. The Bookstore will be open until 7:00 p.m. the first week of classes of long semesters. The phone number is (903) 983-8277.

KC–Longview bookstore, located in the Hendrix Building, is open from 7:45 a.m. to 7:00 p.m., Monday through Thursday, and 7:45 a.m. to 1:30 p.m. on Friday. The phone number is (903) 753-2642.

CAFETERIA

The Ranger Cafe, located in the Devall Student Center, serves Kilgore College students, faculty, and visitors. Meal tickets are available at special rates for faculty and staff; call the Aramark manager at 983-8286, or ext. 8286, for details. Aramark is also available for catering for college or personal events or meetings of any size.

APPENDIX

SAMPLE COURSE SYLLABUS

MUSI 1306: MUSIC APPRECIATION

MUSI 1306. Music Appreciation.

(3-3-0)

A course training the student in the art of creative listening and acquainting him with composers and their works.

Prerequisite: Eligible to enroll in READ 0306. F, Sp Su (5009025126).

I. Instructor: Jeanne Johnson, Chair of Music and Dance
FA6, Anne Dean Turk Fine Arts Building
(903)983-8121 Office Hours: By Appointment

II. Course Rationale: This course meets the requirement for Visual and Performing Arts, which is a component of the core curriculum for every state supported institution of higher education in Texas. This course also meets the fine arts requirement for the A.A., A.S., and A.A.S. degrees at Kilgore College.

III. Educational Materials: **Music - An Appreciation** text (5th brief edition) by Roger Kamien published by McGraw-Hill

IV. Evaluation: A. Four (4) examinations @ 100 points each= 400 points
B. One (1) minimum three-page biographical essay w/outline, bibliography, and citations dealing with a composer's life= 50 points
C. Two (2) one-page concert reports @ 25 points each= 50 points
Possible 500 points
A= 448-500 points
B= 398-447 points
C= 348-397 points
D= 298-347 points
F= 297 and below

V. Classroom Policies:

A. After six (6) absences during a MWF class or four (4) absences of a TR class, the student will be dropped with a grade of W. Two (2) tardies will equal one absence. Absences should be limited to contagious illnesses or personal emergency.

B. Late work will be accepted if the student has an excused absence and will be due the following class meeting, unless otherwise arranged. Students are responsible for all work assigned regardless of their presence or absence.

VI. Student Learning Outcomes:

A. Students will describe connections between multiple scholarly disciplines.

Activities: text readings, class lecture and discussion

Assessment: final exam writing assignment

SCANS: (1,2,4,5)

B. Students will match compositions not previously listened to or discussed in class to their respective historical periods.

Activities: text readings, class lecture, discussion, and listening experiences

Assessment: final exam matching format

C. Students will identify basic music terminology, musical forms, major composers, major compositions, and characteristics of major historical time periods.

Activities: text readings, class lecture, discussion, and listening experiences

Assessment: exam questions which may include multiple choice, matching, sentence completion, short answer, and/or essay questions

D. Students will relate what they hear and observe from concert experiences to what they have learned in readings and classroom experiences.

Activities: attendance at a minimum of two instructor-approved concerts; text readings, class lecture, discussion, and listening experiences. Teacher will have discretion to substitute additional written assignments to classes held during times of the year in which no regular on-campus concerts are held.

Assessment: Minimum of two written concert reports

E. Students will communicate in written and/or oral formats, their understanding of a major composer.

Activities: text readings, readings and/or internet search

Assessment: Minimum of one written paper and/or oral report

VII. Schedule of Classes and/or lectures: Three clock hours per week.

Credentials for Instructors

(Passed by Instructional Council, April 18, 2007)

I. Developmental Education Faculty:

An instructor of developmental courses must have:

1. Bachelor's degree with a major in the subject and a minimum of two years of successful teaching experience in public schools or college; or
2. Bachelor's degree in a related subject with coursework in the subject to be taught and a minimum of two years of successful teaching experience in public schools or college.
3. Other qualifications to be considered **in lieu of some of the above** are:
 - a. teaching certificate in the subject
 - b. professional development activities (coursework, workshops, or conferences) emphasizing developmental education
 - c. prior evaluations of instruction
 - d. teaching awards

II. ESOL (English for Speakers of Other Languages) Faculty:

The above credentials plus TESOL (Teaching English to Speakers of Other Languages) certification or endorsement and/or at least six hours of ESOL coursework.

III. Workforce Education Faculty:

An instructor of workforce education courses* must have at least one of the following:

1. Associate degree in the subject or related field and a minimum of five years of associated work experience
2. Bachelor's degree in the subject or related field and a minimum of four years of associated work experience
3. Master's degree in the subject or related field and three years of associated work experience

***As the state *Guide for Instructional Programs in Workforce Education* notes, "the rubric does not identify the only discipline eligible to use a course. Courses should be chosen based on course descriptions and learning outcomes, not on rubrics. Any program may involve courses with several different rubrics as long as the course content is appropriate" (*Guide for Instructional Programs in Workforce Education*, "Course Rubric and Number," Chapter 4, p. 4).**

Faculty who teach in programs that are approved, licensed, certified or accredited by external agencies and who meet the qualifications prescribed by those agencies, may substitute the external agency approval for the required associated work experience.

V. Kinesiology Faculty:

1. To teach a 3 hour lecture course, faculty must have a Master's degree plus 18 graduate hours in Kinesiology, Physical Education or a related field.
2. To teach activity courses, faculty must have a Bachelor's degree or current certification in the specific activities they are teaching. Kinesiology faculty teaching activity courses must also have a current CPR certification.

VI. Adult Education:

Faculty and staff members in the Adult Education Program must meet the qualifications as prescribed by the Texas Education Agency. These qualifications include the following:

- Directors, teachers, counselors, and supervisors in the program must possess at least a bachelor's degree. This rule took effect on September 1, 1996.
- Any teachers not meeting this mandate who were hired to teach prior to the effective date of the rule have been grandfathered under Texas Education Agency procedures and can continue working as adult education teachers if they have remained employed in that capacity every fiscal year since then.

Request for Student Absences on College Business

DATE: _____

FROM: _____

APPROVED: _____

Department Chair

Date Approved

Dean/Vice President

Date Approved

REASON FOR ABSENCE: _____

DATE(S) OF ABSENCE: _____

STUDENTS INVOLVED:

Date: _____ Instructor: _____ Course: _____

KILGORE COLLEGE EMPLOYEE SELF APPRAISAL INSTRUCTOR INFORMATION

Instructor _____

Program
Area _____

Review Period _____ Date _____

Number of different course preparations taught this year _____

Average number of students taught per class _____

Average number of drops per class _____

A. COMMUNICATION AND DELIVERY OF INSTRUCTION

1. I prepare adequately for class
2. I present clear objectives
3. I exhibit command of course content/subject matter
4. I explain, emphasize and/or summarize important points
5. I encourage relevant student questions and involvement in class discussion and/or activities.

6. I use class time efficiently
7. I demonstrate appropriate, effective, and safe use of supplies and Equipment
8. I exhibit proper use of English language or appropriate foreign language,
Including vocabulary and grammar
9. I demonstrate appropriate communication skills (e.g. eye contact, listening skills, etc.)

EFFECTIVE	NEEDS IMPROVEMENT

COMMENTS:

B. INTERACTION WITH STUDENTS

1. I exhibit enthusiasm and confidence
2. I demonstrate respect for students
3. I interact with students in a positive and courteous manner
4. I appreciate student viewpoints different from my own
5. I respond well to students

EFFECTIVE	NEEDS IMPROVEMENT

COMMENTS:

C. SUPPORT MATERIALS

I use support materials (media, manuals, equipment) appropriately and effectively

	NEEDS IMPROVEMENT
EFFECTIVE	

D. PROFESSIONAL DECORUM

1. I maintain scholarship in my professional field(s)
2. I maintain required office hours
3. I submit accurate reports and records on time
4. I maintain confidentiality
5. I foster good working relationships within my division
6. I cooperate with reasonable requests from my supervisor

MEETS EXPECTATIONS	NEEDS IMPROVEMENT

To what committees did the administration assign you during this review period (list by year and list estimated number of hour per semester sent on this responsibility):

Student organization sponsorships/other student activities this review period (attach additional sheets if necessary: list estimated number of hours per semester spent on this activity):

Other non-classroom institutional responsibilities this review period:

I have attempted to improve instruction in the following ways:

PROFESSIONAL DEVELOPMENT SELF-APPRAISAL

Employee Name: _____ Review Period: _____

Job Title: _____

Professional development self-appraisal is to be completed by the employee prior to an appraisal interview with the supervisor.

1. List professional development/training in which you participated during this evaluation period. **(Please use attached form).**
2. List professional development/training recommended or planned at last evaluation that has not occurred and state the reason development did not occur.
3. List professional development/training needed or desired during next evaluation period.
4. List active participation/membership in college, professional, community, or civic organizations, including commendations or awards received during evaluation period.

NAME: _____

JOB TITLE: _____

PROFESSIONAL DEVELOPMENT _____

(Year)

This form is used to record evidence furnished by faculty members of their progress toward fulfilling Professional Growth and Development responsibilities as outlined in the KILGORE COLLEGE PERSONNEL POLICIES AND PROCEDURES manual. The Policy Manual and/or the Administration should be consulted respecting the appropriateness, and subsequent approval, of activities hereon reported. **Support documents** (transcripts, certificates, grade slips, dissertations, affidavits, etc.) should be filed with this form. Non-traditional activities (independent study, individualization of courses, travel, etc.) should be described in narrative form.

PROFESSIONAL ACTIVITIES (WORKSHOPS, SEMINARS, CONFERENCES, ETC.) NAME AND PLACE	DATE	CLOCK/CREDIT HOURS

PROFESSIONAL DEVELOPMENT PLAN

Employee Name: _____ Review Period: _____

To be completed cooperatively by faculty and dean. (Attach additional pages as necessary.)

1. Prioritize and describe professional development plans.

Faculty signature/initial _____

Dean signature/initials _____

**KILGORE COLLEGE
DEPARTMENT CHAIR OR PROGRAM COORDINATOR
APPRAISAL OF FACULTY**

Instructor's Name:	Date:
Chair/Director/Coordinator Name:	Period Covered:

INSTRUCTIONS:

Place a check in the appropriate column for each of the following factors.

1 = Needs improvement 2 = Meets expectations

Please explain "needs improvement" ratings in the comments section for each category.

<i>INSTRUCTIONAL RESPONSIBILITIES</i>	1	2
1. Works on an ongoing basis to improve the quality of instruction.		
2. Maintains scholarship in her/his academic field.		
3. Adheres to course syllabi.		
4. Demonstrates knowledge of subject matter for courses taught.		
5. Maintains office hours.		
6. Maintains class hours.		
7. Submits accurate reports and records on time.		

INSTRUCTIONAL RESPONSIBILITIES – COMMENTS

<i>PROFESSIONAL RESPONSIBILITIES</i>	1	2
1. Contributes to the smooth functioning of the department in all assigned responsibilities.		
2. Fosters good working relationships within the department.		

PROFESSIONAL RESPONSIBILITIES – COMMENTS

ADMINISTRATIVE RESPONSIBILITIES	1	2
1. Receptive and innovative in meeting changing curriculum needs		
2. Keeps the immediate chair/director/coordinator informed of problems affecting classroom instruction.		
3. Assumes responsibility for extracurricular activities when assigned.		
4. Cooperates with reasonable requests from the chair/director/coordinator made within the guidelines of her/his job description.		

ADMINISTRATIVE RESPONSIBILITIES – COMMENTS

Department Chair/Director/Coordinator

Date

Date

Copy to Faculty	
Copy to Dean	

KILGORE COLLEGE FACULTY APPRAISAL OF DEANS

Administrator's name:	Title:
Period Covered: _____ to _____	Date: _____

Place a check in the appropriate column for each of the following factors.

Please explain "needs improvement" or "exceeds expectations" rating(s) in the comments section for each category.

N/O = Not Observed 1 = Needs Improvement 2 = Meets Expectations 3 = Exceeds Expectations

PLANNING	N/O	1	2	3
1. Translates goals/objectives into action.				
2. Sets Priorities.				
3. Anticipates future situations rather than reacting to them.				
PLANNING -- COMMENTS: 				

STAFFING	N/O	1	2	3
1. Encourages and assists the division members in professional growth.				
2. Makes allowances for personal or situational problems of faculty members.				
3. Conducts evaluations in a fair and professional manner.				
STAFFING -- COMMENTS: 				

DIRECTING/LEADERSHIP	N/O	1	2	3
1. Demonstrates knowledge and use of basic administrative techniques and procedures				
2. Manages administrative responsibilities efficiently.				
3. Is professional in his/her approach to the position.				
4. Demonstrates a positive attitude toward his/her work.				

5. Supports, encourages, and promotes teaching effectiveness.				
6. Offers positive criticism for improving instruction.				
7. Gives recognition to faculty in accordance with their contributions to the division's programs.				
8. Plans and conducts significant and informative divisional meetings.				
9. Functions as a good role model with respect to professional growth and development.				
10. Is helpful and supportive in the procurement of division supplies and equipment.				
1. Strives to improve the division's image and reputation in the total campus community.				
2. Has established, communicated, and followed well-defined procedures in the conduct of business within the division.				
13. Encourages maintenance of college-level academic standards				
14. Respects and protects academic freedom of faculty members.				
15. Follows and requires compliance with college policies.				
16. Strives to create and maintain a positive work climate.				
17. Accepts responsibility for his/her actions.				
18. Promotes ethics and integrity in professional behavior.				

IRECTING/LEADERSHIP -- COMMENTS:

DECISION MAKING/PROBLEM SOLVING	N/O	1	2	3
1. Is flexible in his/her approach to problem-solving.				
2. Makes sound decisions regarding department concerns.				
3. Helps resolve faculty member/administrator differences.				

DECISION MAKING/PROBLEM SOLVING—COMMENTS:

COMMUNICATION	N/O	1	2	3
1. Welcomes suggestions for improving the division.				
2. Explains the basis for his/her decisions.				
3. Accepts suggestions and constructive criticism.				
4. Communicates divisional concerns to administration.				
5. Communicates faculty professional growth needs effectively.				
6. Clearly informs faculty of administrative communications.				
7. Clearly communicates relevant information in timely manner.				
8. Maintains confidentiality.				

COMMUNICATION -- COMMENTS:

INTERPERSONAL	N/O	1	2	3
1. Promotes confidence and trust among faculty members.				
2. Avoids favoritism.				
3. Is consistent without being inflexible,				
4. Works cooperatively with other divisions.				

INTERPERSONAL -- COMMENTS:

BUDGETING	N/O	1	2	3
1. Makes divisional budget information available.				
2. Accepts input for divisional budget planning.				
3. Develops and administers budgets within guidelines.				
4. Informs faculty of changes in budget/procurement policies.				

BUDGETING -- COMMENTS

STUDENTS	N/O	1	2	3
1. Handles student complaints in an appropriate manner				
2. Is readily available for consultation on student issues.				
3. Is fair and consistent in dealing with students.				

STUDENTS -- COMMENTS:

DELEGATION	N/O	1	2	3
1. Delegates tasks to others when appropriate.				
2. Establishes clear expectations for tasks assigned.				
3. Effectively follows up on delegated tasks.				

DELEGATION -- COMMENTS:

SUPERVISOR NAME _____

KILGORE COLLEGE DEAN APPRAISAL OF FACULTY

Instructor's Name:	Title:	Date:
Supervisor's Name:	Period Covered:	to:

INSTRUCTIONS:

Place a check in the appropriate column for each of the following factors.

N/O = Not Observed **1 = Needs Improvement** **2 = Meets Expectations** **3 = Exceeds Expectations**

Please explain "needs improvement" or "exceeds expectations" rating(s) in the comments section for each category.

INSTRUCTIONAL RESPONSIBILITIES	N/O	1	2	3
1. Works on an ongoing basis to improve the quality of instruction.				
2. Maintains scholarship in his/her academic field(s).				
3. Adheres to course syllabi.				
4. Demonstrates knowledge of subject matter for courses taught.				
5. Demonstrates necessary skills and methods for clear and effective presentation of subject matter.				
6. Uses instructional media and/or laboratory equipment responsibly.				
7. Provides adequate laboratory supervision, if applicable.				
8. Utilizes class time effectively.				
9. Maintains office hours.				
10. Maintains class hours.				
11. Submits accurate reports and records on time.				

INSTRUCTIONAL RESPONSIBILITIES COMMENTS

STUDENT COURSE/INSTRUCTOR EVALUATION-COMMENTS (Please attach copy of current student course/instructor evaluation survey.

PROFESSIONAL RESPONSIBILITIES	NO	1	2	3
1. Maintains confidentiality.				
2. Maintains involvement in professional organizations.				
2. Contributes to the smooth functioning of the department in all assigned responsibilities.				
4. Fosters good working relationships within the department.				

PROFESSIONAL RESPONSIBILITIES -- COMMENTS:

ADMINISTRATIVE RESPONSIBILITIES	NO	1	2	3
1. Receptive and innovative in meeting changing curriculum needs.				
2. Keeps the immediate supervisor informed of problems affecting classroom instruction.				
3. Assumes responsibility for extracurricular activities when assigned.				
3. Cooperates with reasonable requests from the supervisor made within the guidelines of his/her job description.				

ADMINISTRATIVE RESPONSIBILITIES – COMMENTS:

This evaluation has been discussed with me by my supervisor. My signature does not necessarily imply agreement with my supervisor’s evaluation.

Faculty Member Date

Instructional Dean Date

FULL TIME INSTRUCTOR Instructional Visitation Appraisal

1. The date and time for the Instructional Visitation is to be established by the instructor and dean.
2. Part I is to be filled out by the instructor and given to the dean prior to the class visit.
3. A follow-up conference to evaluate strengths, weaknesses, and directions for future growth will be held within a reasonable time after the visit.
4. Part III may be completed by the instructor after reviewing the dean's comments and/or discussing the class visitation with the dean.
5. Signatures are to be added after completion of Parts I, II and III and the follow-up conference.

Name _____

Division _____

Location _____

Course _____

PART I: CLASS SESSION/LEARNING EXPERIENCE DESCRIPTION

1. Briefly describe your objectives for this class session and their relationship to the overall course.

2. Identify the method(s) of instruction to achieve these objectives.

____ Lecture

____ Laboratory

____ Seminar

____ Discussion

____ Demonstration

____ Team Teaching

____ Team-building or collaborative activity

____ Simulation/role playing

____ Performance

____ Instructional Television (video)

____ Instructional Television (interactive)

____ Other (identify)

(identify other instructors)

3. How will the students participate?

PART III: CLASS VISIT APPRAISAL

1. Supervisor Comments/Suggestions:

2. Instructor comments:

DATE OF FOLLOW-UP CONFERENCE _____

Division Dean

Date

Instructor

Date

Kilgore College Supervisor Evaluation

(TO BE COMPLETED BY THE EMPLOYEE)

1. Are there ways in which I, as your supervisor, can make changes to improve working efficiency and environment?
2. Are there ways in which communication and decision making in the office needs to be examined and changed?
3. Are there office or college policies which limit your work ability, cause you extra work, or which need to be examined?
4. Please list any other suggestions that will enable me to be a better supervisor.
5. Feel free to include any additional comments on the supervisor strengths and weaknesses. You may wish to reflect on ability, understanding of the job, dependability, personal qualities, managerial style and the like.

**KILGORE COLLEGE
EMPLOYEE SELF-EVALUATION**

Name

Date

Job Title

INSTRUCTIONS: Complete the following questions and submit this form to your immediate supervisor. Attach additional pages as necessary.

What are the strengths you bring to your position? In what ways do you believe that you are doing a good job?

Are there some areas in which you feel a need to improve? Can you identify any weaknesses or areas for future growth?

Are there some changes which need to be made in the environment, office policies and procedures, or college procedures which would enable you to perform more efficiently or which would create a better atmosphere in the workplace?

List any specific goals you would like to accomplish during the next year. Feel free to include any hopes, dreams, and aspirations you have regarding your career at Kilgore College.

Note: In compliance with HB 2504, all student evaluations of instruction are completed online. The forms on the following pages are for information purposes only.

KILGORE COLLEGE INSTRUCTOR EVALUATION

Directions: For each statement, click the circle that corresponds to your rating of the instructor and the course.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<u>INSTRUCTOR</u>					
1. The instructor is well prepared for classes/lessons.	▲	▶	◀	☒	□
2. The instructor clearly communicates ideas.	▲	▶	◀	☒	□
3. The instructor stimulates intellectual curiosity.	▲	▶	◀	☒	□
4. The instructor demonstrates a knowledge of the subject matter.	▲	▶	◀	☒	□
5. The instructor makes available learning outcomes in the class syllabus.	▲	▶	◀	☒	□
6. The instructor's use of technology improved my understanding of course material.	▲	▶	◀	☒	□
7. The instructor uses assignments to increase understanding of subject matter.	▲	▶	◀	☒	□
8. The instructor provides adequate and timely feedback on assignments and exams.	▲	▶	◀	☒	□
9. The instructor gives tests which cover course content.	▲	▶	◀	☒	□
10. The instructor exhibits enthusiasm for teaching.	▲	▶	◀	☒	□
11. The instructor generates a class atmosphere which promotes learning.	▲	▶	◀	☒	□
12. The instructor is receptive to questions and comments from students.	▲	▶	◀	☒	□
13. The instructor challenges students to develop ideas based on course material.	▲	▶	◀	☒	□
14. The instructor demonstrates fairness when dealing with students.	▲	▶	◀	☒	□

COURSE / STUDENT

15. I am satisfied with what I learned in this course.	▲	▶	◀	☒	□
16. I value the importance of reading as a necessary part of my college education.	▲	▶	◀	☒	□
17. I took advantage of my instructor's office hours to resolve questions about subject matter.	▲	▶	◀	☒	□
18. (Answer the optional statement given to you by your instructor, if applicable.)	▲	▶	◀	☒	□
19. (Answer the optional statement given to you by your instructor, if applicable.)	▲	▶	◀	☒	□

20. To prepare for this class, I studied this many hours per week:

▲ 12+ hours ▶ 9-11 hours ◀ 7-8 hours ☒ 4-6 hours □ 1-3 hours

Optional: 21. What did you like the most about this class?

Optional: 22. What did you like the least about this class?

Optional: 23. Other comments?

Kilgore College Student Laboratory / Instructor Evaluation

Directions: For each statement, choose the best answer that corresponds to your rating of the instructor and the course. Thank you for your help.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
<u>CLASS ORGANIZATION:</u>					
1. Course content and lab activities followed the syllabus student learning outcomes.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
2. Activities in lab reinforced concepts studied in lecture.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
3. The instructor was prepared and presented subject in an organized manner.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
4. Supplies and equipment were adequate and available for each lab.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
5. The instructor was familiar with lab techniques and current technology.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
6. The instructor monitored the laboratory activities and provided feedback during the activities.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
<u>TESTING AND GRADING SYSTEM:</u>					
7. The lab grading system was fully explained to me.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
8. The instructor had a sufficient number of grades to determine my lab grades.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
9. The method for grading assignments and tests was fair.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
10. Tests and assignments were returned within a reasonable time.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
11. Lab practicals were an accurate way to measure my knowledge of course material.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
<u>LEARNING ENVIRONMENT AND MATERIALS:</u>					
12. The written materials were useful, up-to-date, and understandable.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
13. The instructor explained and practiced safe lab procedures.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
14. A safe laboratory environment was maintained throughout the semester.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
15. The size of the lab facility was appropriate for adequate instruction.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
16. The number of students/lab class was appropriate for adequate instruction and maximum learning.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
<u>STUDENT-INSTRUCTOR RELATIONSHIP:</u>					
17. The instructor was accessible during lab.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
18. The instructor generated a class atmosphere which promotes learning.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
19. The instructor demonstrated fairness in dealing with students.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-
20. I would recommend this lab instructor to another student.	▶	◀	<input type="checkbox"/>	<input type="checkbox"/>	-

Comments:

Kilgore College Clinical Faculty Evaluation

Directions: For each statement, choose the best answer that corresponds to your rating of the clinical faculty. Thank you for your help.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. I was provided with appropriate information about clinical sites.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
2. The KC Clinical Faculty explained the grading criteria for my clinical work.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
3. The KC Clinical Faculty was courteous and addressed my questions.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
4. The KC Clinical Faculty was available to me for advisement during clinical rotations.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
5. The KC Clinical Faculty listened to my concerns about my clinical education.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
6. The KC Clinical Faculty showed interest and concern during clinical site visits.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
7. The KC Clinical Faculty visits were a positive experience.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
8. The KC Clinical Faculty helped me resolve conflicts to my satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
9. The KC Clinical Faculty followed up when there was a problem.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
10. The KC Clinical Faculty was easy to approach.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
11. The length of the clinical rotations was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲
12. The student evaluation of clinical experiences is appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	◀	▶	▲

Comments:



Request for Instructional Testing

Kilgore College—Longview Testing Center Hours: 5:00 to 9:00 PM, Mondays through Thursdays

Testing is available for students enrolled in web-based courses, distance education courses, and for students who need make-up exams.

Instructors: Before students can make appointments for testing, the testing center must have this form in order to reserve a testing time. Students will not be allowed to make appointments for testing until this form is received. You may email the form to longviewtesting@kilgore.edu or send it to Longview Testing through campus mail.

Instructors MUST supply ALL copies of exams needed.

- Students must call (903) 753-2642, 24 hrs before desired appointment time to schedule a test. Tests will be administered in two shifts: **5:00 to 7:00 PM** and **7:00 to 9:00 PM**. Students, who arrive after 5:10 PM for the first test and after 7:10 PM for the second test, will not be admitted to the Testing Center.
- Students who need accommodations must make requests 48 hours in advance.

Instructor name:	Instructor email:
------------------	-------------------

Course & Section Number (i.e. ENGL 1301.W1):

Class & Section Number, i.e. ENGL 1301.W1:

Number of students to be tested:	Maximum time allowed for test:	Test version: <input type="checkbox"/> Online/computer based <input type="checkbox"/> Paper & pencil
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After completion of testing dates, how do you want to receive your tests?

Personal pick-up at Main Office in Longview
 Campus mail

Students must bring the following items to the Testing Center:

- 1 - 100 question Scantron
- 1 - 15 question Scantron
- 1 - Scantron Mini Essay Book
- 1 - Blue Book
- Paper for essay questions. Number of sheets _____
- Scratch paper (provided by testing center)
- Other. Please specify:

Testing instructions:

Office Use Only
Date Received:

(Excerpt) Kilgore College PROCEDURES MANUAL

PR1. EMPLOYMENT OBJECTIVES: EQUAL EMPLOYMENT OPPORTUNITY

Pr1.1 ADA/SECTION 504 COORDINATOR

The College designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990 which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973.

Name: Hollyann Davis
Position: Counselor for Special Populations
Address: 1100 Broadway, Kilgore 75662
Phone: (903) 984-8531

PR1.2 TITLE IX COORDINATOR

The College designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Tony Johnson
Position: Director of Human Resources
Address: 1100 Broadway, Kilgore 75662
Phone: (903) 984-8531

PR1.3 HIRING PROCEDURES

It is the purpose of Kilgore College to establish procedures, provide instructions, and set forth basic principles to be followed in the administration of the search committee process. This document is written to comply with federal and state regulations. The objectives of the search committee are to obtain and present for administrative consideration, the best candidates to fill faculty and staff vacancies in a timely manner; and to ensure that individual applicants are afforded the opportunity to compete on an equal basis.

The following is a summary of general procedures that should be followed, when practical, when employment vacancies occur. Changes to the following steps may be approved by the Office of Human resources when it is determined to be in the best interest of selection process and the institution.

Step 1: The appropriate administrator requests approval from the President to fill the vacancy. For vacancies occurring within an instructional program of the college, the administrator will request this authorization from the Vice President of Instruction.

Step 2: Upon approval from the President, the Office of Human Resources, in consultation with the appropriate administrator, develops and distributes a position announcement. Applications are accepted by the Office of Human resources and screened for minimum qualifications. Typically, all positions will be considered "open" for a minimum of 10 working days.

Step 3: The administrator recommends to the Office of Human Resources three to five names for a search committee. Given the nature and scope of the position, a larger committee may be appointed.

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