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 Education and Literacy, continuing education, service learning, 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.

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.
Credentials for Instructors

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

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

IV. Academic Transfer Faculty
Faculty teaching courses designed for transfer to a baccalaureate degree program will have at least a master’s degree in the teaching discipline or master’s degree with at least 18 graduate semester hours in the teaching discipline.

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 and Literacy:
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.
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 instructional leader 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 instructional leader 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
- Maintain labs as appropriate

Additional Responsibilities for Workforce Education Faculty

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

Faculty assignments will be made by the instructional leader. 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 one hour per day scheduled after 1 p.m. twice per 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.

Program Leader Job Description

(department chair, program director, program coordinator, lead instructor)
A Program leader is a mid-management position held by a full-time faculty member in a particular instructional area. The position reports to the Dean of the respective division. Depending on the level of the work required, there may be compensation, which will appear as a Paid Professional Assignment and may include a stipend and/or course release time. Responsibilities may include, but are not limited, to the following:

- Coordinates a plan that ensures program effectiveness and program-specific accreditations;
- Coordinates textbook selections, syllabi revisions, and curriculum revisions;
- Facilitates the development of departmental budget(s);
- Coordinates the development of the class schedule;
- Facilitates the exploration and initiation of instructional uses of technology;
- Coordinates the maintenance of property entrusted to the program(s);
- Interviews, recommends, orients, and evaluates part-time faculty;
- Coordinates advisory committee activities, as appropriate;
- Coordinates advisement of program majors and makes himself/herself available during some of the summer for such activities;
- Coordinates off-campus course offerings; and
- Participates in recruitment of students.

Virtual Office Hours for Full-time Faculty at Kilgore College

Recognizing the changing methods of communication, Kilgore College authorizes full-time faculty to arrange virtual office hours that will count toward their 30 hours on-campus. Virtual office hours should be posted if a faculty member's students are likely to benefit from that arrangement with approval from the dean.

To qualify for up to three virtual office hours per week, instructors will:

1. Have an active Moodle account either as part of a regular class, web class, or hybrid class.
2. Coordinate the choice of the software to be used with the eLearning Director. Current options include:
   a. Moodle/eLearning “messaging” tool
   b. GoToMeeting software - limited number of licenses available; specific office hours must be coordinated in advance to use this option.
3. Complete a training session on the software tool chosen and receive a certificate of completion.
4. Produce the certificate to the division dean.

Instructors must be available online during the declared online office hours. In other words, someone will need to be on the other end if a student or dept. chair/dean contacts them via the meeting software.

The KC Fit Employee Involvement Initiative

Kilgore College values the health and wellness of its employees. To support this value, full time employees will be able to utilize up to 30 minutes of work time per workday or the equal of 2.5 hours per work week for physical fitness activities. This effort is based upon the following expectations:

1. Staff must work with their supervisor and possibly other members of their unit to develop a mutually agreeable schedule for utilizing this time. Please note, supervisors are ultimately responsible for ensuring offices/areas are adequately staffed; therefore, they will have final approval of a workable schedule. Employees are not entitled to a specific day to day schedule for using this time nor are they entitled to a permanent schedule once an agreement is reached. Vacations, illnesses, special events (registration, etc.) may necessitate a supervisor changing
schedules, as needed.

2. Employees utilizing the College’s electronic time and attendance system will input 30 minutes of other College Business time, indicating “workout” in the comments section, each day they use this benefit rather than being “on the clock” for this time.

3. Faculty may utilize 30 minutes of their “on campus” hours per workday for this benefit. Physical fitness time needs to be indicated on each semester’s posted office hours schedule.

4. All faculty and staff will utilize the services of the Kilgore College fitness center and/or the Good Shepherd Institute for Healthy Living for this benefit so that attendance and participation can be verified, as necessary.

5. As a reminder, this benefit is a privilege and not an entitlement. Kilgore College and/or individual supervisors may alter, rescind or otherwise modify established schedules that incorporate time for physical fitness activities at any time in order to meet the needs of the institution and our constituents.

**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 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 Principles of Accreditation: Foundations for Quality Enhancement adopted by the SACSCOC.

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 introduce such material only 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.
Notification Procedure for Use of Controversial Material

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 could be significant negative feedback from students or the community to materials, which are to be used, presented or produced in the 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 as well as how such material has a clear relationship to the subject matter of the course being taught. 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 if they 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.

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. Each syllabus will contain each of the following components:

**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. This basic introduction to the Texas political system will provide the student with an understanding of and an appreciation for citizen participation. This course partially satisfies the Government requirement for A.A., A.A.T., A.S. degrees and fully for some AAS degrees at Kilgore College.

**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).
- Core Objectives in the Core Curriculum.

SCHEDULE OF CLASSES AND/OR LABS:
- This will consist of a daily or weekly schedule of classes, topics, reading assignments, and test dates.

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 a specific date” 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.”

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
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 42 semester credit hours that will transfer as the core to any state college or university. After completing the core, a student may need only 18 additional semester credit hours to receive the associate of arts or the associate of science degree.

<table>
<thead>
<tr>
<th>COMPONENT AREA</th>
<th>REQUIRED COURSES</th>
<th>SEMESTER HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6 hours to be selected from ENGL 1301, 1302 or 2311</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 hours to be selected from MATH 1314, 1316, 1324, 1325, *1333, 1342, 1350, **2412, 2413, 2414, 2415</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>6 hours to be selected from AGRI 1307, 1319, BIOL 1406, 1407, 1408, 1409, 2401, 2402, 2406, ENVR 1401, CHEM 1405, 1406, 1411, 1412, GEOL 1301, 1403, 1404, 1405, 2407, PHYS 1401, 1402, 1403, 1404, 1405, 2425, 2426</td>
<td>6</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>3 hours to be selected from ENGL 2322, 2323, 2326, 2332, 2333, HIST 2311, 2312, 2321, 2322, PHIL 1301</td>
<td>3</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3 hours to be selected from ARTS 1301, 1303, 1304, DANCE 2303, DRAM 1310, 2362, MUSI 1306, 1308, 1309</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>6 hours to be selected from HIST 1301, 1302</td>
<td>6</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>6 hours to be selected from GOVT 2305, 2306</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>3 hours to be selected from AGRI 2317, COMM 1307, ECON 2301, 2302, GEOG 1303, PSYC 2301, 2314, SOCI 1301, 1306, TECA 1354</td>
<td>3</td>
</tr>
<tr>
<td>Component Area Option</td>
<td>3 hours to be selected from Component Area Option 1: SPCH 1315, 1318</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3 hours from Component Area Option 2: Any other course listed above</td>
<td></td>
</tr>
<tr>
<td>Total Minimum Requirements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Objectives to be achieved in the Core Curriculum:
• Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
• Communication Skills - to include effective development, interpretation and ideas through written, oral and visual communication expression of
• Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
• Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
• Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
• Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Assessment of Core Curriculum Objectives

The Core Assessment Committee will work with the Director of Research and Institutional Effectiveness to identify course sections from which to select student artifacts. Selected course sections will be representative of the variety of courses in which each respective core objective is being taught. Artifacts of those core objectives being assessed will be collected in the fall and spring semesters from students who have earned a minimum of 30 semester hours of college credit. Communication, Social Responsibility, and Empirical and Quantitative Skills will be assessed in odd-numbered spring semesters; while Critical Thinking, Personal Responsibility, and Teamwork will be assessed in even-numbered spring semesters. Within two weeks following the end of the spring semester, a multidisciplinary assessment team will score the artifacts for one of the core objectives. Prior to scoring, assessment teams will participate in an introductory norming session to contribute to inter-rater reliability. A debriefing/evaluation session will be held after the scoring to evaluate the assessment process.

Indirect assessments will include 21 items from the Community College Survey of Student Engagement (CCSSE), an instrument that Kilgore College has been administering in even-numbered spring semesters since 2004. For each of these items, the benchmark is not to be significantly different from the, Medium Colleges, Texas Small College or the National Cohort. Additionally, indirect assessment for each graduating class (fall, spring, and summer) will include a question on the graduating student survey related to students' personal growth for each of the core curriculum objectives. The benchmark is 90% of responding students will indicate that their skills in each objective area have improved.

The Core Assessment Committee will analyze the results of each core objective assessment and the appropriate indirect assessment items and will present their findings to the Vice President of Instruction and to the Deans. Instructional departments will use the findings as part of their ongoing improvement of student learning outcomes.

Student artifacts will be collected for review for the component areas that apply to a particular discipline and will be assessed using the criteria and timelines listed in the matrix below.

<table>
<thead>
<tr>
<th>Component Area</th>
<th>Methodology (Artifacts)</th>
<th>Measure</th>
<th>Criteria/Targets</th>
<th>Timeline for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Multi-paragraph essays and oral presentations</td>
<td>Direct</td>
<td>70% of students will score a 3 or higher on each item of institutional rubric</td>
<td>Odd-numbered spring semesters</td>
</tr>
<tr>
<td></td>
<td>CCSSE items: 4b, 6c, 12c, 12d</td>
<td>Indirect</td>
<td>Kilgore College student responses will not be significantly different from Texas Small Colleges Cohort or from the National Cohort student responses</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Indirect</td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
<td></td>
</tr>
<tr>
<td>Empirical &amp; Quantitative Skills</td>
<td>Lab reports, graphs, tables, embedded questions</td>
<td>Direct</td>
<td>70% of students will score a 3 or higher on each item of institutional rubric</td>
<td>Odd-numbered spring semesters</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>CCSSE items: 12f</td>
<td>Indirect</td>
<td></td>
<td>Kilgore College student responses will not be significantly different from Texas Small Colleges Cohort or from the National Cohort student responses</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Indirect</td>
<td></td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Written assignments</td>
<td>Direct</td>
<td>70% of students will score a 3 or higher on each item of institutional rubric</td>
<td>Odd-numbered spring semesters</td>
</tr>
<tr>
<td>CCSSE items: 4i, 4s, 4t, 12m</td>
<td>Indirect</td>
<td></td>
<td>Kilgore College student responses will not be significantly different from Texas Small Colleges Cohort or from the National Cohort student responses</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Indirect</td>
<td></td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Written assignments</td>
<td>Direct</td>
<td>70% of students will score a 3 or higher on each item of institutional rubric</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>CCSSE items: 4d, 5b, 5c, 5d, 5e, 5f, 12e</td>
<td>Indirect</td>
<td></td>
<td>Kilgore College student responses will not be significantly different from Texas Small Colleges Cohort or from the National Cohort student responses</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Indirect</td>
<td></td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Review of Student Teamwork Reflection Papers</td>
<td>Direct</td>
<td>70% of students will score a 3 or higher on each item on institutional rubric</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>CCSSE items: 4f, 4g, 12h</td>
<td>Indirect</td>
<td></td>
<td>Kilgore College student responses will not be significantly different from Texas Small Colleges Cohort or from the National Cohort student responses</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Indirect</td>
<td></td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>Multi-paragraph essays</td>
<td>Direct</td>
<td>70% of students will score a 3 or higher on each item of institutional rubric</td>
<td>Even-numbered spring semesters</td>
</tr>
<tr>
<td>CCSSE items: 12j, 12l</td>
<td>Indirect</td>
<td></td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
</tr>
<tr>
<td>Graduating Student Survey</td>
<td>Indirect</td>
<td></td>
<td>90% of student responses will indicate that their skills in this area have improved.</td>
<td>Each fall, spring, and summer</td>
</tr>
</tbody>
</table>
The Academic Policies and Curriculum Committee (APCC) is appointed by the Vice President of Instruction, and is comprised of a broad representative group consisting of faculty from both the academic and workforce commission areas of the college, the division deans, registrar, business office representative, and the Vice President of Instruction who chairs the Committee.

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 (APCC) 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 (APCC) to provide representation from those areas to ensure 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.
- Review all academic policies and consider the need for additional ones, as needed.
- Review all new academic course recommendations and revisions to existing academic courses and determines that they meet Coordinating Board guidelines as outlined in the Lower Division Academic Course Guide Manual, and ensures compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.
- Review all new workforce education courses and determine 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.
- Evaluate the curriculum and curriculum change process, as needed.
- Review other curriculum issues as needed.
- Determine if curriculum revisions cause degree offerings taught at a satellite campus to exceed 50 percent of the degree.

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.

**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 eLearning, Director of Service Learning, Director of Workforce Development 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.
Full-Time Faculty Load

LAB TO LECTURE RATIO;

1: 1 Ratio – Lab to Lecture:  Sci. lab assistants
   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,
   Office Professionals, Photography, Physical Therapist Assistant, Physics, Vocational Nursing, Process Technology.

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.

Load

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

Part Time:

- Bachelor’s degree $1450
- Master’s degree $1550
- Master’s plus 30 hours $1650
- Master’s plus 60 hours $1700
- Doctorate degree $1750

Overload:

- Bachelor’s degree $1350
- Master’s degree $1450
- Master’s plus 30 hours $1550
- Master’s plus 60 hours $1600
- Doctorate degree $1650

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** – Generally, 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 reduces an instructor’s hours on campus by 3 hours). Generally, 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**
<table>
<thead>
<tr>
<th>Category</th>
<th>Point Value</th>
<th>Formula</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time faculty</td>
<td>.8</td>
<td>FT____ x .8 =</td>
<td>_____</td>
</tr>
<tr>
<td>Part time faculty/ Preceptors/ etc. (FTE)</td>
<td>1.0</td>
<td>FTE____ x 1.0 =</td>
<td>_____</td>
</tr>
<tr>
<td>Full time Staff</td>
<td>.8</td>
<td>FT Staff____ x .8 =</td>
<td>_____</td>
</tr>
<tr>
<td>Budgets/programs/clinicals External operations</td>
<td>.5</td>
<td># buds/progs____ x .5 =</td>
<td>_____</td>
</tr>
<tr>
<td>Summer program activity</td>
<td>.5</td>
<td># sum prog____ x .5 =</td>
<td>_____</td>
</tr>
<tr>
<td>Grants/recruiting/external Certifications, advisory committees</td>
<td>.5</td>
<td># Grants, etc____ x .5 =</td>
<td>_____</td>
</tr>
<tr>
<td>Committee assignments</td>
<td>.4</td>
<td># Comm____ x .4 =</td>
<td>_____</td>
</tr>
<tr>
<td>Satellite teaching sites</td>
<td>.2</td>
<td># sites____ x .2 =</td>
<td>_____</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category:</th>
<th>Point Range:</th>
<th>Stipend:</th>
<th>Contract:</th>
<th>Release time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Instructor</td>
<td>7-10</td>
<td>$2000</td>
<td>9 months</td>
<td>none</td>
</tr>
<tr>
<td>Program Director/ Coordinator</td>
<td>11-14</td>
<td>$4000</td>
<td>9 months</td>
<td>none</td>
</tr>
<tr>
<td>Department Chair #1</td>
<td>15-18</td>
<td>$5000</td>
<td>9 months</td>
<td>none</td>
</tr>
<tr>
<td>Department Chair #2 points/semester</td>
<td>19-24</td>
<td>$5000</td>
<td>12 months</td>
<td>3 load</td>
</tr>
<tr>
<td>Department Chair #3 points/semester</td>
<td>25+</td>
<td>$5000</td>
<td>12 months</td>
<td>6 load</td>
</tr>
</tbody>
</table>

Passed by Instructional Council 8-31-05

Kilgore College Reimbursement
For Instructional Travel Procedure

The purpose of College reimbursement for clinical/co-op, dual credit or other college-related travel is to pay for expenses above and beyond the normal commute to and from the workplace. It is designed to reimburse employees using their personal vehicles while engaged in College business.

Therefore, reimbursement amounts will be paid only for those miles in excess of the amount usually accrued on a daily basis from the workplace to home.* The reimbursement amount will be based upon the per-mileage reimbursement calculations approved by the College.

Reimbursement of travel expenses may be paid for clinical/co-op, dual credit or other daily business travel.
  o Mileage may be claimed for reimbursement by adding all miles accrued minus the mileage from the employee's driveway to his/her office, whether in Kilgore or Longview.
  o Mileage will not be reimbursed for miles accrued driving from the Kilgore campus to the Longview campus or vice versa.
  o Clinical, co-op, dual credit and other daily travel reimbursement requests must be submitted within the semester the travel is incurred.

Any exceptions to the above must be approved in writing by the appropriate dean and vice president before the travel occurs.

*Refer to KC Personnel Procedure Manual PR3.1 for mileage calculation method.

Approved by Instructional Council 9-7-11

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).
- KC Longview Dean's assessment of faculty member to their dean if teaching more than one course at Longview campus.
- 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.

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.

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.
1. Definitions

A. Complaint: A complaint is any dissatisfaction or alleged injustice a person may have while associated with the College. A complaint may result from academic experiences or non-academic matters involving administrators, staff, or student organizations.

1. Academic complaints are categorized as grade-related or non-grade but related to classroom.
2. Non-academic complaints may be related to either disciplinary or non-disciplinary actions.

B. Grievance: A grievance involves matters related to alleged discrimination on the basis of race, color, national origin, age, gender, disability, creed, marital status, or limited English proficiency.

C. Appeal: An appeal involves the student’s formal request for review of a decision made by a college employee. The granting of an appeal is not automatic; instead, appeals are intended to ensure that proper procedures have been followed and all available information has been considered. Appellate officers/committees may:
1. Uphold the original decision.
2. Add to or increase the severity of the sanctions, conditions, and/or restrictions.
3. Modify or cancel the decision or action.
4. Remand the decision or action with appropriate instructions to the previous authority.

Failure to file a written appeal within the stated timeframe will render the original decision final and conclusive.

The procedures outlined in this Handbook do not confer any contractual rights on the complainant. Circumstances can differ greatly between cases, and the appropriate college representative may need to modify the procedures in a particular case in order to reach a timely and just decision.

2. Complaint Procedures
First, students should take problems or questions to the instructor, staff member, or office area in which they are experiencing problems. Most issues can be resolved at that level.

A. Academic Complaint—Grade Related
Under most circumstances, grade changes can be made only by the faculty of record. A student is entitled to a review and explanation of the grading process and the grade received. A grade is the primary prerogative and responsibility of the faculty member and any review as the result of a complaint is intended to ensure accuracy, fairness and adherence to Kilgore College policy. The following steps will be followed in an effort to reconcile a grade dispute:

**Individual Assignment Grades:**
1. The student will discuss an individual assignment grade dispute occurring during the semester with the faculty member involved within three (3) business days after the dispute arises.
2. If the student and faculty member are unable to resolve the dispute, the student may present the case in writing on a student complaint form to the department chair/program director within three working days of the meeting with the faculty member. The form must have been signed by the faculty member.
3. The department chair will render a decision within three (3) business days after receipt of the complaint form.
4. If the grade dispute is not resolved, the student may appeal the decision to the appropriate dean by submitting the written complaint form within three (3) business days of the meeting with the department chair that includes the department chair's signature. The dean will respond in writing within three (3) business days upon receiving the student's written complaint. The dean's decision is final.
5. At each level there will be an effort to notify the student of the decision by phone to ensure that the process can be completed in the least possible time.

**Semester Grades:**
1. Should a student desire to protest a semester grade, the student will discuss the dispute with the faculty member involved within five (5) days of the next regular semester.
2. If the student and faculty member are unable to resolve the dispute, the student may present the case in writing on a student complaint form, with the faculty member's signature, to the department chair/program director within three (3) working days of the meeting with the faculty member.
3. The department chair will render a decision within three (3) business days after receipt of the complaint form.

4. If the grade dispute is not resolved to the student’s satisfaction, the student may appeal the decision to the appropriate dean by submitting the written complaint form within three (3) business days of the meeting with the department chair that includes the department chair’s signature. The dean will respond in writing within three (3) business days upon receiving the student’s written complaint.

5. In a semester grade dispute, the decision of the dean may be appealed to the Vice President of Instruction by submitting the complaint form to the VPI with the dean’s signature added. The Vice President of Instruction will notify the student of the decision which is final.

NOTE: In the event that the instructional division dean is the instructor of record, the dispute will proceed to the Vice President of Instruction, following the procedures above. Should the Vice President of Instruction be the instructor of record, the dispute will proceed to the President of the College, following the procedures above.

B. Academic Complaints— Not Grade-Related

The following steps will be followed in an effort to resolve academic complaints not related to disputed grades; e.g., removal from a class, dismissal or suspension from a department, denial of privileges associated with a class or department, classroom dishonesty, etc.

1. The student will discuss the matter with the faculty member involved within three (3) business days of the incident precipitating the complaint.

2. If the complaint is not resolved, the student will provide a written complaint form with the faculty member’s signature, to the department chair/program director within three (3) business days of the meeting with the faculty member.

3. The faculty member will respond in writing to the department chair within three (3) business days upon receiving the student’s written complaint.

4. The department chair will render a decision within three (3) business days after receipt of the complaint form.

5. If the complaint is not resolved to the student’s satisfaction, the student may appeal the decision to the appropriate dean by submitting the written complaint form within three (3) business days of the first meeting that includes the department chair’s response and signature. The dean will respond in writing within three (3) business days upon receiving the student’s written complaint.

6. In a non-grade related instructional complaint, the decision of the dean may be appealed to the Vice President of Instruction by submitting the complaint form to the VPI with the dean’s signature added. The Vice President of Instruction will notify the student of the decision which is final.

NOTE: In the event that the instructional division dean is the instructor of record, the dispute will proceed to the Vice President of Instruction, following the procedures above. Should the Vice President of Instruction be the instructor of record, the dispute will proceed to the President of the College, following the procedures above.

Approved by Executive Council April 3, 2012

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

Physical distance from the home base is a cause of potential problems in supervision. So it is with faculty members 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.

Instructional costs should be allocated to the department that generates them, not to KC-Longview. 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. 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 minimum enrollment.
4. Budget concerns: How expensive is the class/course? Parameters that are reviewed include lab assistants, supplies, equipment and salaries.
5. History of attrition: How many students actually complete the course? How many students are still in this class on the 12th class day?
6. 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.

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 Educators, please contact the Director of eLearning

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 and Adjunct pay for web courses will be paid according to the following schedule:**

*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.

<table>
<thead>
<tr>
<th>3 Contact Hour Web Course Base Pay for First 10 students. Faculty with:</th>
<th>Base + Pay for each additional student above 10 3 contact hours/wk</th>
<th>Base + Pay for each additional student above 10 4 contact hours/wk</th>
<th>Base + Pay for each additional student above 10 5 contact hours/wk</th>
<th>Base + Pay for each additional student above 10 6 contact hours/wk</th>
<th>3 contact hour course with 30 students:</th>
<th>4 contact hour course with 30 students:</th>
<th>5 contact hour course with 30 students:</th>
<th>6 contact hour course with 30 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s $750</td>
<td>$750 + $55</td>
<td>$1000 + $73</td>
<td>$1250 + $92</td>
<td>$1500 + $110</td>
<td>$1850</td>
<td>$2,460</td>
<td>$3,090</td>
<td>$3,700</td>
</tr>
<tr>
<td>Master’s $775</td>
<td>$775 + $55</td>
<td>$1033 + $73</td>
<td>$1292 + $92</td>
<td>$1550 + $110</td>
<td>$1,875</td>
<td>$2,493</td>
<td>$3,132</td>
<td>$3,750</td>
</tr>
<tr>
<td>Master’s +30 $800</td>
<td>$800 + $55</td>
<td>$1066 + $73</td>
<td>$1333 + $92</td>
<td>$1600 + $110</td>
<td>$1,900</td>
<td>$2,526</td>
<td>$3,173</td>
<td>$3,800</td>
</tr>
<tr>
<td>Master’s +60 $825</td>
<td>$825 + $55</td>
<td>$1100 + $73</td>
<td>$1375 + $92</td>
<td>$1650 + $110</td>
<td>$1,925</td>
<td>$2,560</td>
<td>$3,215</td>
<td>$3,850</td>
</tr>
<tr>
<td>Doctorate $850</td>
<td>$850 + $55</td>
<td>$1133 + $73</td>
<td>$1417 + $92</td>
<td>$1700 + $110</td>
<td>$1,950</td>
<td>$2,593</td>
<td>$3,257</td>
<td>$3,900</td>
</tr>
</tbody>
</table>
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 Moodle as its course delivery platform. Many publishers have content to accompany their texts in Moodle format. This will give you a jump-start on the development process. Contact your book representative for availability.
- 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 eLearning 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 eLearning 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 eLearning when your approved course has been listed 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 to eLearning for marketing purposes.
- 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 update them on the eLearning web site.

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.

eLearning instructors must use the recognized Kilgore College course management system (Moodle2.4 as of Summer 2013) or an approved alternative that requires at a minimum 1) student access to course materials using a unique userid and password; 2) the ability to archive the course at the end of the semester and restore if necessary and 3) current and archived information must include a record of student participation, communications and grades.

**Forty percent of the student final grade in eLearning courses will come from activities completed in a monitored/proctored environment.** This may include tests/exams taken in an approved testing center or using an approved method determined by the instructor such as ProctorU.

**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 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. Overall, both learning and service are emphasized. The student helps build a better community and the community helps the student be a better and more intelligent professional. Service Learning is a rewarding opportunity for both instructors and students to grow and learn.

**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 903-983-3713.

Student Authority 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.

Attendance in an eLearning course is defined as the student interacting with the class by logging in successfully and having some interaction with the online class/instructor. This would also be qualification for receiving financial aid.

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.

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.

**COURSE DROP LIMITS**

Students entering college for the first time in Fall 2007 or after are subject to Senate Bill 1231 that 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 complaint 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.

**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 and the content to be covered should be announced in advance. 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.

Final Examinations
At the end of the semester or the Flex-Term in each course, there will be a comprehensive final examination, the final examination should not exceed two hours in length, at the time specified in the final examination schedule. A student who must be absent from a final examination should petition the instructor for permission to take the examination at a later date. The student will receive a grade of “I” (incomplete) for the course until the student takes the postponed examination. The student must take the examination within six weeks from the end of the semester or receive a grade of “F” for the examination. A student absent without the instructor’s approval may receive an “F” on the examination unless there are extenuating circumstances as deemed by the instructor.”

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, instructors must obtain signed waivers of liability from the students who will participate. Supplies of these forms may be obtained from the Division Dean’s office or from the department chair/program director.

Guest Speakers

The written approval of the Division Dean must be obtained prior to inviting a guest speaker to the campus. It is the responsibility of the 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 for accessing class rosters online through the Campus Connect Faculty Access System are issued by e-mail at the beginning of each semester. Please read the instructions when received and check the rosters carefully, adhering to any deadlines. Remember, the accuracy of permanent rolls depends upon identifying problems through timely verification of class rosters. The deadlines are dollars to Kilgore College!

Instructors are expected to call the roll using the Campus Connect roster and carefully follow the instructions to verify that only registered and paid students are admitted to classes and that each student is attending the correct section. Faculty are encouraged to print updated rosters frequently through the official reporting date of the semester to identify errors prior to the official reporting date.

**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 during designated drop periods (see instructions with rolls).

- Each instructor is responsible for admitting only registered and paid students to class
- Proper documentation of payment is a paid receipt showing the course name, section number and signatures/initiais of a college official

**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 drop period 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.

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
2. Thanksgiving
3. Christmas - New Year's Day
4. Martin Luther King Day
5. Spring Break
6. Good Friday
7. Memorial 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 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 and other Electronic Media"

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.
KILGORE COLLEGE SOCIAL NETWORKING POLICIES

Social Media

Social Media is defined as primarily Internet, mobile-based tools for sharing and discussing information. The term most often refers to activities that integrate technology, telecommunications, and social interaction, alongside the construction of words, pictures, video and audio. As an information resource, all social media must follow the acceptable use policy in Kilgore College Policy Manual 16.6. Any accounts set up for Kilgore College business must be approved by the Marketing Dept. including any and all passwords necessary to access the site.

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 complaint 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 DISIPLINARY 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**

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 (903) 983-8678;
- 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 and mentoring, access to a
computer lab, career exploration, academic advising, transfer counseling and visits to four-year universities, cultural enrichment and summer leadership 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 Campus, 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 – 3:00 pm with no testing on Fridays. Two shifts of instructional testing will be conducted each evening, from 4:30/5:00 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 or 903-236-2051, 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 7:30 a.m. to 5:00 p.m. Monday through Thursday and from 7:30 a.m. to 3:00 p.m. Friday. The Bookstore will be open until 6:30 p.m. the first two days 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.

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.
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.

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

A = 448-500 points  Possible 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.
Request for Student Absences on College Business

DATE: ______________________________

FROM: ______________________________

APPROVED: __________________________           ____________
           Department Chair                                   Date

APPROVED: __________________________
           Dean/Vice President                     Date

REASON FOR ABSENCE:

__________________________________________________________________________

__________________________________________________________________________

DATE(S) OF ABSENCE:
STUDENTS INVOLVED:

Date:          Instructor:       Course:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Evaluator Appraisal of Instructor
with Schedule for Next Evaluation

Instructor’s Name: ____________________________
Evaluator’s Name: ____________________________
Evaluation Time Period: ____________________________

This evaluation contains this cover document and the following documents in the order listed:

1. Evaluator Appraisal of Instructor with Schedule for Next Evaluation
2. Instructor Insights—to be completed by the instructor before the evaluation meeting
3. Chair/Director Appraisal of Instructor, if appropriate, or compilation of Instructor Appraisal of Chair/Director, if appropriate
4. Classroom Visitation Appraisal
5. Plan of Action from previous evaluation, showing third column completed by person being evaluated
6. Plan of Action, including each improvement item from Evaluator’s Appraisal of Instructor and more items, as appropriate, for enhancement of abilities of instructor (Improvement items include “needs improvement” and “does not meet expectations”)
7. Professional Development Report with supporting documentation—to be completed by instructor
Place documents in order listed and supply the entire evaluation to the following offices/individuals:

1. Original to the Office of Human Resources
2. Copy to the instructor
3. Copy to the supervisor

Evaluator circles the appropriate Instructor Evaluation Rating shown below:

- **High Standards (HS)**—all items meet or exceed expectations. Instructor performs consistently with high standards. Next evaluation in two years.

- **Needs Improvement (NI)**—one or more items needs improvement. Next evaluation in one year only on the “needs improvement items,” as indicated by the appropriate documents listed above.

- **Does Not Meet Expectations (DNM)**—one or more items does not meet expectations. Next evaluation in three to six months. The next evaluation will cover only the “needs improvement” and “does not meet expectations” items, as indicated by the appropriate documents listed above.

### Month or Semester and Year of Next Evaluation (such as, February 20XX or Fall 20XX):

<table>
<thead>
<tr>
<th>Month or Semester:</th>
<th>Year:</th>
</tr>
</thead>
</table>

### Instructional Responsibilities

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>DNM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develops, maintains, and follows syllabi for courses taught</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Uses class/lab time effectively to enhance student learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Provides effective classroom and/or lab management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates fair and equitable behavior toward students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Uses innovation and creativity to enhance instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is accessible to students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Cooperates with reasonable requests from supervisor, such as different teaching schedules, made within the guidelines of job description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Maintains scholarship in discipline, expertise in teaching field, and/or connection with business and industry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Applies techniques to encourage student retention</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Maintains appropriate grade distribution

11. Maintains adequate enrollment in classes

12a. Demonstrates effectiveness as a department chair or program director.

12b. Effective as assessed by department chair or program director.

13. Demonstrates effective classroom instruction, as evidenced by classroom visitation appraisal

14. Student evaluations reflect organization and relevance of classroom activities

15. Student evaluations reflect fair treatment of students

### Administrative Responsibilities

1. Supports and adheres to the policies and procedures of the college, division, and department/program

2. Participates professionally in departmental/program meetings and division meetings

3. Maintains class and office hours and good attendance

4. Maintains proper communication and responds in a timely manner

5. Submits accurate reports and records on time

6. Demonstrates ethical behavior

7. Participates in student advisement and registration

8. Participates annually in graduation

9. Is involved in institutional effectiveness activities and other college-wide initiatives.

### Professional Responsibilities

1. Supports the college, co-workers, and students with positive actions
2. Exhibits positive, civil approach toward problem solving

3. Demonstrates the ability to offer solutions to problems

4. Maintains professional conduct and appearance

5. Demonstrates collegial, positive, and courteous behavior with fellow employees

6. Engages in professional development activities (classes taken, publications written, conferences attended)

7. Acknowledges responsibility for her/his own productivity, as well as for those who report to her/him

Evaluator Comments:

<table>
<thead>
<tr>
<th>Evaluator Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Signatures and dates below acknowledge that the evaluator and the instructor have reviewed the evaluation information.

_______________________________________________________  ________________________________
Evaluator                                            Date

_______________________________________________________  ________________________________
Instructor                                            Date

Additional Instructor Comments:
## Instructor Insights

<table>
<thead>
<tr>
<th>Instructor’s Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Instructor, please supply answers to the following questions:

Have you used service learning as a student learning tool? If so, explain your techniques and how these techniques have enhanced student learning.

Have you used eLearning in your classroom? If so, explain your techniques and how these techniques have enhanced student learning.

What else have you done to improve student learning/success?

What have you done to provide support to the college and your department/program?
Department Chair or Program Director
Appraisal of Instructor

Instructor’s Name: 

Evaluator’s Name: 

Evaluation Time Period: 

- Instructions: Place a check in the appropriate column for each of the following factors. **Please explain “needs improvement” ratings in the comments section for each category.**

<table>
<thead>
<tr>
<th>HS</th>
<th>NI</th>
</tr>
</thead>
</table>

**Instructional Responsibilities**

1. Develops, maintains, and follows syllabi for courses taught
2. Uses class/lab time effectively to enhance student learning
3. Provides effective classroom and/or lab management
4. Demonstrates fair and equitable behavior toward students
5. Uses technology to enhance instruction
6. Is accessible to students

**Instructional Responsibilities—Comments:**

<table>
<thead>
<tr>
<th>HS</th>
<th>NI</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>HS</th>
<th>NI</th>
</tr>
</thead>
</table>

**Administrative Responsibilities**

7. Supports and adheres to the policies and procedures of the college, division, and department/program
8. Participates professionally in departmental/program meetings and division meetings
9. Maintains class and office hours and good attendance
10. Maintains proper communication and responds in a timely manner
11. Submits accurate reports and records on time
12. Demonstrates ethical behavior

<table>
<thead>
<tr>
<th>HS</th>
<th>NI</th>
</tr>
</thead>
</table>
### Administrative Responsibilities—Comments:

<table>
<thead>
<tr>
<th>Professional Responsibilities</th>
<th>HS</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Supports the college, co-workers, and students with positive actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Exhibits positive, civil approach toward problem solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Demonstrates the ability to offer solutions to problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Maintains professional conduct and appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Demonstrates collegial, positive, and courteous behavior with fellow employees</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professional Responsibilities—Comments:

__________________________  __________________________
Department Chair/Director/Coordinator  Date

Copy to Faculty

Copy to Dean
Instructor/Staff Appraisal of Chair/Director/Coordinator

Place a check in the appropriate column for each of the factors. Please explain "needs improvement" comments section for each category.

HS = High Standards  NI = Needs Improvement  NO = No Opportunity to Observe

<table>
<thead>
<tr>
<th>Planning</th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Involves entire department/program in planning activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sets priorities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Anticipates future situations rather than reacts to them.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planning—Comments:

<table>
<thead>
<tr>
<th>Staffing</th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Is fair and impartial with full-time and part-time faculty/staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Encourages and assists faculty in professional development.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Treats each member of the department/program impartially regarding teaching assignments, class schedules, facilities, and other professional concerns.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Staffing—Comments:

<table>
<thead>
<tr>
<th>Leadership</th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Is professional in his/her approach to the position.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Demonstrates a positive attitude toward his/her work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Plans and conducts significant and informative department meetings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is helpful and supportive in the procurement of supplies and equipment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Encourages college-level academic standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Respects academic freedom of faculty members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Accepts responsibility for his/her actions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. Promotes integrity and ethical behavior.

**Leadership—Comments:**

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Is flexible in his/her approach to problem-solving.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Makes sound decisions regarding department/program concerns.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Accepts input for preparation of class schedules and other department/program activities.

**Decision Making—Comments:**

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Explains the basis for his/her decisions.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. Communicates departmental/program concerns to administration.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. Clearly informs faculty/staff of administrative communications.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Clearly communicates relevant information in a timely manner.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Maintains confidentiality.

**Communication—Comments:**

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. Promotes confidence and trust among faculty/staff members.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Is consistent without being inflexible.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Interpersonal—Comments:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### Budgeting

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>Makes departmental budget information available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Accepts input for departmental budget planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Informs faculty/staff of changes in budget/procurement policies.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Budgeting—Comments:**

### Students

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Is readily available for consultation on student issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Is fair and consistent in dealing with students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Students—Comments:**
Classroom 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.

Part I: Student Learning Outcomes Description

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

2. Identify the method(s) of instruction to achieve these student learning outcomes.

3. How do you plan to engage students in order to achieve the learning outcomes?
**Part II: Class Review**

HS = High Standards  NI = Needs Improvement  NO = No Opportunity to Observe

### A. Delivery of Instruction and Communication

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was prepared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Successfully conveyed to students the expected outcomes for the class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Engaged students in appropriate learning activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Encouraged student questions and involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Explained, emphasized, and/or summarized important points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Used class time efficiently and effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrated appropriate, effective, and safe use of equipment and supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Exhibited proper use of English language or appropriate other language, including vocabulary and grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrated effective communications skills (e.g. eye contact, listening, body language)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

### B. Interaction with Students

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>NI</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>Exhibited enthusiasm and confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Demonstrated respect for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Interacted with students in a positive and courteous manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Accepted student viewpoints different from own when appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Responded to students and appeared to have concern for student learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
### Part III: Class Visit Appraisal

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor Comments and Suggestions:</td>
<td></td>
</tr>
<tr>
<td>2. Instructor Comments:</td>
<td></td>
</tr>
<tr>
<td>3. Date of Follow-Up Conference after Classroom Visitation:</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator | Date
---|---

Instructor | Date
## Plan of Action

<table>
<thead>
<tr>
<th>Employee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Evaluation Time Period:</td>
<td></td>
</tr>
</tbody>
</table>

### Instructions for Upcoming Plan of Action:
The employee and supervisor will use this form to list the specific objectives to be met during the upcoming evaluation period. Objectives shall be coded with an E (employee), S (supervisor), or M (mutual) to indicate who initiated the objective.

### Instructions for Previous Plan of Action:
The employee will complete the third column of the form by indicating how each objective was met.

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Initiator:</th>
<th>Accomplishment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator ________________________________ Date _______________________

Employee ________________________________ Date _______________________

64
# Plan of Action

<table>
<thead>
<tr>
<th>Employee:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
</tr>
<tr>
<td>Evaluation Time Period:</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions for Upcoming Plan of Action:** The employee and supervisor will use this form to list the specific objectives to be met during the upcoming evaluation period. Objectives shall be coded with an E (employee), S (supervisor), or M (mutual) to indicate who initiated the objective.

**Instructions for Previous Plan of Action:** The employee will complete the third column of the form by indicating how each objective was met.

<table>
<thead>
<tr>
<th>Objective:</th>
<th>Initiator:</th>
<th>Accomplishment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluator: ___________________________ Date: ________________

Employee: ___________________________ Date: ________________
This form is used to record evidence furnished by faculty members and professional employees 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.

<table>
<thead>
<tr>
<th>Professional Activities (Workshops, Seminars, Conferences, Etc.)</th>
<th>Date</th>
<th>Clock/Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**INSTRUCTOR**

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.

<table>
<thead>
<tr>
<th>CLASS ORGANIZATION:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course content and lab activities followed the syllabus student learning outcomes.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Activities in lab reinforced concepts studied in lecture.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. The instructor was prepared and presented subject in an organized manner.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Supplies and equipment were adequate and available for each lab.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. The instructor was familiar with lab techniques and current technology.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. The instructor monitored the laboratory activities and provided feedback during the activities.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TESTING AND GRADING SYSTEM:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The lab grading system was fully explained to me.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. The instructor had a sufficient number of grades to determine my lab grades.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. The method for grading assignments and tests was fair.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. Tests and assignments were returned within a reasonable time.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11. Lab practicals were an accurate way to measure my knowledge of course material.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEARNING ENVIRONMENT AND MATERIALS:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. The written materials were useful, up-to-date, and understandable.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>13. The instructor explained and practiced safe lab procedures.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>14. A safe laboratory environment was maintained throughout the semester.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>15. The size of the lab facility was appropriate for adequate instruction.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>16. The number of students/lab class was appropriate for adequate instruction and maximum learning.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT-INSTRUCTOR RELATIONSHIP:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. The instructor was accessible during lab.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>18. The instructor generated a class atmosphere which promotes learning.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>19. The instructor demonstrated fairness in dealing with students.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>20. I would recommend this lab instructor to another student.</td>
<td>▶</td>
<td>▶</td>
<td>▼</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

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.

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

**Comments:**
Kilgore College—Longview Testing Center Hours: 5:00 to 9:00 PM, Mondays through Thursdays  
Testing is available for students enrolled in online courses, hybrid 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. The “request” must be made and turned in to the office by the instructor 24 hours before students can sign up for a testing spot.

**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.

<table>
<thead>
<tr>
<th>Instructor name:</th>
<th>Instructor email:</th>
<th>Phone No. between 5:00 p.m. – 7:15 p.m. (Mon.-Thur.):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course &amp; Section Number (i.e. ENGL 1301.W1):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date/s test is to be administered (i.e. March 29 to April 6):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of students to be tested:</th>
<th>Maximum time allowed for test:</th>
<th>CHECK ALL THAT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Computer required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ YES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper test required:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After completion of testing dates, how do you want to receive your tests?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Personal pick-up at Main Office in Longview □ Campus mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students must bring the following items to the Testing Center:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ 1 - 100 question Scantron</td>
</tr>
<tr>
<td>□ 1 - 15 question Scantron</td>
</tr>
<tr>
<td>□ 1 - Scantron Mini Essay Book</td>
</tr>
<tr>
<td>□ 1 - Blue Book</td>
</tr>
<tr>
<td>□ Paper for essay questions. Number of sheets __________</td>
</tr>
<tr>
<td>□ Scratch paper (provided by testing center)</td>
</tr>
<tr>
<td>□ Other. Please specify:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Testing instructions:</th>
</tr>
</thead>
</table>
Please complete this form for each course you teach and return to Testing Center on the Kilgore campus by the fifth (5th) class day of the semester.

**ATTENTION:** Please keep in mind your students will **NOT** be allowed to test until this form is submitted AND your test materials have been received in the Testing Center.

Please print:

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Instructor email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Instructor Phone #:</td>
</tr>
<tr>
<td>Test Dates and/or deadline dates:</td>
<td></td>
</tr>
</tbody>
</table>

Time limit: ___________ (if no time limit indicated, students will receive 90 min. for regular and midterm exams and 2hrs. for final exams)

Test version: □ paper & pencil □ online/computer based

At the end of each testing period, tests will be: □ picked up □ returned campus mail

**Authorized Supplemental Materials:** Please put a (x) beside the appropriate item

- □ Scantron (100 question) no essay
- □ Scantron (100 question) w/essay
- □ Blue book
- □ Notes
- □ Scratch Paper (provided by testing center)
- □ Graph Paper
- □ Ruled paper
- □ Calculator (specify type; non graphing) ______
- □ Text book
- □ Other aids (specify ie. index cards, rulers, etc.) ______

**Special Testing Instructions:** You may include passwords for online exams here if you wish.

Instructor Signature: ___________________________ Date: ___________

Revised 10/10
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.
# Table of Contents

**A-**
- Absence Control .............................................. 34
- Academic Dishonesty ...................................... 43
- Academic Freedom and Responsibilities .......... 6
- Academic Policies and Curriculum Committee Responsibilities .......................................... 12
- Administrative Withdrawal of a Student………. 28
- Administrative/Evaluation Forms ................. 52-70
- Admonition ....................................................... 42
- Annual Curriculum Reviews ............................. 12
- Anti-Harassment Policy ................................... 38
- Appeals Procedure, Student Conduct ............. 44
- Appendix .......................................................... 48
- Attendance Policy ............................................ 26
- Attorney Contacts with Faculty ........................ 37
- Authority for Initiation of Disciplinary Action .............................................. 43
- Auxiliary Policies and Procedures ................. 40

**-B-**
- Bone Learning Center ...................................... 47
- Bookstores ....................................................... 47

**-C-**
- Cafeteria .......................................................... 47
- Categories of Misconduct ................................ 41
- Certification of Illness ....................................... 32
- Class Cancellation, Criteria for ....................... 22
- College Property: Access and Allocation ......... 36
- Committee on Student Conduct ....................... 43
- Complaints against Instructors ....................... 19
- Conflict of Interest .......................................... 18
- Contractual Agreements ..................................... 36
- Contractual Duties of Faculty ......................... 3
- Core Curriculum Killgore College ..................... 9
- Core Assessment Matrix .................................... 10
- Counseling Center ........................................... 44
- Course Drop Limits .......................................... 27
- Course Syllabi Outline .................................... 7
- Credentials for Instructors ............................. 2
- Academic Policies and Curriculum Committee .............................................. 11
- Annual Curriculum Reviews ............................. 12

**-D-**
- Department Chair Loads Worksheet ................. 16

**-E-**
- ELearning ......................................................... 23
- E-Mail ............................................................... 35
- Employee Complaints ...................................... 37
- Evaluation by Dean .......................................... 17
- Expulsion .......................................................... 43

**-F-**
- Faculty Assignments/Responsibilities ............ 4
- Faculty Evaluation .......................................... 17
- Faculty Load ..................................................... 14
- Faculty Payroll Procedure ............................... 22
- Faculty Senate ............................................... 13
- Faculty Standards of Ethical Conduct .......... 18
- Family and Medical Leave ............................... 32
- Field Trips ........................................................ 29

**-G-**
- Grade Changes ................................................ 31
- Grievance Procedure ....................................... 19
- Guest Speakers ................................................ 29
- Guests in the Classroom .................................... 29

**-H-**
- Holidays .......................................................... 32
- Hours on Campus/Conference Hours .............. 4
- Hearing Procedures, Student Conduct .......... 44

**-I-**
- Instructional Council ....................................... 13
- Instructional Policies and Procedures .......... 2
- Intellectual Property ........................................ 36
- Instructional Student Support Services ....... 45
- Investigative Guidelines ................................. 39