



# **FACULTY HANDBOOK**

2022-2023



## FROM THE OFFICE OF THE PROVOST



Dear Faculty:

Tyler Junior College faculty members are an essential part of fulfilling our mission of providing a caring, comprehensive experience through educational excellence, stellar service, innovative programming and authentic partnerships. Outstanding faculty attract superior students who help build quality programs. As a member of TJC, you are our students' most crucial resource for success. Tyler Junior College maintains a reputation for notable teaching in a student-centered environment because of you and your commitment to teaching and learning.

The Faculty Handbook is intended to provide answers to those frequently asked questions we receive from faculty members. The handbook will help you become familiar with the campus as you prepare and teach your classes, meet with students, and consider the various aspects of your professional life. In order to ensure your success as a TJC faculty member, the Office of the Provost and Council for Academic and Student Affairs continuously work together to gather and update the information contained in this guide.

Thank you for your commitment and devotion to making TJC a great place to work and learn. Together, we will continue to improve Tyler Junior College by applying our core values of unity, caring, integrity, empowering and excellence.

A handwritten signature in black ink, reading "A. Sheppard". The signature is written in a cursive, flowing style.

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# 2022-2023 Academic Year

## 2022-2023 Calendar

### Fall Semester 2022

- Aug. 20 – Weekend Classes Begin (16-wk & 1<sup>st</sup> 8-wk terms)
- Aug. 22 – Classes Begin (16-wk & 1<sup>st</sup> 8-wk terms)
- Oct. 14 – 1<sup>st</sup> 8-week Final Exams
- Oct. 17 – Classes Begin (2<sup>nd</sup> 8-wk term)
- Oct. 21 – Deadline to apply for graduation and walk
- Dec. 8-14 – Final Exams
- Dec. 16 – Commencement
- Dec. 14 – Deadline to apply for graduation

### Winter Term Semester 2022

- Dec. 19 – Classes Begin
- Jan. 10 – Final Exams

### Spring Semester 2023

- Jan. 14 – Weekend Classes Begin (16-wk & 1<sup>st</sup> 8-wk terms)
- Jan. 17 – Classes Begin (16-wk & 1<sup>st</sup> 8-wk terms)
- Mar. 10 – 1<sup>st</sup> 8-week Final Exams
- Mar. 20 – Classes Begin (2<sup>nd</sup> 8-wk term)
- Mar. 31 – Deadline to apply for graduation and walk
- May 4-10 – Final Exams
- May 12 – Commencement
- May 10 – Deadline to apply for graduation

### May Term Semester 2023

- May 15 – Classes Begin
- June 2 – Final Exams

### Summer I Semester 2023

- June 5 – Classes Begin
- July 7 – Final Exams
- Aug. 11 – Deadline to apply for graduation

### Summer II Semester 2023

- July 10 – Classes Begin
- Aug. 11 – Final Exam
- Aug. 11 – Deadline to apply for graduation

### Summer Special Semester 2023

- June 5 – Classes Begin
- Aug. 11 – Final Exams
- Aug. 11 – Deadline to apply for graduation

### Holidays

- Sept. 5 – Labor Day
- Nov. 21-25 – Thanksgiving Break
- Dec. 21 - Jan. 2 – Winter Break
- (Jan. 3 – Offices Open)
- Jan. 16 – ML King Holiday
- March 13-17 – Spring Break
- April 7 – Good Friday
- May 29 – Memorial Day
- July 4 – Independence Day observed

Full academic calendar at [tjc.edu/calendar](http://tjc.edu/calendar)

For upcoming events visit [www.tjc.edu/events](http://www.tjc.edu/events)

#### AUGUST 2022

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

#### SEPTEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

#### OCTOBER 2022

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

#### NOVEMBER 2022

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

#### DECEMBER 2022

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

#### JANUARY 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

#### FEBRUARY 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

#### MARCH 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

#### APRIL 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

#### MAY 2023

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

#### JUNE 2023

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

#### JULY 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## Important Dates

**Note:** All dates are subject to change. See [Faculty Dates of Interest](#) for the most current information.

	Fall 2022											Winter Term
	16-week	1st 8-week	2nd 8-week	Flex A	Flex B	Flex C	Flex D	HTMS 1	HTMS 2	HTMS 3	Fire Academy	
Faculty Return	8/15											
First Day of Class	8/20	8/20	10/17	8/22	9/19	10/17	11/14	8/22	9/26	10/31	8/22	12/19
Upload Syllabi	8/25	8/25	10/22	8/27	9/24	10/22	11/19	8/27	10/1	11/5	8/27	12/24
Official Reporting Date	9/7	8/29	10/24	8/25	9/22	10/20	11/10	8/25	9/29	11/3	9/2	12/20
Last Day to Drop with "W"	12/2	10/7	12/2	09/09	10/07	11/04	12/07	09/16	10/21	12/02	11/11	12/29
Final Exam Period	12/8 - 12/14	10/14	12/8 - 12/14	9/16	10/14	11/11	12/14	9/23	10/28	12/9	11/18	1/10
Grade Submission Deadline (10:00 a.m.)	12/16	10/16	12/16	9/18	10/16	11/13	12/16	9/25	10/30	12/16	11/19	1/12
Commencement	12/16	12/16	12/16	-	-	-	12/16	-	-	12/16	-	-

	Spring 2023											May Term
	16-week	1st 8-week	2nd 8-week	Flex A	Flex B	Flex C	Flex D	HTMS 1	HTMS 2	HTMS 3	Fire Academy	
Faculty Return	1/9											
First Day of Class	1/14	1/14	3/20	1/17	2/13	3/20	4/17	1/17	2/20	4/3	1/17	5/15
Upload Syllabi	1/19	1/19	3/25	1/22	2/18	3/25	4/22	1/22	2/25	4/8	1/22	5/20
Official Reporting Date	2/1	1/24	3/27	1/22	2/18	3/25	4/22	1/22	2/25	4/8	1/20	5/16
Last Day to Drop with "W"	4/28	3/3	4/28	2/3	3/3	4/6	5/3	2/10	3/24	5/3	4/13	5/25
Final Exam Period	5/4 - 5/10	3/10	5/4 - 5/10	2/10	3/10	4/13	5/10	2/17	3/31	5/10	4/20	6/2
Grade Submission Deadline (10:00 a.m.)	5/12	3/12	5/12	2/12	3/12	4/15	5/12	2/19	4/2	5/12	4/22	6/4
Commencement	5/12	5/12	5/12	-	-	-	5/12	-	-	5/12	-	-

	Summer 2023		
	Summer I	Summer II	Summer Special
First Day of Class/Faculty Return	6/5	7/10	6/5
Upload Syllabi	6/10	7/15	6/10
Official Reporting Date	6/8	7/13	6/11
Last Day to Drop with "W"	6/30	8/4	8/4
Final Exam Period	7/7	8/11	8/11
Grade Submission Deadline (10:00 a.m.)	7/9	8/13	8/13
Commencement	-	-	-

### End of Course Evaluations

Term	Evaluation Sent to Students (before end of term)	Evaluation Closes (after end of term)
Flex A	1 week	1 week
Block 1 - HTMS - BAT	1 week	1 week
1st 8-week	1.5 weeks	1 week
Flex B	1 week	1 week
Block 2 - HTMS - BAT	1 week	1 week
Flex C	1 week	1 week
Fire Academy	1 week	1 week
2nd 8-week	2 weeks	1 week
16 week	2 weeks	1 week
Flex D	1 week	1 week
Block 3 - HTMS - BAT	1 week	1 week
Maymester	0.5 week	1 week
Winter Term	0.5 week	1 week
Summer I	1.5 weeks	1 week
Summer II	1.5 weeks	1 week
Summer Long	1.5 weeks	1 week
Nursing	contact dept chair for evaluation schedule	

### Student Payment Due Dates

Term	Drop Date
Fall 2022	8/26
Winter 2022	12/13
Spring 2023	1/10
May/Summer I/Summer Special	5/9
Summer II	6/27

## **Final Exam Schedule – Fall 2022**

Last Day of Regular Classes: Wednesday, December 7, 2022

<b>Class Day/Time</b>	<b>Final Exam Day</b>	<b>Final Exam Time</b>
7:00 a.m., TR	Thurs., Dec. 8	7:00–8:50 a.m.
10:10 a.m., TR	Thurs., Dec. 8	10:10–12:00 p.m.
1:20 p.m., TR	Thurs., Dec. 8	1:20–3:10 p.m.
4:30 p.m., TR	Thurs., Dec. 8	4:30–6:20 p.m.
7:00 a.m., FS & 7:00 a.m. F only	Fri. Dec. 9	7:00–8:50 a.m.
10:10 a.m., FS & 10:10 a.m. F only	Fri. Dec. 9	10:10–12:00 p.m.
1:20 p.m., FS & 1:20 p.m. F only	Fri. Dec. 9	1:20–3:10 p.m.
7:00 a.m., S only	Sat. Dec. 10	7:00–8:50 a.m.
8:35 a.m., FS & 8:35 a.m. F only	Fri. Dec. 9	8:35–10:25 a.m.
10:10 a.m., S only	Sat. Dec. 10	10:10–12:00 p.m.
11:45 a.m. FS & 11:45 a.m. F only	Fri. Dec. 9	11:45 a.m.–1:35 p.m.
2:55 p.m. FS & 2:55 p.m. S only	Sat. Dec. 10	2:55–4:45 p.m.
7:00 a.m., MW	Mon. Dec. 12	7:00–8:50 a.m.
10:10 a.m., MW	Mon. Dec. 12	10:10–12:00 p.m.
1:20 p.m., MW	Mon. Dec. 12	1:20–3:10 p.m.
4:30 p.m., MW	Mon. Dec. 12	4:30–6:20 p.m.
8:35 a.m., TR	Tues. Dec. 13	8:35–10:25 a.m.
11:45 a.m. TR	Tues. Dec. 13	11:45 a.m.–1:35 p.m.
2:55 p.m. TR	Tues. Dec. 13	2:55–4:45 p.m.
8:35 a.m., MW	Wed. Dec. 14	8:35–10:25 a.m.
11:45 a.m. MW	Wed. Dec. 14	11:45 a.m.–1:35 p.m.
2:55 p.m. MW	Wed. Dec. 14	2:55–4:45 p.m.
<b>Evening Classes</b>		
5:30 p.m., R only & TR	Thurs. Dec. 8	5:30–7:20 p.m.
6:00 p.m., R only & TR	Thurs. Dec. 8	6:30–8:20 p.m.
7:00 p.m., R only	Thurs. Dec. 8	7:30–9:20 p.m.
5:30 p.m., M only & MW	Mon. Dec. 12	5:30–7:20 p.m.
6:00 p.m., M only & MW	Mon. Dec. 12	6:30–8:20 p.m.
7:00 p.m., M only	Mon. Dec. 12	7:30–9:20 p.m.
5:30 p.m., T only	Tues. Dec. 13	5:30–7:20 p.m.
6:00 p.m., T only	Tues. Dec. 13	6:30–8:20 p.m.
7:00 p.m., T only & 7:00 p.m. TR	Tues. Dec. 13	7:30–9:20 p.m.
5:30 p.m., W only	Wed. Dec. 14	5:30–7:20 p.m.
6:00 p.m., W only	Wed. Dec. 14	6:30–8:20 p.m.
7:00 p.m., W only & 7:00 p.m. MW	Wed. Dec. 14	7:30–9:20 p.m.

**Note:** If possible, hybrid classes that meet Monday through Thursday should administer a virtual final exam. If final exam conflicts persist, departments chairs should work with professors and students to resolve the conflict as early in the semester as possible. Schedule subject to change. See the [Final Exam Schedule](#) webpage for the most current version.

### **Final Exam Schedule – Spring 2023**

Last Day of Regular Classes: Wednesday, May 3, 2023

<b>Class Day/Time</b>	<b>Final Exam Day</b>	<b>Final Exam Time</b>
7:00 a.m., TR	Thurs., May 4	7:00–8:50 a.m.
10:10 a.m., TR	Thurs., May 4	10:10–12:00 p.m.
1:20 p.m., TR	Thurs., May 4	1:20–3:10 p.m.
4:30 p.m., TR	Thurs., May 4	4:30–6:20 p.m.
7:00 a.m., FS & 7:00 a.m. F only	Fri., May 5	7:00–8:50 a.m.
10:10 a.m., FS & 10:10 a.m. F only	Fri., May 5	10:10–12:00 p.m.
1:20 p.m., FS & 1:20 p.m. F only	Fri., May 5	1:20–3:10 p.m.
7:00 a.m., S only	Sat., May 6	7:00–8:50 a.m.
8:35 a.m., FS & 8:35 a.m. F only	Fri., May 5	8:35–10:25 a.m.
10:10 a.m., S only	Sat., May 6	10:10–12:00 p.m.
11:45 a.m. FS & 11:45 a.m. F only	Fri., May 5	11:45 a.m.–1:35 p.m.
2:55 p.m. FS & 2:55 p.m. S only	Sat., May 6	2:55–4:45 p.m.
7:00 a.m., MW	Mon., May 8	7:00–8:50 a.m.
10:10 a.m., MW	Mon., May 8	10:10–12:00 p.m.
1:20 p.m., MW	Mon., May 8	1:20–3:10 p.m.
4:30 p.m., MW	Mon., May 8	4:30–6:20 p.m.
8:35 a.m., TR	Tues., May 9	8:35–10:25 a.m.
11:45 a.m. TR	Tues., May 9	11:45 a.m.–1:35 p.m.
2:55 p.m. TR	Tues., May 9	2:55–4:45 p.m.
8:35 a.m., MW	Wed., May 10	8:35–10:25 a.m.
11:45 a.m. MW	Wed., May 10	11:45 a.m.–1:35 p.m.
2:55 p.m. MW	Wed., May 10	2:55–4:45 p.m.
<b>Evening Classes</b>		
5:30 p.m., R only & TR	Thurs., May 4	5:30–7:20 p.m.
6:00 p.m., R only & TR	Thurs., May 4	6:30–8:20 p.m.
7:00 p.m., R only	Thurs., May 4	7:30–9:20 p.m.
5:30 p.m., M only & MW	Mon., May 8	5:30–7:20 p.m.
6:00 p.m., M only & MW	Mon., May 8	6:30–8:20 p.m.
7:00 p.m., M only	Mon., May 8	7:30–9:20 p.m.
5:30 p.m., T only	Tues., May 9	5:30–7:20 p.m.
6:00 p.m., T only	Tues., May 9	6:30–8:20 p.m.
7:00 p.m., T only & 7:00 p.m. TR	Tues., May 9	7:30–9:20 p.m.
5:30 p.m., W only	Wed., May 10	5:30–7:20 p.m.
6:00 p.m., W only	Wed. May 10	6:30–8:20 p.m.
7:00 p.m., W only & 7:00 p.m. MW	Wed. May 10	7:30–9:20 p.m.

**Note:** Professors teaching hybrid courses that meet Monday through Thursday should administer virtual final exams. If they prefer to administer final exams in person, the hybrid course must be scheduled on Mondays, Tuesdays, or Fridays. For scheduling purposes, department chairs should be aware that hybrid classes offered Wednesdays and Thursdays must not have face-to-face final exams. Subject to change. See the [Final Exam Schedule](#) webpage for the most current version.



## Section I: Who We Are

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Tyler Junior College publishes the Faculty Handbook as an information guide for all faculty of the College. These guidelines are reviewed annually to update the document for the following academic year. However, this is a “living” document, and faculty should consult the online version for the most current information. Faculty should also review the handbook at the beginning of each semester for revisions and/or additions which may have occurred and will apply for the upcoming term(s). All faculty are responsible for following the guidelines presented in this handbook.

While this handbook contains many policies and procedures, it does not cover all of the available information regarding the College. For more information, contact the Office of the Provost or visit the TJC website. The TJC Board Policy Manual is the governing document of the institution. Any inconsistencies between it and any other handbook or policy are controlled by TJC Board Policy. The TJC Board Policy Manual is available online.

### **About Tyler Junior College**

Tyler Junior College was established in 1926 as part of the Tyler Public Schools System. Tyler Superintendent G. O. Clough was named the first president of the College, and operations began in September of that year, with J. M. Hodges as the dean, nine faculty members, and 93 students. The College was first accredited by the Southern Association of Colleges and Schools Commission on Colleges in 1931.

Approximately 12,000 students enroll at TJC each Fall semester at the main campus as well as the off-campus instructional sites, which include TJC West, TJC Jacksonville, TJC North, and TJC Rusk. In addition, approximately 15,000 individuals take continuing education courses each year at TJC West.

The Tyler Junior College District encompasses the tax districts of six independent school districts: Chapel Hill, Grand Saline, Lindale, Tyler, Van, and Winona. The Texas Education Code identifies the service area of TJC to include the territory within the following additional districts: Alba-Golden, Arp, Bullard, Hawkins, Jacksonville, Mineola, New Summerfield, Quitman, Rusk, Troup, Whitehouse, and Yantis.

Throughout its history, TJC has embodied the truest sense of the term “community” as reflected in its core values: unity, caring, integrity, empowering, and excellence. Admission to TJC is mostly open, with the exception of certain selective admissions requirements for some Professional and Technical and Nursing and Health Sciences programs.

TJC offers more than 115 degree and certificate options, plus extensive customized training and adult and continuing education, and offers opportunities for students to transfer to senior universities or to gain the skills needed to go directly into the workforce. The College received legislative designation, Texas Higher Education Coordinating Board approval, and accreditation by the Southern Association of Colleges and Schools Commission on Colleges, as an institution eligible to award baccalaureate degrees.

TJC features a 145-acre main campus and multiple off-campus instructional sites, rigorous academics, more than 60 national athletic championships, stellar fine and performing arts programs, modern residential facilities, and organizations and clubs that promote student diversity.

### **TJC Mission Statement**

The College champions student and community success by providing a caring, comprehensive experience through educational excellence, stellar service, innovative programming and authentic partnerships.

## **TJC Vision Statement**

Educating everyone—the path to a better world.

## **TJC Core Values**

**Unity:** Coming together for a shared purpose to achieve a common goal

**Caring:** Combining empathy and action to show a generosity of spirit

**Integrity:** Applying principles of transparency, accountability, authenticity and respect to every interaction

**Empowering:** Investing in others by providing the means to achieve success

**Excellence:** Achieving distinction by proactively identifying opportunities and continually raising the bar

## **College Governance**

Legal control of Tyler Junior College is vested in the Board of Trustees whose nine members are elected by the voters of the TJC College District to staggered terms of six years. The Board determines policies which govern College operations and activities. There is a clear and appropriate distinction between the policy-making function of the Board and the responsibility of the administration and faculty to administer and implement policies. Upon recommendation by the President of the College, the Board approves employment of the administration, faculty, and staff.

## **Statement of Nondiscrimination**

The College District gives equal consideration to all applicants and activities without regard to race, color, national origin, religion, gender, gender identity, gender expression, sexual orientation, age, marital status, disability, veteran status, or limited English proficiency, or any other basis prohibited by law. The College District respects the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination, including sexual harassment and sexual violence, or harassment based on any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy [[DIAA\(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE](#), [DIAB \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: OTHER PROTECTED CHARACTERISTICS](#)].

## **Statement of Accreditation**

Tyler Junior College is accredited by the [Southern Association of Colleges and Schools Commission on Colleges](#) to award associate and baccalaureate degrees as well as certificates. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Tyler Junior College.

## **Program Specific Accreditation**

The Associate Degree Nursing, Automotive Technology, Certified Dental Assisting, Dental Hygiene, Diagnostic Medical Sonography, Emergency Medical Service Professions, Health Information Technology, Medical Laboratory Technology, Occupational Therapy Assistant, Ophthalmic Medical Assisting, Physical Therapist Assistant, Polysomnography, Radiologic Technology, Respiratory Care, Surgical Technology, and Veterinary Technician programs are nationally accredited through their respective organizations. The Associate Degree Nursing, Fire Academy, Law Enforcement Academy (Continuing Studies), Nurse Aide Program, and Vocational Nursing programs are state-accredited.

## **Texas Higher Education Coordinating Board**

The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to represent the highest authority in the State in matters of public higher education and is charged with the duty to take an active part in promoting quality education throughout the State.

The mission of the THECB is to provide leadership and coordination for the Texas higher education system and to promote access, affordability, quality, success, and cost efficiency through 60X30TX, resulting in a globally competitive workforce that positions Texas as an international leader. Further information about the THECB may be found on the [THECB website](#).

## **Consumer Information Dissemination Requirements**

Tyler Junior College is required by federal regulations to disseminate information to prospective students, current students, and employees. This information includes, but is not limited to, academic programs, federal financial aid, and rights and responsibilities. For more information, see the [Consumer Information](#) webpage on the TJC website.

## **Americans with Disabilities Act**

TJC welcomes students with disabilities who have the potential for academic success in the postsecondary educational environment. TJC is committed to providing qualified students with disabilities equal access to its facilities, activities and programs.

### **Law**

Section 504 of the Federal Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA) require that public colleges and universities provide reasonable and appropriate accommodations for otherwise qualified students with disabilities. ADA Title II requires the provision of auxiliary aids and services (e.g., captioning, interpreters) to ensure equal **opportunity**, equal **access**, and effective **communication** for persons with disabilities. Resources for more information: [ada.gov](#), Office of Civil Rights (OCR), Department of Education (DOE).

For further information, see [DIAA\(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE](#) and [DIAB \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: OTHER PROTECTED CHARACTERISTICS](#).

## **Title IX**

Title IX of the Educational Amendments of 1972 (Title IX), 20 U.S. C §§ 1681 et seq., and its implementing regulations, 34 C.F. R. Part 106 prohibit discrimination on the basis of sex in educational programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students [or employees], which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. By an amendment to the Civil Rights Act of November 1980 and subsequent state legislation, sexual harassment is expressly outlawed and is considered a violation of College policy.

### **Sexual Harassment**

The College District respects the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination, including sexual harassment and sexual violence, or harassment based on any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy. [[DIAA\(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE](#), [DIAB \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: OTHER PROTECTED CHARACTERISTICS](#)].

Conduct involving unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature shall be considered to constitute sexual harassment when:

1. A school employee conditioning an aid, benefit, or service of the institution upon a person's participation in unwelcome sexual conduct (often called quid pro quo harassment); or
2. Unwelcome conduct that a reasonable person would find to be so severe, pervasive **and** objectively offensive that it denies a person equal access to the school's education program or activity, or
3. Any instance of sexual assault, dating violence, domestic violence and stalking.

As of September 1, 2021, the definitions regarding Sexual Harassment changed to the following:

1. "Employer" means a person who
  - a. Employs one or more employees; or
  - b. Acts directly in the interests of an employer in relation to the employee.
2. "Sexual harassment" means an unwelcome sexual advance, a request for a sexual favor, or any other verbal or physical conduct of a sexual nature if:
  - a. Submission to the advance, request, or conduct is made a term or condition of an individual's employment, either explicitly or implicitly;
  - b. Submission to or rejection of the advance, request, or conduct by an individual is used as the basis for a decision affecting the individual's employment;
  - c. The advance, request, or conduct has the purpose or effect of unreasonably interfering with an individual's work performance; or
  - d. The advance, request, or conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
3. An employer commits an unlawful employment practice if sexual harassment of an employee occurs and the employer or the employer's agents or supervisors:
  - a. Know or should have known that the conduct constituting sexual harassment was occurring; and
  - b. Fail to take immediate and appropriate corrective action.

For the purposes of this policy, College District officials are the Title IX Coordinator and the College President. Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX Coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Andrew Cantey  
Director for Employee Relations, Governance, and Compliance, Human Resources  
Title IX Coordinator  
1327 South Baxter Ave  
Tyler, TX 75701  
(903) 510-2186

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## **Academic Freedom**

Refer to [DGC\(LOCAL\) - EMPLOYEE RIGHTS AND PRIVILEGES: EMPLOYEE EXPRESSION AND USE OF COLLEGE FACILITIES](#) for information regarding Academic Freedom. According to that policy:

The College District defines academic freedom utilizing the American Association of University Professors Statement of Academic Freedom and Tenure:

- Teachers are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitation of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- College and university teachers are citizens, members of a learned profession, and officers of an education institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, and should make every effort to indicate that they are not speaking for the institution.

Faculty members shall be accorded academic freedom as follows:

- Faculty members are free to discuss in the classroom all material relevant to the subject being taught and to follow wherever research and study may lead without restriction.
- Faculty members are free to publish, discuss, and present findings of studies and research without restriction and are entitled to all citizenship rights and responsibilities.

## **Academic Integrity**

As a premier learning-centered higher education institution, TJC is committed to academic integrity and standards of excellence of the highest quality in all courses and programs and to providing an environment that fosters the educational process and the well-being of the campus community. In accordance with Our Pledge, students attending TJC are responsible for adhering to this principle. Academic Integrity should be reported electronically through Apache Access and will be overseen by the Dean of Students as indicated in the Student Code of Conduct. A list of violations is included in the Student Code of Conduct found in the [Student Handbook](#).

## **Policy and Procedures**

TJC recognizes the importance of clearly and directly handling breaches of academic integrity, so that students receive an unmistakable message. The College values integrity, as evidenced by its inclusion in the Core Values of the institution, and will maintain the standards of academic integrity. Faculty and staff are expected to be vigilant and take steps to address any suspected breach of academic integrity in accordance with established procedures. Each faculty/staff member is responsible within his/her classroom, lab, teaching area and discipline to address academic integrity in a manner appropriate to the setting. Faculty must include a statement in the course syllabus regarding how they will handle breaches of academic integrity. All students must receive due process in keeping with the procedures set forth in the course syllabus.

Academic Integrity disallows the following behaviors:

- **Plagiarism**, defined as using someone else's ideas, images or words without referencing the source.
- **Cheating**, defined as using or intending to use unauthorized materials, information, notes or study aids in any academic exercise; or any act that gains or attempts to gain an unfair advantage in an academic setting.
- **Collusion**, defined as unauthorized cooperation between individuals that results (or potentially results) in giving an unfair advantage in an academic setting.
- **Fabrication, Falsification, and Misrepresentation**, defined as intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work.
- **Multiple Submissions**, defined as submitting the same or substantially the same academic work (including oral presentations) for credit in two or more courses without prior approval from the course professors.
- **Abuse of Academic Materials**, defined as intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.
- **Complicity**, defined as assisting or attempting to help another student in the commission of an act of academic dishonesty.
- Specific examples of each category may be found in the Student Code of Conduct in the [Student Handbook](#).

The Dean of Students, in consultation with other administrators and taking into consideration any previous violations reported, may determine that additional sanctions against the student are warranted. In this event, the Disciplinary Procedures outlined in the [Student Handbook](#) will be followed.

#### **Plagiarism Checking Software**

Tyler Junior College provides a plagiarism checker tool which integrates with the school's LMS. The software program cross-references public websites along with a TJC database and scans text submitted by students searching for evidence of plagiarism. For more information, contact Distance Education.

#### **Faculty Initiated Academic Integrity Action**

It is the responsibility and prerogative of the faculty member to make an initial determination regarding the extent and severity of an academic integrity violation. If the professor believes that the student violated the Student Code of Conduct:

- The faculty member will discuss the violation with the student.
- The faculty member may report the incident to the respective department chair and the Dean of Students. Reports to the Dean of Students are made through Apache Access, and the Dean will maintain a record of the event in the student conduct software.
- The Dean of Students, in consultation with other administrators and taking into consideration any previous violations reported, may determine that additional sanction(s) against the student are warranted. In this event, the Disciplinary Procedures outlined in the [Student Handbook](#) will be followed.

#### **Administrative Policies and Procedures**

The College implements a number of policies and processes to guide its day-to-day operations, such as its Board Policy Manual (which is published online) and grievance processes. For questions regarding student policies and processes, contact the Dean of Students. For questions regarding employee policies and processes, contact your immediate supervisor.

#### **Board Policy Manual**

The TJC online [Board Policy Manual](#) is a repository of all current institutional policies which can be used to search for policies by key word(s) or look up specific policies by name. A Topic Index is provided to find important terms. To learn more about the policy manual, read the [introduction](#) to learn how the policy manual is organized; consult the [help page](#) for more tips on navigating the policy manual, performing searches, and working with policy documents. Academic policies include all college policies that provide requirements for



faculty governance and for student life relating to the educational process, including student discipline, curriculum, degree plans, coursework, and requirements for graduation.

### **Process to Develop and/or Revise**

Academic policies are developed in response to federal or state legislation, regulations implemented by the Texas Higher Education Coordinating Board, and/or local needs. If a local need for a policy is identified, administration and faculty collaborate on the construction of the policy usually through the formation of a task force. For policies with college-wide impact, Faculty Senate may also be consulted. Once the policy moves out of the task force, it is presented to the Council of Academic and Student Affairs. Upon approval by the Council of Academic and Student Affairs (CASA), it is presented to the Cabinet. Academic policy changes follow a similar process except that a task force may not be utilized to construct the policy. Policies that are designated as Local must be approved by the Tyler Junior College Board of Trustees. Policies designated as Regulation must be approved by the President's Cabinet. All Board policies are available on the [Board Policy Manual](#) webpage.

### **Advisory Committees**

Based on the guidelines set forth in the Guidelines for Instructional Programs in Workforce Education published by the Texas Higher Education Coordinating Board, the College requires that each workforce education program establish an industry-based advisory committee. The role of the advisory committee includes the following:

- Help the College document the need for a workforce education program;
- Ensure that the program has adequate resources; and
- Review the curriculum to ensure that it is well-designed to provide students with the knowledge, skills, and abilities essential for employment.

Advisory committee functions, composition, and meeting minute requirements may be found in the current version of the [Guidelines for Instructional Programs in Workforce Education \(GIPWE\)](#).

### **Assignment, Workload, and Schedule**

Faculty assignments are established based on scheduling needs. Full-time faculty can expect to have classes throughout the normal day (8:00 a.m. to 5:00 p.m.) as well as early morning classes, evening classes, and/or weekend classes. In all cases, the professor's entire schedule and the students' needs are considered. For more information, see Board Policy [DJ\(REGULATION\) - ASSIGNMENT, WORK LOAD, AND SCHEDULES](#).

### **Office Hours**

All full-time faculty members must schedule a minimum of ten (10) office hours per week during which time they are available to students for individual conferences. Office hours should be arranged at a time and place that is convenient for students. The instructional nature of classes must be considered when scheduling office hours. Faculty members should leave office doors open whenever possible while meeting with students. Glass portions of office doors will always remain unobstructed.

If the faculty member teaches **only face-to-face courses**, all office hours must be on campus in a face-to-face environment. Any exceptions must be approved by the department chair. If the faculty member teaches a **combination of face-to-face and online classes**, a proportionate combination of on campus and online office hours must be scheduled. The number of virtual office hours will approximate 0.67 hours per distance credit hour assigned, up to a maximum of ten (10) hours per week.

If a faculty member teaches **only online courses**, then all of the office hours for that professor may be online. This must be approved by the department chair and the respective dean for the school. "Virtual office hours" means that the faculty member will be personally available via live internet communication methods or by

phone at a predetermined time. The times, web links, and/or phone numbers should be published in the course syllabus. Note that Texas legislation does not allow professors to publish their cell phone numbers in their syllabi. Professors teaching a combination of **lecture/laboratory and/or clinic classes** may reduce their required office hours by one-half hour for each hour of laboratory/clinic up to a maximum of five (5) office hours. Additional conference time must be available to students by appointment.

**Note:** These policies are currently under review. See [DJ\(REGULATION\) - ASSIGNMENT, WORK LOAD, AND SCHEDULES](#) for the most current information.

### **Work and Teaching Load**

A full-time faculty member's contractual workload is a minimum of 40 hours each week and includes a teaching assignment of 15 semester credit hours or the equivalent in the fall and spring semesters, ten (10) office hours per week, and campus time that may include, but is not limited to, service on committees, meetings, special projects, student consultation, grading, class preparation, registration, commencement, and similar activities. The normal workload may include evening and/or weekend classes. For more information about teaching loads and calculations, see [DJ\(REGULATION\) - ASSIGNMENT, WORK LOAD, AND SCHEDULES](#).

An adjunct professor's contractual workload is a maximum of 18 clock hours per week in any combination of lecture, lab, practicum, and clinic. Instructional semester credit hour load is converted into clock hours as follows: one semester credit hour equals one hour in the classroom and one hour outside the classroom for preparation, grading, and student consultation. The 18-hour maximum applies to the combination of all working responsibilities through the College District, whether salaried, contracted, or hourly. The College District reserves the right to prorate the amount of compensation for instruction based on the class enrollment.

For information about summer terms, see [Summer and Special Term Loads](#).

**Note:** These policies are currently under review. See [DJ\(REGULATION\) - ASSIGNMENT, WORK LOAD, AND SCHEDULES](#) for the most current information.

### **Exceptions to Normal Teaching Loads**

Teaching loads may be **reduced** for various reasons. For example, a department chair may have a reduced teaching load. For a one course teaching load reduction, six hours of time should be spent each week on activities related to the assignment for which the load reduction was given. For each additional course-load reduction, hours devoted to the assignment will increase incrementally.

Overloads are assigned at the discretion of the College District. Faculty members may be scheduled to teach an overload when the need arises. If a professor prefers not to teach an overload, this preference should be considered if another qualified professor is available.

Faculty members assigned more than a full load will be compensated for the **overload**. The College District reserves the right to prorate the amount of compensation for overload instruction based on the class enrollment. Overloads will not exceed a total load of 21 semester credit hours or its equivalent without appropriate approval.

Employees will not be compensated for overloads they are unable to fulfil due to being on sick leave. Substitutes will be paid from the deducted amount the teacher of record was to receive for the assigned overload as found in [DNB\(REGULATION\) - PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITION](#).

Approval of overloads will employ the following guidelines:

1. Up to a total of 21 semester hours or equivalent may be approved by the chair.
2. One additional overload for a total semester or equivalent semester load of 24 semester credit hours must have the instructional dean's approval with a written justification and a plan. The plan will identify actions to be taken during the current semester with a timeline to remove the need for overloads.
3. Approval above 24 semester credit hours will require the approval of the provost when a hardship can be demonstrated to students. The request must be made in writing before the first day of class and must have the approval of the dean.
4. A report of all overloads will be provided by chairs to the appropriate dean before the first class day of the term.

**Note:** These policies are currently under review. See [DNB\(REGULATION\) - PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITION](#) for the most current information.

### **Summer and Special Term Loads**

The standard procedure for teaching assignments in the summer and/or special terms will be as follows:

1. The department/program chair will recommend faculty members from those who volunteer.
2. If there are no volunteers and it is necessary that courses be taught, assignments will be recommended by the department/programs chair on a rotational basis so that all professors who qualify for a course share in the summer teaching load.

The instructional dean approves faculty teaching in summer and/or special terms.

The teaching load for full-time, less than 12-month program faculty members during each summer term will be no more than eight (8) semester credit hours per term for classes regardless of modality (face-to-face, hybrid, or online). Adjunct faculty members will teach no more than one course (three semester credit hours) per summer term.

No overloads will be permitted during the summer, except as approved by the provost. All faculty members are considered part-time faculty members during summer terms and whenever overloads are assigned regardless of the term.

**Note:** These policies are currently under review. See [DJ\(REGULATION\) - ASSIGNMENT, WORK LOAD, AND SCHEDULES](#) for the most current information.

### **Attendance Requirements for Faculty**

Faculty have an obligation to meet all scheduled classes and attend meetings including, but not limited to, committee meetings, department meetings, Convocation/Welcome Back Week, and graduation. Full-time faculty are expected to be available for meetings Monday through Friday.

In all cases of a faculty absence, the faculty member should notify the appropriate department chair or dean by telephone or other means with as much prior notice as possible. Full-time faculty absences from College duties require a [Leave of Absence](#) or [Professional Leave and Travel](#) form to be submitted to the appropriate department chair/dean. One complete workday or instructional day is equivalent to sick leave of eight (8) hours

for calculation of a full-time professor's absence. While faculty should provide advance notice to their supervisor when possible (such as scheduled surgeries), leave forms should not be submitted to HR until the leave has occurred upon the faculty member's return to campus. Absence from required faculty meetings may be deducted from a faculty member's salary unless prior arrangements are made for personal leave.

Faculty have an obligation to meet all scheduled classes for the full class period. A full class period is defined by the contact hour requirements for the course according to scheduled class dates and semester length. Classes should not meet without authorized supervision. Faculty are responsible for notifying students if the class meeting has been cancelled.

In the event that a substitute must be utilized during an adjunct professor's absence, the amount of the substitute's pay will be deducted from the salary of the adjunct professor. Full-time professors who substitute for adjunct professors in credit or in non-credit classes will be compensated on a per hour basis, at the same rate per hour that is being paid to the adjunct professor. The instructional dean is responsible for notifying payroll services to deduct the required amount from the adjunct professor's compensation and pay it to the full-time professor. Supporting documents must accompany the request.

A full-time professor who substitutes for an absent full-time colleague who is on leave shall be paid on the basis of remuneration for the overload beginning with the seventh class (contact) hour in a semester in which he or she substitutes. A professor will be remunerated for all substitute hours in a college year after the initial six hours without remuneration have been satisfied. For further information, see [DNB\(REGULATION\) - PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITION](#). **Note:** This policy is currently under review; refer to the Board Policy Manual for the most current language.

**Note:** These policies are currently under review. See [DNB\(REGULATION\) - PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITION](#) for the most current information.

### **Convocation/Welcome Back Week**

Faculty must attend all required activities in the week prior to the start of each long semester. If a faculty member must be absent, a Request and Authorization for Leave of Absence (either Professional or Personal depending on reason) should be filed with the appropriate department chair/dean prior to the week of Convocation/Welcome Back Week. One day of Convocation/Welcome Back Week is equivalent to **four (4) hours** or half of a regular day.

### **Graduation**

Full-time faculty attendance is required at May and December graduation ceremonies. A faculty member may apply for leave by filing a Request and Authorization for Leave of Absence (either Professional or Personal depending on reason) with the appropriate department chair and dean. Approval must be granted **prior** to the graduation ceremony. While department chairs and deans will attempt to accommodate faculty members' needs, submission of a Request and Authorization for Leave of Absence does not *guarantee* approval. Graduation is equivalent to **four (4) hours** or half of a regular day.

### **Campus Safety Statistics**

Safety of the College community is important at TJC. The College complies with federal and state regulations regarding college safety reporting, including the Jeanne Clery Act, Crime Statistics, and Fire Statistics.

#### ***Jeanne Clery Disclosure (Crime Statistics)***

TJC makes available to you the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act Report. TJC Police Department office collects and publishes specific information on campus crime statistics; under Title IV, this information must be provided to all current students and employees, as well as prospective

students and employees. For the most current report, please refer to the Annual Campus Fire and Safety Report on the [Campus Police Communications](#) webpage.

#### *TJC Police Department Crime Statistics*

To ensure compliance with the Campus Security Act, the TJC Police Department collects and reports campus crime statistics. These statistics reflect crimes that have been reported to TJC Police Department. For up-to-date reports, visit the [Campus Police Communications](#) webpage.

#### *TJC Police Department Fire Statistics*

To ensure compliance with the Campus Security Act, the TJC Police Department collects and reports campus fire statistics. These statistics reflect fires that have been reported to TJC Police Department. For up-to-date reports, visit the [Campus Police Communications](#) webpage.

### **College Communications**

The College's primary form of communication for day-to-day operations is TJC email. An employee newsletter is also published via email during the Fall and Spring terms and monthly during the summer months.

#### **Apache Alerts and the Immediate Notification System**

Apache Alerts and the Immediate Notification System comprise a cell phone text messaging system, voicemail alerts, and mass email communication tool that allows faculty, staff, and students to receive email and phone alerts and text messages notifying them of campus-related emergencies. All faculty and staff, regardless of modality or location, are automatically enrolled in Apache Alerts and the Immediate Notification System. To modify your communications preferences, including updating your contact information, select [Apache Alert Notifications](#) in the TJC Alert Notification channel within Apache Access. For questions or technical issues, contact the Chief of Police.

### **College-Sponsored Activities**

One of the benefits of employment at TJC is free admission to regular-season College sporting events for employees and immediate family. In addition, free admission for two may be obtained for most cultural arts events on campus.

### **College Standing Committees**

A standing committee is a committee that is created and operates continuously until a sunset review is deemed appropriate. Each standing committee functions according to unique guidelines created for that committee except regarding membership on the committee.

Each committee member shall serve a maximum 3-year term. A member may serve an additional 3-year term provided approval is granted by the Committee Chair and the Dean of the School and/or supervisor to whom the committee member reports. Membership on a standing committee is by appointment. During January of each year, the Director for Institutional Effectiveness sends information to the Provost regarding committee members whose terms will expire during the next academic year. Deans and/or supervisors are contacted to determine suitable replacements. Upon discussion and selection of new committee members, a recommendation of appointment will be sent to the Vice President for Academic and Student Affairs/Provost for approval and notification.

The current [College Standing Committees](#) include the following:

- Academic Appeals
- Academic Scheduling
- Assessment
- College Program Review
- Curriculum and Instruction
- General Education
- Department Chairs
- Honors
- Institutional Animal Care and Use
- Institutional Review Board
- Student Conduct Committee
- Sick Leave Pool
- Diversity
- Engagement and Wellness
- IT Steering
- Data Standards
- College Safety
- Admission Appeals
- Policy Review
- Strategic Plan Evaluation

For more information regarding these committees, please see the [College Standing Committees](#) webpage.

### **Employee Handbook**

The Employee Handbook is an information guide for all College employees. Employees should consult the online version of the [Employee Handbook](#) for the most current information.

### **Faculty Credentials**

The faculty credential requirements are published in the Board Policy [DBA\(REGULATION\) - EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: CREDENTIALS AND RECORDS](#). The following excerpt is taken from this policy.

Course Type	Requirement
General Education Courses	Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate hours in the teaching discipline).
Associate's Degree Courses Designed to Transfer	Faculty teaching associate's degree courses designed to transfer to a baccalaureate degree: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
Associate's Degree Courses Not Designed to Transfer	Faculty teaching associate's degree courses not designed to transfer to a baccalaureate degree: bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
Baccalaureate Courses	Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
Bachelor of Science in Dental Hygiene Courses	Faculty teaching bachelor of science dental hygiene degree completion program courses: current Texas licensure as a dental hygienist; baccalaureate or associate's degree in dental hygiene from a program

accredited through the Commission on Dental Accreditation (CODA); demonstrated work-related experience; master's degree in dental hygiene; or master's degree with a minimum of 18 graduate semester hours in an appropriate combination of administration, dental hygiene, education, education foundation, health science, leadership, public health, research, statistics/measurement, and supervision.

#### Developmental/ Certificate Courses

Faculty teaching certificate courses that are not included in an associate's degree: certificate of completion and demonstrated work experience.

Faculty teaching certificate courses that are included in an associate's degree: associate's degree and demonstrated competencies in the teaching discipline.

Faculty teaching developmental courses: bachelor's degree in the teaching discipline related to the teaching assignment and either classroom experience in a discipline related to the teaching assignment or graduate semester hours in education.

#### Kinesiology

A faculty member who teaches physical activity as defined by the Coordinating Board's Academic Course Guide Manual in the area of kinesiology (KINE 1100-1150 and KINE 2100-2150) should have a bachelor's degree in physical education or kinesiology, experience, and skills.

In addition to the aforementioned guidelines, which represent commonly accepted good practice for the academic qualifications of faculty, the College District concurs with SACSCOC that qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses.

### **Maintaining Credentials**

Faculty with professional licensure or certifications that must be maintained are required to provide evidence of current licensure or certification to the appropriate Department Chair or Dean. Failure to maintain required professional licensure or certifications may result in disciplinary action up to and including dismissal.

### **Faculty Evaluations**

The College is committed to providing excellence in education. Evaluations are one measure of its human resources. Every employee has the right to expect a periodic evaluation of his or her performance, the opportunity to review and rebut such evaluation with the direct supervisor, and the right to file a grievance according to established guidelines. Evaluations are completed according to the schedule adopted by the TJC Cabinet.

#### *Full-time, adjunct, and dual credit faculty members*

Full-time, adjunct, and dual credit faculty members are evaluated any time during the academic year (August to July). The evaluation consists of a self-evaluation, classroom observation, and department chair/supervisor evaluation. Student evaluations are reviewed for trends. Once a faculty member receives acceptable performance reviews for 3 consecutive years, the faculty member may be evaluated every 3 years. The Department Chair has the option to observe and/or evaluate faculty members more often as needed. Human Resources is responsible for providing an annual list of faculty members requiring evaluation.

#### *Duration faculty members/employees*

Duration faculty members/employees are evaluated on an annual basis any time during the academic year. The evaluation consists of a self-evaluation, classroom observations, and department chair/supervisor evaluation. Student evaluations are reviewed for trends.

#### *Department Chairs*

Department chairs are evaluated by the instructional dean of the respective School. The evaluation process consists of a performance assessment and the review of or modification to existing goals and/or establishment of new goals and objectives. Department chair duties are evaluated separately from instructional duties.

### **Faculty Recognition**

#### **Mattie Alice Scroggin Baker Excellence in Teaching Award**

The Mattie Alice Scroggin Baker Excellence in Teaching Award was established in 1987 from the estate of Mattie Alice Scroggin Baker to recognize the contributions our full-time faculty provide to student learning in our community. Any full-time faculty member who has taught at TJC for five years with expected continuing employment may be nominated for this award. Nominations are handled by the Faculty Senate Faculty Development Committee and an election is held each year to determine a winner and runners-up.

#### **Adjunct Excellence in Teaching Award**

The Adjunct Excellence in Teaching Award was established to recognize the contributions that our adjunct faculty provide to student learning in our community. Any adjunct faculty member who has taught at TJC for three consecutive years and has held a contract at least once during each of the three academic years with the expectation of continuing employment may be nominated for the award.

#### **Piper Professor Program**

The Piper Professor Program is administered through the Minnie Stevens Piper Foundation. Ten awards of \$5,000 each are made annually to professors for superior teaching at the college level. Selection is made on the basis of nominations submitted by each college or university in the State of Texas.

Begun in 1958, with eight awards, the roster of Piper Professors includes outstanding professors from two and four-year colleges and universities, public and private. TJC is proud to have had 3 members of our faculty to be honored as Piper Professors in the history of the award.

Participation is by invitation only. To be eligible, candidates must be nominated through the college president's office. Guidelines regarding the number of nominations an institution may make, as well as eligibility based on full-time equivalent student body enrollment are outlined in the letter of invitation sent to the President.

#### **TJC Endowed Chair for Teaching Excellence**

The TJC Endowed Chair for Teaching Excellence is a recognition program to honor and reward professors who demonstrate excellence in teaching. A professor must have four years of service as a full-time professor at TJC, and hold a multi-year contract to be eligible for consideration. Individuals, who are nominated by their peers, must provide appropriate information as required to complete the intensive review process for possible Endowed Chairs election. If selected, that individual may not compete for another award until seven years have passed from the date of the original award.

A professor designated to hold an endowed chair will be awarded \$2,000 for each of two years (\$4,000 total). This "master teacher" will receive \$1,500 as a cash stipend and \$500 for professional development in each year he/she retains the chair. That portion of the award made for professional development may be applied toward any reasonable expense of a personal professional development plan, including travel, books, conferences, equipment, etc.



## **Faculty Senate**

Faculty Senate provides a systematic means for effective participation of the faculty in the affairs of the College and adequate channels for the administration of TJC to seek the judgment and counsel of the faculty about matters of mutual concern.

While specific Senate actions change annually, the following broad-based “guides” have been constant:

- Provide meaningful faculty participation in College planning and decision making
- Improve the quality of education and services provided for students
- Participate in projects benefiting the campus and community
- Advocate professional development and recognition of faculty
- Improve factors affecting faculty morale

Faculty senators are elected by their respective academic schools at the beginning of each spring semester for two-year terms. Newly elected senators are formally inducted at a special meeting at the end of the spring semester for their term to begin at the start of the fall semester. Faculty members interested in serving on the Senate should speak with a current member or officer for further information. See the [Faculty Senate](#) webpage for more information.

## **Separation**

All resignations are requested to be submitted in writing to the immediate supervisor. The employee should, whenever possible, give reasonable notice and shall include in the letter a statement of the reasons for resigning. Any employee serving under a term contract may resign his or her position and leave the employment of the College District effective at the end of the contract term without penalty, provided the employee submits a letter of resignation, in accordance with administrative regulations. An employee serving under a contract wishing to resign prior to the end of the contract term should submit a letter of resignation. For further information, see [DMD\(LOCAL\) - TERMINATION OF EMPLOYMENT: RESIGNATION](#). For information regarding termination, see the following Board Policies: [DMAA\(LEGAL\) - TERM CONTRACTS: TERMINATION MID-CONTRACT](#), [DMAA\(LOCAL\) - TERM CONTRACTS: TERMINATION MID-CONTRACT](#), [DMAA\(REGULATION\) - TERM CONTRACTS: TERMINATION MID-CONTRACT](#), [DMAB\(LEGAL\)](#), and [DMAB\(LOCAL\) - TERM CONTRACTS: NONRENEWAL](#).

## **Institutional Effectiveness**

The [Office of Institutional Effectiveness](#) organizes evaluation, assessment, and improvement initiatives so the College can determine how well it is fulfilling its mission and achieving its goals. Responsibilities of the Institutional Effectiveness team include, but are not limited to, the following: institutional accreditation liaison to the Southern Association of Colleges and Schools Commission on Colleges, liaison to the Texas Higher Education Coordinating Board, faculty credential database, college-wide assessment, program review, surveys (including end-of-course surveys), and various other initiatives related to student success and the achievement of the College’s mission and goals. For information, contact the Office of Institutional Effectiveness.

## **Strategic Plan**

The College’s [Strategic Plan](#) provides guidance and expectations for College decisions based on the College’s mission, vision, and values. The evaluation of the College’s strategic plan is coordinated by the Director for Institutional Effectiveness through the Strategic Plan Evaluation Committee (a College Standing Committee).

## **Assessment**

Assessment is the process of stating a desired outcome, measuring the progress toward achievement of the outcome, analyzing data, and using the data to make changes and improve progress. [Assessment information](#) is housed in the College's database called TracDat. For information regarding access to TracDat (including changing of passwords), contact the Office of Institutional Effectiveness.

### ***Educational Programs***

All educational programs are required to measure at least two student learning outcomes and two administrative outcomes. The department chair and/or program coordinator is responsible for entering all assessment-related information into the College's assessment database (also known as TracDat). Department chairs and/or program coordinators are also responsible for conveying assessment results to their respective faculty.

### ***General Education/Core Curriculum***

Faculty teaching general education/core curriculum courses are responsible for administering departmentally developed general education/core curriculum assessment tools, entering results into the appropriate Canvas rubric by the due date (the day grades are due for that term), and submitting documentation to the Office of Institutional Effectiveness as requested for sampling purposes.

### ***Other***

Faculty should speak with their department chair regarding department-specific assessment. For questions about effective assessment techniques or accreditation, contact the Director for Institutional Effectiveness.

## **Program Review**

Program review is a vital assessment process. TJC's program review process is currently undergoing extensive review. Further information will be relayed in the next edition of this handbook.

## **SACSCOC (College Accreditation)**

The [Southern Association of Colleges and Schools Commission on Colleges](#) is the College's accrediting body. It serves as an accrediting body for degree-granting higher education institutions. It is the common denominator of shared values and practices among higher education institutions approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The mission of SACSCOC is to assure the educational quality and improve the effectiveness of its member institutions.

### ***Reaffirmation of Accreditation***

All institutions accredited by SACSCOC undergo a review for reaffirmation of accreditation every ten years. This review encompasses the main campus as well as all centers, branches, campuses, and off-campus instructional sites (such as dual credit sites, TJC West, TJC North, TJC Rusk, and TJC Jacksonville). The process includes an off-site review and on-site review. Tyler Junior College was reaffirmed in 2021.

### ***Fifth Year Interim Report***

The College is responsible for reporting select information on the SACSCOC Fifth-Year Interim report, including information on administrative and academic officers and faculty as well as assessment data and the Quality Enhancement Plan Impact Report. Tyler Junior College's Fifth Year Interim Report is due in 2026.

### ***Quality Enhancement Plan***

The Quality Enhancement Plan is an integral component of the reaffirmation process. Tyler Junior College's quality enhancement plan is College Success Coaching. For more information about the QEP, see the [College Success Coaching](#) webpage or contact the College Success Office.

### *Substantive Change*

Program changes (such as course modality, curriculum, etc.) may initiate a substantive change. For more information regarding the Tyler Junior College Substantive Change process, see the [Substantive Change documents](#) in the IE channel in Apache Access.

- Log into Apache Access.
- From the drop-down menu, select Employee and then IE.
- In the Accreditation section, click the link for Accreditation Documents, then select the Substantive Change folder.

### **Institutional Review Board**

The Institutional Review Board (IRB) is an administrative body established to protect the rights and welfare of human research subjects recruited to participate in research activities conducted under the auspices of the institution with which it is affiliated. The IRB is charged with the responsibility of reviewing, prior to initiation, all research involving human participants. The IRB has the authority to approve, disapprove, monitor, and require modifications in all research activities that fall within its jurisdiction as specified by both federal regulations and College policy. Failure to obtain IRB approval for a human subjects research project may result in negative consequences for both the institution and the researcher. The IRB process has undergone major changes to aid the researcher in obtaining a decision in a timely manner. Please see the [Institutional Review Board](#) webpage for more details.

### **Job Descriptions**

The job descriptions for instructional positions provide information related to the expectations for each position. Job descriptions for instructional positions include faculty, coordinator, department chair, and dean.

### **Faculty Job Description**

Professors provide classroom instruction and college service and are responsible to department chairs and instructional deans.

#### *General Expectations*

- Faculty must teach in the modality (face-to-face, hybrid, or online) chosen by the College.
- Exhibit a commitment to excellence in teaching and learning
  - Maintain current and comprehensive knowledge and experience in the teaching field and assigned teaching discipline
  - Create a classroom environment reflecting professionalism, equity, respect, and trust
- Adhere to College policies
  - Abide by Employee Standards of Conduct – [DH\(REGULATION\) - EMPLOYEE STANDARDS OF CONDUCT](#)
  - Perform job duties as assigned by department chair and dean (unless request is in violation of TJC policy or local/state/federal laws)
  - Stay current with and follow departmental college policies
  - Complete required compliance trainings and stay current on professional development hours – [DK\(REGULATION\) – PROFESSIONAL DEVELOPMENT](#)

#### *Responsibilities to the Student*

- Exhibit a commitment to student success
  - Design classroom instructional activities appropriate to the expected rigor of the course and consistent with program expectations and course objectives

- Embed interactive learning activities in the instructional setting that engage student learning and encourage student development of active learning skill sets
- Facilitate student learning and successful completion of course by preparing and using appropriate instructional materials compatible with the expected rigor of the course and consistent with program expectations and course objectives
- Align learning opportunities and employ suitable assessments of course learning outcomes and program learning outcomes, with the student core competencies
- Sequence learning opportunities and assessments through the courses and program to build student learning and understanding
- Integrate workplace professional skill sets into the classroom environment (i.e., prompt and regular attendance, initiative to seek clarification, timely submission of work, use of technology in work completion, etc.)
- Motivate students to perform at their highest level by maintaining an atmosphere of dignity and cordiality conducive to learning in the classroom, office, and online.
- Adhere to College policies
  - Meet all classes as scheduled and maximize use of available class time
  - Maintain scheduled office hours as required – [DJ\(REGULATION\) – ASSIGNMENT, WORKLOAD, AND SCHEDULES](#)
  - Follow attendance and office hour requirements for online and hybrid classes as specified in the distance education course standards (see [Employee Handbook](#))

#### *Responsibilities to the Department*

- Follow prescribed course syllabi and adopted textbooks (including appropriate assigned readings)
- Inform students of student learning outcomes, class procedures, and grading policies at the beginning of each semester
- Demonstrate initiative and/or cooperative support of leadership, faculty, and staff to implement strategic improvements and achieve goals
- Attend and participate in required department and school meetings, and perform other duties as assigned by the department chair or instructional dean

#### *Responsibilities to the College*

- Maintain accurate records and submit required student attendance and grade reports by published deadlines
- Model professional conduct and enforce student conduct policies as prescribed
- Participate in all required convocation/Welcome Back Week activities and graduation events (full-time only)
- Maintain required memberships/licensures/certifications per department and accrediting body standards
- Assume duties, including committee assignments, over and above assigned classes and office hours as requested by the department chair and/or dean (full-time only)
- Demonstrate commitment to the College through actively participating in TJC sponsored events and activities beyond assigned classes and office hours as appropriate (full-time only)

#### *Responsibilities to the Community*

- Network with community members and others to promote the TJC program and its students
- Exhibit conduct that reflects the mission, vision, and values of the College and the community

#### *Other Expectations*

- Will have contact—in person, by email, or by phone—with staff, students, and the general public
- Must exhibit a sensitivity to and an understanding of the diverse academic, socio-economic, cultural, and ethnic backgrounds of staff and students as well as to staff and students with disabilities
- Perform other duties as assigned

### *Discipline Specific Requirements*

Each discipline/program may have additional specific responsibilities, competencies, education, and experience requirements based on program needs and/or accreditation requirements.

### **Coordinator Job Description**

The Coordinator is a full-time faculty member with additional administrative duties. Therefore, the Coordinator is expected to fulfill the expectations, responsibilities, and requirements of a full-time faculty member with the following additional duties:

- Teach courses and serve as a role model for faculty members in the department
- Coordinate a plan that ensures departmental effectiveness and department specific accreditation as appropriate in cooperation with the department chair
- Coordinate and execute a plan that ensures quality instruction in cooperation with the department chair
- Represent departments to the community and prospective students
- Meet all applicable deadlines
- Coordinate scheduling and registration processes including summer registration in cooperation with the department chair as required
- Coordinate department-specific professional development and ensure follow-up of professional development activities in cooperation with the department chair
- Maintain in working order all equipment entrusted to the department at the site
- Maintain contemporary knowledge in an area of responsibility
- Conduct periodic evaluations of all part-time and full-time temporary faculty, and participate, as directed by the instructional dean, in the evaluation of all other full-time faculty, and of any other employee assigned to the department (if requested) and in cooperation with the department chair
- Ensure compliance with any State and federal laws which may apply to the department, its courses, or to its faculty
- Perform other duties as assigned by the department chair and/or dean

### **Department Chair Job Description**

The Department Chair is a full-time faculty member with additional administrative duties that reports to the instructional dean. Therefore, the Department Chair is expected to fulfill the expectations, responsibilities, and requirements of a full-time faculty member with the additional duties:

- Teaching courses and serving as a role model for faculty members in the department
- Coordinating a plan that ensures department effectiveness and department specific accreditation as appropriate
- Coordinating and executing a plan that ensures quality instruction
- Maintaining links to high schools, colleges/universities, and all external learning sites; coordinating course and department articulation
- Representing departments to community and prospective students
- Meeting all applicable deadlines
- Recruiting and maintaining a quality part-time faculty pool; ensure inclusion of part-time faculty in meetings, faculty development activities, and internal processes
- Maintaining catalog accuracy for area of responsibility
- Coordinating and scheduling courses, including summer courses
- Coordinating department-specific professional development and ensuring follow-up of professional development activities
- Preparing and administering budgets
- Conducting and documenting department meetings regularly to ensure involvement by all faculty in department activities
- Coordinating advisory committee activities where applicable

- Coordinating enrollment management for assigned area
- Coordinating continuing education offerings for assigned area
- Maintaining in working order all equipment entrusted to the department
- Conducting periodic evaluations of all part-time and full-time temporary faculty, and participating, as directed by the instructional dean, in the evaluation of all other full-time faculty, and of any other employee assigned to the department
- Ensuring compliance with any State and federal laws which may apply to the department, its courses, or to its faculty
- Performing other duties as assigned by the dean

### **Instructional Dean Job Description**

The Instructional Dean is responsible for leadership in planning, organizing, administering, and evaluating the educational programs of the School. The ideal candidate for the Dean's position is a person with integrity, vision, and a strong work ethic.

#### *Primary Responsibilities*

- Providing organizational leadership and support to the instructional programs
- Supervising and evaluating the development and use of human, fiscal, and physical resources within the School
- Reviewing and evaluating the instructional programs within the School
- Identifying and developing new programs as needed
- Recruiting and recommending for hire qualified professors and staff
- Evaluating Department/Program Chairs and staff (and other faculty as needed)
- Supervising regular department chair meetings to ensure cohesiveness within the departments in the School
- Providing appropriate professional development opportunities for professors and staff
- Supervising, facilitating, and enhancing articulation of instructional programs with secondary and upper level institutions
- Supervising advisory committee meetings to ensure sound curriculum development
- Providing an effective system for student advisement that encourages completion
- Providing overall guidance for the scheduling of classes, assignment of professors, and use of facilities
- Working with department chairs and professors to recruit students for the various programs in the School
- Working with the Dean of Continuing Studies to offer workforce training that meets the needs of the community

#### *Other Expectations*

- Will have contact—in person, by email, or by phone—with staff, students, and the general public
- Must exhibit a sensitivity to and an understanding of the diverse academic, socio-economic, cultural, and ethnic backgrounds of staff and students as well as to staff and students with disabilities
- Perform other duties as assigned

#### *Competencies*

- Understand and appreciate the community college mission
- Must possess high ethical standards; must be able to demonstrate an open, accessible, and collaborative leadership style that encourages teamwork, promotes diversity, and is effective in working with internal and external constituents
- Must have an interest in students academically as well as contributing to a vibrant student life environment
- Must demonstrate a record of achievement in policy formulation, strategic planning and budgeting, project administration, complex problem solving, and effective written and oral communication skills

- Must have excellent supervisory skills, including significant experience in supervising a large culturally diverse management team including a commitment to professional development, partnering, campus-community relations, equal opportunity and diversity support of the College's teaching, and service mission
- Experience with the accreditation process of the Southern Association of Colleges and Schools Commission on Colleges or another regional accrediting body is preferred

### **Library Services**

Library services, including physical and online resources, and interlibrary loan, are available to students and faculty at any TJC instructional site. Information about the Vaughn Library, such as [library policies](#) and [records management](#) can be found on the library's [webpage](#).

### **Web Resources**

The webpage also offers a variety of services, including:

- A searchable online [Catalog](#)
- Searchable [Databases](#)
- Online [Journals and Magazines](#)
- [Subject Guides](#) to point users to useful resources and information within the library and on the Internet
- A [Reference Chat](#) staffed by professional librarians during the Library's hours of operation where patrons can chat live with one of the librarians regarding their library questions and information needs
- [Library FAQ's](#)
- [TexShare](#)
- TJC's [Digital Archives](#)

### **Tours**

A library tour for classes is available with at least 24-hours advance notice. Faculty must accompany the class and remain with them.

### **Reserves**

Practice tests, a copy of an article, a particular book or textbook, etc. may be placed on reserve for student access at the Circulation Desk on the library's first floor. Information to provide includes faculty member's name, course name and number, length of time for material to remain on reserve, and whether students may check the item out for a limited time or if it is for in-house use only. Current textbooks may be placed on reserve by faculty. The library is not permitted to purchase current textbooks, but faculty may place their own copy of a textbook(s) on reserve. Most textbooks are available to students for in-library use only with a 2-hour time limit.

### **Interlibrary Loan**

[Interlibrary Loan](#) services are available through Vaughn Library. Faculty or students who need a book or journal article that is not available in Vaughn Library can request the items, at no charge, through interlibrary loan. Journal articles are delivered to the requester's TJC email address when received. Print materials are received at the Circulation Desk in Vaughn Library. Delivery times vary.

### **Purchase Requests**

Faculty may request that a particular book or journal added to the library collection by completing a the purchase request form or by contacting the liaison library for their school.

### **E-books**

Many eBrary e-book titles are available via our [online catalog](#). Faculty may also access electronic materials via [OverDrive](#), a service of the Texas Academic Library Consortium.

### **Archives and Special Collections**

Located in Vaughn Library, [TJC Archives and Special Collections](#) is dedicated to collecting and preserving items of enduring institutional value. Faculty and staff are strongly encouraged to send any files regarding the milestones of their program/ department to the campus archivist. Artifacts (ex., band uniforms, photos, scrapbooks, programs/ playbills, posters, etc.) should also be routed through the archivist rather than being discarded.

### **Outside Employment**

Faculty with outside employment should submit an electronic [Request for Outside Employment](#) to Human Resources once per academic year. The request is reviewed by Human Resources and/or the employee's direct supervisor, who receives a copy as part of the chain of approval.

Outside employment is governed by two Board Policies: [DBF\(LOCAL\) - EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: OUTSIDE EMPLOYMENT](#) and [DBF\(REGULATION\) - EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: OUTSIDE EMPLOYMENT](#). [DBF\(LOCAL\) - EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: OUTSIDE EMPLOYMENT](#) states the following:

A full-time employee shall give full-time service to the College District. Any outside employment shall be accepted only upon the approval of the College District administration. Outside employment that interferes with the regularly assigned duties of the employee shall not be permitted.

During the holidays or such time as faculty members are not employed by the College District, faculty members shall be free to accept outside employment so long as the work is generally in keeping with the commonly accepted standards of dignity and social station for a professor.

[DBF\(REGULATION\) - EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: OUTSIDE EMPLOYMENT](#) states the following:

A full-time employee may accept employment outside of his or her assignment duties of the College District as long as such employment does not reduce the efficiency of the employee. The employee's immediate supervisor will determine whether such work is detracting from the efficiency of the individual employee.

The following examples, listed for illustration and not as limits, would be considered detractions from the efficiency of an employee:

1. The employee is absent from work;
2. An employee's physical or mental well-being is adversely affected;
3. The employee is not able to perform his or her duties during regular work hours;
4. The employee is unprepared for duties with the College District; and
5. The employee involves the use of College District materials or resources for such work.



Since full-time professors are assigned a full teaching load, professors are not permitted to teach in any other institution without approval of the administration. The notification and written request for approval of [outside employment](#) should be submitted no less than one month prior to the beginning of such employment.

Violation of any policies, regulation or guidelines may result in disciplinary action, up to and including termination of employment.

**Note:** This policy is currently under review; refer to the Board Policy Manual for the most current language.

### **Salary Level Advancement**

Full-time faculty members desiring to advance from one pay level to another should consult with their respective department chair and instructional dean prior to beginning coursework for advancement. An Authorization for Professional Development Plan/Approval for Level Advancement form obtained from the Dean's office or Human Resources should be initiated; the professor and department chair should keep a copy and the original should remain on file in the dean's office until the approved coursework is complete.

Credit for courses on transcripts will be evaluated by date. Specifically, only those courses will be considered that were completed after the date of the granting of the highest degree. Having earned credit for a course after the granting of your highest degree does not guarantee its approval toward level advancement. Course credit already earned may only be applied toward advancement provided both the department chair and the instructional dean agree that the courses meet at least one of the following criteria:

- Graduate level in the teaching field or in a related field;
- Designed to increase the professor's ability to teach;
- Required on an approved degree plan; and/or
- Courses the instructional dean agrees will benefit the College.

Full-time professors are limited to 12 semester hours of concurrent study during the two long terms (spring and fall terms combined), with a limit of 9 semester hours during any one long term. There will be no limit for summer terms. You may process a request to take additional hours under justifiable circumstances. Approval may require a reduction in your contract.

Nontraditional activities may be used to fulfill academic requirements for salary level advancement. No more than half of the credit applied to the faculty salary schedule may be nontraditional credit. However, all nontraditional activities and experiences must first receive prior approval by the instructional dean through established administrative channels as follows:

- 16 clock hours of approved seminars, workshops, short-term courses, institutions, and in-service activities will equal 1 semester hour for purposes of salary level advancement.
- Courses and activities normally have acceptable learning objectives and the presenter will have appropriate credentials for teaching college-level courses (documentation must be provided by individuals seeking salary advancement).
- For faculty holding an earned doctorate or other recognized terminal degree in their teaching field, advancement to Level 8 of the Summary of Requirements for Faculty Salary Schedule may be achieved by developing a plan of advancement with the appropriate instructional dean and department chair. The advancement plan must be structured toward the enhancement of knowledge of the individual's teaching field and tied to improving skills as a professor. The advancement plan may be achieved by

following singly or in combination [see [DEA\(REGULATION\) - COMPENSATION AND BENEFITS: SALARIES AND WAGES](#) for further information]:

- Postdoctoral study at an accredited or recognized institution;
- Attendance at meetings or continuing education activities;
- Publication of original works;
- Obtaining of grants from external sources with funding that goes solely to the operation of programs at or under the aegis of TJC; and/or
- Other components, as approved by the instructional dean.

Upon successful completion of the authorized professional development plan, the level advancement form with all supporting documentation should be submitted to the department chair for review and forwarded to the dean's office for final authorization. In the case of summer course completion, a statement from the institution(s) of "work in progress" or verification of credits earned—in lieu of official transcripts—may accompany the approval form to expedite the request. Salaries cannot be adjusted until all credits needed for advancement are officially verified. Official transcripts are required. Level changes may occur as earned and do not require completion of a degree to advance.

The request for approval of level advancement is submitted to Human Resources by the instructional dean's office and must be approved by the President. Faculty will be notified of the results in writing. Approved salary increases become effective September 1 regardless of the date pre-approved courses were completed.

### **Taking Courses**

#### **Auditing Courses**

Faculty/staff who wish to audit courses may visit the [Registration Policies](#) webpage for information on registering to audit a course.

#### **Faculty Scholarship**

TJC is committed to lifelong learning opportunities for its full-time faculty and staff through the [Employee Tuition Benefits](#) and the [Growing Our Own Tuition Scholarship/Reimbursement](#) programs.

Additionally, the College offers an [Employee Family Scholarship](#), subject to availability of funds, for eligible dependent family members of eligible full-time faculty and staff for certain State reimbursable courses taken at the College.

For more information about these benefits, see the [Employee Tuition Benefits Program Guidelines](#) or contact Human Resources.

*Note: The College reserves the right to change, modify, and/or terminate this program at its discretion, with or without reason or notice, and the College President or designee has the authority to make exceptions to these guidelines.*

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## **Academic Policies**

The standing of the student in each course is determined by class performance and by regular examinations. Two hours is considered a reasonable amount of time for average students to spend in preparation for each hour of class work.

Final grades for each class are posted on Apache Access, the TJC Web portal for students. Grades are not mailed. To check grades, students log in to [Apache Access](#).

Full-time and adjunct TJC faculty who are assigned dual credit sections will be responsible for submitting letter grades in Apache Access and numeric grades to the Office of School Partnerships by the published deadline for submitting grades. Faculty who teach high school seniors may additionally be called upon to provide midterm numeric grades to the Office of School partnership to be shared with the high school in order for final class rank to be processed prior to graduation. Final grades will be posted on the high school transcript; however, the midterm grade in Spring will be utilized for class rank. Faculty of dual credit courses are expected to update grades in Canvas on a weekly basis.

Challenge of a final course grade must be initiated within the first ten (10) business days of the next long semester and must follow the procedures to challenge a grade outlined in the "College Student Complaint Procedures" in the [Student Handbook](#). Any grade that is not challenged within the specified time frame is not subject to appeal and will remain as recorded.

### **Grade Forgiveness Policy**

Students may repeat a course for credit up to two times and apply grade forgiveness to the course for which they received a lesser grade. Credit will be given for only one of the attempts. If a student repeats a course and receives a higher grade, the semester credit hours from the original grade are excluded from the student's grade point average. Only the semester credit hours from the highest grade will be used in calculating the grade point average. If the student earns the same grade or a lower grade, then the repeated course grade is not used in computing the grade point average. The repeated course is marked as excluded on the student's official record in earned hours. Receipt of a higher grade in a subsequent semester does not alter the student's academic standing in the semester when the original grades were earned. All course attempts are recorded on the student's permanent record/transcript.

Major topic courses which students are required to repeat for certain majors are exempt from this policy. Students who are not successful after the third attempt will no longer be able to complete the course through TJC.

*Note:* Selective admission programs may calculate GPA differently for the purpose of admission to the program.

### **Academic Fresh Start**

Senate Bill 1321 entitles residents of this state to seek admission to public institutions of higher education without consideration of courses undertaken ten or more years prior to enrollment. For admission requirements, students must list all previous colleges attended. Students who wish to apply for "Academic Fresh Start" must complete forms in the Admissions office. When students apply for "Academic Fresh Start," all credit 10 or more years old will not be used for admission.

### **Withdrawal from Courses**

#### ***Student-Initiated***

A student may initiate a drop from a course or withdrawal from the College in Apache Access or by visiting the Office of the Registrar, Apache Enrollment Center or Academic Advising. Before dropping, it is strongly recommended the student discuss their course progress with their instructor. Students should be aware that

dropping a course may affect the status of scholarships, financial aid or on-campus housing. If a student is on hold, they must contact the Registrar's Office to be dropped.

*Limitations on Number of Courses that May Be Dropped (TEC 51.907)*

A student shall not be permitted to drop more than six courses taken while enrolled at TJC or another public institution of higher education. For this limit to apply:

1. The student must be permitted to drop the course without receiving a grade or being penalized academically;
2. The student's transcript must indicate or will indicate the student was enrolled in the course; and
3. The student must not have dropped the course to withdraw from the College District.

A student shall be permitted to exceed the limit on the number of dropped courses for any of the following reasons:

1. A severe illness or other debilitating condition that affects the student's ability to satisfactorily complete a course;
2. The student's responsibility for the care of a sick, injured, or needy person if the provision of care affects the student's ability to satisfactorily complete a course;
3. The death of a person who is either considered to be a member of the student's family or is otherwise considered to have a sufficiently close relationship to the student, as defined below, that the person's death is considered to be a showing of good cause;
4. The active duty service as a member of the Texas National Guard or the Armed Forces of the United States of either the student or a person who is considered to be a member of the student's family or a person who is otherwise considered to have a sufficiently close relationship to the student, as described below;
5. The change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or
6. Other good cause as determined by the institution.

Drops for good cause as referenced above must be initiated in the office of the Registrar.

Additionally, a student shall be permitted a total of more than six dropped courses if the enrollment is for a student who qualifies for a seventh course enrollment, because the student:

1. Has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and
2. Successfully completed at least 50 semester credit hours of coursework at an institution of higher education before that break in enrollment.

*Professor-Initiated*

This policy is currently under revision; refer to [EGA\(REGULATION\) - ACADEMIC ACHIEVEMENT: GRADING AND CREDIT](#) for the most current language.

*Reinstatements*

A student who has been withdrawn from a course may be reinstated only with the approval of the professor and department chair. The student must initiate the reinstatement within seven calendar days of the official withdrawal date.

**Incomplete Grades**

A grade of “I” (incomplete) can be assigned for emergency situations, typically at the end of the term. Faculty must complete the [Incomplete Grade Request Form](#), which requires the approval of the appropriate Department Chair and Instructional Dean. Students must complete work for the course as indicated by their professor. The “I” will convert to a grade of “F” at 30 days after the start of the next long semester. The Incomplete Grade Request Form can be found in “Forms” under “Registrar” in Apache Access.

### **Change of Grade Request**

The [Change of Grade Request Form](#) is used to correct a grading error, replace an “I”, or following the resolution of a formal grade appeal. The form can be found in Apache Access. Select the *Forms & Procedures* button, then select the *Registrar* folder and the *Forms* folder.

### **Auditing a Course**

Students who register for a course as an audit show on the Apache Access roster as an Audit registration and the grade mode shows as no grade. Therefore, no attendance record or grade needs to be reported.

### **Credit for Prior Learning**

Credit for Prior Learning (CPL) provides students an opportunity to earn college credits for college-level knowledge and/or skills acquired through experience, including military service, licensure or certifications, or TJC continuing studies. To ensure the academic quality of credit earned through CPL, all assessment criteria are developed and processed by academically qualified faculty in the discipline with approvals obtained as outlined for each pathway. Benefits of CPL include reduced program costs and timely degree completion. For information about Credit for Prior Learning opportunities, students should visit the [Credit by Exam](#) webpage of the TJC website, consult with the appropriate department chair, visit with an advisor, or speak to the Registrar. Note that this process is currently under review and revision.

**Note:** The TJC Credit for Prior Learning process is currently under review and revision.

### **Attendance and Enrollment Reporting**

In addition to recording student grades, the College requires faculty to keep records of student attendance, verify rosters, report final grades, report numerical grades for dual enrollment students, and submit assessment data.

### **Student Attendance**

Faculty are required to maintain accurate attendance records as they must be able to verify last date of attendance for students [see [EGA\(REGULATION\) - ACADEMIC ACHIEVEMENT: GRADING AND CREDIT](#) for further regulations].

Faculty are expected to promote regular attendance and maintain open communication if absences occur. Excessive absences can cause failure in the class and may affect student financial aid and/or benefits.

Faculty should ask students at the beginning of the semester to notify them in writing at least 10 business days prior to the intended absence due to religious holy days. According to [Texas Education Code 51.911](#), a student who is absent from classes for travel to and observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time as established by the faculty member, regardless of prior notification (refer to [Texas Education Code 51.911](#) for the definition of a religious holy day).

Students who are absent due to participation in a College District sponsored/approved event shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time as

established by the faculty member. A College District sponsored/approved event is an activity where:

- the student is an official representative of the College District;
- the College District financially supports the activity and/or travel for the event; or
- the student is required to attend to maintain a scholarship.

Participants must be engaged in conducting the event or serving as a leader of the organization involved. Voluntary attendance at an event without event responsibilities does not qualify as an excused absence.

Athletics, Fine Arts, and Belles events are considered College District-sponsored/approved events for participating students. Leadership for these groups will notify faculty of events directly. For all other events, to obtain status as a College District-sponsored/approved event, the sponsor should submit the appropriate documentation to the Dean of Students three weeks prior to the activity. The Dean of Students will review documentation and approve or deny status. Exceptions to this timeline are at the discretion of the Dean of Students. Note that faculty sponsors are required to accompany student groups on trips and during events. Students not included on official approved event rosters will not be excused.

Students who will be absent from class due to their participation in a College District sponsored or approved activity are responsible for notifying the faculty member in writing at least one week prior to the intended absence (or as soon as notified by the coach or sponsor). Official written notification will be provided in advance of the absence by the leader, coach, or advisor of that authorized College District sponsored/approved activity. Students are responsible for arranging to make up any coursework missed due to absences for any reason.

#### **Roster Verification, Reporting Non-Attendance, and Census Date Enrollment**

At the beginning of the semester, the Registrar's Office recommends all professors review their Apache Access roster during each class period for the first week of the semester. Professors are expected to monitor changes in these rosters through the official reporting date.

If a student is attending class but is not on the official class roster, send the student to the Registrar's Office immediately. Do not allow a student to continue attending class if the student is not on the official class roster.

Professors are expected to comply with the deadlines for reporting non-attending students. To collect official census date enrollment numbers, the Registrar will require professors to input the semester credit hours of the course in the "attended hours" field on the Apache Access Final Grades roster for any student who has met the attendance guidelines listed below prior to the census date. All professors will receive an email notice of the deadline for the submission of the required information. Students will not be added to any course after the census date. It is imperative that all professors comply with the roster verification deadline. Fines are imposed on the College if information is not accurate.

#### ***Professor's Role for Financial Aid Students***

Attendance reporting is required by Federal regulations that prohibit a student from being funded with federal aid for any class in which he/she does not "begin attendance."

Professors should continue to monitor student activity up through the ORD. Any student that completes an academic activity that was reported as a no show can be reinstated if the professors believes the reinstatement is in the best academic interest of the student.

If a student attends class after being reported as a "no show," a faculty member's action depends upon the date that the student attends:

- If the student attends before deadline but after you entered a “0” during the roster verification process, then go into Apache Access, remove the “0,” and replace with the number of semester credit hours for the course.
- If the student has been dropped from the roster and attends after the roster verification deadline, send the Director of Financial Aid and the Registrar an email immediately with the student’s A#, name, and date attended. The student should not attend class until a response has been received from the pertinent office.

#### *Instructions for Reporting Enrollment:*

- Login to Apache Access.
- Go to Faculty Grade Assignment section.
- Click on the notebook icon at the left of the course name.
- Be sure to report on the Final Grades roster. If you mistakenly report on the Mid-term Grades roster, your enrollment will not be reported.
- Locate the Hours Attended column.
- Report a zero (0) for any students who have not attended class. If the class is Online, students must have submitted at least one assignment to be considered as having attended. See Date of Last Attendance Determination for Final Grades for more information.
- Report the numerical value of your course’s credit hours if the student has attended (e.g., PHIL 1301 will report a 3 for attended students; SPAN 1411 would put a 4).
- Click “Submit.”

#### *Enrollment Reporting Tips:*

- Every student in every section needs reporting.
- Check the second pages of all rosters for completion where applicable.
- It never hurts to double check--after you report, log out of Apache Access, log back in, and return to the Final Grades roster to make sure your submission was successful.

#### **Date of Last Attendance Determination for Final Grades**

The date of last attendance is used to calculate whether or not a financial aid student must repay a portion of the financial aid they received. As a result, it is critical that this date be reported and that it’s accurate. Date of last attendance, as defined by TJC according to the Code of Federal Regulations, Title 34, Part 668.22, includes but is not limited to the following:

- Physically attending a class where there is an opportunity for direct interaction between the professor and students
- Submitting an academic assignment
- Taking an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating (contributing to) an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

Attendance does not include activities where a student may be present, but not academically engaged, such as the following:

- Living in institutional housing
- Participating in the institution’s meal plan
- Logging into an online class without active participation
- Participating in academic counseling or advisement

#### **Classroom Management**



### **Creating an Effective Classroom Environment**

Good classroom management is much more than just administering corrective measures when a student misbehaves. Equally important, it's about developing proactive ways to prevent problems from occurring in the first place while creating a positive learning environment. Establishing that climate for learning is one of the most challenging aspects of teaching. Experienced instructors know that failure to set the right tone will greatly hinder their effectiveness as a teacher.

Here are a few things for an instructor to consider when designing their course

- How will you organize the class material (e.g., assignments, website, use of class time) to promote learning? Students want to be clear on the expectations for your course and how to “navigate” through it. Lots of potential misunderstandings can be eliminated by giving students that organized structure.
- How will you motivate students in your course? How will you convey enthusiasm for the subject matter? Some minor misbehaviors (talking, staring at the cell phone) can be avoided just by engaging students.
- How will you create a connection to each student? How will you create community, a sense of belonging, among your students? Hostile behavior toward an instructor is often related to whether a student feels that the instructor cares about them, shows warmth, and behaves respectfully toward the class.
- How will you make your expectations known regarding student behavior and adherence to course policies? And how will you handle violations? Besides explicitly communicating this to students, don't forget that actions speak louder than words. How you conduct yourself provides students with a model for professional behavior and academic values.

There are many sources for additional information on classroom management, including this one from the [University of Connecticut](#).

### **Professionalism in the Classroom**

#### *Attire*

Faculty should exhibit professional dress and behavior in class. Professional dress should be appropriate to the profession. For example, nurses may wear scrubs, fitness teachers may wear athletic clothing, etc. Questions concerning individual department attire should be directed to the immediate supervisor.

#### *Behavior*

Behavior of faculty members should reflect the core values of the College. Faculty members should provide students the opportunity to engage in critical and creative thinking and learn standard marketable skills for the course or program. For further information, see the Faculty Evaluation Plan.

### **Curriculum Revisions**

Any curriculum revisions proposed by faculty must first be presented to the Coordinator or Department Chair, who will initiate the process in coordination with the appropriate Dean or Deans. Revisions (catalog and curriculum) must be made through the office of the Director, Curriculum Development. The Director will present all revisions that impact program content, sequence and/or credit/contact hours to the Curriculum and Instruction (C&I) Committee for review. Notification items (ACGM/WECEM changes) will be routed by the Director to the respective parties. Syllabi (online and master) updates must also be routed through the Director. Curriculum revision forms may be found on the C&I channel located in Apache Access on the Faculty tab.

## **Distance Education Policies and Procedures**

The mission of the Distance Education Department is to continually enhance access to and advance the quality of education provided at TJC by providing direction, supervision, assessment, and support for all types of distance learning. Distance Education encompasses Canvas training for multiple modalities, as well as online teaching certification, online course certification, and remote online proctoring. For further information about Distance Education, please refer to the [Distance Education Faculty Handbook](#) or [Online Faculty Resources](#) webpage.

## **Dual Enrollment**

For SACSCOC purposes, *dual enrollment* refers to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. This would include such coursework offered at the high school, on the institution's campus, or via distance education. This also includes programs and courses that may be offered under different names such as Early College, dual credit, or concurrent enrollment. The academic rigor of such coursework matches the quality of other institutional coursework, regardless of location or mode of delivery.

Many participating area high schools offer dual credit and early admissions courses through distance education. Distance education courses may be scheduled at any TJC service area high school.

Orientation may be held at the attendance sites during the first scheduled class. Where equipment is available, TJC offers courses by two-way interactive video. High school students qualifying for College admission (see Special Admissions in the TJC Catalog) may also be able to enroll directly at TJC. More information about distance course formats can be found on the [Online Degrees](#) webpage.

## **Final Exams**

- Final examination schedules will be constructed by the Academic Scheduling Committee and announced by the registrar's office.
- Final examination schedules must be strictly followed in order to avoid conflicts.
- Faculty must meet their classes during the scheduled final exam time to conform to state stipulations (which may be found in the Academic Course Guide Manual and/or the Workforce Education Course Manual) on number of mandated class hours per course.
- Use the times in the final exam that most closely fit the time your class starts.
- Faculty should check with students in their classes for conflicts. Faculty have the latitude to make other arrangements for an individual student as long as the final exam is administered during finals week. See [Incomplete Grades](#) for situations in which the final exam cannot be administered during this time.
- Faculty should check with the department chair for more specific guidelines for the final exam.
- If a faculty member has a conflict administering any final exam, the faculty member should report this to the respective department chair.

## **Online Gradebook**

In an effort to increase the success of TJC students in their coursework, the Council for Academic and Student Affairs (formerly known as the Academic and Student Affairs Council) in collaboration with Faculty Senate adopted the Canvas gradebook as TJC's gradebook of record. This tool is currently available as part of Canvas, the College's Learning Management System (LMS), and all faculty are required to complete training that includes instruction regarding the set-up and use of the gradebook.

## **Usage Requirements**

In order to maintain the accuracy of your Canvas gradebook, follow these guidelines:

- Record grades in Canvas gradebook in a timely manner. It is expected that grades will be recorded within **one** week of the due date of the assignment; however, extensive assignments such as research papers may require additional time to grade.
- Manually record zeroes immediately for assignments not turned in by the due date. Canvas will not calculate an empty cell into the student's grade; thus, missing assignments may cause the gradebook to reflect a grade that is artificially higher than it should be. In the same way, a zero entered for an assignment that is still eligible for submission will cause the student's grade to appear lower. Each circumstance may be detrimental to student success.
- If help is needed to configure a process to drop lowest scores, offer bonus points, or answer any other questions about the LMS gradebook, please contact the Distance Education Department.

### **Consistency with Syllabus**

The percentage and grading practices reflected in the online gradebook must match the course syllabus and department standards.

### **Limitations of LMS Use in Face-to-Face Courses**

As a result of Canvas Training, faculty teaching face-to-face courses will have full teacher access to their courses in the LMS. However, all instruction should be delivered face-to-face. The use of the LMS for these courses should not extend beyond the material taught in the Canvas Training for Face-to-Face Classes as shown below:

- Gradebook
- Attendance tracking
- Announcements
- Inbox use
- Addition of modules, content pages,

A decision to require online submission of assignments and completion of assessments must be made in conjunction with the department chair.

### **Reporting Final Grades**

The grading system is as follows:

<b>Letter Grade</b>	<b>Description</b>
A	4 grade points per semester hour, an EXCELLENT performance
B	3 grade points per semester hour, a GOOD performance
C	2 grade points per semester hour, a FAIR performance
D	1 grade point per semester hour, a POOR performance, but a passing grade
F	0 grade points per semester hour, a FAILING grade
I	0 grade points per semester hour, INCOMPLETE due to illness, unavoidable circumstances, or medical necessity; must be completed within 30 days after the beginning of the following fall or spring semester or grade will be F
W	0 grade points per semester hour, WITHDRAWN from course without failing prior to the drop deadline; drop deadlines are posted in the academic calendar for all terms
CR	Credit by examination or advanced placement; credit by articulation agreement
WL	Means a "good cause drop" (for more information, see page 38)

The developmental education grading scale is as follows:

<b>Letter Grade</b>	<b>Description</b>
AD	Satisfied course requirements at the "A" level
BD	Satisfied course requirements at the "B" level
CD	Satisfied course requirements at the "C" level

DD	Satisfied course requirements at the “D” level
FD	Failed course and repeat at the same level

Final grades are reported in Apache Access. The Office of Technology Services provides a training document that can be accessed by clicking the Forms and Procedures button in Apache Access. Select the IT folder to find the [Final Grades](#) training form.

**Note:** When reporting a grade of “F” or “I” for any student, you must enter the last date of attendance as required for the Return to Title IV reporting by the Financial Aid Office. If the student never attended class but was not dropped from the roll and you are now entering a grade of “F” or “I,” input the date of last attendance as the first day of the semester and make sure the “Hours Attended” field has the “0” that should have been entered at the beginning of the semester during roster verification. If there is no “0” in the “Hours Attended” field and the student never attended class, contact the Registrar’s Office.

**Note:** These policies are currently under review. See [EGA\(REGULATION\) - ACADEMIC ACHIEVEMENT: GRADING AND CREDIT](#) for the most current information.

#### *Instructions for Reporting Grades:*

- Login to Apache Access.
- Go to Faculty Grade Assignment section.
- Click on the notebook icon at the left of the course name.
- Be sure to report on the Final Grades roster. If you mistakenly report on the Mid-term Grades roster, your grades will not be reported.
- Locate the Grade column.
- Enter a grade for each student on your roster that does not already have a “W.” (Note: courses with more than 25 students may have more than one page to their grade worksheet)
- If the student has earned a grade of “A”, “B”, “C” or “D,” nothing else is required. (Enter nothing in “Last Attend Date.” Do not modify “Attend Hours”). Click “Submit.”
- If the student has earned a grade of “F” or “I,” also enter the last date of attendance. If the student never attended your class, enter the first day of class as “Last Attend Date.” (Do not modify “Attend Hours”)

#### *Grade Reporting Tips:*

- If your grade worksheet is more than one page, press the submit button for each page.
- If you are teaching cross listed courses (e.g. Early College sections paired with traditional sections), make sure you enter grades for each CRN. They will display as distinct rosters in your Faculty Dashboard in Apache Access.

#### **Reporting Grades for Dual Enrollment Students**

Apache Access class rosters will identify students in your class who are Dual Credit. To verify whether or not a student is enrolled in the course for dual credit:

- Login to Apache Access.
- Go to Faculty Grade Assignment section.
- Click on the notebook icon at the left of the course name.
- Locate the Registration Status column. Dual Credit students will be marked “Registered-Dual Credit.”

During the semester, you will receive emails from the Office of School Partnerships regarding grade posting during and at the end of the semester. Dual Credit students will need a numerical grade reported for their high school as well as the letter grade reported for the College.

Full-time and adjunct TJC faculty who are assigned dual credit sections will be responsible for submitting letter grades in Apache Access and numeric grades to the Office of School Partnerships by the published deadline for

submitting grades. Faculty who teach high school seniors may additionally be called upon to provide midterm numeric grades to the Office of School partnership to be shared with the high school in order for final class rank to be processed prior to graduation. Final grades will be posted on the high school transcript; however, the midterm grade in Spring will be utilized for class rank. Faculty of dual credit courses are expected to update grades in Canvas on a weekly basis.

### **Assessment Reporting**

Faculty who teach courses in the General Education Core Curriculum are required to submit data through Canvas. See your Department Chair for further information regarding the submission of assessment data for the General Education Core Curriculum.

Faculty, especially those teaching 2000 level courses, may be responsible for administering assessment tools, collecting data, and submitting data to the Department Chair for program-level assessment. This is a requirement to maintain SACSCOC accreditation. See your Department Chair for further information regarding the administration of assessment tools, collection of data, and submission requirements.

### **Syllabus**

According to House Bill 2504 (enacted by the 81<sup>st</sup> Legislature), Tyler Junior College is required to make available to the public on the College's website the following information for each undergraduate classroom course offered for credit by the institution:

- (1) A syllabus that:
  - a. Satisfies any standards adopted by the institution;
  - b. Provides a brief description of each major course requirement, including each major assignment and examination;
  - c. Lists any required or recommended reading; and
  - d. Provides a general description of the subject matter of each lecture or discussion;
- (2) A curriculum vitae of each regular professor that lists the professor's:
  - a. Postsecondary education;
  - b. Teaching experience; and
  - c. Significant professional publications;

**Note:** A curriculum vitae made available on the institution's Internet website may not include any personal information, including the professor's home address or home telephone number;

### ***Concourse—TJC's Online Syllabus and Vitae Software***

All syllabi should be entered into Concourse prior to the first day of class. Any editing should be completed by the seventh class day. Individual professors may determine policies and guidelines for their sections of a course as long as they adhere to THECB requirements, meet departmental guidelines, and comply with College policies. To submit your syllabi online:

1. Log into Apache Access.
2. Click on the Menu icon and choose Employee menu.
3. Select "Faculty Information" from the Employee menu.
4. Click the "Enter Course Syllabus Information-New Concourse System" link.
5. Look under "My Courses."
6. Click on the course name hyperlink.

Catalog level information for the syllabus cannot be edited by the professor. The Coordinator for Registrar Records and State Reports edits the course title, course rubric, course number, credit hours, contact hours,

prerequisites, and corequisites. If this information needs to be changed, please notify your Department Chair and/or Coordinator.

If the professor's directory information (such as office location and phone number) is incorrect in Concourse, the professor should notify the respective department chair and submit a [Contact Information Update](#) request to Human Resources so that updates may be made in Banner.

In special cases where changes need to be made after the syllabus has been "locked," the department chair should submit an IT Service Request for access.

To submit your vita online:

1. Log into Apache Access.
2. Click on the Menu icon and choose Employee menu.
3. Select "Faculty Information" from the Employee menu.
4. Click the "Enter Course Syllabus Information-New Concourse System" link.
5. On the landing page, click on the "Account" drop down menu, and choose "Profile."
6. On the right-hand side of the screen, there are three sections to enter vitae information:
  - a. Education.
    - i. List your degrees, relevant graduate credit hours, and certifications.
    - ii. Include the full institution name.
    - iii. List degrees earned from oldest to newest.
    - iv. All institutions where a degree was earned or relevant credit hours were earned should be listed to show instructional qualifications.
  - b. Experience.
    - i. List instructional experience (include name of institution, position, and beginning and end dates).
    - ii. List relevant professional/industry experience.
  - c. Publications.
    - i. List full citations of significant published works relevant to academic positions held.
    - ii. List full citations of significant presentations relevant to academic positions held.
7. After adding all information, click the "Save" button below the "Publications" box.

The deadline to enter/update faculty vitae is the 5<sup>th</sup> class day.

### **Testing Center**

The TJC Testing Services Department is a multifaceted department that provides an array of testing services to our students, as well as those in the local community, such as placement testing (TSI), admissions testing (TEAS, Bennet, HESI), and high school equivalency testing (GED). In addition, the TJC Testing Service Department offers pre-employment, certification, licensure and professional testing services at TJC West through third party partnerships (Pearson Vue). ADA accommodations are available for students. Students requiring accommodations must meet with the Disability Services Director prior to testing.

Exams are administered at either our TJC Main Campus location or our TJC West location. Most exams are via [appointment only](#). However, walk-ins are also welcome on a first come, first served basis where there are no appointments and exams can be completed during normal posted hours.

In the event that a TJC student cannot complete an assessment in a classroom due to technology challenges or reasons determined by faculty, TJC testing services is available to accommodate these students at either the TJC Main Campus or TJC West testing centers with professor approval and completion of the required notification process.

For additional information regarding the various testing services offered through the Testing Department, please visit the [Testing Services](#) webpage.

### **Responsibilities of Examinees**

Any examinees are required to schedule appointments, be prepared to provide a government or institutional ID, and pay any required fees as applicable.

### **Testing Services Procedures for Faculty**

If you have a student who does not have the necessary computer setup or Internet connection to take an online exam, you can request the student be allowed to use the TJC Testing Center to take their exam.

To schedule a student to take an exam at the Testing Center, please send an email to [testingservices@tjc.edu](mailto:testingservices@tjc.edu) containing the following information.

1. The student's name and A Number
2. The dates the exam will be active
3. The exam passcode, if there is one
4. Whether or not the exam is set up to be proctored by Honorlock

Your student can then come to the Testing Center at any allowable time prior to the test deadline.

Please remember that due to limited space, this option is only available to students who do not have the ability to take an online exam from their home or another suitable location. A student's preference for taking an exam at the Testing Center is not a valid request.

### **Proper Student Conduct for Testing Center:**

- No electronic devices are allowed in the Testing Center. These include cell phones, iPod, computer pens, cameras, etc. The Testing Center provides calculators to students if requested by faculty.
- No crib notes or cheat notes of any form are allowed. If the student is observed cheating, the student will be notified of the offense when they leave the Testing Center. The professor, department chair, dean, and other appropriate contacts will receive an incident report. The security recordings will be reviewed to ascertain whether the incident was caught on camera.
- Children should not be left unsupervised in the testing center lobby or anywhere on campus.
- No food or drinks are allowed in the Testing Center.

### **Texas Success Initiative Policy**

TJC is bound by the Texas Education Code (TEC), Sections 51.307, 51.3062, 51.403 (e), to implement the Texas Success Initiative (TSI) to ensure the success of higher education students. Following the rules set forth in Chapter 4, Subchapter C, of the Texas Higher Education Coordinating Board (THECB), TJC assesses the academic skills of each entering undergraduate student and uses the State's minimum passing scores for mathematics, reading, and writing to indicate student readiness for college-level coursework. For those students who are not deemed college-ready via assessment scores and whose degree plan requires them to be TSI complete, TJC offers co-requisite courses in the English Department and Mathematics Department. For more information about TSI, see the Testing/Assessment section of the [Catalog](#), or [TSI Assessment](#) webpage.

**Note:** In accordance with HB 122,4 TSI Placement scores are under review and subject to change.

### **Textbooks**

Information regarding Textbook policies may be found in [CFE\(REGULATION\) - PURCHASING AND ACQUISITION: VENDOR RELATIONS](#), CFE(REGULATION) includes the following statements about faculty responsibilities for textbook selection and use:

It is the responsibility of the faculty in a discipline to choose the textbook(s) for courses within a discipline through a departmental committee. Rules related to this include:

- a. The textbook and supplemental codes or books will be used by all instructors for all sections of a course.
- b. The College District, in support of providing students with affordable access to a postsecondary education, does not accept the use of customized packaged books. Exceptions require the approval of the executive committee and the College President.
- c. The College District also supports the use of digital resources to provide affordable alternatives to traditional textbooks. All digital resources should follow the same selection criteria as outlined in this policy for textbooks. Upon selection, the adoption process for all digital resources will follow the appropriate digital resources procedure.
- d. Textbooks should be used for a period of three academic years unless:
  1. The Academic Course Guide Manual (ACGM) or Workforce Education Course Manual (WECM) revisions change the course learning outcomes;
  2. There is a documented substantial change in a discipline's body of knowledge that requires the change to support instruction and learning outcomes (i.e., change in industry standards, update of historical events, and the like); or
  3. Textbooks purchased by a school district for dual credit college courses taught as part of the dual credit academic program are regulated per the [memorandum of understanding](#) (MOU) executed with the school district.

For students enrolled in classes who do not have access to textbooks funds may be available through the [Perkins Grant](#), [Textbook Vouchers](#) from Financial Aid.

While the library does not purchase the current textbooks, copies of textbooks or non-textbook materials may be placed on reserve for use and distribution. All materials must comply with copyright law. Textbooks on reserve at the library are only made available for in-library use. Faculty may verify what is on reserve for your class by searching the library's [online catalog](#) by course name (CHEM) or by course name and number (ENGL 2332).



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## **Academic Integrity**

See [Academic Integrity](#) in the section titled “Academic Life at TJC.”.

## **Admissions**

Students must submit an application as well as high school transcript or GED scores. The College has several methods for admitting students including admission of high school graduates, examination, transfer students, transient students, special admissions, international students (including F-1 Visa), immigrant and refugee students, veterans, and Hazelwood Act students. For further information on admission requirements for these students, see *Admissions* in the current [Catalog](#).

## **Americans with Disabilities Act**

TJC welcomes students with disabilities who have the potential for academic success in the postsecondary educational environment. TJC is committed to providing qualified students with disabilities equal access to its facilities, activities and programs.

## **Law**

Section 504 of the Federal Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA) require that public colleges and universities provide reasonable and appropriate accommodations for otherwise qualified students with disabilities. ADA Title II requires the provision of auxiliary aids and services (e.g., captioning, interpreters) to ensure equal **opportunity**, equal **access**, and effective **communication** for persons with disabilities. Resources for more information: [ada.gov](http://ada.gov), Office of Civil Rights (OCR), Department of Education (DOE).

## **Process for obtaining accommodations**

- Physical, psychiatric, learning differences – Student must meet with the director of Disability Services, located in Potter Hall, Room 105 (ADA office). Appointments are preferred to ensure appropriate time is available to review the case.
- Deaf or hard-of-hearing – Student must meet with Deaf Student/Interpreter Coordinator located in Potter Hall, Room 110 (DSSO office). Appointments are preferred to ensure appropriate time is available to review the case.
- Documentation should be presented to Disability Services to review and coordinate services.

Examples include: Diagnostic medical reports which include the original finding of the diagnosis, subsequent medical documentation of treatment and diagnosis, documentation from most recent testing administered at school (ARD notes are insufficient), documentation from psychiatrist or psychologist regarding psychiatric diagnosis, documentation from qualified diagnostician or mental health professional with qualifications to diagnose learning disability, etc. The documentation should present a current level of functioning, and preferably evaluated after the age of 13.

**Note:** A minimum of four weeks is required for provider-related services so that an interpreter/note taker can be scheduled for your classes.

Examples include: Certificate of Deafness, Audiology reports which specify the hearing range of the student is below that necessary to hear the human voice, proof of coverage by DARS (Department of Assistive and Rehabilitative Services) for the diagnosis, medical documentation of damage to the ear or the brain that results in hearing loss.

**Note:** Temporary accommodations may be given by either disability services representative based upon interview and information obtained at initial meeting. This is at the discretion of the

disability services professional with a basis of strong evidence of a diagnosis that requires the accommodation. However, accommodations are only given on an interim basis and the student is required to return with sufficient documentation to continue the accommodations.

### **Accommodating Pregnant Students**

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, a college or university "shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, and termination of pregnancy or recovery therefrom." This directive has been highlighted recently in a Dear Colleague Letter from the DOE's Office of Civil Rights (OCR), and a 30 page "pamphlet" from DOE entitled "Supporting the Academic Success of Pregnant and Parenting Students."

A college must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absence medically necessary. According to these materials, not discriminating against a pregnant student means granting her leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student "to the status which she held when the leave began." For instance, if a faculty member adjusts grades based on class attendance, the pregnant student cannot be penalized for her excused absences and must be given the opportunity to earn back the credit from classes missed due to pregnancy.

This generally means that pregnant students should be treated as if they had a temporary disability, given excused absences, and then given an opportunity to make up missed work wherever possible. Extended deadlines, makeup assignments, and incomplete grades that can be completed at a later date, should all be employed. To the extent possible, pregnant students should be placed in the same position of academic progress that they were in when they took leave.

The plausibility of doing so is not governed by an individual faculty member's class rules or policies, but by the nature of the work. Whenever the class work is of a type that it can be completed at a later date—such as papers, quizzes, tests, and even presentations—that option must be made available to the student.

In situations where the temporal particularities of the task do not allow for a "break," such as clinical rotations, large performances, and some lab or group work, the institution should work with the student to devise an alternative path to completion.

Faculty cannot have their own policies regarding attendance and make-up work as to pregnant students, as Title IX requires compliance institution-wide. A student has the following options in completing their coursework after returning from leave deemed necessary by her physician.

- Retake the class at the next available offering at the student's expense. (Students should be aware that class offerings vary by program and may not be available at regular intervals.)
- Take the course online.
- Receive an incomplete and extend the course until 30 days into the next long semester. The 30-day timeframe may need to be shortened or lengthened depending upon the length of the time missed due to medical necessity, and what is reasonable under the circumstances. (Professors should work with students to establish timelines, be available to meet and answer questions, and plan for any hands on or face to face course requirements.)

The Title IX Coordinator should be contacted and consulted when an accommodation request from a pregnant and/or parenting student is received. The Title IX Coordinator should oversee the process of receiving and reviewing necessary medical documentation and determining if and what accommodations are necessary.

**Can faculty deny an accommodation?**

In short, no. If an accommodation is listed on the form, it is required legally. Faculty MUST sign accommodation forms to acknowledge they have received a copy. The form signature should not be withheld based on disagreement about the accommodation. Any question about the validity of an accommodation should be directed to the coordinator who signed the form. Please note that FERPA restricts release of diagnosis or specifics unless the student signs a release form. Most accommodations are considered typical and reasonable and necessary for the disabilities presented. If there is concern that the accommodation interferes with the intent, objectives or learning outcomes for the course, please discuss this with the coordinator. Accommodations are about equal ACCESS to education, not exceptions that compromise the intent of the course.

Denial of written accommodations provided by either ADA coordinator on TJC campus can result in personal liability of the professor and liability of the college.

**Do accommodations ever change?**

Yes. A student may present additional documentation which calls for further accommodations or changes in accommodations. They may also present back to the coordinator regarding difficulties experienced within the classroom. At times, a coordinator may contact you via e-mail or phone call to ask about an accommodation. When that happens, it is something that would benefit the student but may not be a “required” accommodation. However, if you receive an additional accommodation form during the semester, you must sign it and allow the accommodation. Again, questions to either coordinator are welcome for clarification.

**Does the student have to meet with the faculty regarding the accommodation(s)?**

No. Many students opt to do this and are often encouraged to do so by our offices. However, it is not required. The accommodation form is all that is required. Professor knowledge of the diagnosis or meeting with the student cannot be required in order to provide the accommodation.

**The student is failing my class. What do I do?**

Disabled students have the same rights as any other student as it pertains to attendance and failure. If the accommodation is not being provided, i.e. the note-taker or interpreter is not showing up, it is the responsibility of the student to contact the appropriate coordinator. However, we appreciate knowing this information from faculty as the student may not always report. If the student is not attending or failing, your intervention must be the same as it would be for any other student in your class who is engaging in the same behavior. Please note that if you ask to speak to a student with hearing loss before or after class, this may only be possible if the interpreter is available. Many interpreters have classes one after the other so may not be able to stay. It is the right of any student with a hearing loss who uses an interpreter to have that interpreter present for communication. The student may agree to written notes back and forth but if they request an interpreter, an appointment will need to be set up to allow the student sufficient opportunity to request interpreting services.

**What is the responsibility of the student?**

Students are required to meet with the appropriate coordinator within the specified timeframes to initiate services (these timeframes are published within the catalog and on the public website). Every attempt is made to accommodate students with late requests, but resources may be limited once deadlines have passed. When students meet with a coordinator, they sign an acknowledgement of their rights, responsibilities and ADA policies. These may include but are not limited to: requesting an interpreter for an on campus appointment with 48 hours' notice, notifying coordinators if an accommodation is not offered that was on the ADA form, notifying the coordinator of equipment failure or non-attendance of a notetaker or interpreter, notifying the coordinator of any requested change in schedule and determining whether accommodations will be available with the change, regular attendance to class and scheduled appointments which utilize interpreters and/or note-takers and notification if other accommodations are needed. Note that both coordinators have the right to “pull services” (particularly human resource-based services) based on non-attendance or compliance with other

policies. The student must then initiate a meeting with the coordinator to have services reinstated. You may not be aware that services have been pulled if the student has been regularly attending your class; however, students have many classes and appointments for which regular no-showing is an extraordinary expense to the college and a violation of policies which they have agreed to adhere to. Revocation of services is the responsibility of the student to remedy – ADA offices are not required to contact professors to notify them of revocation. This notification could be construed as a violation of FERPA since disabled students have the same right as any other student when it pertains to their choices regarding attendance.

### **More Information**

See the [Disability Services](#) webpage for more information regarding Americans with Disabilities Act of 2010 as amended, including the [Students with Disabilities Handbook](#).

### **Code of Conduct**

Definitions of terms used in this policy shall be as follows.

- **Student** - A "student" shall mean an individual who is currently enrolled in the College District and any prospective or former student who has been accepted for admission or readmission to any component institution while on the premises of any component institution.
- **Premises** - The "premises" of the College District is defined as all real property over which the College District has possession and control.
- **Academic Dishonesty** - "Scholastic dishonesty" shall include, but not be limited to, cheating, plagiarism, and collusion.
- **"Cheating"** shall include, but not be limited to:
  - Copying from another student's test or class work;
  - Using test materials not authorized by the person administering the test;
  - Collaborating with or seeking aid from another student during a test without permission from the test administrator;
  - Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, paper, or another assignment;
  - The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;
  - Substituting for another student, or permitting another student to substitute for one's self, to take a test;
  - Bribing another person to obtain an unadministered test or information about an unadministered test; or
  - Manipulating a test, assignment, or final course grades.
- **"Plagiarism"** shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- **"Collusion"** shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- **Disorderly Conduct** - "Disorderly conduct" shall include any of the following activities occurring on premises owned or controlled by the College District:
  - Behavior of a boisterous and tumultuous character such that there is a clear and present danger of alarming persons where no legitimate reason for alarm exists.
  - Interference with the peaceful and lawful conduct of persons under circumstances in which there is reason to believe that such conduct will cause or provoke a disturbance.
  - Violent and forceful behavior at any time such that there is a clear and present danger that free movement of other persons will be impaired.
  - Behavior involving personal abuse or assault when such behavior creates a clear and present danger of causing assault and/or battery.

- Violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly conduct under circumstances in which there is reason to believe that such conduct will cause or provoke a disturbance.
- Willful and malicious behavior that interrupts the speaker of any lawful assembly or impairs the lawful right of others to participate effectively in such assembly or meeting when there is reason to believe that such conduct will cause or provoke a disturbance.
- Willful and malicious behavior that causes the obstruction of any doorway, hall, or any other passageway in a College District building to such an extent that the employees, officers, and other persons, including visitors, having business with the College District are denied entrance into, exit from, or free passage in such building or passageway.
- Other activity as defined by Texas Penal Code as disorderly conduct.

### **Responsibility**

Each student shall be charged with notice and knowledge of, and shall be required to comply with, the contents and provisions of the College District's rules and regulations concerning student conduct.

All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Each student shall be expected to:

1. Demonstrate courtesy, even when others do not;
2. Behave in a responsible manner, always exercising self-discipline;
3. Attend all classes, regularly and on time;
4. Prepare for each class and take appropriate materials and assignments to class;
5. Obey all classroom rules;
6. Respect the rights and privileges of students, faculty, and other College District staff and volunteers;
7. Respect the property of others, including College District property and facilities; and
8. Cooperate with and assist the College District staff in maintaining safety, order, and discipline.

### **Prohibited Conduct**

- Federal, State, and Local Law - Violations of federal, state, or local law or College District policies, procedures, or rules, including the [Student Handbook](#) shall be prohibited.
- Prohibited Weapons - Possession, distribution, sale, or use of firearms, location-restricted knives, clubs, knuckles, or other prohibited weapons, as described in CHF, without prior approval shall be prohibited.
- Drugs and Alcohol - Behaviors regarding drugs and alcohol and associated paraphernalia shall be prohibited as described in policy FLBE.
- Debts - Owing a monetary debt to the College District that is considered delinquent or writing an "insufficient funds" check to the College District shall be prohibited.
- Disruptions - "Disorderly conduct," as defined above, or disruptive behavior shall be prohibited.
- Behavior Targeting Others - The following behavior targeting others shall be prohibited:
  - Threatening another person, including a student or employee;
  - Intentionally, knowingly, or negligently causing physical harm to any person;
  - Engaging in conduct that constitutes harassment, sexual assault, dating violence, stalking, or bullying directed toward another person, including a student or employee; [See DIA series, FFD series, and FFE as appropriate]
  - Hazing with or without the consent of a student; [See FLBC]
  - Initiations by organizations that include features that are dangerous, harmful, or degrading to the student, a violation of which also renders the organization subject to appropriate discipline; and
  - Endangering the health or safety of members of the College District community or visitors to the premises.
- Property - The following behavior regarding property shall be prohibited:

- Intentionally, knowingly, or negligently defacing, removing, damaging, misusing, or destroying College District property or property owned by others;
  - Stealing from the College District or others; and
  - Theft, sabotage, destruction, distribution, or other use of the intellectual property of the College District or third parties without permission.
- Directives - Failure to comply with directives given by College District personnel and failure to provide identification when requested to do so by College District personnel shall be prohibited.
- Tobacco and E-cigarettes - Possession or use of tobacco products or e-cigarettes on College District property without authorization shall be prohibited. [See FLBD]
- Misuse of Technology - The following behavior regarding misuse of technology shall be prohibited:
  - Violating policies, rules, or agreements signed by the student regarding the use of technology resources;
  - Attempting to access or circumvent passwords or other security-related information of the College District, students, or employees or uploading or creating computer viruses;
  - Attempting to alter, destroy, disable, or restrict access to College District technology resources including but not limited to computers and related equipment, College District data, the data of others, or other networks connected to the College District's system without permission;
  - Using the internet or other electronic communications to threaten College District students, employees, or volunteers;
  - Sending, posting, or possessing electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal;
  - Using email or websites to engage in or encourage illegal behavior or threaten the safety of the College District, students, employees, or visitors;
  - Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten the safety of the College District, students, employees, or visitors; and
  - Using a smart phone, watch, tablet, or computer for assignments/test answers.
- Dishonesty - The following behavior regarding dishonesty shall be prohibited:
  - Scholastic dishonesty, as defined above;
  - Making false accusations or perpetrating hoaxes regarding the safety of the College District, students, employees, or visitors;
  - Intentionally or knowingly providing false information to the College District; and
  - Intentionally or knowingly falsifying records, passes, or other College District-related documents.
- Gambling and Other Conduct - Gambling or engaging in any other conduct that College District officials might reasonably believe will substantially disrupt the College District program or incite violence shall be prohibited.

### **Discipline**

A student shall be subject to discipline, including suspension, in accordance with FM and FMA if the student violates this policy:

1. While on College District premises;
2. While attending a College District activity; or
3. While elsewhere if the behavior adversely impacts the educational environment or otherwise interferes with the College District's operations or objectives.

### **Publication**

The student conduct rules contained in this policy and any other conduct rules of the College District developed by the College President shall be published in the [Student Handbook](#).

### **Dual Credit**



Dual Credit is a system under which an eligible high school student enrolls in a college course(s) and receives credit for the course(s) from both the college and the high school. Dual Credit courses are often taught on the high school campus to high school students only, but may be offered on the college campus or online. Dual Credit is also referred to as Concurrent Course Credit. More detailed information may be found on the [Dual Credit/Early College](#) webpage.

#### **Family Educational Rights and Privacy Act (FERPA) and Dual Enrollment Students**

Dual credit students follow the same FERPA guidelines as all TJC students. Any questions regarding FERPA or disclosure to a dual credit student's parent or guardian should be directed to the Registrar's office.

#### **Early Admissions**

This program offers high school students the opportunity to take a TJC course on the TJC campus or a TJC distance education class. These courses are only for college credit. High school students are accepted upon recommendation of their high school counselor or principal and with the permission of their parents. Credit is applied when the student provides a high school transcript with the date of graduation. For more information, contact the Office of School Partnerships.

#### **Early College High School**

An Early College High School (ECHS) program represents a collaborative effort between a school district and a community college that must be designated and approved by the Texas Education Agency. The goal of an ECHS is to allow students who fit the required demographics (as established by the Texas Education Agency Early College High School Blueprint) the opportunity to enroll in a defined sequence of courses leading to a Board-approved certificate, AA, AS, or AAS, or to earn up to 60 hours of college credit toward a Bachelor's degree while completing a high school diploma, as early as the 9<sup>th</sup> grade year.

Priority in ECHS admissions is based on standards found in the [Early College High School Blueprint](#). TJC works with the partnering ECHS to ensure that all requirements and goals of the program are met in a timely and positive manner. Classes may be taught face-to-face at the high school site or TJC, or may be provided through distance education. Please refer to the [Dual Credit/Early College](#) webpage or contact the Office of School Partnerships for more information.

#### **Family Educational Rights and Privacy Act (FERPA)**

Information on FERPA can be found in multiple locations, including the College Catalog, Student Handbook, and Website.

#### **Common FERPA Questions**

***How do faculty confirm whether or not a student has a FERPA waiver? Contact the [Office of the Registrar](#).***

***If the student does not have a waiver, but the parent shows up alone or calls, how are faculty members to handle this situation? Refer them to the registrar's office.***

***If the student does not have a waiver, but the parent shows up WITH the student, how are faculty members to handle this situation? As a general rule, FERPA requires the prior written and dated permission of a student at a post-secondary institution in order for his/her education records to be discussed with the student's parents.***

In view of these FERPA constraints, if the parents of a student ask to meet with a TJC instructor to discuss the academic progress of their child, the instructor should inform them that it will be necessary to obtain the student's prior written permission for the discussion.



**Can students give permission on a one-time basis for parents to receive information?** Students can authorize and then revoke authorization

**Are Dual Credit students covered by FERPA?** Dual credit students follow the same FERPA guidelines as all TJC student. Any questions regarding disclosure to a dual credit student parent or guardian should be directed to the Registrar's office (903) 510-2405.

For more information, see the [FERPA](#) webpage.

### **Faculty Responsibilities**

Faculty responsibilities regarding compliance with FERPA are consistent for all TJC faculty and include but are not limited to the following:

- Shredding papers that contain information on students including grades, SSN, student identification number (A number), etc.
- Do not leave computers unattended or display student information in a way that could be seen by others.
- Do not discuss confidential student information near or with others who are not privy to know such information.
- If a student requests grades be e-mailed, the faculty will use the student's TJC issued e-mail address on file or Canvas inbox.
- Do not post grades using the student's SSN or A number or place them in a visible location for all students to review or pass them around in the classroom where others can see the grades.
- Do not allow students to sort through stacks of graded papers or exams.
- Do not circulate a printed class list with the student's name that includes personally identifying information, such as SSN/A number.
- Do not include confidential information that can identify the student such as grades, GPA or number of credits in a recommendation letter without the consent of the student with appropriate paperwork on file with the Registrar.

Faculty should refer to the Registrar's office with questions regarding FERPA at 903-510-2401.

### **Financial Aid and Students**

Students who need assistance with Financial Aid should call or visit the [Apache Enrollment Center](#). The staff are trained to assist students in dealing with Admissions, Business Services, Cashier, Financial Aid, and Registrar.

### **Applicants**

Financial aid applicants must submit their Free Application for Student Aid (FAFSA) by April 1 and complete their student requirements by June 1 in order to have financial aid to cover school costs, including books.

After the FAFSA and all documents are received and verification performed and, if necessary, online corrections sent, the student's aid is posted to Apache Access. The student should frequently check their information in Apache Access since it will show a yellow traffic light for anything that the student needs to do. Students will be sent a notice of award email which will refer them to Apache Access to review their financial aid.

### **Textbook Vouchers**

Students can charge textbooks to their financial aid when aid is posted on Apache Access (Award traffic light is green) during the date range set by the Financial Aid Office.

### **Policy for Non-Payment of Tuition and Fees**

TJC reserves the right to administratively drop a student for nonpayment of tuition and fees by any published due date. Non-payment includes but is not limited to insufficient fund checks as well as non-payment of Tuition Payment Agreements and installment plans.

For more information, see the [Financial Aid Handbook](#) or the [Financial Aid](#) webpage.

### **Grievances**

Student grievances are governed by TJC Board Policy, state legislation, and federal legislation. The following outlines the process for student grievances (complaints).

#### **State and Federal Student Complaint Procedures**

It is TJC's goal to resolve student complaints and concerns in a friendly, fair, and efficient manner. The first step for students who desire to resolve a complaint is to follow the College's internal student grievance procedures contained in the College's [Student Handbook](#).

If the grievance is not resolved satisfactorily internally, the student may file a complaint with the Texas Higher Education Coordinating Board. Student complaint forms are available on the [THECB website](#). Send forms electronically to [StudentComplaints@thecb.state.tx.us](mailto:StudentComplaints@thecb.state.tx.us) or by mail to the Texas Higher Education Coordinating Board, Office of General Counsel, PO Box 12788, Austin, Texas 78711-2788. All submitted complaints must include a student complaint form, a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form, and a THECB Consent and Agreement Form. Submitted complaints regarding students with disabilities should also include a signed Authorization to Disclose Medical Record Information form.

TJC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate and baccalaureate degrees, as well as certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of TJC. To file a grievance against the Commission or any of its accredited institutions follow the [Complaint Procedures Policy](#) found on the SACSCOC website.

TJC online students, residing outside of Texas, who desire to resolve a complaint should follow the College's internal student grievance procedures as explained above. However, if an issue cannot be resolved internally, the student may file a complaint with his or her home state. The [Student Grievance Contact Information](#) for Individual States provides phone numbers, e-mails and/or links to state education agencies.

#### **Student Grievance Procedures for Final Course Grade and Other Academic Complaints**

This regulation is applicable to a student who wishes to dispute a final course grade or dismissal from a program or to file a non-grade academic grievance related to the classroom. Grades for specific tests, reports, projects, or otherwise given during a semester shall be discussed at that time with the professor and are not subject to this procedure [[FLDB \(REGULATION\) - STUDENT COMPLAINTS: COURSE GRADE COMPLAINTS](#)]. Student complaints regarding disciplinary issues, including scholastic dishonesty, are covered by separate procedures [[FMA\(REGULATION\) - DISCIPLINE AND PENALTIES: DISCIPLINE PROCEDURE](#)].

A student is entitled to a review and explanation of the grading process and the grade received. A grade is the sole prerogative and responsibility of the faculty member, and any review as the result of a dispute is intended to ensure accuracy, fairness, and adherence to College District policy.

The steps below must be followed in an effort to reconcile the grade appeal:

1. The student will discuss the final grade with the faculty member within ten business days into the following long semester; e.g., summer school disputes may be challenged no later than ten business days into the following fall semester.

2. The decision of the faculty member in all grade appeals is presumed final since the grade is the sole prerogative and responsibility of the faculty member. However, if the student feels that a grade is incorrect, the student may present the dispute in writing to the appropriate program director/department chair for review. This step must be completed within five business days following the decision of the faculty member. If there is no program director/department chair, or in the event the program director/department chair is the professor named, the student will proceed to the appropriate instructional dean.
3. The program director/department chair will review the written student dispute and request a written faculty response to the dispute in question. Within five business days, the program director/department chair will make a written response to the student and faculty member regarding the dispute. Attached to this response will be appropriate documentation thus far accumulated.
4. If the student does not agree with the decision of the program director/department chair, the student may proceed to the dean of the appropriate instructional school. This step must be completed within five business days after the decision of the program director/department chair. Within five business days after receiving the dispute, the dean will review all documentation and respond in writing to the student, faculty member, and program director/department chair. Attached to this response will be all appropriate documentation.
5. If the student does not agree with the decision of the instructional dean, the student may proceed to the dean of students to file a grievance under [FLD\(REGULATION\) - STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT COMPLAINTS](#)—Formal Procedure.

**Note:** In the event the instructional dean is the professor of record, the dispute will proceed to the dean of students, following the procedures above and at [FLD\(REGULATION\) - STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT COMPLAINTS](#)—Formal Procedure.

The steps below must be followed in an effort to resolve academic grievances that are Non-Grade but Related to the Classroom, including dismissal from a program:

1. The student will discuss the matter with the faculty member within ten business days of the incident precipitating the grievance.
2. If the student feels that the decision of the faculty member is unsatisfactory, the student may present the dispute in writing to the appropriate program director/department chair for review. This step must be completed within five business days following the decision of the faculty member. If there is no program director/department chair, or in the event the program director/department chair is the professor named, the student will proceed to the appropriate instructional dean.
3. The program director/department chair will review the written student dispute and request a written faculty response to the dispute in question. Within five business days, the program director/department chair will make a written response to the student and faculty member regarding the grievance. Attached to this response will be appropriate documentation thus far accumulated.
4. If the student does not agree with the decision of the program director/department chair, the student may proceed to the dean of the appropriate instructional school. This step must be completed within five business days after the decision of the program director/department chair. Within five business days after receiving the grievance, the dean will review all documentation and respond in writing to the student, faculty member, and program director/department chair. Attached to this response will be all appropriate documentation.
5. If the student does not agree with the decision of the instructional dean, the student may proceed to the dean of students to file a grievance under [FLD\(REGULATION\) - STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT COMPLAINTS](#)—Formal Procedure.

**Note:** In the event the instructional dean is the professor of record, the dispute will proceed to the dean of students, following the procedures above and at [FLD\(REGULATION\) - STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT COMPLAINTS](#)—Formal Procedure.

### **Student Grievance Procedures for Other Complaints**

This procedure is designed to provide a student with an opportunity to file a complaint or grievance regarding problems or conditions he or she believes to be unfair or inequitable. All student complaints not addressed elsewhere in policy will be governed by [FLD\(REGULATION\) - STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT COMPLAINTS](#).

#### *Exceptions*

The student grievance procedure is not intended to supplant the Student Code of Conduct or complaints of sexual harassment. This procedure does not apply to the following:

- Complaints alleging discrimination, including harassment against students on the basis of race, color, national origin, religion, gender, gender identity, gender expression, sexual orientation, age, marital status, disability veteran status, or limited English proficiency. [See [FFDA \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE](#) and [FFDB \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: OTHER PROTECTED CHARACTERISTICS](#)]
- Initial complaints regarding academic grievances or final course grades, which should follow [FLDB \(REGULATION\) - STUDENT COMPLAINTS: COURSE GRADE COMPLAINTS](#).
- Appeals regarding disciplinary issues. [[FMA \(REGULATION\) - DISCIPLINE AND PENALTIES: DISCIPLINE PROCEDURE](#)]

#### *Informal Procedures*

A grievant is required to attempt to resolve the issue by discussing it with the individual contributing to or causing the issue or with his or her supervisor or the next level of authority. If the grievant is uncomfortable for any reason discussing the issue with the individual contributing to or causing the issue, he or she can go directly to the next level of authority. The student may check with the administration to determine the next level of authority. If this does not resolve the issue, the student may seek review under the formal procedures below.

#### *Formal Procedure*

Procedures for a formal appeal are as follows:

1. The grievant must file, no later than 20 business days after he or she knew or should have known of the alleged incident or event giving rise to the grievance, a written complaint with the office of the dean of students. The dean of students will route the grievance to the appropriate vice president, if necessary. The grievance must contain a statement of the actions being complained of, describe the remedy sought, and include any other relevant information. The grievance must also include the complainant's name and contact information. Failure to file within the timeline will waive the student's right to appeal.
2. The appropriate committee, depending on the allegations at issue, will convene, usually within 15 business days, unless extended by agreement of the student and College District. This committee will be the academic appeals committee in most academic issues. If the issue is not academic in nature, another appropriate committee will be convened.
3. The committee will make a written finding and send its decision to the provost or the appropriate vice president, depending on the subject matter at issue, within five business days of the hearing. The decision will also be communicated to the dean of students, who will notify the student.
4. A grievant may seek review of an adverse decision through the provost or vice president if requested in writing within five business days of the committee's findings. The provost or vice president will review the record, but no meeting or hearing will be held with the provost or vice president. The decision of the provost or vice president is final.

Committee procedures for appeals are listed below:

1. In conducting the appeal committee hearing, the committee chairperson is authorized to:
  - a. Request documentation or additional information from the student or any employee;

- b. Require any student or employee to appear and testify;
  - c. Ask questions of students and employees appearing at the hearing; and
  - d. Ensure that both the student and the employee are given equal opportunity to appear and testify.
- 2. The hearing is not adversarial and will be conducted in a courteous, professional manner.
- 3. The decision will be made by a majority of the committee members present at the hearing.
- 4. The committee's decision will be made based on the evidence presented at the hearing.
- 5. The hearing is not open to the public.
- 6. Reasonable time limits will be imposed by the committee

A prospective student denied admission to any special program or general admission to the College District may appeal to the admissions appeal committee, whose decision is final.

### **Honors Program**

The Honors Program (housed on the third floor of the Rogers Student Center) seeks to serve intellectually gifted, highly motivated, and exceptionally creative students by providing a rigorous, interdisciplinary two-year experience. The program offers courses in the major disciplines, such as Math, English, Sociology, Biology, and History, as well as its own colloquium and capstone courses. For more information, see the [Presidential Honors Program](#) webpage.

### **Registration**

Registration dates are posted on the [Academic Calendar](#) webpage. This web page contains not only the registration dates but also access to online class schedule, plus steps for new, returning, and transfer student registration. To register, all students must have applied to TJC. Students can locate information on applying for admission to TJC at the [Admissions](#) website.

### **Student Conduct/Behavior**

Maintaining a safe and effective learning environment in the classroom is an essential responsibility of every instructor. Conversely, students at TJC assume an obligation to conduct themselves in a manner compatible with an educational institution, as outlined in the Student Code of Conduct in the Student Handbook. When a student's behavior is disruptive, the instructor should verbally warn the student to stop the behavior. If the behavior recurs/escalates or if the student is openly disrespectful to the instructor or other class members, the instructor has every right to dismiss the student from class for that day.

**If a student refuses a reasonable request from an instructor, engages in serious misconduct, or makes the instructor feel threatened or unsafe, Campus Police should be called at 903-510-2800 or 903-510-2222 to come and remove the student immediately.** In these cases, the instructor should report the incident to the Student Conduct Coordinator at 903-533-5434 and then file an electronic [Incident Report](#) and call the relevant campus office about the report. In the most serious incidents, the instructor may request that the student be prevented from returning to class until they attend a meeting with the Dean of Students or designee. However, instructors may not withdraw a student from class for disciplinary action without the student receiving proper due process.

### **Responding to Suicidal Concerns**

When a student makes any reference to suicide, threat of suicide, or attempt at suicide, a judgment should be made by a mental health professional about the seriousness of a possible suicidal thought or behavior. Suicide attempts are first and foremost a medical emergency.

1. Stay calm
2. Call 911.
3. Call Campus police at 903-510-2800.

For more information and for non-urgent needs, including counseling services, please refer to the [For Faculty and Staff](#) webpage.

### **Students of Concern/Behavioral Intervention Team**

Even when a student is not disruptive, an instructor may have concerns for their welfare. The Behavioral Intervention Team (BIT) was created to accept referrals regarding individuals showing signs of distress, struggling with basic needs, experiencing unexpected crises or exhibiting behavior which raises concerns about their well-being or that of others. The Behavioral Intervention Team consists of representatives from various offices on campus that have a high level of contact with the student population. If an instructor has concerns that a student's mental state or behavior may be disruptive or harmful, or that it poses a direct threat to the health and safety of that individual or the TJC community, the BIT Team should be notified. For information about BIT, please contact Student Support Services in Potter Hall 206 at 903-510-2495.

### **Medical Accidents/Emergencies**

When a person suffers injury or becomes ill in the classroom, the instructor may need assistance to respond properly. Keep these things in mind:

- **Minor medical issues** can be handled by the Campus Clinic on the 2<sup>nd</sup> floor of the Rogers Nursing & Health Science Center (903-510-3862). The clinic is open weekdays 8am-5pm and services are FREE to students as part of their tuition and fee payment.
- **Major medical events** will require a call to Campus Safety at 903-510-2222 if the situation is not life-threatening. Officers responding to the scene will assess the situation, administer first aid if necessary, take a report, and decide the next course of action.
- **If the situation is life-threatening**, call 911 first and then contact Campus Safety. Officers will reach the scene before Emergency Medical Services arrive, and they can begin helping the student.
- If Campus Safety has been called, to maintain the medical privacy of a student, it is preferable to isolate them apart from the rest of the class if it is safe to do so. Otherwise, it may be necessary to dismiss the other students or find an alternative space where they can continue their classwork.
- The affected student may refuse any assistance or first aid. In this case, the instructor should make a record that includes the name of the individual, the date/time/location of the incident, and a description of what occurred. **However, if an instructor believes that Campus Safety should be involved, they can still contact that office and let the student register their refusal of assistance with Campus Safety officers.**

Certain instructors teach in subject areas where there is more risk of accidents, e.g., athletics, industrial trades, and lab science. Instructors are expected to familiarize themselves with the safety guidelines relevant to their fields so they can respond appropriately in emergencies. They should contact their program director or department chair with any questions about the safety protocols/equipment in the locations where they teach.

### **Student Support Services**

Tyler Junior College provides student support programs, services, and activities through a variety of venues that contribute to and are consistent with the mission of the College: The College champions student and community success by providing a caring, comprehensive experience through educational excellence, stellar



service, innovative programming, and authentic partnerships. These services are high-quality, easily accessible, and promote student learning in a safe and secure environment. This information is disseminated during orientations and advising sessions. Additionally, this information is available in the [Catalog](#), the [Student Handbook](#), and the [Student Support Services](#) webpage.

### **Academic Advising**

Students must meet with an Academic Advisor before attempting to register IF they: are new to TJC; have attended TJC less than one year or have less than 15 hours' credit; have placement test scores indicating a need for Developmental Education coursework and non-TSI complete status; are on academic probation or suspension; have less than a 2.0 GPA; need to change their major; need assistance with the registration of required courses; or are entering their final semester before graduation.

Students may also see their Academic Advisor prior to dropping a course; however, students are encouraged to speak with their professor before finalizing their decision to drop a course. Students receiving financial aid funds are encouraged to speak to someone in the Financial Aid office prior to dropping a class to determine how it may affect their aid. This would apply to students also receiving scholarships where full-time enrollment is required. In addition, if students live in dorms and/or are part of any affinity groups requiring full-time status for eligibility, housing and appropriate affinity group contacts should be consulted. Students should also be encouraged to contact the tutoring department or request a college success coach before dropping. They may then drop classes in the Registrar's office or online in Apache Access. Students are ultimately responsible for ramifications of dropping courses without contacting professors or student support areas. Students are also responsible for being aware of drop deadlines, since a "W" would reflect on their transcript instead of a final grade.

Students may meet with an Academic Advisor by phone, Zoom appointment, or walk-in visit on the second floor of the Rogers Student Center.

Academic advisors can help students with the following:

- Interpretation of test scores
- Discussion of suggested degree plans, course selection, and projected graduation timeline
- Clearance for initial registration and removal of academic advising holds (e.g. for prerequisites)
- Selected major program information, such as selective admission programs requirements and application deadlines
- Limited guidance relating to transferring from TJC to other institutions (e.g. timelines for applying).
- Referral to other student services such as testing, tutoring, career planning, counseling, disability services, college success coaching, and TRIO.

For further information on Academic Advising, see the [Academic Advising](#) webpage.

Transient students attending a university, but only taking a summer, Maymester or Winter term class at TJC and then returning to their university, should be directed to the [Transient/Visiting Student](#) webpage.

### **Perkins**

The Perkins Career and Technical Education (CTE) Success Center houses the Carl Perkins Grant and CTE Retention Services. Students majoring in an Associate of Applied Science Career Technology degree or certificate as listed in the TJC course catalog as well as students with unique or special circumstances may be eligible for limited financial support which are designed to prepare them for high-skill, high-wage, or high-demand occupations. Assistance may include help with childcare assistance, book loans, transportation reimbursement and/or tools for students enrolled in eligible programs. Students must meet all guidelines and submit necessary documentation with application by the appropriate deadline each semester. Financial assistance is based on the availability of Carl D. Perkins funding.

Along with services that are available directly to the student, the Perkins Grant also provides equipment for CTE programs in order to ensure the student receives training on industry standard equipment. Professional Development is funded for CTE faculty in order to stay current with industry trends and enable the ability to incorporate current information in delivery of classroom instruction. For more information about the Perkins Grant, call 903-510-2391 or visit the [Perkins CTE Success Center](#) webpage.

### **CTE Retention Services**

CTE Retention services are available to all CTE students who may be experiencing some difficulty in reaching goals and need extra help. With collaboration among students and their families, advisors, faculty members, counselors, and administrators, effective and appropriate action plans in supporting students and their personal and academic challenges can be developed. This office can share relevant campus and community resources through direct referrals and personal communication. Students will be treated with respect, provided with support, and most importantly, students will gain tools necessary to meet their TJC goals. For more information on CTE Retention services, call 903-510-2055 or visit the [CTE Student Success Center](#) webpage.

### **TRIO**

TJC TRIO-Student Support Services (SSS) is a program funded by the U.S. Department of Education that enables colleges to provide support services to assist students with reaching their potential and success. The main goals for each student are to:

- Stay in college
- Graduate from a 2-year institution
- Transfer to a 4-year institution
- Graduate from a 4-year institution
- Be in a campus climate supportive of underprepared and underrepresented students

Students should apply for TRIO if they:

- Have an academic/educational need AND
- Are a first-generation college student (neither of your parents have a four-year degree) AND/OR
- Are economically disadvantaged AND/OR
- Have a physical/learning disability

### **Tutoring**

The College supports Student Success through various tutoring services.

#### *Apache Tutoring*

The Apache Tutoring Center provides free tutorial services to all currently enrolled students. Tutoring works with faculty to serve all students regardless of location enrolled at TJC. Tutoring is offered face-to-face in the library on the main campus as well as through other modalities (such as online) to serve all students. The goals of Apache Tutoring are to:

- Promote critical thinking and independent learning using study skills
- Clarify course content
- Provide reading comprehension strategies
- Provide techniques for better writing

Individualized, scheduled appointments and limited walk-in tutoring are available. In addition, faculty are encouraged to partner with Apache Tutoring to improve student success. For more information and scheduling appointments, see the [Tutoring](#) webpage.

#### *Department-Specific Tutoring*

Professors are encouraged to refer students to their course faculty/department chairs for department-specific tutoring opportunities.



## **Title IX**

Title IX of the Educational Amendments of 1972 (Title IX), 20 U.S. C §§ 1681 et seq., and its implementing regulations, 34 C.F. R. Part 106 prohibit discrimination on the basis of sex in educational programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students [or employees], which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. By an amendment to the Civil Rights Act of November 1980 and subsequent state legislation, sexual harassment is expressly outlawed and is considered a violation of College policy.

## **Sexual Harassment**

The College District respects the legal rights of each person to work and learn in an environment that is free from unlawful sexual discrimination, including sexual harassment and sexual violence, or harassment based on any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy. [[DIAA\(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE](#), [DIAB \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: OTHER PROTECTED CHARACTERISTICS](#)].

Conduct involving unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature shall be considered to constitute sexual harassment when:

4. A school employee conditioning an aid, benefit, or service of the institution upon a person's participation in unwelcome sexual conduct (often called quid pro quo harassment); or
5. Unwelcome conduct that a reasonable person would find to be so severe, pervasive **and** objectively offensive that it denies a person equal access to the school's education program or activity, or
6. Any instance of sexual assault, dating violence, domestic violence and stalking.

As of September 1, 2021, the definitions regarding Sexual Harassment changed to the following:

4. "Employer" means a person who
  - a. Employs one or more employees; or
  - b. Acts directly in the interests of an employer in relation to the employee.
5. "Sexual harassment" means an unwelcome sexual advance, a request for a sexual favor, or any other verbal or physical conduct of a sexual nature if:
  - a. Submission to the advance, request, or conduct is made a term or condition of an individual's employment, either explicitly or implicitly;
  - b. Submission to or rejection of the advance, request, or conduct by an individual is used as the basis for a decision affecting the individual's employment;
  - c. The advance, request, or conduct has the purpose or effect of unreasonably interfering with an individual's work performance; or
  - d. The advance, request, or conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
6. An employer commits an unlawful employment practice if sexual harassment of an employee occurs and the employer or the employer's agents or supervisors:
  - a. Know or should have known that the conduct constituting sexual harassment was occurring; and
  - b. Fail to take immediate and appropriate corrective action.

## **Protected Expression on Campus**

Tyler Junior College ensures that the common outdoor areas of the institution's campus are deemed traditional public forum and permits any person to engage in expressive activities in those areas. For specific information regarding the usage of traditional public forums, see Board Policy [[GD\(LOCAL\) - COMMUNITY EXPRESSION AND USE OF COLLEGE FACILITIES](#)].

### **Grievance Procedure**

The College District prohibits discrimination, including harassment, against any student on the basis of sex, gender, gender identity, or gender expression. Retaliation against anyone involved in the complaint process is a violation of College District policy and is prohibited. To view the most current policy in its entirety, see Board Policy[[FFDA \(LOCAL\) - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION: SEX AND SEXUAL VIOLENCE](#)].

Discrimination against a student is defined as conduct directed at a student on the basis of sex/gender that adversely affects the student. Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a responsible employee. The College District designates the following persons as responsible employees: any professor, any administrator, or any College District official defined below.

For the purposes of this policy, College District officials are the Title IX Coordinator and the College President. Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the Title IX Coordinator. The College District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Andrew Cantey  
Director for Employee Relations, Governance, and Compliance, Human Resources  
Title IX Coordinator  
1327 South Baxter Ave  
Tyler, TX 75701  
(903) 510-2186

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## **Frequently Used Links**

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[Academic Calendar](#)

[Academic Calendar for Faculty](#)

[Academic Freedom](#)

[ADA - DIAA\(LOCAL\)](#)

[ADA - DIAB \(LOCAL\)](#)

[Admissions](#)

[Apache Access](#)

[Apache Alert Notifications](#)

[Apache Enrollment Center](#)

[Assessment \(Apache Access\)](#)

[Behavioral Intervention](#)

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[Course Grade Complaints - FLDB \(REGULATION\)](#)

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[CTE Student Success Center](#)

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[Distance Education Faculty Handbook](#)

[DJ\(REGULATION\) - ASSIGNMENT, WORK LOAD,  
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[DNB\(REGULATION\) - PERSONNEL POSITIONS:  
SUBSTITUTE, TEMPORARY, AND PART-TIME  
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[Dual Credit/Early College](#)

[Dual Credit Memorandum of Understanding  
Early College High School Blueprint](#)

[Employee Conduct - DH\(REGULATION\)](#)

[Employee Family Scholarship](#)

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[Growing Our Own Tuition Scholarship Prior  
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[Reimbursement Form](#)

[Guidelines for Instructional Programs in Workforce  
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[Harassment: Grievance Procedure - FFDA\(LOCAL\)](#)

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## Library

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[Substantive Change \(Apache Access\)](#)

[Termination Mid-Contract - DMAA\(LEGAL\)](#)

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[Testing Center - Appointment Request](#)

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[Title IX - DIAA\(LOCAL\)](#)

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[Transient/Visiting Students](#)


[TSI Assessment](#)

[Tutoring](#)

## Grade Reporting

- Log into [Apache Access](#).
- In your faculty dashboard area:
  1. Ensure your drop down is set to "Final Grades" in the Faculty Grade Assignment (it should be there by default).
  2. Once you've confirmed it is on Final Grades, click the edit button (notepad and pencil icon).
- Enter a grade for each student on your roster that does not already have a "W." (Note: courses with more than 25 students may have more than one page to their grade worksheet)
- If the student has earned a grade of "A", "B", "C" or "D," nothing else is required. (Enter nothing in "Last Attend Date." Do not modify "Attend Hours")

### Final Grades

 Enter final grades and last attendance date and hours. If Confidential appears next to a student's name, the personal information is to be kept confidential.

#### Course Information

Comp I - TEST - ENGL 1301 999

CRN: 30574

Students Registered: 1

 Please submit the grades often. There is a 25 minute time limit starting at 09:29 am on Jun 14, 2019 for this page.

#### Final Grades

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1	Einstein, Al T.	A00115229	3.000	Registered Jun 13, 2019	A ▼	N		3.00	1

Submit

Reset

 Please submit the grades often. There is a 25 minute time limit starting at 09:29 am on Jun 14, 2019 for this page.

- If the student has earned a grade of “F,” also enter the last date of attendance. If the student never attended your class, please enter the first day of class as “Last Attend Date.” (Do not modify “Attend Hours”)

**Final Grades**

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1	Einstein, Al T.	A00115229	3.000	Registered Jun 13, 2019	F ▼	N	06/28/2019	3.00	1

Submit Reset

- If you are entering an incomplete for the student, assign the “I” and also enter the last date of attendance. (Do not modify “Attend Hours”)
- For incompletes, please also fill out an Incomplete Grade Request Form and return the signed copy to the Registrar’s Office.

**Final Grades**

Record Number	Student Name	ID	Credits	Registration Status	Grade	Rolled	Last Attend Date MM/DD/YYYY	Attend Hours 0-999.99	Registration Number
1	Einstein, Al T.	A00115229	3.000	Registered Jun 13, 2019	I ▼	N	06/28/2019	3.00	1

Submit Reset

- When you have entered all your grades, double check your entries and click the “Submit” button at the bottom of the worksheet page.

Record Number	Student Name	ID	Credits	Reg
1	Einstein, Al T.	A00115229	3.000	Reg Jun

Submit Reset

- **IMPORTANT NOTE #1:** If your grade worksheet is more than one page, press the submit button for each page.
- **IMPORTANT NOTE #2:** If you are teaching cross listed courses (e.g. Early College sections paired with traditional sections), make sure you enter grades for each CRN. They will display as distinct rosters in your Faculty Dashboard in Apache Access.

# Syllabus Entry with Concourse

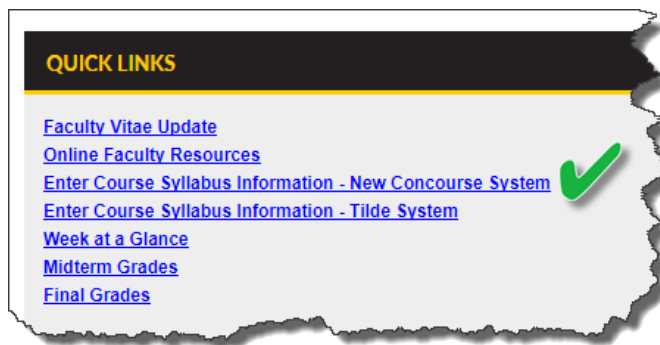


**Login** to Apache Access.

**Click** on the **Menu** icon.

**Select** **Faculty Information** from the **Employee** menu.

**Click** on the **Enter Course Syllabus Information – New Concourse System** link.

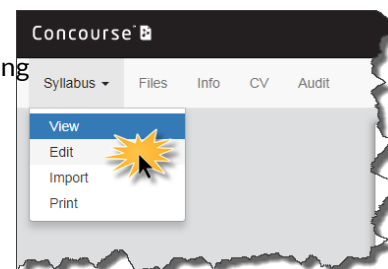


In **My Courses**, **click** the **Course Name hyperlink** to open the course syllabus.

**Click** on **Concourse** at any time to return to your course menu.

**Click** on **Edit** in the **Syllabus** drop-down menu in the upper left of the screen to begin editing your syllabus. **Click** on the **view** option here will allow you to see the student view.

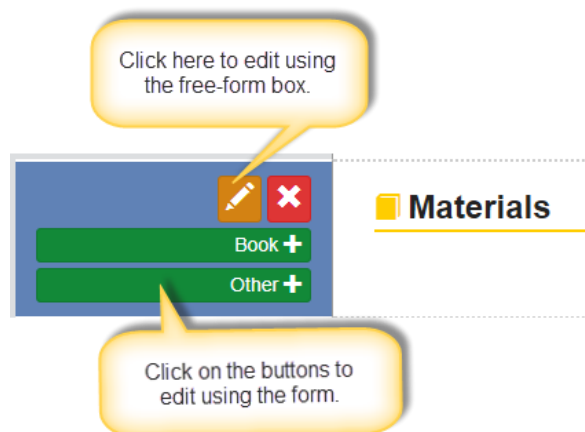
You will know you are in editing mode because you will see blue blocks with editing pencils and/or links to the right side of the syllabus.



## Editable Regions

**You have 7 editing regions:**

1. Textbooks/Access Codes/Required Readings - may edit whole category via free-form box
  - a. Book – may edit via form or free-form box
  - b. Other – may edit via form or free-form box
2. Required/Recommended Materials
3. Schedule – may edit via form (Schedule Entry) or free-form box
4. Evaluation of Grades– may edit whole category via free-form box
  - a. Criteria – may edit via criteria free-form box
  - b. Breakdown – may edit via breakdown box
5. Course Policies
6. Department Policies
7. Additional Items





## Editing

The free-form box allows you to enter information any way you would like. It will not include a "Book" or "Other" header on the text. You can copy and paste from your existing syllabus (Word document or the webpage students see online) if you like.

### Free-Form Editing Box

Click on the **Orange** pencil icon.

Note: You cannot upload a file.

You must **Save** each portion of the syllabus every time you make a change.

Edit Item: Material ✕

 This notes field is for entering general information regarding course materials. To add specific information, press save and then add the item that best suits your needs. You can always return here to edit general information at any time.

**Notes**

**Type Text In OR Copy & Paste**  
**Format text with buttons above**  
**Use bullets, numbering, both, or neither**  
**Format text using tables**  
**You can even include hyperlinks**

**Files**

 - Select file -

Attach

**Comments**  
(only shown in editor)

**Anything typed here will show in your view but not the students' view.**

**"Save" or it didn't happen.**

Save

Save & Notify

Cancel

## Editing with a Form

You can type all the text in, copy and paste all the text into the appropriate boxes, or use a combination of both techniques.

Edit Item: Book ✕

Title

Author

Publisher

Edition

ISBN

Optional ☐

Availability

Price

Notes

**Make a new form for each Book (or other item) you want to include in the section.**

**Type Text In OR Copy & Paste**  
**Format text with buttons above**  
**Use bullets, numbering, both, or neither**  
**Format text using tables**  
**You can even include hyperlinks**

Files ✕ - Select file - Attach

Comments  
(only shown in editor)

**Anything typed here will show in your view but not the students' view.**

Save Save & Notify Cancel

**Click** on the **green button** next to the item (e.g., Book+). You can create a new form item (Book 2) by clicking on the green button again.

**Note:** You cannot upload a file.

You must **Save** each portion of the syllabus every time you make a change.

## Copy From One Course to Another

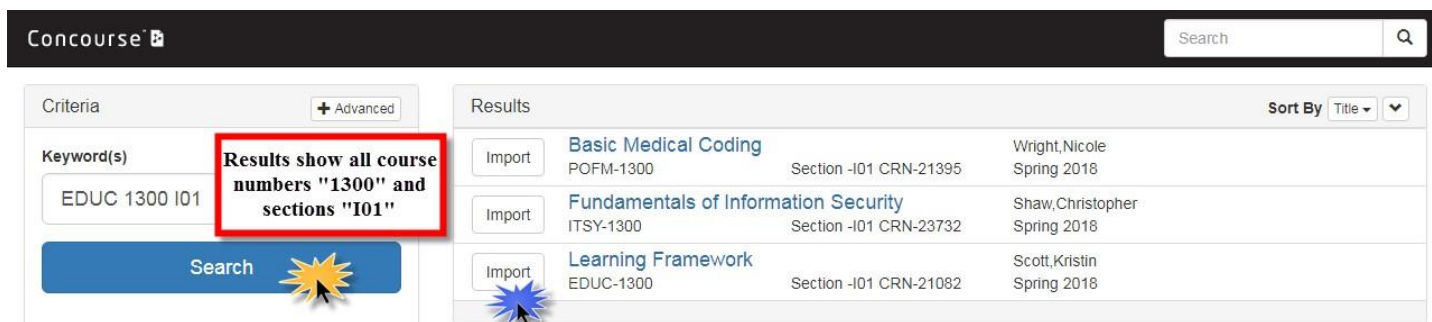
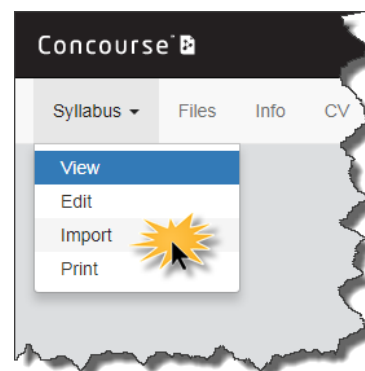
In **My Courses**, click the [Course Name hyperlink](#) to open the course syllabus **of the course you want to copy information into**

Click on **CONCOURSE** at any time to return to your course menu.

Click on **Edit** in the **Syllabus** drop-down menu in the upper left of the screen to begin editing your syllabus. Click on the **Import** option.

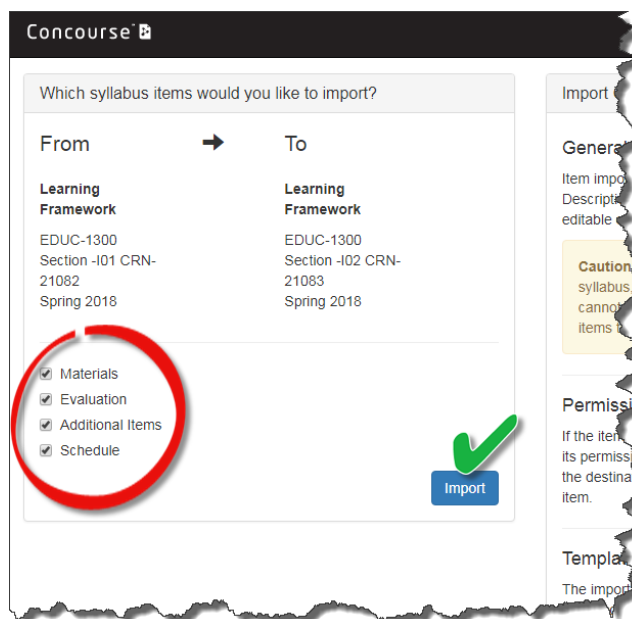
In the **Keyword(s)** search box, **type** in the **course number and section**, click **Search** button.

Click the **Import** button for the syllabus you want to copy.



Select **sections** you wish to copy:

Click **Import**



## Faculty Load and Compensation (FLAC) Acknowledgement

1. Log into Apache Access.
2. Click **Self Service** in center
3. Click **Employee** tab at the top
4. Click **Faculty Load Menu**
5. Click **Compensation and Acknowledgement**.
6. Select correct session from drop down menu and click **go**.
7. Check the box next to Faculty Acknowledgement.
8. Click **Acknowledge Selected Positions** at the bottom

**Note:** Be sure to complete the LAST step before exiting Apache Access. If you only check the box and exit, it will not save your acknowledgement.