Welcome!

The mission of Cedar Valley College is to provide exemplary teaching and learning experiences that prepare students for success in a dynamic world while strengthening communities. To achieve this mission, the Instruction Division is committed to providing a broad-based curriculum that provides students with up-to-date knowledge and skills; a learning environment that encourages students to be active participants in the learning process; and a team of faculty and staff dedicated to teaching and learning and to student success.

Thank you for choosing to be a member of the Cedar Valley College community. We recognize the pivotal role faculty members play in the success of our students. Please take a moment to review the information provided in this handbook and to familiarize yourself with the resources and support available to you (e.g. our Teaching and Learning Center and our Adjunct Office). Our goal is to provide you with the resources and tools you need to be successful in the classroom. If you should need additional information or resources, please contact your division office and the personnel will be very willing to assist you.

Have a great semester serving the students of Cedar Valley College -

Nancy Curé
Vice President, Instruction
Faculty Handbook Purpose Statement

As Faculty Handbook Committee members, we believe that faculty members should be able to access important information, including (but not limited to) the following:

- Key DCCCD information
- Key information about the college—offerings, programs, opportunities, departments
- Policies and procedures relevant to faculty—responsibilities, rights, expectations
- Forms needed to perform certain activities
- Information that will enable faculty members to assist students as they seek answers to questions and problems.

As such, our faculty handbook will serve a dual purpose:

- It will be a quality document that gives faculty members convenient access to all information needed to perform their duties effectively and to maximize their contributions to the fulfillment of the college’s mission.
- Its pages will be referenced in response to Comprehensive Standards and Federal Requirements in the Compliance Report requesting the publication location for certain information such as grading standards and academic freedom.

Fully understanding the differing needs of faculty members, we chose to anticipate and respond to as many questions as possible for both full-time and adjunct faculty members. We invite you to share your ideas and assist us in determining if the document includes information that you believe will help faculty members perform their jobs with as little stress as possible.

Cedar Valley Handbook Team

   Committee Leads: Dr. Suryakant Desai, Paula Dennis
   Members: Professor Shaunte Allen, Dr. Elsie Burnett, Professor Anaka Johnston
Introduction

This section provides the organizational layout for the CVC Faculty Handbook.

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- Counseling
- CVC at Cedar Hill Center
- Disability Services
- Distance Learning
- Dual Credit
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- Enrollment Management Services
- Evening Office
- Facilities
- Financial Aid
- Health Services
- Human Resources
- Information Technology
- Institutional Effectiveness and Research Office
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- Alumni Association Application
- Application for Leave Form
- Attendance Spreadsheet Example
- Authorization for Deposit
- Certify Classroom Attendance Guidelines
- Certify Classroom Attendance Quick Reference
- Certify 100 % Classroom Attendance Tutorial
- Certify Partial Classroom Attendance Tutorial
- Change of Grade Authorization
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- Credit by Exam Petition Guidelines and Classes
- Credit by Exam Petition Form
- Common Book Flyer
- Criminal Background Check Application
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Section A

Dallas County Community College District Information
ABOUT DCCCD

Dallas County Community College District (DCCCD) is the one of the largest undergraduate institution in the state of Texas. We have seven colleges — Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland — plus the R. Jan LeCroy Center for Educational Telecommunications. Since 1965, we have served more than 2 million people. DCCCD also includes five community education campuses that provide access to higher education for historically underserved or fast-growing populations in Dallas County. The district's top priority is to serve students and support economic development.

DCCCD **equips students for successful living and responsible citizenship** in a rapidly changing local, national and world community by providing:

- the first two years of a bachelor's degree
- more than 100 high-demand career programs (degrees and certificates)
- enrichment and certification classes for a lifetime of learning
- professors who are dedicated to student success, not a research grant
- unparalleled quality at a tuition students can afford

Our district is a good for business, taxpayers, students, and society at large. A study of the economic contribution of Texas community colleges has found that DCCCD’s economic contribution to the Dallas County economy is about $204.1 million in net added income each year through payroll and operations spending.

Each of the seven colleges — Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland — is individually **accredited by the Commission on Colleges of the Southern Association of Colleges and Colleges (SACS-COC)** (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone: 404-679-4501) to award the associate degree. The official statement of accreditation for each college is published in that college’s individual catalog. In addition to regional accreditation, numerous instructional programs of the colleges have earned accreditation from national and state agencies, industry councils, and/or professional associations.
About DCCCD continued…

We recognize that many students who wish to attend college do not have the financial resources available to pay the cost of higher education. So each of our colleges operates an Office of Financial Aid to help students obtain financial assistance such as grants, loans, scholarships, or part-time employment.

We are an equal opportunity institution. Educational opportunities are offered by Dallas County Community College District without regard to race, color, age, national origin, religion, sex, disability, sexual orientation, or genetic information.

Our student population, which mirrors the faces of the community, is diverse: 37.1 percent Hispanic, 24.8 percent African-American, 24.9 percent Anglo, 8.0 percent Asian and 5.2 percent all others combined. We are approaching a similar level of diversity among our employees: 23.5 percent African-American, 15.1 percent Hispanic, 7.3 percent Asian, 51.1 percent Anglo and 3.0 percent all others combined.

Our governing board is comprised of seven trustees who are elected from single-member districts for six-year terms. They establish the district-wide mission and goals for DCCCD.
As a visitor to the Dallas County Community College District website, you are a welcome member of our higher education family. When you look through these pages, you are considering important steps to take toward your future success, whether you plan to enroll in courses that will give you the foundation you need to earn an associate degree and transfer to a four-year university or whether you want to take classes and earn certificates now that open doors to the workforce.

Our district is among the largest in Texas and is nationally known; your faculty members are dedicated to your success. Our seven individually accredited colleges throughout Dallas County — Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland — provide you with access to teachers, courses and resources that you need to build your career. And you can even go to class in cyberspace through Dallas Colleges Online.

Whether you are a credit student pursuing an associate degree, a professional certificate student planning to enter the job market with solid skills, a dual-credit high school student or a lifelong learner, DCCCD is the place for you. More than 83,000 credit and 25,000 continuing education students are enrolled each semester at our seven colleges and community education centers.

We are diverse. Our students and employees are the faces of the communities we serve. We partner with area colleges and universities, businesses, governmental agencies and community organizations to provide learning and working opportunities for our students — all at an affordable rate and with student services that meet your needs.

DCCCD’s mission is to prepare students of all ages, from all walks of life, who represent the diversity of our community, to become productive and responsible citizens. Attending one of our colleges will give you an opportunity to learn, serve others and live a full life — all advantages you find when you enroll at a community college.

Explore our website, learn about us and then visit one of our colleges. Meet our faculty members, take a peek at our classrooms and find out more about how you can be a part of our academic and student-driven community. We are here for you.

Best wishes as you learn, grow and plan for the future.

Dr. Joe May
The Chancellor for the Dallas County Community College District provides leadership, management and direction for the district-at-large. Responsibilities include but are not limited to initiating, developing and maintaining contact with local, national and international entities as well as serving as liaison for DCCCD with local, state, regional and national boards and associations and governments. The Chancellor works collaboratively with the Board of Trustees.

Dr. Joe May is Chancellor for the Dallas County Community College District. The biography for the acting Chancellor follows.

- Selected as the seventh chancellor of the Dallas County Community College District, Dr. Joe May assumed his duties at DCCCD in late February 2014. Throughout his career, May has expanded opportunities for students who want to pursue a bachelor’s degree by starting at a community college. At the same time, he brings a strong commitment to improving the Dallas economy by helping to grow middle-class jobs. He is known both nationally and internationally as a result of his relentless advocacy for the role of community colleges in solving today’s most challenging social issues.

- As the first member of his family to attend college, the chancellor realized the profound impact that higher education had not only on his life but also on society in general. This background inspired May to help start and then to become the founding president of Rebuilding America’s Middle Class (RAMC), a national consortium of community colleges that is dedicated to ensuring everyone has the opportunity to pursue the “American dream.”
DCCCD Chancellor continued...

- During May's seven years as president of the Louisiana Community and Technical College System, enrollment increased from 71,000 to more than 160,000 students. As a community leader and educator, he strongly believes in achieving academic excellence and has worked closely with public school districts, sponsored charter schools, career academies and early college programs.

- A hallmark of his approach to leading community colleges is the creation of public-private partnerships. By forming these partnerships, May has helped jump-start new economic investment and job creation.

- Respected throughout the world, May has delivered consulting services to new community college initiatives in Japan, the United Kingdom, Russia and Saudi Arabia. As the system president for the Colorado Community College System, he provided leadership for 13 colleges that enrolled 116,000 students throughout the state. Prior to that role, he served as the president of Pueblo Community College. He also served in leadership roles at Sul Ross State University in Alpine, Texas; Navarro College in Corsicana, Texas; and Vernon College in Vernon, Texas.

- A native of East Texas, Dr. May earned his doctorate in education from Texas A&M-Commerce; he also holds Master of Education and Bachelor of Science degrees from Stephen F. Austin State University in Nacogdoches, Texas. Both of his children were born in Texas, and he now has a daughter, son-in-law and three grandchildren who live in Garland, Texas.

- Dr. Joe May started his higher education career in 1978 as an adjunct faculty member at Cedar Valley College in the Dallas County Community College District. Those initial experiences were the foundation for his strong belief that community colleges provide the solution for the greatest challenges facing individuals, employers and communities.
The Dallas County Community College District Board of Trustees consists of seven members who are entrusted with governing the district. The board defines the vision of the district, serves as a liaison between the district and the community, approves annual budgets and sets policies, among other responsibilities.

Board members are elected officials who serve six-year terms without compensation. Elections are held on the second Saturday in May in even-numbered years.

Regular board meetings are held the first Tuesday of each month at 4 p.m. at the District Office, 1601 S. Lamar St., unless special circumstances cause a change.

**Trustees:** Chair: Charletta Rogers Compton; Ex-Officio: Jerry Prater; W. Wesley Jameson; Bob Ferguson; Diana Flores; Bill Metzger; JL Sonny Williams
Board of Trustees Mission, Priorities, and Objectives

Mission Statement

To equip students for successful living and responsible citizenship in a rapidly changing local, national and world community.

Thematic Priorities and Strategic Objectives

1. Student Success

Confirmed through its mission, the Board is committed to meeting the educational needs of Dallas County by:

   a. Increasing participation in higher education for Dallas County;
   b. Improving student learning success; and
   c. Participating in initiatives that result in student success advancement as identified in varying national frameworks.

2. Community Engagement

To represent the diverse community of voting citizens and students, and recognize the positive economic impact provided by the College District in Dallas County and beyond, the Board is committed to:

   a. Increasing workforce readiness to enhance the economy and competitive advantage in Dallas County and the North Texas region; and
   b. Identifying dynamic partnerships in support of student success, which encourage cooperation between public and private businesses, other education providers, other government agencies, and the citizens of the county.

3. Institutional Effectiveness

In balancing external requirements imposed at state and federal levels, with funding decreases and program cost increases, the Board is committed to continuous improvement and to:

   a. Improving efficiency and effectiveness in use of resources;
   b. Promoting sustainable practices with positive impacts on social, environmental and economic vitality; and
   c. Demonstrating institutional commitment to serve the community through sound and transparent fiscal policies and practices.

4. Employee Success

In recognition of the complex framework of support that must be maintained to address the educational challenges presented, the Board is committed to:

   a. Providing a diverse array of models and mentors as a part of the College District's workforce; and
   b. Improving employee engagement and effectiveness.
Regional Accreditation

Each of the Dallas County Community College District’s seven colleges — Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake and Richland — is individually accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone: 404-679-4501) to award the associate degree. The official statement of accreditation for each college is published on the college’s accreditation Web page.

The three-fold purpose for publishing the Commission’s address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the college, (2) to file a third-party comment at the time of the college’s decennial review or (3) to file a complaint against the college for alleged noncompliance with a standard or requirement.

Normal inquiries about the college, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the college and not to the Commission’s office.

In addition to regional accreditation, numerous instructional programs of the colleges have earned accreditation from national and state agencies, industry councils and/or professional associations.

Why Is Accreditation Important?

Being accredited means that a college has met certain standards of quality set by an independent accrediting agency. Attending an accredited institution is the best way to ensure that students’ degrees will be recognized by other colleges and universities when they transfer and by future employers. Federal financial aid is available only to students of accredited colleges and universities.

DCCCD Membership in Higher Education Associations

All seven DCCCD colleges also are members of the American Association of Community Colleges, the Association of Texas Colleges and Universities (formerly the college section of the Texas State Teachers Association) and the League for Innovation in the Community College.
The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to "provide leadership and coordination for the Texas higher education system to achieve excellence for the college education of Texas students." The Coordinating Board meets quarterly in Austin. Board meetings are usually broadcast via the Internet as well.

The Board is made up of nine members appointed by the Governor for six-year terms. The Governor also appoints the chair and vice-chair. No Board member may be employed in education or serve on a community college board of trustees. Board Members serve on Standing Committees. Advisory committees provide guidance to the Board on various topics.
Texas Completes offers Texas a unique opportunity - in a large decentralized system, it has knitted together a network of colleges and districts that can help turn the tide on the achievement gap.

SUMMARY

- The American Association of Community College’s Reclaiming the American Dream challenges us to increase completion rates of students earning community college certificates and associate degrees by 50% by 2020, while preserving access, enhancing quality, and eradicating attainment gaps associated with income, race, ethnicity, and gender. The jobs of the future require postsecondary education and students who complete a credential earn higher wages and are less likely to be unemployed. The Texas Higher Education Coordinating Board is implementing legislative changes in institutional performance funding to recognize achievement in meeting student success goals, including increasing the number of degrees and certificates awarded as well as transfers from two-year institutions to universities.

- Cedar Valley College (CVC) is the lead college for the Dallas County Community College District Texas Completes team. This team worked this past year to identify key District policies and procedures that would promote student success and completion of certificates and degrees. Rather than create new committees, the team has worked with existing groups that are implementing broad-based systemic change efforts to dramatically improve student success and completion through systemic changes.

- Through Texas Completes, Dallas County Community College District has planned strategies and proposed policy changes with Lone Star College System, Alamo Community College, El Paso Community College, and South Texas College. Additional recent partners include Austin Community College, Kilgore College and Odessa College. The Texas Association of Community Colleges now supports this effort through its Texas Success Center.

- The District Institutional Research District Office is working with these institutions to provide data for benchmarking and trend analysis on the state accountability measures in 2014.

- Completion—students who are completing the core curriculum to transfer or a technical program are notified when they might be eligible to receive a certificate or degree. As of Spring, 2013, students who are eligible for certificate or degree completion no longer need to apply if they do not respond to notification. CVC increased the number of students awarded Associate degrees and certificates from 879 in 2011-12 to 979 in 2012-13, an increase of 11.3%. The greatest increase was in the number of certificates awarded (up 26.7% over 2012-13). CVC previously increased the number of students awarded Associate degrees from 317 in 2010-11 to 420 in 2011-12, a 32.5% increase.

- Phi Theta Kappa has co-sponsored with Student Government Association “I Commit to Complete” events each semester with hundreds of students pledging to complete their educational goal. The Phi Theta Kappa Alpha Zeta Omicron Chapter is also collaborating with CVC and DCCCDD Transfer Services to develop new articulation and reverse transfer agreements with service area universities. CVC and DCCCDD Transfer Services continue to update easy to access web information that shows exactly what courses students should take to streamline transfer.
In collaboration with other DCCCD committees or Councils, Cedar Valley College and the DCCCD Texas Completes team has:

• Reinvented college readiness activities to focus entering students on early planning for admission and financial aid application, pre-assessment preparation activities prior to the new Texas Success Initiative (TSI) assessment, new student orientation and early registration.

• Redesigned the academic advising model to focus on teaching students specific skills to plan their academic pathway from connection with the college, entry into their first year, progress in their program of study and completion of a certificate or degree.

• Integrated career planning, program of study and financial literacy information into Human Development and EDUC 1300 courses.

• Provided full-time and adjunct faculty training and professional development on strategies to improve completion and academic advising within the classroom.

• Developed new procedures for identifying potential completers and graduating students to increase the number of awarded certificates and Associate degrees.

Connection with the College— research indicates that early planning and college readiness activities offered by Cedar Valley College prior to registration increases chances of persistence and success and reduces time to degree completion; allows time for clarification of a student’s career pathway as well as planning for how to pay for educational expenses, including applying for financial aid.

Entry-and Progress —structured events and services that promote success of new and continuing students include new student orientation, career planning in Learning Framework (EDUC 1300) courses, and proactive advising by advisors and faculty. Students are learning about student support services on the web, in classes and through Student Life workshops. Students are increasingly becoming more proficient at planning their academic pathway. Thanks to a $146,000 grant from the Meadows Foundation, a new self-service eAdvising tool is being developed to help students easily track progress toward certificate and degree completion; it will be tested at Cedar Valley College next summer.
# DCCCD Location Addresses and Telephone Numbers

## Main Campuses

<table>
<thead>
<tr>
<th>College</th>
<th>Public Information</th>
<th>Fax</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brookhaven College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 860-4700</td>
</tr>
<tr>
<td>3939 Valley View Lane</td>
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<tr>
<td>Farmer’s Branch, Texas 75244-4997</td>
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<tr>
<td>Cedar Valley College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 860-8201</td>
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<tr>
<td>3030 N. Dallas Avenue</td>
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<tr>
<td>Lancaster, Texas 75134-3799</td>
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<tr>
<td>Eastfield College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 860-7100</td>
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<tr>
<td>3737 Motley Drive</td>
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<tr>
<td>Mesquite, Texas 75150-2099</td>
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<tr>
<td>El Centro College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 860-2000</td>
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<tr>
<td>801 Main St.</td>
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<tr>
<td>Dallas, Texas 75202-3604</td>
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<tr>
<td>Mountain View College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(214) 860-8680</td>
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<tr>
<td>4849 W. Illinois Avenue</td>
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<tr>
<td>Dallas, Texas 75211-6599</td>
<td></td>
<td></td>
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<tr>
<td>North Lake College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 273-3000</td>
</tr>
<tr>
<td>5001 N. MacArthur Blvd.</td>
<td></td>
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<tr>
<td>Irving, Texas 75062</td>
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<tr>
<td>Richland College</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 238-6194</td>
</tr>
<tr>
<td>12800 Abrams Road</td>
<td></td>
<td></td>
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<tr>
<td>Dallas, Texas 75243-2199</td>
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## Community Campuses

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<tr>
<td>Cedar Valley College Cedar Hill Center</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 860-7800</td>
</tr>
<tr>
<td>207 North Cannady Drive</td>
<td></td>
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<tr>
<td>Cedar Hill, Tx 75104-6073</td>
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<tr>
<td>Eastfield College Pleasant Grove</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 860-5300</td>
</tr>
<tr>
<td>802 S. Buckner</td>
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<tr>
<td>Dallas, Tx 75217</td>
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<td>El Centro College West Campus</td>
<td>Public Information</td>
<td>Fax</td>
<td>(972) 391-1400</td>
</tr>
<tr>
<td>3330 N. Hampton Rd</td>
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<tr>
<td>Dallas, Tx 75212</td>
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DCCCD Location Addresses and Telephone Numbers continued...

Bill J. Priest Campus of El Centro
1402 Corinth Street
Dallas, Tx 75215
Public Information (214) 860-5900
Fax (214) 860-5815

North Lake College North Campus
101 S. Royal Lane
Coppell, Tx 75019
Public Information (972) 860-4400
Fax (972) 860-4405

North Lake College South Campus
1081 West Shady Grove Rd.
Irving, Tx 75060-5868
Public Information (214) 891-1342
Fax (214) 891-1330

North Lake College West Campus
1401 Royal Lane West
DFW Airport, Tx 75261-2107
Public Information (972) 860-7873
Fax (972) 273-3112

Richland College Garland
675 W. Walnut St.
Garland, Tx 75040
Public Information (214) 360-1200
Fax (214) 360-1210

SERVICE LOCATIONS

DCCCD District Office
1601 South Lamar St.
Dallas, Texas 75202-3299
Public Information (214) 378-1824
Fax (214) 378-1840

District Service Center
4343 IH-30
Mesquite, Texas 75150--2095
Main Number (972) 860-7700
Fax (972) 860-7929

Dallas TeleCollege Online/LeCroy Center
9596 Walnut Street
Dallas, Texas 75243-2112
Main Number (972) 669-6400
Fax (972) 669-6409
Academic Calendar for 2014 - 2015

**Fall Academic Semester, 2014**

August 18 (M)  Faculty Reports
August 21-22 (R, F)  eCampus Maintenance Time
August 25 (M)  Classes Begin
September 1 (M)  Labor Day Holiday
September 8 (M)  12th Class Day
November 13 (R)  Last Day to Withdraw
November 27 (R)  Thanksgiving Holidays Begin
December 1 (M)  Classes Resume
December 8-11 (M-R)  Final Exams
December 11 (R)  Semester Ends
December 15 (M)  Last day for faculty to submit grades electronically through eConnect to the Registrar's Office
December 24 (W)  College buildings and offices close for the holidays at end of workday

**Winter Term, 2014 - 2015**

A mini-semester may be scheduled during December 12, 2014 through January 11, 2015. Contact the college for availability and schedules.

**An Academic Spring Session for Financial Aid Purposes is December 12, 2014 through May 14, 2015. See Financial Aid for more information.**

**Spring Academic Semester, 2015**

January 2 (F)  College Buildings and Offices Open
January 12 (M)  Faculty Reports
January 15-16 (R, F)  eCampus Maintenance Time
January 19 (M)  Martin Luther King, Jr. Day Holiday
January 20 (T)  Classes Begin
February 2 (M)  12th Class Day
February 19 (R)  Employee Development Day- day and evening classes will not meet.
February 20 (F)  Professional Development Day – Friday day classes will not meet. Friday evening, Saturday, and Sunday classes will meet.
February 23 (M)  Classes Resume
March 16-20 (M-F)  Spring Break- College buildings & offices will be closed for the week.
March 23 (M)  Classes Resume
April 3 (F)  Holiday
April 6 (M)  Classes Resume
April 16 (R)  Last Day to Withdraw
May 11-14 (M-R) Final Exams
May 14 (R) Semester Ends
May 18 (M) Last Day for faculty to submit grades electronically through eConnect to the Registrar's Office
May Graduation Ceremony dates may vary at the colleges depending on space available.

May Term, 2015

A mini-mester may be scheduled during May 15, 2015 through June 3, 2015. Contact the college for availability and schedules.


Summer I:
(Summer I includes classes meeting on the following Fridays - June 5, 12, and 19 as class days)
May 25 (M) Memorial Day Holiday
June 4 (R) Classes Begin
June 8 (M) 4th Class Day
June 25 (R) Last Day to Withdraw
July 2 (R) Final Exams/Summer I Ends
July 3 (F) Fourth of July Employee Holiday
July 6 (M) Last day for faculty to submit grades electronically through eConnect to the Registrar's Office

Summer II:
(Summer II includes classes meeting on the following Fridays - July 11, 2014 and 18, 2014 as class days.)
July 7 (T) Classes Begin
July 10 (F) 4th Class Day
July 30 (R) Last Day to Withdraw
August 6 (R) Final Exams/Summer II Ends
August 10 (M) Last day for faculty to submit grades electronically through eConnect to the Registrar's Office
August 20-21 (R-F) eCampus Maintenance Window

Calendar Calculations

Fall Semester, 2014
MWF - 43 meetings at 55 minutes each and final exam at 110 minutes (2475 total minutes)
MW and TR - 29 meetings at 80 minutes each and final exam 110 minutes (2430 total minutes)
Spring Semester, 2015
MWF - 42 meetings at 55 minutes each and final exam at 110 minutes (2420 total minutes)
MW and TR - 29 meetings at 80 minutes each and final exam at 110 minutes (2430 total minutes)

Summer Sessions, 2015
19 class meetings + exam equivalent to 1 class meeting = 20 total class meetings
20 class meetings x 120 minutes = 2400 class minutes

Calendar calculations for all other classes are the responsibility of the college.
Section B

Cedar Valley College

Information
ABOUT CVC

Cedar Valley College, located south of I-20 in Southern Dallas County, is one of seven colleges in the Dallas County Community College District (DCCCD) founded by the district in 1977.

Cedar Valley’s award winning architecture and careful attention to landscaping have given us a reputation of being one of the most scenic business sites in the Dallas area. Our campus plan takes advantage of the site’s natural beauty, which includes a gazebo and a pedestrian walk along two sides of a 17-acre lake. The main campus is recognized by the Natural Wildlife Federation as a Natural Wildlife Habitat.

Serving more than 8,000 students, Cedar Valley College is a comprehensive community college that anticipates and responds to the educational needs of students and employers by providing three types of programs: academic credit-transfer, technical-occupational, and non-credit continuing education. Cedar Valley delivers educational services at its main campus in Lancaster, at an economic workforce development center in Cedar Hill, and through distance learning.

Cedar Valley College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Associate Degree.
Background

Over the past two years Cedar Valley College has conducted a comprehensive review of our college mission and vision statements to accomplish the following:

- Maintain alignment with the DCCCD mission and strategic objectives
- Maintain alignment with the Cedar Valley mission and strategic plan
- Ensure relevance, validity, and comprehensiveness
- Respond to THECB and SACS-COC standards and expectations

Multiple rounds of qualitative and quantitative research were conducted in the form of student, employee, and external stakeholder focus groups, surveys, and feedback opportunities. The College Strategic Planning Sub-Committee, expanded to include adequate faculty representation, then analyzed the data and developed two proposals that the college voted on during return week. President’s Cabinet supported the college-wide vote, resulting in the mission and vision statements below.

Vision Statement

Cedar Valley College: A premier college transforming lives and communities

Mission Statement

The mission of Cedar Valley College is to provide exemplary teaching and learning experiences that prepare students for success in a dynamic world while strengthening communities.

Our strategic goals are:

- Student Success: Our primary focus is student success through a broad curriculum that includes academic, workforce, and continuing education offerings in a variety of instructional modes.
- Employee Success: We are committed to hiring, retaining, and developing successful employees as a key to the positive impact we have on our students and communities we serve.
- Economic and Workforce Development: We positively and significantly impact economic workforce initiatives key to the prosperity of Dallas County, North Texas, the state, and the nation.
- Community Development: We add value to lives and build communities by continually strengthening and expanding our connections with civic, community, and educational organizations.
- Business and Fiscal Efficiency: We maintain the public trust by being fiscally responsible & accountable at all times.
- Organizational Effectiveness: We meet our goals based on continual evaluation and improvement of programs and services in relation to student and community needs.
- Sustainability: We promote practices supporting sustainability including environmental, economic, and social vitality including openness and mutual respect within the diverse population we serve.
**CVC Values Compact**

Cedar Valley College, a community of learners working together, has at its heart the enrichment of educational and cultural needs of the students and the communities we serve. We are committed to the pursuit of academic, scientific, occupational, and professional distinction. We affirm the following values:

**Student Success** - putting students first and continuously improving our services to them;

**Integrity** - being open, honest, fair, and ethical in all of our interactions;

**Accountability** - being personally responsible, reliable, and dependable;

**Inclusiveness** - appreciating and respecting diversity in all its forms, including skills, knowledge, and individual contributions;

**Teamwork** - working together collaboratively and respectfully to implement the goals of the college;

**Excellence** - maintaining the highest standards for employees and for our students;

**Communication** - maintaining appropriate systems for the open sharing of information;

**Trust** - creating a safe environment for employees and students to voice opposing views and to take risks;

**Civility** - modeling courtesy, helpfulness, and positive attitudes;

**Joy** - sharing a climate that encourages humor, laughter, fun, and that celebrates accomplishments.
Degrees and Certificate Programs

Cedar Valley College offers a wide variety of degrees and certificate programs. Some of the programs are designed specifically for students wanting to transfer to four year colleges and universities while others are geared toward occupational/technical fields that prepare students to enter into a particular job market. The course requirements for each curriculum are different. Students desiring to transfer should consult an advisor.

Degrees:

- Associate of Arts Degree
- Associate of Science Degree
- Associate of Applied Sciences Degree

Programs of Study and Certificate Programs

- Accounting
- Air Conditioning and Refrigeration Technology – Residential
- Automotive Technology
- Automotive Technology/Diesel and Heavy Equipment
- Business Administration
- Commercial Building Performance Technology
- Commercial Music—Composition and Digital Music Production
- Commercial Music—Music Business and Entrepreneurship
- Commercial Music—Recording Technology
- Computer Graphics
- Computer Information Technology
- Criminal Justice
- Engine Technology
- Management
- Marketing
- Real Estate
- Residential Building Performance Technology
- Veterinary Technology

Continuing Education Programs

- Continuing Education – Fire Academy
- Continuing Education–Law Enforcement Academy
Quality Enhancement Plan

The title of Cedar Valley College's QEP is "It All Begins with ME – Math Empowerment." This topic was ultimately selected for several reasons. Many of the students who enroll at Cedar Valley College arrive significantly under-prepared to be successful in college-level mathematics. Most of our students struggle for success in the mathematics curriculum, and retention rates within the developmental sequence are problematic. After reviewing several years of data, a broad-based group of faculty, staff, students and community members determined that successful completion of learning objectives in mathematics courses were a major obstacle for CVC students, often preventing them from completing their degree programs. As a result, a five-year research-based plan was developed to target student success, retention, and persistence in developmental and first college-level mathematics courses. The QEP will involve a series of student intervention strategies including active learning, supplemental instruction, peer-to-peer tutoring, improved advisement techniques and a "jump-start" program (intensive math refresher camps focusing on core concepts designed to improve initial placement.

QEP Strategies

STUDENT ENGAGEMENT: Literature supports an active learning environment in which students are engaged in the learning process.

1. **Student Response Systems:** We will implement the use of Student Response Systems, often referred to as "clickers," into our developmental and college algebra math courses. Each student will have a hand-held clicker which will communicate with the professor's computer. These clickers will be used in class by students to answer questions during discussion, participate in classroom activities, answer questions to quizzes or tests, and other purposes as the professor deems appropriate. The clickers will allow students to actively participate in classroom discussion without the tension of answering a question incorrectly. Additionally, the professor can use this technology to monitor whether students understand the material in real time.

2. **Flip-Courses:** Flip-classes are designed to turn the classroom into an active, working experience for students instead of a passive, receiving-information session. The
students will watch lesson videos and prepare their questions about topics which will drive the lecture/discussion portion of the class session (which should be minimal). The remaining portion of the class period will be dedicated to allowing students to work on their homework assignments and allowing the professor act in a tutoring role.

**STUDENT PLACEMENT:** Literature shows that students who place in the lowest levels of the developmental math sequence have a significantly decreased chance of completing their developmental math studies.

3. **Preparatory Placement Experience "JUMP START:"** Two-day preparatory classes will provide students a structured environment to prepare for the Accuplacer mathematics placement exam. The purpose of this experience is to refresh students about the math skills that they may have once known but have forgotten. This experience is not intended to provide students a time to learn concepts and skills they have never learned or for which they are severely deficient. The students who will most benefit from this experience are those who are close to placing into a higher level of developmental math.

**PRO-ACTIVE ADVISING:** Literature shows that students who receive pro-active advising have a better chance of success in college.

4. **Life-Map:** Integrate developmental mathematics and college algebra into the CVC Life-Map program. Students will be provided a detailed "road map" of the courses they will take to complete their mathematics requirements. As a part of Life-Map, students can explore how mathematics will fit into their goals for college and life.

**TUTORING:** Literature shows that students who have access to a variety of tutoring options have a better chance of success in college.

5. **Supplemental Instruction:** Assign a tutor (supplemental instructor) a class to attend the entire semester so that the tutor becomes immersed in the requirements and the professor's expectations for students in the class. The tutor will communicate with all students enrolled in all sections of the course they are assigned the hours they are available for tutoring. The supplemental instructor will prepare and conduct special tutoring sessions appropriate for the class. **Service Learning Strategy**

6. **Informal Tutoring Area:** Identify an informal area for students to congregate and discuss mathematics and other subjects. Tutors will be assigned to this area and
professors can spend informal time in this area working with students. The purpose of this strategy is to encourage academic conversations among students outside of the classroom or the formal tutoring center.

7. **MRC Peer Tutoring:** Schedule peer tutors in the Math Resource center.

**PROFESSIONAL DEVELOPMENT:** Both full and part-time math faculty will receive professional development.

8. **On-Site Training/Development:** On-site training and development will be provided at least twice per semester for all adjuncts and full-time instructors in the developmental and mathematics discipline. On-site training can be provided by full or part-time faculty, textbook companies, or visiting professors. Training will include, but is not limited to: My Math Lab, graphing calculators, student response systems (clickers), and other appropriate technologies, learning styles, study habits, hidden "rules" of success in college, active learning strategies, and other teaching strategies considered "best" practices.

**National Conferences:** Each year, the math department and at least one adjunct professor will attend the American Mathematical Association of Two Year Colleges (AMATYC) national conference. Attendees will strategically coordinate their attendance of talks and workshops that focus on different topics in order to obtain the most information from the conference. All attendees will provide talks or training sessions based on what they learned at the conference. (see #7) Each year, at least two full time and one adjunct instructor will attend the International Conference on Technology in Collegiate Mathematics (ICTCM). Attendees will strategically coordinate their attendance of talks and workshops that focus on different topics in order to obtain the most information from the conference. All attendees will provide talks or training sessions based on what they learned at the conference (see #7).

**Resource Links:**

[https://www.cedarvalleycollege.edu/QEP/Lists/WebPages/DispForm2.aspx?List=be0c2f37%2D40b7%2D4fe6%2D9910%2Da90465dd06cb&ID=13](https://www.cedarvalleycollege.edu/QEP/Lists/WebPages/DispForm2.aspx?List=be0c2f37%2D40b7%2D4fe6%2D9910%2Da90465dd06cb&ID=13)

[https://www.cedarvalleycollege.edu/QEP/Pictures/QEP%20Full%20Document.pdf](https://www.cedarvalleycollege.edu/QEP/Pictures/QEP%20Full%20Document.pdf)
Office of Institutional Research

The Office of IE&R contributes to a successful learning experience for CVC students.

- assisting with student and program evaluation including the measurement of outcomes,
- assisting in data collection and other activities which support planning, institutional effectiveness, process improvement and policy formulation,
- completing and facilitating required external reports and surveys,
- designing and assisting with research projects and the collection of data on teaching and learning, and
- providing opportunities for CVC employees to learn and practice continuous improvement tools.

Resource Link:

- Cedar Valley College Institutional Plan
  https://www.cedarvalleycollege.edu/AboutCedarValley/OfficeofInstitutionalEffectivenessandResearch/Pictures/InstEffect.pdf
- R3 Report -
  http://www.cedarvalleycollege.edu/AboutCedarValley/aspen/Pictures/R3%20Report%202014.pdf
- Aspen Prize 2015
  http://www.cedarvalleycollege.edu/AboutCedarValley/aspen/Lists/WebPages/DispForm2.aspx?List=90fc6753%2D1098%2D4966%2D9688%2D80cebdbc83f9&ID=2
## GOAL 1
### Student Success:
Meet the educational needs of the 21st century

**Objectives:**
1. Increase Credit and CE enrollment and service area penetration, especially in targeted populations
2. Create competitive new degree completion programs that increase enrollment of online and evening students
3. Align CE offerings to credit degrees and certificates where appropriate
4. Increase completion, persistence, graduation (degrees & certificates) and student transfer to 4 year institutions, providing support for targeted populations (e.g., males, veterans, adults)
5. Redesign developmental education and Adult Basic Education programs to meet new State rules and increase college student success and completion
6. Increase student skills attainment of General Education Competencies and improve attainment of program level student learning outcomes

## GOAL 2
### Community Engagement:
Continually assess and actively respond to community and business needs

**Objectives:**
1. Increase partnerships that support student internships, scholarships, and CVC needs that align with STEM career fields and sustainability initiatives.
2. Improve Economic and Workforce Development by creating new and/or expanding current programs, services, and offerings
3. Increase the skill levels of workers in the area/region to match skills with current employment needs
4. Increase new and incumbent worker skills in critical industries to support regional economic development
5. Increase job placement of CVC graduates

## GOAL 3
### Institutional Effectiveness:
Application of transparent fiscal responsibilities & promoting effective processes

**Objectives:**
1. Maintain a positive fund balance that allows for budget stability as well as growth and development
2. Build Continuing Education to become a revenue generating arm of the College
3. Increase dollars from grant funds to accomplish the mission and vision of the College
4. Increase dollars from fund-raising for CVC scholarships
5. Continuously improve institutional effectiveness, planning, and college processes
6. Improve safety & security on campus

## GOAL 4
### Employee Success:
Empower employees for engagement & effectiveness

**Objectives:**
1. Improve hiring process to increase efficiency and effectiveness of search team and HR processes and quality of applicant pools
2. Improve cultural awareness and sensitivity of hiring committees and all employees
3. Offer career and professional development related to current job skills, leadership training, and skills for advancement
4. Improve communication, collaboration, and accountability to become a more results-oriented organization

## GOAL 5
### Sustainability:
Integration of sustainability into all aspects of the CVC environment

**Objectives:**
1. Integrate sustainability into the curricula and community
2. Increase number of faculty and staff attending training and professional development on sustainability
3. Increase health/ wellness awareness of employees, students, and community
4. Increase participation of faculty, staff and students in social responsibility projects in the community
5. Decrease college usage of energy and resources, reducing greenhouse gas emissions
Cedar Valley College Action Plan

Major Initiatives for 2014-2015

<table>
<thead>
<tr>
<th>GOAL 1</th>
<th>GOAL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>Community Engagement</td>
</tr>
<tr>
<td>• Increase credit and CE enrollment through a comprehensive and targeted “Illuminate Your Pathway” career pathways marketing plan (1.1)</td>
<td>• Assess community, business, and industry needs, soliciting input through formal and informal methods, including community meetings, advisory committees, and implementing satisfaction surveys to students and businesses (2.1, 2.2, 2.3, 2.4, 2.5)</td>
</tr>
<tr>
<td>• Grow enrollment in Centers of Excellence and identified programs (1.1, 1.2, 1.3, 2.2)</td>
<td>• Develop and implement two to four new programs that respond to labor market needs and support economic development in the region (2.2)</td>
</tr>
<tr>
<td>• Identify and develop new instructional programs and modalities through the offering of totally online (e.g., “Ready 2 Go”); evening, afternoon and hybrid programs; and CE to Credit Bridge Programs (1.2, 1.3)</td>
<td>• Develop and deploy an employer survey to measure satisfaction with CVC recent graduates (2.3, 2.4, 2.5)</td>
</tr>
<tr>
<td>• Implement transition program from Adult Basic Education to Occupational Certificate Program (1.3, 1.5)</td>
<td>• Strategically work with organizations to increase agency and business partnerships that support student internships, scholarships, and other CVC needs that align with STEM career fields, sustainability initiatives, and other college strategic initiatives (2.1)</td>
</tr>
<tr>
<td>• Complete the Redesign of Developmental Education for full implementation by Fall 2015 (1.5)</td>
<td>• Increase the number of businesses that receive skills development training, and the effectiveness of the training (2.3)</td>
</tr>
<tr>
<td>• Redesign advising, student support services and student success courses to focus on completion of career pathways (1.4)</td>
<td>• Increase the number of participants successfully completing skills training that result in wage increases or promotion (2.3, 2.4)</td>
</tr>
<tr>
<td>• Continue to implement the QEP: Math Empowerment (1.5, 1.6)</td>
<td>• Host at least two annual community events (Fall &amp; Spring) to stay current with the community needs, to cultivate donors, funders, and partners, and to engage the community in sustainable and socially responsible projects (2.1, 3.4, 5.4)</td>
</tr>
<tr>
<td>• Implement CORE 2014 (1.4,1.6)</td>
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<tr>
<td>• Continue to implement the Assessment Plan for General Education Core and CTE Programs (1.6)</td>
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<tr>
<td>• Continue to implement the Program Review plan for Instructional and Non-Instructional Programs and Departments (1.4, 1.6)</td>
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</table>

<table>
<thead>
<tr>
<th>GOAL 3</th>
<th>GOAL 4</th>
<th>GOAL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Effectiveness</td>
<td>Employee Success</td>
<td>Sustainability</td>
</tr>
<tr>
<td>• Align budget (recurring and non-recurring) with strategic goals and action plans (3.1)</td>
<td>• Improve hiring process to increase diversity of employee pools, and decrease the time to hire and the number of failed searches, by implementing the new procedures as recommended by the hiring process improvement team (4.1)</td>
<td>• Provide incentives for faculty and staff to integrate sustainability into the curricula and/or the community (5.1)</td>
</tr>
<tr>
<td>• Strategically utilize $2 million and $50 thousand of the fund balance on “Critical Needs” to reach the CVC vision of being a “Premier Institution” (3.1)</td>
<td>• Develop an incentive program for employee referrals leading to successful employment of new hires (4.1)</td>
<td>• Develop a new Sustainable Communities Institute (5.1)</td>
</tr>
<tr>
<td>• Develop a financial strategy that allows for Credit and CE growth, and sets the stage for CE to break even financially (3.2)</td>
<td>• Develop a cultural awareness workshop for all employees and require all hiring committee members to attend (4.2)</td>
<td>• Increase the number of faculty certified in QTIPS (5.1, 5.2)</td>
</tr>
<tr>
<td>• Provide periodic college budget updates to the College Management Team (3.1, 3.2, 3.3, 3.4)</td>
<td>• Improve employee professional development to align training with job skills and responsibilities and to prepare employees for career advancement (4.3)</td>
<td>• Increase the number of “Green Cord” graduates (5.1)</td>
</tr>
<tr>
<td>• Strategically develop grants related to college goals and initiatives, as well as to the needs of our partners, to increase dollars from grant funding (3.3)</td>
<td>• Continue to offer leadership training academies and succession planning opportunities (4.3)</td>
<td>• Develop a QTIPS-like training activity for staff to encourage a sustainable work place (5.2)</td>
</tr>
<tr>
<td>• Develop and coordinate a comprehensive planning and improvement strategy that allows for optimal use of space, improvement in identified processes, and increased quality in program reviews and learning outcomes assessment (3.5)</td>
<td>• Create incentives and a rewards system for participation in professional development to improve employee engagement and effectiveness (4.3)</td>
<td>• Continue to provide sustainability awareness activities (5.2)</td>
</tr>
<tr>
<td>• Increase safety and security training sessions (e.g., active shooter, etc.) to improve crime statistics and increase awareness of students and employees (3.6)</td>
<td>• Continue to offer Crucial Conversations training (4.4)</td>
<td>• Continue to offer health/wellness opportunities for employees, students, and the community (5.3)</td>
</tr>
<tr>
<td></td>
<td>• Evaluate and update the CVC Governance and Team Structure to encourage improved collaboration and communication (4.4)</td>
<td>• Continue to implement measurable social responsibility projects (5.4)</td>
</tr>
<tr>
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<td></td>
<td>• Improve the college infrastructure to decrease use of energy and resources, reducing greenhouse gas emissions (5.5)</td>
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</tbody>
</table>
COLLEGE MANAGEMENT TEAM

TEAM CHARTER

PURPOSE:

The purpose of the Cedar Valley College Management Team is as follows:

- To engage in planning, budgeting and implementing processes for college.
- To participate in the development and implementation of college-wide communication strategies.
- To participate in appropriate initiatives designed to accomplish the "Shared Success" and strategic direction of the college.
- To serve as an active member in important cross-campus and cross-employee discussions that result in planning and eventually implementing to the college.

MAKE SURE TO INCLUDE:

- Participation in the planning and budgeting process of the college.
- To engage in communication techniques and strategies that cascade important information throughout the college.
- To engage in planning and activities connected to the "Shared Success" objective of the college.
- To utilize data for problem-solving and decision-making.
- To engage in appropriate professional development and/or training activities needed to advance the objectives and goals of the college.
- To serve as a "think-tank" providing feedback and input on various initiatives and planning strategies.
- To make recommendations to the President's Cabinet.
- To engage in cross-campus and cross-employee conversations relative to the purpose of the team.
- To model professional leadership behavior consistent with the values of the college.
  (Student Success, Integrity, Accountability, Inclusiveness, Teamwork, Excellence, Communication, Trust, Civility, and Joy)

WHAT NOT TO DO:

- Operate in silos and ways that do not work in the best interest of the entire college organization.
- Engage in behaviors that are not consistent with the values of the college.

TYPE OF COMMITTEE:

- Standing
# COMMITTEE MEMBERS:

**PCAB:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>DR. JENNIFER WIMBISH</td>
</tr>
<tr>
<td>VPI</td>
<td>DR. NANCY CURE’</td>
</tr>
<tr>
<td>VPBS</td>
<td>HUAN LUONG</td>
</tr>
<tr>
<td>VPSSEM</td>
<td>ANNA MAYS</td>
</tr>
<tr>
<td>Associate VP OPRIE</td>
<td>KAREN LALJIANI</td>
</tr>
<tr>
<td>EXEC Dean of CRED</td>
<td>PATRICIA DAVIS</td>
</tr>
<tr>
<td>Director of HR</td>
<td>ELLEN BENSON</td>
</tr>
</tbody>
</table>

**FACULTY REPRESENTATION**

- TOMMY THOMPSON, SURYEKANT DESAI, MATHEWOS KASSA,
- CHRISTINA TOMECK, AND MICHAEL BOGEL

**PRESIDENT**

- KATHY MACK

**ADMINISTRATIVE COUNCIL REPRESENTATIVE**

- CHRIS MITCHELL

### ALL COST CENTER MANAGERS:

**VPBS-BUSINESS SERVICES**

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>KRASIMIR KOLAROV</td>
</tr>
<tr>
<td>Business Office</td>
<td>SUSAN PIERCE</td>
</tr>
<tr>
<td>Campus Police</td>
<td>ROBERT MCINTYRE</td>
</tr>
<tr>
<td>Facilities</td>
<td>CINDY ROGERS</td>
</tr>
<tr>
<td>Health Center</td>
<td>MARI BROCK</td>
</tr>
<tr>
<td>Information Tech</td>
<td>MICHAEL WHITE</td>
</tr>
<tr>
<td>VPBS Office</td>
<td>CHRIS MITCHELL</td>
</tr>
<tr>
<td>CONT Education</td>
<td>SHERRY JONES</td>
</tr>
</tbody>
</table>

**VPI-INSTRUCTION**

- EVENING ADMINISTRATOR: PAULA DENNIS
- BUSINESS TECHNOLOGY: RUBEN JOHNSON
- CRED: PATRICIA DAVIS
- WORKFORCE: TIM SAMUELS
- CRIMINAL JUSTICE: VACANT
- INSTRUCTIONAL SUPPORT & DE: LISA NIGHTINGALE
- LIBERAL ARTS: MICKEY BEST
- LIBRARY: VIDYA KRISHNASWAMY
- MATH, SCI, ALLIED HEALTH: RABAB FARES
- SUSTAINABLE COMM: MARIA BOCCALANDRO
- TEACHING LEARNING CNTR: TIM XERILAND
- ADJUNCT OFFICE: SHERRI JONES

**VPSS-STUDENT SERVICES**

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMISSIONS/REGISTRATION</td>
<td>LINDA OSAGIE</td>
</tr>
<tr>
<td>STUDENT SUCCESS (ADVISING &amp; RISING STAR)</td>
<td>JARLENE DECAY</td>
</tr>
<tr>
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<td>DUAL CREDIT/EARLY COLLEGE</td>
<td>CHUCK MCCARTER</td>
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**ADMIN SUITE**

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<td>INSTITUTIONAL RESEARCH</td>
<td>MARLON MOTE</td>
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<td>HUMAN RESOURCES</td>
<td>MARY MALLARD</td>
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<td>PRESIDENT’S OFFICE</td>
<td>HALANDA KIDD</td>
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Budget/Staffing
Huan Luong - Chair
Fidel Guevara
Chris Mitchell - Co-Chair
Susan Pierce
Christina Tomczak
Suryakant Desai

Strategic Planning
Karen Laljiani - Chair
Marlon Mote
Lillian Bonery-Bouchillon
Ruben Johnson
Paula Dennis
Maria Boccalandro
Krasimir Kolarov
Mathewos Kassa

Communication
Anna Mays - Chair
Henry Martinez - Co-Chair
Mickey Best
Michael White
Cathy Adams
Mari Brock
Olivia Guerra
Patty Slaughter
Anne Nocher
Timica Patterson

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Beth Sather - Co-Chair
Jonas Young
Anaka Johnston
Milan McGowan
Miyoshi Holmes
Lisa Nightingale
Rabab Fares
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Mary Mallard - Chair
Cindy Rogers - Co-Chair
Dan Rogers
Tim Xeriland
Jarlene DeCay
Grenna Rollings
Halanda Kidd
Michael Arrendondo
Pam Thomas
Vidya Krisnaswamy
Linda Osagie
Krasimir Kolarov
Cedar Valley College
Team Rotation Strategy

Guidelines for Teams

- Teams follow CVC Ground Rules and Communication Guidelines.
- All teams have a charter. Each meeting has an agenda and supporting documentation for the meeting. Meeting notes are provided after team meetings.
- Each team has a chair and a chair-elect.
- Chair-elect must make a three-year commitment: one year of service as chair-elect, one year service as chair, and one year service as immediate past-chair.
- Team membership remains between 8 and 12 participants.
- Membership term for all teams is three years with one-third (1/3) of membership rotating off annually.
- Teams utilize technology whenever possible to increase efficiency and sustainability.
- Teleconferencing is encouraged when appropriate.
- All full-time employees serve on at least one (1) standing team, sub-team of a standing team or special team related to the college priorities of the academic year.
- Employees are encouraged not to serve on more than three (3) teams.
- Leadership ensures teams demonstrate diverse skills and experiences.
- Leadership reserves the right to make exceptions to these guidelines to ensure college priorities and community is served.

Implementation of Team Rotation Strategy

- Planning and communication for new team structure occurs during the fall semester.
- Implementation occurs by November in connection with performance reviews.
- One-third (1/3) of members rotate off beginning at the end of September with following exceptions considered:
  a. Volunteers are rotated initially.
  b. All transitions are handled professionally.
  c. Expertise must be maintained to ensure team effectiveness.
- Recruitment begins in October with individuals making a 1st, 2nd, and 3rd choices.
- Members may select a one (1), two (2), or three (3) year commitment.
- Team service begins in November.
- Chairs and Chair-Elects will be working together to ensure diverse representation on all teams
- Leadership will be inclusive to include professional support staff, faculty, and administrators.
CVC Communication Guidelines

Communication Value:
Maintaining appropriate systems for the open sharing of information

Communication Process Model
Effective Communication is honest, clear, accurate, complete, informative, concise, open, timely, and engaging.

Noise from the environment

Sender > Message > Media > Receiver

Noise from the environment & Feedback

The Sender: the message originates from and is encoded by the sender, who must be clearly identified to the intended audience.

The Message: the message is the information that is to be transmitted. Messages should be clear and easily interpreted.

The Media: this is the method by which the message will be delivered or the communication channel that will be used to transmit the message.

The Receiver: the person(s) who decodes, reads, hears, or sees and processes the information.

Noise from the environment: any interference that stems from competing messages, a lack of clarity in the message or a flaw in the channel, and it poses a problem for all communication channels. Noise can be internal or external: psychological, physiological, or physical.

Feedback: communication is not complete unless feedback is received.

Guidelines for Interpersonal Communication

- **Good communication is deliberate.** Become more aware of yourself as a communicator. Delivering the message is only the first step; find ways for messages to be received well.

- **Think before speaking,** especially when you disagree with someone. Voice, tone, pitch, speed, and volume are laden with emotion.

- **Pay attention to your body language:** Non-verbal communication can be more significant than verbal communication, especially when emotions are involved or when individuals of different cultures, genders, or backgrounds interact.

- **Be aware of the barriers that impact or undermine good communication** (emotional, physical, and cultural). Eye contact is important.

Cedar Valley College
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
CVC Communication Guidelines continued...

Guidelines for Interpersonal Communication continued

- **Be direct and honest**, allowing the receiver to walk away with dignity. It builds trust and respect.

- **Show respect for other’s point of view.** Welcome feedback from others.

- **Make sure that the message is clear and easily understood.** This may require active questioning and repetitive feedback. Just because it’s clear to you doesn’t mean that it is clear to the receiver(s).

- **Communicate in multiple ways and use the appropriate channel to transmit the message.** Be it verbal or visual or both, the most important facet of encoding is not what is sent but rather what is received.

- **Allow for a feedback loop.** The feedback loop allows the receiver to communicate with the sender and thereby informs the sender whether the message was received and decoded properly. Communication does not occur when it is one-sided. Without feedback, communication has not taken place and unintentional miscommunication can occur.

Guidelines for Communication in Work Groups:

- **Communicate, document, and share important information in multiple ways** (meeting notes, email, phone, and in-person discussions).

- **Assign names and tentative deadlines** to every task so that accountability is clearly defined and follow-up can occur.

- **Keep the big picture in mind and what’s most important** (the students and the college as a whole); don’t sweat the small stuff.

- **Follow the email etiquette guidelines** and be cautious in using mass “CVC” emails for personal commendations, opinions, or non-work related commentary.

- **When you have a concern with an individual or work group, talk with them first** before sending an email to a larger group. Most problems are best clarified and solved with the individuals involved.

- **Take the time to investigate before you reach a conclusion** or criticize a work group or committee. Allow others to finish their explanations before jumping to conclusions. Give them the benefit of the doubt.

- **Recognize that they are many right ways of accomplishing work** and many ways of looking at problems and solutions. Respect that others may have a unique perspective that would be helpful.

- **Keep meetings as informative, focused, and brief as possible.**
CVC Meeting Ground Rules

The Purpose for Ground Rules

Establish written rules about what behaviors are acceptable and what behaviors are not acceptable for group members to demonstrate in order to prevent misunderstandings or disagreements and to manage meetings effectively.

Examples of Ground Rules to Consider

- Participants are expected to attend all scheduled meetings.
- If you cannot attend a meeting, agree to support decisions made by the rest of the team (submit thoughts or suggestions ahead of time).
- Meetings will start and end on time.
- Participants are expected to arrive on time.
- Cell phones on silent (minimize outside interruptions).
- All meetings will have an agenda. Agenda and any additional material should be distributed ahead of the meeting.
- Confidential information will remain “confidential.”
- Please break as needed and re-join the meeting as soon as possible.
- Only one person talking at a time (no side bar discussions while others are talking).
- Practice active listening and do not interrupt each other.
- Keep discussion on topic, and focused (avoid sidetracking).
- Questions, ideas, and thoughts are shared with the whole team.
- Respect each other.
- Don’t shoot down ideas – be open.
- No finger pointing - address the process, not the individual.
- Summarize decisions and assignments (include a timeline and distribute to all).
In today’s world of advancing technology, electronic mail or e-mail has become a major source for communicating. This is due in part to the swift speed of message delivery and the informal nature of this communication style. However, we must not forget that e-mail, like traditional written correspondence, is a permanent media and should apply the same rules.

There are many etiquette guides and many different etiquette rules. Some rules will differ according to the nature of the business and the corporate culture. “Netiquette” is a term that has been coined to define proper e-mail and online etiquette.

First, decide if e-mail is the appropriate method for communicating the message. When the information communicated is complex in nature, e-mail may not be the best vehicle. If the message has the potential to create a need for further discussion, the best method of delivery may be face-to-face or by telephone.

If it is determined that e-mail is the best method, follow these simple guidelines:

**Guidelines for E-mail Etiquette:**

1. **Be concise and to the point** - Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications and a long e-mail can be very discouraging to read. An e-mail reply should answer all questions, and pre-empt further questions. In addition, the subject line should be descriptive of the content.

2. **Use proper spelling, grammar, and punctuation** - This is not only important because improper spelling, grammar, and punctuation give a bad impression of your institution; it is also important for conveying the message properly. In addition, it is considered rude to type a message using all capital letters.

3. **Answer swiftly** - E-mails are sent for swift responses. If the response can wait, it should be sent in the form of a letter or fax. Responding before the end of the next working day is suggested. Even if you only have time to send a brief acknowledgement, doing so removes any doubt in the mind of the sender that the message was received.

4. **Do not overuse URGENT or HIGH PRIORITY** - Like the boy who cried “Wolf,” overuse of this status will lose the effectiveness when you really need it.

5. **Read your e-mail before you press SEND** - Many times we press the send key without proofing our e-mails to determine how it will be interpreted by the receiver or checking for errors. Experts also advise waiting to fill in the “to” e-mail address to avoid sending the message prematurely. These extra steps can save much frustration and the need to send further e-mails for clarification.

6. **Never send e-mail when you are angry** - E-mail lacks communication clues such as facial expressions and body language and can be easily misunderstood. Face-to-face communication is always best in cases where conflict may arise.
7. **Avoid REPLY TO ALL unless necessary to do so** – Unless the message transmitted is strictly for the purpose of informing, in most cases, an e-mail that results in a response to all parties indicates that further conversation may be needed. In that case, the e-mail conversation should be taken offline and handled face to face with the sender of the message.

8. **Exercise caution when sending unsolicited e-mails** – Before sending unsolicited e-mails, make sure that there is value to the recipient. If you don’t, the recipient may very well consider it SPAM and delete it. Gain permission or at least insure the receivers’ notification of anticipated delivery. Remember, chain letters and spam are often the culprits for potential viruses.

9. **Keep your inbox clean** – E-mails occupy a lot of space on servers. It is a good practice to regularly review your inbox to make sure that any e-mails requiring action have been handled and then filed in a separate folder or deleted.

10. **Nothing is private** – Never forget that there is no such thing as a private e-mail. E-mails are considered public information and as such, can be subpoenaed in a court of law. Before you click “send,” consider the consequences of what may happen if the message is read by someone else. Never send personal or confidential e-mails including messages that disclose issues related to the personal health of individuals.

Rules regarding privacy of information can be found at the following link:

http://www.hhs.gov/ocr/privacy/index.html

Specific information regarding e-mail guidelines for employees of DCCCD can be found at the following link:

http://www.dcccd.edu/Employees/Tools+and+Resources/E-mail+Best+Practices/General+E-mail+Information/Composing+Effective+E-mails.htm

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Section C

Policies and Procedures
**Revision Log**

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BUDGET OVERVIEW 21.0.0

Purpose 21.0.1

An operational budget is a financial tool for planning and managing the allocation of resources and the expenditure of funds over a specific period of time. When compared with actual resources received and expenditures made, it provides a gauge for determining how well financial goals and objectives are being met.

Sources of Revenue 21.0.2

A. Revenue comes from many sources including, but not limited to:
   1. State appropriations
   2. Taxes
   3. Tuition and other student charges
   4. Interest on investments
   5. Contracts and grants from federal, state and local sources

B. The Executive Vice Chancellor of Business Affairs is responsible for determining the amounts of revenue from each source that will be available during the budget development based on input from various sources including college presidents and business officers as well as outside agencies.

Allocation of Resources 21.0.3

A. Each college will be assigned an allocation of the total funding available in order to establish an annual budget for its location.

B. Allocation amounts are based on multiple factors such as contact hours generated by the college, square footage the college operates, projected income from recurring operations, use of fund balance requests, etc. The allocation becomes the source of revenue to which expenditures must be balanced for each individual college and any community campus it operates.

C. Periodically during the year allocations are adjusted based on results of actual operations.

D. District locations (District Office and District Service) will be guided by the Executive Vice Chancellor of Business Affairs as to how much funding is available for them. The LeCroy Center for Educational Telecommunications will develop a budget based on their own unique funding sources such as sales and chargebacks to the colleges.
21.0 – BUDGET

21.0.0 – Budget Overview

Revised 05/01/12

Functional Areas 21.0.4

A. Currently, per Texas Higher Education Coordinating Board instruction, the District reports expenditures by functional areas. They are:
   1. Instruction
   2. Public Service
   3. Academic Support
   4. Student Services
   5. Institutional Support
   6. Operation & and Maintenance of Plant
   7. Auxiliary Enterprises
   8. Scholarships & Fellowships
   9. Depreciation

B. College budgets will reflect all but the last two. Care should be taken to place reserved funds into the appropriate functional area if the purpose but not the amount of expenditure is known. If the purpose is also not yet determined, expenditures can be budgeted in the college’s general reserve.

C. Budgeting for Scholarships & Fellowships is handled at the District level. Depreciation is not budgeted and is only reported on financial statements.

Legal Requirements and Budget Adoption 21.0.5

A. The District must follow all legal and authoritative sources governing adoption of the annual budget. Both the Texas Education Code Sections 51.0051 and 44.004 and the Board of Trustees Policy Manual Sections CC (Legal) and CC (Local) describe requirements for the date of adoption of the budget, required hearings on the budget, etc. Further legal requirements regarding budget adoption as relates to tax assessment may be found in the Texas Comptroller’s Truth-in-Taxation Manual published on the Comptroller’s web site each year. A rider to the state appropriation act each biennium describes budget filing requirements with the State.

B. The District’s practice has been to produce an original budget, a fall revision and a spring revision for Board approval. The original budget is adopted at the first board meeting in September, the fall revision in December and the spring revision in May. The Richland Collegiate High School, with the aid of the District Service Center, also submits a summer revision in August to meet TEA requirements. Budget changes can be made during the periods between these revisions that result in a net zero change, but these official revisions dates are the only time changes in overall revenue and expenditures can be made.
### Revision Log

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BUDGET DEVELOPMENT

Considerations in Budget Development

A. Budgets should be developed to reflect the goals and objectives of the location departments, the divisions and the college as well as the District as a whole. Prioritizing needs develops a hierarchy that helps quickly determine where cuts can be made or new expenditures added as the total funds available in the budget decreases or increases.

B. Items to consider are:
   1. Changes in staffing and benefits
   2. Capital equipment needs
   3. Other operational needs, e.g. supplies, travel or staff development, memberships, contracted services, new programs, etc.

Original Budget Development and Timeline

A. A detailed timeline is distributed each year from the District’s Budget Office to the Vice Presidents of Business Services (VPBS) listing the events and dates required for the budget development cycle.

B. Budget development for each new fiscal year begins in the prior October when colleges are asked to submit revenue and contact hour projections for the coming year.

C. During the remainder of the fall semester, assumptions are developed by the Executive Vice Chancellor of Business Affairs (EVCBA) for levels of state appropriation, taxes and tuition.
   1. In years in which the State Legislature meets, legislative developments must be closely watched in order to anticipate the level of appropriations that will be available. Generally the appropriation act is not finalized until June in odd-numbered years. So adjustments to the assumptions will likely be made late in the budgeting cycle.
   2. Tax base valuation projections are made based on information provided by the Dallas Central Appraisal District. Since the tax base valuation isn’t certified until late July, again adjustments are likely to be made late in the budgeting cycle.
   3. Tuition projections are based on the prior 12-month actual amounts increased or decreased by a percentage based on the input from colleges regarding enrollment expectations for the coming year.

D. Budget schedules for departments whose costs are charged back to the colleges and/or District locations are developed in December and January and then sent to those departments for establishing a budget based on guidelines from the EVCBA. Their budgets are finalized and disseminated to the location VPBS’s in March.

E. Colleges are asked to submit a final estimate of contact hours and revenue in February.

F. Allocations for the colleges are sent out sometime in March or early April.
G. Each college’s detail budget must be input into the District’s budget system by the end of May for the next year’s original budget.

H. A presentation of the original budget is given to the Board of Trustees usually in mid-July of each year. Included are presentations from District vice chancellors and each college president highlighting prior year accomplishments and future year goals.

I. The budget is approved at the first meeting of the Board of Trustees in September. The tax rate is finalized at the same meeting following budget adoption. All last minute adjustments based on final state appropriation and tax valuation changes are completed prior to budget submission for the September board meeting.

Budget Revisions  

A. In October and again in February colleges are requested to submit updated revenue and contact hour projections for the fall and spring budget revisions.

B. New allocations are distributed to the colleges reflecting changes in the projected revenue. Deadlines for input of changes to the detailed college budgets are included on the timeline distributed by the District Budget Office. District Office locations generally are not allowed any but net zero budget changes. However, the EVCBA may allow increases on a case by case basis for district locations having unique current needs arising, but only if additional qualifying funding is available, i.e. from reserves or fund balance.

C. In years in which the board approves a cost of living adjustment (COLA) the District Director of Business Services will adjust the allocation by the amount needed for each location and will book the funds in the location’s functional reserves. Once there, the locations can move the budgeted amounts to the appropriate divisions for each employee. This process generally occurs during the fall revision of the budget.

D. During the fall and spring revision process, requests for use of a location’s fund balance may be submitted. (See Section 21.1.4 for Use of Fund Balance guidelines.) On rare occasions an additional call may be made to submit use of fund balance requests for summer board approval.

E. Presentations are made to the Planning and Budget Committee for both budget revisions prior to submission for approval at the December and May board meetings.
Requests for Use of Fund Balance 21.1.4

A. Use of fund balance may be made for the following expenditure types:
   1. Carryforward of prior year encumbrance and requisition amounts not spent in the year originally budgeted
   2. Non-recurring items
   3. Capital items
   4. Repairs and maintenance
   5. Start-up costs for a new program or location

B. Often requisitions are not completed through the purchasing process or purchase orders have not been filled before the end of the fiscal year. During the fall revision, colleges and the District locations are given an opportunity to carry forward the funds budgeted for these outstanding requisitions and purchase orders in the old year into the new fiscal year. This results in a use of fund balance for the location. Any amount less than or equal to the total of outstanding requisitions and purchase order encumbrances may be carried forward.

C. Calls for use of fund balance requests will be initiated by the District Budget Office at which time the VPBS for each location can send his/her requests for approval. Requests should include a) the approximate dollar amount, b) a description of the use and c) the fund/division/account to be used.

D. The EVCBA will review the request and make the decision whether to approve it or not. If approved, the District Director of Business Services will enter the budgetary information into the District’s computer system, which includes placing the funding in the college’s reserve account for transfer by the VPBS or designee to the appropriate location division and account.

E. Should the board not approve the request during either at the Planning and Budget Committee meeting or the board meeting, the entries created in 21.1.4.C will be reversed.

F. Emergency requests for use of fund balance are handled on an as-needed basis according to the above guidelines.

G. College requests for use of fund balance can only be made for the unrestricted and the auxiliary fund. The District Director of Business Services can request, for EVCBA review, the use of fund balance for any fund that has a fund balance.

Final Allocation 21.1.5

A. After District Accounting has closed the books for the fiscal year the District Director of Business Services will begin developing the final allocation for all locations.

B. The final allocation compares actual revenues to actual expenses to determine the change in fund balance for each location. Any audit adjustments must be taken into account; so the final allocation won’t be finalized until the annual audit is finalized.
C. The final fund balances for each location take into account the anticipated request for use of fund balance from the carry forward of encumbrances and requisitions.

D. The final allocation fund balances must be reconciled to match the booked fund balances in the accounting system.

**District Grants and Contracts Accounting Budget**

A. The District Contracts and Grants Director are responsible for developing the restricted fund budget and making revisions to the restricted fund budget with input from location Resource Development Officers. The budget is then submitted to the District Director of Business Services.

B. The restricted fund is not eligible to develop a fund balance and so no request for a use of fund balance will be made. Revenues and expenses must equal one another at the time of closing the books for the year, which results in no fund balance being created.
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MONITORING THE BUDGET 21.2.0

Monthly Board Reports 21.2.1

A. Reports comparing actual results to budgeted amounts are submitted to the board on a monthly basis. The reports include revenues and expenditures only for the operating funds—unrestricted, auxiliary, restricted, and Richland Collegiate High School.

B. Actual amounts outside of the control limits by two points are investigated and a reason given to the board for the variance. Also, once an item exceeds 100% of budget, an explanation must be given, but the explanation for such an item does not need to be reported again in future months.

Monitoring Individual Budgets 21.2.2

A. Location cost center managers should review their budget reports at least once a month to determine that all transactions posted to their division are correct and belong to their division. Any discrepancies should be reported to the location business officer for assistance in resolution.

B. Both cost center managers and VPBS’s should monitor their budgets for line items that exceed the budget and take appropriate steps to correct the budget by transferring other available funds to the deficient line item budget.
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BUDGET RESPONSIBILITIES AND GUIDELINES

District Responsibilities

A. The Executive Vice Chancellor of Business Affairs
   1. Develops budget assumptions for revenue and guidance for expenditures
   2. Approves the college allocations before they are sent to the VPBS’s
   3. Ensures the budget is balanced
   4. Submits and presents budgets to the Board of Trustees and/or Planning and Budget Committee
   5. Authorizes use of fund balance requests for submission to the board
   6. Administers budget development guidance and approval for District locations

B. The District Director of Business Affairs
   1. Publishes the annual budgeting calendar
   2. Calls for budget item information, e.g., revenue and contact hour projections, use of fund balance requests, visiting scholar/special administrative appointment program recipients, etc.
   3. Develops and sends out the college allocations after EVCBA approval
   4. Oversees the chargeback budget development with guidelines provided by the EVCBA
   5. Oversees the District Office and District Service Center budget development with guidelines from and final approval by the EVCBA
   6. Ensures that the budget is correctly set up and balanced in the system
   7. Oversees preparation of the monthly status reports for the board comparing actual to budget
   8. Develops budgets for the Unexpended Plant Fund, Debt Service Fund and Quasi-Endowment Fund with input from various District Service Center departments
   9. Oversees production and filing of the budget book and other State-required reports

C. The District Cost Center Managers
   1. Project expenditures within the framework of each cost center’s operational plan
   2. Monitor their budgets at least monthly for the correctness of transactions and actual expenditure line items that exceed budget

College Location Responsibilities

A. College Presidents oversee the development of college goals and objectives to set the framework for the budget.
B. College Vice Presidents of Business Services
1. In consultation with the College President develops a schedule for reviewing and balancing the college budget prior to input into the District’s budgeting system
2. Submits revenue and contact hour projections, use of fund balance requests and other items requested by the EVCBA or the District Director of Business Services
3. Ensures that the college budget stays in balance and that necessary corrections for over budget line items are made

C. College Cost Center Managers
1. Develop an operational budget for the cost center based on departmental and college goals and objectives for submission to the location VPBS
2. Monitor their budgets at least monthly for the correctness of transactions and actual expenditure line items that exceed budget

General Guidelines 21.3.3

A. Budgets should be entered to the nearest dollar—no cents!

B. The following functional area definitions should be kept in mind during the budget process:
1. **Instruction** - Salaries, wages, supplies, travel, office furniture, equipment and other expenses for the operation of general academic and technical/vocational instructional departments.
2. **Public Service** - All costs of activities designed primarily to serve the general public, including correspondence courses, adult study courses, public lectures, workshops, institutes, and similar activities.
3. **Academic Support** - Library – Salaries, wages, library materials (including books, journals, audiovisual media, computer-based information, manuscripts and other information sources), binding costs, equipment and other operating costs of the library. Also, Instructional Administration Expense – Salaries, wages, supplies, travel, equipment and other operating expense of the offices of academic deans or directors of major teaching department groupings.
4. **Student Services** - Salaries, wages and all other costs associated with admissions and registration, student financial services (including financial aid), student recruitment and retention, testing and guidance, career placement services and other student services.
5. **Institutional Support** - Salaries, wages and all other costs for the governance of the institution, executive direction and control, business and fiscal management, campus security, administrative data processing, central support services, purchasing and other general institutional activities.
6. **Operations and Maintenance of Plant** - Salaries, wages, supplies, travel, equipment, services and other operating expenses for physical plant administration services, building maintenance, custodial services, grounds maintenance, utilities and major repairs and rehabilitation of buildings and facilities.
7. **Auxiliary Enterprises** - Expenditures related to bookstore, food service, intercollegiate athletics, and Center for Educational Telecommunications operations.
C. Staff benefits that apply to all employees and are district-funded will be budgeted by the District Director of Business Services while Special Staff Benefits apply only to specific employees, are college-funded and will be budgeted by the VPBS. The amount for district-funded staff benefits will be included on the allocation for each location.

D. Budgets cannot be moved between funds.

E. Actual expenditures should be set to be paid from the divisions and accounts to which they apply and not to divisions and accounts solely because there is budget available.

F. Budgets cannot be transferred between locations directly. If an agreement is made to transfer a budget to another location, the District Director of Business Services should be contacted to make adjustments on the colleges’ allocations. Such transfers should occur only on rare occasions.

G. Any questions regarding budget procedures should be directed to the District Director of Business Services for assistance.
Children on Campus

The institution strives to protect an environment most conducive to teaching and learning for all enrolled students. Children who are taking part in organized scheduled activities or who are enrolled in specific classes are welcomed. Minor children, however, should not be brought to the institution unless closely supervised by their parent. Minor children should not be brought into classrooms, laboratories or other facilities of the college. This practice is disruptive to the learning process. In the case of an emergency where the student-parent has no alternative but to bring the child to campus, classroom faculty or the administrative heads of other units have full discretion as to whether a child may be allowed to quietly stay in the location. These individuals may require that children be removed by the student-parent from the setting if, in their opinion, the presence of the child is deemed to be disruptive to the learning process. For reasons of security and child welfare the institution will not permit unattended children to be left anywhere on the premises. Parents who have problems with childcare should visit the Counseling and/or Advisement Center to receive referrals to childcare services in the area.
Communicable Diseases

An administrator or health official of a public institution of higher education shall report to the local health authority a suspected case of a reportable disease as defined by state law and the Texas Department of State Health Services. If there is no local health authority appointed or if the College District is outside the jurisdiction of a local health authority, the report shall be made to the Texas Department of State Health Services regional director. 25 TAC 97.2(d), 97.5(a); Health and Safety Code 81.041, 81.042

Aids / HIV POLICY

The College District shall make its policy on HIV infection and AIDS available to students by including the policy in the student handbook or by any other method. The College District shall make available to students, on request, the educational pamphlet on HIV infection developed by the Texas Department of State Health Services (TDSHS) and shall include in the student handbook a statement that the pamphlet is available.

The student health center shall provide clear, accurate information on how to prevent the transmission of HIV infection pursuance Education Code 51.919(b),(c) (d).

Bacterial Meningitis

The Coordinating Board shall prescribe procedures by which the College District shall provide information relating to bacterial meningitis to new students of the College District. The procedures must provide for the information to be provided in a brochure or other manner so that the information is reasonably likely to come to the attention of each student.

The Coordinating Board shall prescribe the form and content of the information. The College District, with the written consent of the Coordinating Board, may provide the information required to new students of the College District by a method different from the method prescribed by the Coordinating Board if the Coordinating Board determines that method would be effective in bringing the information to the attention of all new students of the College District.
Communicable Disease Proof Requirements
Meningitis Vaccine Required

What:  State of Texas immunization requirement for bacterial meningitis

Who:  A DCCCD student must provide DCCCD with proof of meningitis vaccination if:

- Enrolling for the first time as a credit student.
- Returning after a semester break in enrollment.
- Transferring to DCCCD from another college or university.
- Enrolling as a continuing education student in programs with 360 contact hours or more.
- Enrolling as a distance education student who lives in Texas (based on your actual mailing address — post office boxes cannot be used as proof of residency).
- Enrolling in Dual credit, Middle College, Early College or charter high school student attending classes on a DCCCD campus.
- Enrolling as a continuing education student in concurrent credit courses.

Deadline:  The student must submit proof of vaccination (or booster shot within the last five years) to the college’s Admissions/Registrar’s Office before registering for class. The date of the vaccination must be at least 10 days before the first day of class. This allows time for the vaccination to take effect.

Where:  Take the DCCCD Bacterial Meningitis Vaccination Verification Form (PDF - 172KB) to the Admissions/Registrar’s Office on the campus where you are enrolled.

Exceptions to the new law:  Proof is not needed if:

- Student is 30 years of age or older (by the first day of the semester in which you are enrolled).
- Student is enrolled in distance education courses and resides out of state or out of the country.
- Student is enrolled in a continuing education course or program that is less than 360 contact hours or in continuing education corporate training.
- Student is enrolled in one or more dual credit courses taught at a public or private K-12 facility which is not located on a DCCCD campus.
- Student is a DCCCD student who is incarcerated in a Texas prison.

Exemptions:  A DCCCD student or the student’s parents or guardians are not required to submit evidence of the bacterial meningitis vaccination if the student, parent or guardian submits one of the following affidavits, based on health and well-being or for reasons of conscience, including religious beliefs. For either of these exemptions, you must submit to the Admissions/Registrar’s Office:

- The DCCCD Bacterial Meningitis Vaccination Exemption Form (PDF - 151KB) and one of the following:
  - An affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine in the United States in which it is stated, in the doctor’s opinion, that the vaccination would injure the health and well-being of the
student; or
  o An affidavit signed by the student stating that she or he declines to take the vaccination for bacterial meningitis for reasons of conscience, including religious belief. In that situation, the student must obtain a conscientious objection form from the Texas Department of State Health Services.

DCCCD students may obtain bacterial meningitis vaccinations from their own physicians, local health departments, clinics, area drug stores and similar facilities.

For more information about bacterial meningitis, visit the Centers for Disease Control.

For details about DCCCD’s procedures, visit the Admissions/Registrar’s Office at any of the district’s seven colleges.

Learn more about the State of Texas’ Meningitis Vaccine Requirements.

Forms are located in Section G: Forms and Documentation.
Computer Use Policy

The District is committed to providing an educational and work climate that is conducive to the personal and professional development of each individual. To fulfill its multiple missions as an institution of higher learning, the District encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. The District also strives to protect the rights and to enhance the self-esteem of all its members. Faculty, staff, and students should be aware that any form of illegal harassment or discrimination against any individual is inconsistent with the values and ideals of our community.

As an institution of higher education, the District encourages, supports, and protects First Amendment rights and an open environment to pursue scholarly inquiry and to share information. Access to networked computer information in general and to the Internet in particular supports the academic community by providing a link to electronic information in a variety of formats and covering all academic disciplines. As with any resource, it is possible to misuse computing resources and facilities and to abuse access to the Internet. The following statements address, in general terms, the District's policies concerning computer use.

The Chancellor is authorized to promulgate policies and procedures to implement this policy. [Refer to the Business Procedures Manual for additional information.]
What is copyright?
In simple terms, copyright is a form of legal protection that gives creative people - such as writers, musicians, artists and filmmakers - the exclusive right to reproduce, distribute, perform, display or license their work. Copyright law is designed to promote creativity by making sure creators can profit from their work.

There are limits and exceptions to copyright, however. In the United States, for example, the fair use doctrine allows people to copy and distribute copyrighted materials under certain conditions, and there are other provisions in copyright law that give educators flexibility as well.

Why is it important to understand and comply with copyright law?

- **Infringing** on someone’s copyright can have legal consequences, including large fines.
- Educational institutions are held to a higher standard than other organizations when it comes to copyright. Protecting DCCCD’s reputation is important.
- DCCCD employees have a responsibility to set a good example for students by obeying copyright law.
- Educators also must understand copyright law so they can effectively - and legally - use copyrighted materials for instructional purposes as allowed under fair use and other provisions.

- Copyright law is complex, and interpretation of copyright law is subjective. Publishers or artists seeking to protect their work may have a different perspective from students or educators looking to use it. There are no black-and-white answers when it comes to
- instructional resources (designed primarily for faculty) and
- noninstructional resources (intended mainly for staff).

Disclaimer: This information is divided based on business need. It is designed to educated and inform DCCC students about copyright and should not be construed as legal advice. Contact the DCCC Legal Office at 214-378-1703 for specific guidance related to copyright and intellectual property issues.
Copyright Definitions

1. **Copyleft:** Copyleft is a relatively new concept that originated among software developers but now is being used in a variety of fields. To "copyleft" a work, the creator of a copyrighted work usually issues a [license](#) allowing others to use, copy, modify or distribute the work under certain conditions, without asking permission. In essence, by copylefting the work, the author gives other people or organizations more freedom to use the work than they would have under copyright law, without putting the work in the [public domain](#) and giving up all right to protect it.

Only the copyright holder has the right to declare a work copylefted. Once a work is copylefted, the decision can't be reversed.

Organizations that are dedicated to copyleft issues and/or provide copyleft licenses include the [Free Software Foundation](#) and the [Open Source Initiative](#) (for software) and [Creative Commons](#) (for text, audio, images, video and educational works).

2. **Copyright:** Copyright is a form of protection that United States law (title 17, U.S. Code) gives to the creators of original intellectual works, such as books, music, artwork and films. Copyright law gives copyright owners the exclusive right to reproduce, distribute, perform, display or [license](#) their work.

Creative work cannot be copyrighted unless it is in a tangible form (such as on paper or video). Works are automatically copyrighted when they are put in tangible form and do not need be registered to be copyrighted.

Copyright laws vary by country. The [U.S. Copyright Office](#) says, "There is no such thing as an 'international copyright' that will automatically protect an author's writings throughout the entire world." However, as a result of international agreements, most countries honor each other's citizens' copyrights.

3. **Copyright Infringement:** Copyright infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed or made into a derivative work (a work that is based on but changed somewhat from the original) without the permission of the copyright owner.

4. **Digital Millennium Copyright Act of 1998:** The Digital Millennium Copyright Act (DMCA) updated U.S. copyright law for the Internet era. One change the act made was to give educational institutions that qualify as Internet service providers (including DCCCD) protection from liability for copyright infringement by students or employees, as long as the institution follows certain rules. That means if you infringe on someone's copyright while using district computers or related district resources, you will be held responsible - not the district.

DCCCD has designated district legal counsel as its agent to receive claims of copyright infringement and to remove or disable illegal content. (See "District/Instructional Web Pages" in [regulation CR](#) of the DCCCD Board Policy Manual for more information.)

For more details, see the U.S. Copyright Office's [summary of the DMCA](#).

5. **Fair Use:** The "fair use" doctrine, part of U.S. copyright law, allows you to use copyrighted
works legally, without permission, for purposes such as criticism, comment, news reporting, teaching, scholarship or research.

To determine whether use of a copyrighted work is a "fair use," you must consider all four of the following factors:

1. the purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes (Will you make a profit by using the work, or will you be using it in your classroom?)
2. the nature of the copyrighted work (Is the work purely factual, or is it a creative work?)
3. the amount and importance of the portion used in relation to the copyrighted work as a whole (Will you use a few words or an entire article? A key portion or an insignificant one?)
4. the effect of the use upon the potential market for or value of the copyrighted work (If you use the work - for example, by posting it on your Web site - would that make people less likely to buy it?)

6. Intellectual Property: Intellectual property is anything created by the human mind that has commercial value and can be protected under federal law. U.S. law defines four types of intellectual property:

   - copyright (such as a music composition)
   - patents (such as the design for a new machine)
   - trademarks (such as McDonald's golden arches)
   - trade secrets (such as the formula for Coca-Cola)

   Intellectual property must be expressed in a tangible form (for example, on paper or video) to be protected.

7. License: A license is a contractual agreement in which a copyright owner (or the owner's authorized agent) gives another person or organization permission to exercise one or more of the exclusive rights they hold as the copyright owner. Licenses usually involve the payment of a fee or royalty but can also be free.

8. Patent: A patent is an agreement in which the U.S. Patent and Trademark Office gives an inventor the right to exclude others from making, using or selling an invention for a limited period of time (usually 20 years). Patents may be issued for a new process or machine, a new design for a product or a new variety of plant, among other things.

9. Plagiarism: Plagiarism is the unacknowledged use of someone else's words or ideas. The DCCCD Board Policy Manual defines plagiarism as "the appropriating, buying, receiving as a gift or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work."

(Note: The Online Resources page for students features links to helpful Web sites with information about plagiarism and how to cite sources.)

10. Public Domain: Public domain refers to works that are not protected by copyright and are publicly available. They may be used by anyone, anywhere, anytime without permission, license
or royalty payment. A work may enter the public domain because the term of copyright protection has expired, the work is not eligible to be copyrighted or the work was created by the federal government.

11. **TEACH Act:** The Technology, Education and Copyright Act of 2002 (TEACH Act) updates copyright law in the area of distance education and facilitates the use of copyrighted materials without obtaining permission, provided certain conditions are met.

Refer to the [TEACH Act Toolkit](https://www.ncsu.edu/library/services/tools/teachact/index.html) (North Carolina State University) for information and guidance on meeting the conditions of this act.

12. **Trademark:** A trademark is a word, phrase, symbol or design, or a combination of these things, that a company uses to identify its products.

13. **Work Made for Hire:** Usually, the person who creates a copyrighted work is considered its author. However, if an employee creates that work as a part of his or her employment, it is considered a "work made for hire," and the employer is considered to be the copyright owner.

DCCCD Board Policy defines "district-supported works" and outlines important, related guidelines and procedures in policy DBD (local).

Also see U.S. Copyright Office Circular 9, [Works Made for Hire Under the 1976 Copyright Act](https://www.copyright.gov/circs/circ9.pdf) (PDF - 71.7 KB)
Copyright Questions and Answers

Click on a question to jump to its answer, or scroll down to browse all the questions and answers.

1. May I make copies of a copyrighted article, story, poem or book chapter and hand them out to my class? How much may I copy?

Yes, you may, if the use is permitted under the fair use section of U.S. copyright law. There is no simple answer to this question; every time you want to use copyrighted material in class, you must consider whether the use meets the four factors of fair use. Although there are rules of thumb that can help you decide how much of a copyrighted work you can safely use, these rules are not absolute.

If you need help determining whether an item you wish to copy fits within fair use guidelines, try visiting these Web sites:

- University of Minnesota Libraries: Fair Use - an overview of fair use and analysis tools
- Stanford University: Copyright and Fair Use Overview - guidelines for reproducing text materials for use in class

2. Is it legal to post copyrighted articles or stories for an online class?

It depends. In each separate instance, you need to consider the use in the context of copyright law.
You may test the intended use against the "four factors" to see if fair use applies. Almost always, whether it is a fair use will be a judgment call. You can use the Checklist for Fair Use from Indiana University - Purdue University Indianapolis (IUPUI) as a guide; if most of your check marks are in the "Favoring Fair Use" column, your use is probably safe. (The Web sites noted in question #1, above, may be helpful, also.)

However, keep in mind that unless you use technology to limit access to your Web site, materials posted on the Web will be widely accessible by people all over the world. In effect, you would be distributing the information broadly, thus affecting the market for that work (see the fourth factor under fair use).

The TEACH Act, passed in 2002, gives educators more leeway in using copyrighted materials in online classes and other digital domains, with certain strict provisions. IUPUI's Checklist for Compliance With the TEACH Act or North Carolina State University's TEACH Act Toolkit can help you determine whether your use meets the conditions of this act, but as with fair use, there is no black-and-white answer.

You also may wish to consult the Fair Use Guidelines for Educational Multimedia or Educational Fair Use Guidelines for Distance Learning created at the Conference for Fair Use (CONFU). However, be aware that the CONFU guidelines are not law, and their use is controversial; see the CONFU overview in the UT System's Crash Course on Copyright for more information.

3. May I put a textbook on reserve in the library?

Yes, under the first sale doctrine (section 109(a) of the Copyright Act of 1976), faculty members may place textbooks on reserve in the library.

This section also permits libraries that acquire books by purchase or gift to lend them to users.

4. How can I tell if something is copyrighted?

It's not always easy to do. Some people think an item must have a copyright symbol on it to be covered by copyright, but that's not true. Usually, if you want to know if something is copyrighted, you have to know when it was published. (A chart by Lolly Gasaway, University of North Carolina, defines the length of copyright.)

After copyright has expired, the item passes into the public domain and may be freely used and copied. Other materials not covered by copyright (in the public domain) are federal government documents.

Stanford University's Web site provides a good explanation of public domain and how it works.

5. How do I get permission to use a copyrighted item?

Please contact the DCCCD Legal Office at 214-860-2470 for guidance.

6. How do I copyright something?

Each time you write or create an original work of authorship, legal copyright protection vests
immediately and automatically. Should you feel the need to protect your work, or if you plan to publish it, the U.S. Copyright Office recommends that you register your work. You can register your work online via the U.S. Copyright Office's Electronic Copyright Office (eCO) or get information about alternate methods at the same site.

7. If I develop course materials, who owns them, me or DCCCD?

It depends on the circumstances in which the course materials were created. If they were developed within the scope of your employment, they would typically be considered "work made for hire," and the rights to them would be owned by DCCCD. If, on the other hand, you create materials for a project outside of your employment, without the benefit of district facilities, time or resources, you would own the copyright.

The district's Conflict of Interest policy (DBD - local) includes important information about "district-supported works" and rights agreements.

8. May I link to another Web site from my Web site?

In most cases, yes. Links between Web sites are an essential component of the World Wide Web, and the courts have generally ruled that linking does not constitute copyright infringement. However, there are some exceptions, such as linking directly to an image in such a way that it isn't clear the image resides on another Web site. For more information on this topic, see the Ball State University Web site or Bitlaw.

9. Are Web sites copyrighted?

The content on a Web site - including text, graphics, video and music - is usually considered copyrighted, just like printed materials, because it's fixed in a tangible form. The exceptions would be if the owner explicitly puts the content in the public domain or copyleft it, or the copyright has expired.

10. Is it legal to copy a graphic or photo off a Web site, or scan it from a book or article, and use it in a class PowerPoint presentation?

In a face-to-face teaching situation, the answer is generally yes. Section 110 of U.S. copyright law provides an exemption for the performance or display of copyrighted works in a traditional classroom setting.

For an online class, putting a copyrighted graphic or photo in a PowerPoint presentation is probably OK if the use meets the requirements of the TEACH Act. (Indiana University - Purdue University Indianapolis provides a Checklist for Compliance With the TEACH Act on its Web site that you may find helpful, or you may want to consult North Carolina State University's TEACH Act Toolkit.)

If the work is in the public domain, you may reproduce it freely.

11. May I copy a graphic or photo off a Web site, or scan it from a book or article, and include it on a Web page I create?

It depends. In each separate instance, you need to consider the use in the context of copyright
law. Images scanned from a book or article and content on Web pages, including graphics and photos, are generally copyrighted (see question #9).

If your Web page is personal or provides general information (such as a departmental Web page), using a copyrighted image will most likely require permission. If your Web page is designed to be used as part of formal instruction for a course, you may be able to post a graphic or photo under the provisions of fair use or the TEACH Act (see question #2).

However, keep in mind that unless you use technology to limit access to your Web site, materials posted on the Web will be widely accessible by people all over the world. In effect, you would be distributing the information broadly, thus affecting the market for that work (see the fourth factor under fair use).

If the work is in the public domain, you may reproduce it freely.

12. Is it legal to show films or videos in class?

Yes. Section 110 (1) of the Copyright Act of 1976 allows educators to show copyrighted movies, without permission, as part of face-to-face teaching activities, as long as:

- the course is being taught at a nonprofit educational institution,
- the film is shown in a classroom or similar place devoted to instruction and
- the copy of the movie is a lawful copy.

However, a clearance or license is needed to show movies outside of a classroom situation (for example, for student club activities), even if the movie is being shown to informally educate students.

13. May I use films or videos in my online course?

Using a small portion of a film or video as part of an online class is probably safe. However, for each instance, you must consider whether the use is covered by fair use or is allowed under the TEACH Act, or perhaps use the CONFU guidelines to assist you (see question #2 for more information).

14. If a textbook publisher sends me supplemental learning resources, such as CDs, may I use the content on my Web site or on eCampus (Blackboard)?

The TEACH Act does not directly address the use of digital educational works such as supplemental learning resources. (See FAQs #7 and #22 in North Carolina State University’s TEACH Act Toolkit.) If you want to reproduce the content found in the supplemental resources beyond the limits established by fair use, you must obtain specific permission from the publisher or copyright holder. Note that publishers will often grant permission for such use as part of the terms of the license (for instance, Blackboard grants permission to use content from "Open Access Cartridges"). When in doubt, contact the publisher or copyright holder for permission.

15. May I use my student’s work - such as a research paper - in the classroom or on my Web site?
Yes, as long as you recognize that most student work is protected by copyright and treat it accordingly. Your best bet is to obtain the student's permission, not only out of respect for the student's legal rights, but also as a courtesy.
To satisfy the requirements of the "Drug Free Schools and Communities Act," the colleges and facilities are committed to creating an educational and work environment free from use or distribution of illicit drugs and abuse of alcohol. Cedar Valley College prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Information and confidential referrals concerning counseling and treatment programs for drug and alcohol abuse may be obtained from the Counseling and/or Advisement Center, Health Center and location Human Resources Office.
General Information

An emergency is defined as any state requiring immediate action to prevent dire consequences, usually immediate threat to life, limb or property.

Cedar Valley College Police Department
Telephone: 972-860-4290 (if calling from cell phone)
For Emergencies: Dial 911 (if calling from CVC)
Location: F Bldg, Room 120

In any emergency, call the police.
An officer is on duty and telephones are answered 24 hours a day, 365 days a year.

Emergency Procedures

General Guidelines:
- Notify the College Police immediately with the following information.
  - Your name and your location.
  - The exact location of the emergency.
  - Type or nature of the emergency.
  - Number of People involved.
  - Names and description of persons involved if known.
  - Extent of injuries I known.
  - Are hazardous chemicals involved?
  - Is blood or bodily fluids involved?
  - Then return to the emergency if feasible
  - Keep the victim(s) resting until College Police assess the situation.
  - Do not move the victim(s) unless absolutely necessary to preserve life.
  - Be prepared to assist College Police as directed in the emergency.

College Police will make the decision to call for additional help including the college nurse, fire department or ambulance as appropriate.
PROCEDURES FOR NATIONAL WARNING ALERT SYSTEM “RED ALERT” THREAT

Definitions
There are five threat conditions, each identified by a description and corresponding color. From lowest to highest, the levels and colors are:

    Low = Green; Guarded = Blue; Elevated = yellow; High = Orange; Severe = Red

The higher the threat condition, the greater risk of a terrorist attack. Risk includes both the probability of an attack occurring and its potential gravity.

Procedures in “Red Alert” Occurs Prior to the Beginning of the Work Day
The type of threat and the Red Alert warning would effect whether the District should continue to operate or close. Additionally, there may be a need to close a specific campus without affecting all campuses.

The procedures utilized by the District for “Inclement Weather” will be implemented. Local radio and news stations will be notified of the closing and the telephone message will be updated.

Procedures if “Red Alert” Occurs during the Business Day
Risk Management will send a message of the alert and threat to the Chancellor’s Cabinet. The type of threat may require the District to close a campus and evacuate all students and staff, shelter in place, or continue business as usual.

The severe weather emergency procedures will be utilized to notify staff and students of the threat. Additionally, a GroupWise email message and a GroupWise alert will be sent to all location computers.

If the Red Alert does not directly affect the location and business, continue as usual and an email message will be sent to students and staff regarding the Red Alert. Secondly, the message will request that everyone be aware of their surroundings and notify the Campus Police of any suspicious activity. Call the Campus Police at 911 from any campus phone or 972-860-4290 from a cell phone.

Shelter in place would require a “lock down” or closing the campus.

For procedures in the case of a lock down, see the “Severe Weather” section of this manual. For procedures in the case of an evacuation, see the “Evacuation Guidelines” section.
BOMB THREATS

If you receive an anonymous call reporting the existence of a bomb or other explosives on the college campus, make every attempt to maintain contact with the individual for as long as possible. Please attempt to determine the following:

1. Which building is it in?
2. When is it set to explode?
3. Where is it located in the building?
4. What color is it?
5. How big is it?
6. What type or explosive is involved?
7. How can we disarm it?
8. Do you know who set the bomb?
9. Why was the bomb planted?

The following information is also vitally important:
1. Exact time of the report
2. Sex of the informant
3. Estimate of age
4. Emotional behavior (nervous, crying, laughing, breathing hard, slow-talking, accent, etc.)
5. All or any part of the EXACT words, including opening remarks

Report the bomb threat immediately to the College Police by calling 911 from any campus phone. Also contact the President’s Office at 972-860-8250

CRISIS COMMUNICATIONS PROCEDURES

The crisis communication plan provides policies and procedures for the coordination of communications within the college, and between the college, the media and the public in the event of an emergency or controversial issue. Emergencies may include fires, bomb threats, natural disasters, acts of terrorism, threats to security and major crimes. Controversial issues may include police investigations, protest or other situations that demand a public response. THIS PLAN IS NOT INTENDED TO CHANGE THE WAY EMERGENCIES ARE INITIALLY REPORTED. ALL EMERGENCIES ON CAMPUS SHOULD BE REPORTED IMMEDIATELY TO THE COLLEGE POLICE BY CALLING 911 FROM ANY CAMPUS PHONE OR 972-860-4290 FROM A CELL PHONE.
GENERAL GUIDELINES
After determining an emergency situation has occurred and College Police have been notified, College Police will notify the College President. The College President will make the decision to assemble the Crisis Communication Team, which will consist of the College President, Chief of Police, Director of Public Relations and any other designee appointed by the President. The Crisis Communication Team will assess the situation and determine if a communications response is necessary. If it is determined that a response is necessary, the following will occur:

The College President will:
   a. Immediately inform the Chancellor’s Office and District Office of Public information of the situation.
   b. Designate a spokesperson to speak on behalf of the College.
   c. Take the lead in conveying the administration’s response to the crisis.
   d. Determine key constituencies who should be notified of the crisis, including general council.
   e. Assign members of the council team to communicate facts and the college’s intended response.

The Director of Public Relations will:
   a. Draft a fact sheet with a summary statement of the situation including all known details to be released to the media.
   b. Alert the media
   c. Consult with general counsel (when necessary) regarding concerns for privacy and security.
   d. Notify key constituencies as identified by the College President.
   e. Determine Crisis Communications Center and/or Media Briefing Center.
   f. Decide the need to assign photographers/videographers to respond to media inquires or for possibly litigations as well as documentation.
   g. Determine when, where and who will accompany the media on campus.
   h. Determine strategy for internal communications.

The Chief of Police will
   a. Assess the immediate and impending crisis and act according to the College Emergency Plan.
   b. Identify “safe” areas to accommodate possible media briefing areas.
   c. Provide alternative methods for communication in the event of loss of telephone service.
EVACUATION GUIDELINES

College Police will contact the President’s Office during the day and the Evening Administrator at night.

1. A Police Officer will sound the alarm in buildings that are to be evacuated.
2. The President or Evening Administrator will dispatch individuals to the Gym and Vet Tech Building to alert individuals in those buildings to evacuate.
3. Classrooms will evacuate according to the Evacuation Route Map located in each classroom.
4. Instructors should remind students to take all property with them.
5. All division areas that contain valuables will be located and secured before personnel leave.

All college employees, students, and visitors will evacuate to the appropriate evacuation area as noted on the Evacuation Route Map in each classroom and in the back of this manual.

DISABILITIES EVACUATION PLAN

Persons in wheelchairs (2 Students/Volunteers)
Instructors shall ask for two students/volunteers to assist persons in wheelchairs to the nearest and safest stairwell or exit and wait with them until Emergency Personnel and/or Campus Police arrive to offer further assistance. Do not allow the wheelchair to block the stairwell/exit.

Persons with visual or hearing impairments (1 Student/Volunteer)
For a person with a vision impairment, tell them the nature of the emergency. For a person who is hearing impaired, write the word “FIRE”, “BOMB” or whatever the nature of the emergency is on a piece of paper. Place the individual’s hand on your elbow, then escort them to the nearest emergency exit. Guide dogs, as well as support dogs, are trained to do exactly as their owner commands.

Persons using walkers or crutches (1 or 2 Students/Volunteers)
Students using walkers or crutches should be asked if assistance is needed in the case of an emergency evacuation.

Supervisors should ask for volunteers to help mobility/visual/hearing impaired employees to evacuate buildings as described above.
SEVERE WEATHER

In the event of severe weather at Cedar Valley College, the College Police Department will:

1. Monitor weather conditions with the use of a weather scanner and bulletins from the National Weather Service.
2. Notify campus administration upon the issuance of a tornado watch. In the event of a tornado warning, local sirens will probably be activated.
3. In the case of a warning, notify the senior administrator that a tornado has been spotted in the immediate area.
4. The decision to evacuate offices and classrooms will be made and passed along to all staff and students.
5. Once the decision to evacuate offices and classrooms has been made, College Police and designated monitors will evacuate all persons on campus to the lower level, center area of the building or to the tunnel area of lower Building C.
6. Instructors are responsible for escorting their students in an orderly manner to the closest evacuation area (the lower level, center area of the building).
7. Instructors should remind students to take all property with them.
FIRE/SMOKE IN BUILDINGS

If you smell smoke or observe a fire:

1. Evacuate the area immediately and contact the College Police at 911 from a campus phone or 972-860-4290 from a cell phone. DO NOT CALL the Fire Department.

DO NOT USE THE ELEVATORS AND DO NOT ATTEMPT TO ENTER A SMOKE FILLED OR “HOT ROOM”.

2. If there is fire/smoke in a classroom, the instructor should send one person to pull the fire evacuation alarm nearest to the class and a second person to verbally report the fire by calling College Police at 911 from any campus phone or 972-860-4290 from a cell phone. When calling, give the following:
   - Fire location
   - Status of the fire alarm; and
   - Your name

3. When a fire alarm sounds, immediately and orderly evacuate from the buildings according to the Evacuation Route Map located in each classroom and at the back of this manual (The attached map shows the areas to which all should evacuate)

4. Instructors should remind students to take all property with them.

5. Instructors shall ask for two students/volunteers to assist persons in wheelchairs to the nearest and safest stairwell or exit and wait with them until Emergency Personnel and/or Campus Police arrive to offer further assistance. Do not allow the wheelchair to block the stairwell/exit. The second person will notify College Police 911 (from any campus phone) of the location of individuals in wheelchairs. Instructors should assign one volunteer and one alternate to persons using walkers or crutches. Students using walkers or crutches should be asked if assistance is needed in case of an emergency evacuation. Once a fire alarm has sounded, the elevators will not function except for the programmed cycle to lower the elevator to the ground floor to allow an passengers to exit. Do not attempt to remove ANY individual from a wheelchair or attempt to carry a wheelchair and individual down the stairways. Disabled individuals will be removed by firefighters or paramedics who are trained in this field.

DO NOT USE ELEVATORS AS AN ESCAPE ROUTE.

MOVE AWAY FROM CAMPUS BUILDINGS AND THE COURTYARD.
EMERGENCY PROCEDURES FOR ACTIVE SHOOTER INCIDENTS

Active Shooter Incidents
The following guidelines are emergency actions that can be taken in the event an armed individual enters an area and starts shooting. These are only suggestions and should not override your own assessment of the situation. Using your best judgments is paramount to surviving:

- Proceed to the nearest room, barricade and / or lock yourselves in the room.
- Turn out the lights if possible.
- Close the blinds if possible and move away from the windows.
- Get down on the floor, get behind a desk, take cover and be quite.
- If possible dial 911 and give known information and location.
- If possible make a list of all subjects in the room.
- Do not open the door/s or come out until the Police arrive to escort you out.

INTRUDER OF POLICE ACTIVITY LOCKDOWN

- Proceed to the nearest room, barricade and / or lock yourselves in the room.
- Turn out the lights if possible.
- Close the blinds if possible and move away from the windows.
- Get down on the floor, get behind a desk, take cover and be quite.
- If possible dial 911 and give known information and location.
- If possible make a list of all subjects in the room.
- Do not open the door/s or come out until instructed by Police or CERT Members.
Emotional Crisis Plan

Definitions:

A crisis is a temporary inability to cope with a life problem and is usually accompanied by a high degree of emotional upset. The person in crisis may exhibit the following characteristics:

A highly emotional state, panic or anxiety
Signs of extreme stress (physiological/psychological)
Signs of extreme apathy
Signs of violent behavior to self or others, verbal or behavioral
Verbal communication that suicide is intended (subtle or overt)
Evidence of drug and/or alcohol abuse
Behavior inappropriate to the environment or context such as overt acts of anger
Extreme focus on relief
Great emotional upset such as uncontrollable crying
May make statements of hopelessness, defeat or inadequacies

Anyone can experience a crisis. If you think help is needed quickly in any situation, it is better to overreact than fail to recognize the problem. A certain succession of crisis events is a normal part of every person’s life. Crises do not continue indefinitely; they usually last one to six weeks.

Procedures for Emotional Crisis:

The following procedures are guidelines to follow with individuals in crisis. When intense feelings are involved, the potential for violence or disruption increases, and the ability to think rationally and use normal coping skills decreases. The goal of this process is to reduce the intensity of these emotions and provide a means of intervention that will allow the student to choose an action plan leading to a successful resolution of the problem(s).
Scenario I. Immediate Threat of Violence/Suicide:

If there is a threat of violence or an immediate threat of suicide, please contact the College Police (Dial 911 from a campus phone); and

Give your name and current location;

Give the nature of the situation, and your concerns;

Give the names of any person(s) involved and location;

Give any other pertinent information (i.e. presence of weapons, what role you are assuming, any direct requests of the College Police);

Identify if the individual is under a doctor’s or therapist’s care if known;

Return to the location of the emergency ONLY if safe to do so;

Contact the Vice President of Student Services at (972) 860-2931 or the Dean of Student Support Services at 972-860-8181 or 972-860-8119

Scenario II. No Immediate Threat of Violence or Suicide

If there is no immediate threat of violence or suicide, then contact Counseling Services at (972) 860-8119 or e-mail Grenna Rollings, Dean of Student Support Services at grollings@dcccd.edu with the same information as requested in Scenario I. A counselor will be assigned to follow-up with the student and situation in a timely manner.

The Counselor will:

Assess the nature and scope of the crisis by determining the individual’s mental condition and current support system.

Assess whether other internal departments, such as College Police, Disability Services, or Health Services need to be involved in the situation.
Assess whether the individual in crisis has been or is currently involved in any counseling, medical or therapeutic relationship on or off campus, and whether those resources need to be contacted.

Develop a plan of action with the student.

Make appropriate referrals to mental health resources on and off campus.

Write a summary of the situation which occurred on campus, the plan of action, and the recommendations that were made.

Maintain a written/electronic record in the office on the student, situation, and progress.

When appropriate, review the situation with the Dean of Student Success, and provide written/electronic documentation of the incident.

Reassess the situation periodically and make appropriate changes to individual plan.

Mental Health Issues - Community Resources

Safety: Please remember that the College Police are the only persons authorized by law to restrain someone or take them into custody if that person is threatening harm to him/herself or someone else. Don't hesitate to call for assistance; make sure someone else knows you are dealing with a person in an emotional crisis.

The Dallas Area Mental Health Mobile Crisis Unit *1-866-260-8000 (* requires LD code from campus phones)

Operates 24 hours a day, seven days a week; cost is FREE, regardless of income and insurance coverage

Area of Services: Dallas County, Collin, Ellis, Hunt, Navarro, and Rockwall Counties

Suicide and Crisis Center (214) 828-1000 (local) or 1-800-273-TALK(8255) (national)

24 HR Hotline; confidential telephone counseling, information, and referral; debriefing services available for the aftermath of suicide

Victim Intervention Center at Parkland (VIP) / Rape Crisis Center (214-590-0430)

Available by phone 24hrs/7days; provides services to people who have experienced family violence, intimate partner violence or sexual assault, either recently or in the past

UT Southwestern (214) 648-5249
Offers free mental health evaluations and free treatment if the student qualifies for any of their studies. If the person does not qualify, then UT staff can also refer to local mental health agencies.

Lancaster Outreach Counseling Center (972) 227-0190

Offers a sliding scale fee for personal counseling starting at $10/session up to $50; Call for an appointment.

Health Problems: Sometimes a student experiences an emotional crisis which is secondary to a physical health problem. Sometimes it is less intimidating for a student to schedule a visit with a medical doctor first.

Personal physician - If the student has a personal physician, the student should be encouraged to make an appointment. A doctor can determine if the problem is physical and, if not, the doctor can start the student on treatment that will help until the student can get further evaluation from a mental health professional.

Parkland’s Urgent Care Clinic (214) 590-5512 & Nurse Line (214) 266-8777

Medical services are free (no OBGYN services) at Parkland’s Urgent Care Clinic, and they are offered on a walk-in basis. Patients are then referred to the business services office to set up a Parkland insurance plan.

Social Problems: A student may experience an emotional crisis due to the stress of social problems such as not having a place to live, a way to pay bills, abuse, or other issues. Information about social services is available through:

The Community Council of Greater Dallas publishes a resource book that provides extensive information on all types of social services available in area. Hard copies are on reserve in counseling, the library, and health center. For an on line search, visit www.ccgd.org

Texas Community Helpline: Dial "211".

Victim Intervention Center at Parkland (VIP) / Rape Crisis Center (214-590-0430) Available by phone 24hrs/7days; provides services to people who have experienced family violence, intimate partner violence or sexual assault (recently or in the past)
Equal Educational and Employment Opportunity Policy (EEOC)

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, disability or sexual orientation. The college provides equal opportunity in accord with federal and state laws. Equal educational opportunity includes admission, recruitment, extra-curricular programs and activities, access to course offerings, counseling and testing, financial aid, employment, health and insurance services and athletics. Existing administrative procedures of the college are used to handle student grievances.

Equity in Athletics Disclosure Act

All coeducational institutions of higher education that participate in any Federal student financial aid program and have intercollegiate programs must provide information concerning their intercollegiate athletics programs under the Equity in Athletics Disclosure Act of 1994, Section 360B of Public Law 103-382. This Act and accompanying federal regulations require that intercollegiate athletics information be made available for inspection by students, prospective students, and the public. The college website or Physical Education Office can provide this information.
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

   Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate.

   Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate.

   If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of a right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research or support staff position (including campus law enforcement personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor
FERPA continued...

or collection agent); a person serving on the Board of Trustees or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing a task.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

4. The right to file a complaint with U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, D.C. 20202-5920

5. Directory information includes:
   a. name;
   b. home address;
   c. home telephone number;
   d. e-mail address (both college generated and personal);
   e. field of study;
   f. photograph;
   g. date and place of birth;
   h. dates of attendance;
   i. enrollment status, i.e., full-time, part-time, undergraduate, graduate;
   j. degrees, certificates and other honors and awards received;
   k. the type of award received, i.e., academic, technical, tech-prep or continuing education;
   l. participation in officially recognized activities;
   m. weight and height of members of athletic teams;
   n. student classification;
   o. name of the most recent previous institution attended or
FERPA continued...

p. similar information.

Students may request that directory information, except name and verification of enrollment status, be withheld from the public by giving written notice to the Admissions/Registrar’s Office.

If a student does not provide written notification to the Admissions/Registrar’s Office, any person may make a written request for directory information and the information will be disclosable. No telephone requests will be accepted.
Reminder on Inclement Weather & Emergency Notifications

Given that we are coming up on the time of year for inclement weather, Risk Management would like to refresh everyone's memory (Blackboard connect Users & Other interested parties) on the procedures for the District's new notification system with Blackboard connect (DCCC Emergency Alerts).

**Inclement Weather Closings:** Only District Public and Governmental Affairs will send out and/or authorize messages on Blackboard connect (DCCC Emergency Alerts) on Inclement Closings. District locations will still post messages on their web-sites, social media accounts, and phone mailbox systems. Everyone with contact information in Blackboard connect will receive every message sent through Blackboard connect. Unless an individual has gone into eConnect under "My Personal Information" and "DCCC Emergency Alerts Information" and added a text phone number or voice phone number and/or a new e-mail address to the system they will only receive an e-mail to their e-mail address currently in the system.

**Other Emergency Notifications**
Emergency Messages through Police Dispatch: Only designated police or emergency management personnel can direct Central Police Dispatch personnel to send out a pre-scripted "canned" emergency message through Blackboard connect. Dispatch will decline a request from any other District employee. College personnel can still send out emergency messages through their individual account access to blackboard (always confirm the incident per Clery Act) and are expected to send out all follow-up emergency messages (updates regarding the incident). Dispatch will not send out follow-up messages due to 911 Calls and Radio traffic volume.

Attached is a copy of the "Emergency Alert message Notification Procedures (Support Document #54) which is part of the District's Emergency Operations Plan" signed by the Chancellor's Staff in February 2012.

If you have any questions or need clarification, please call or e-mail

Thanks,

J. Brigham Wilcoxson
Assistant Director
Risk Management
(District Emergency Management Coordinator)
Dallas County Community College District
District Service Center
4343 IH-30
Mesquite, Texas 75150-2095
(972) 860-4048 OFFICE
bw@dcccd.edu
(972) 860-4039 FAX
Generally sexual harassment includes any sexual attention that is unwelcome. Harassment means conduct amounting to more than an occasional, isolated, or trivial act or remark. The following examples of sexual harassment are illustrations of prohibited conduct, but are not an all-inclusive list of such conduct:

1. Physical assault based on gender.
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation.
3. Direct propositions of a sexual nature.
4. A pattern of conduct intended to discomfort or humiliate a person that includes one or more of the following:
   a. Comments of a sexual nature.
   b. Sexually explicit statements, questions, jokes, pictures, or anecdotes.
   c. Unnecessary touching, patting, hugging, or brushing against a person's body.
   d. Remarks of a sexual nature about a person’s clothing or body.
   e. Remarks about sexual activity or speculations about previous sexual experience.

Item 4 above does not include conduct or comments that are legitimately related to the subject matter of an instructional course as illustrated by, but not limited to, a physical education course, a human development course, or a Biology course.
Student Complaints

Authority: Students Rights and Responsibilities; Student Complaints; FLD (Local) – Date Issued: 2/10/2012; http://pol.tasb.org/Policy/Download/358?filename=FLD(LOCAL).pdf

Definition: A student grievance is a College District-related problem or condition that a student believes to be unfair, inequitable, discriminatory, or a hindrance to the educational process. A grievance also includes discrimination on the basis of race, color, religion, national origin, sex, disability, age, or sexual orientation.

Scope: The student grievance procedure is not intended to supplant the Student Code of Conduct, which allows the student procedural due process in disciplinary proceedings initiated by the College District. This student grievance procedure is designed to provide the student with the opportunity to file a grievance, as defined above, and to provide a process for resolution of the grievance. A student may file a grievance concerning a policy, procedure, rule, or grade if discrimination on the basis of race, color, religion, national origin, sex, disability, or age is the basis for the grievance. This student grievance procedure is not designed to include changes in policy nor does it apply to grading practices. Recommendations for initiating new policy or changing established policy are generally handled through normal administrative channels. A grade dispute that is not based on an allegation of discrimination is handled under FLDB(LOCAL).

For additional information:


Cedar Valley College Operational Memorandum: This document outlines the Student Complaint process. Documents are on the following pages.
Purpose

The purpose of policies about student conduct and discipline are to provide guidelines for the educational environment of the District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Free inquiry and expression are essential parts of this freedom to learn, to grow, and to develop. However, this environment also demands appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students must exercise these freedoms with responsibility.

Definitions

Definitions to be used in this policy are as follows:

1. “Designated administrator or DA” shall mean an administrator or the officer or officers directly responsible for student affairs in the District. [See DNA]
2. A “student” shall mean one who is currently enrolled in the District. This includes credit, noncredit, and dual credit students, regard less of method of delivery. These policies and regulations shall also apply to any prospective or former student who has been accepted for admission or readmission to any component institution while he or she is on the campus of any component institution.
3. “College-sponsored activity” means any activity on or off campus which is initiated, aided, authorized, or supervised by the college.
4. A “college” or “institution” means the colleges of the Dallas County Community College District, including the Bill J. Priest Institute of Economic Development.
5. “College premises” means buildings or grounds owned, leased, operated, controlled, or supervised by the college.
6. “Published college regulation or policy” means standards of conduct or requirements located in the:
   a. College catalog.
   b. Board of Trustees policies and administrative procedures manual.
c. Student handbook.
d. Any other official publication.

Responsibility
Each student shall be charged with notice and knowledge of the contents and provisions of the District’s policies, procedures, and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. In addition to activities prohibited by law (see policies FLBA, et. seq.), the following types of behavior shall be prohibited:
1. Intentionally causing physical harm to any person on college premises or at college-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm or hazing.
2. Unauthorized use, possession, or storage of any weapon on college premises or at college-sponsored activities.
3. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on college premises or at college-sponsored activities.
4. Intentionally interfering with normal college or college-sponsored activities, including but not limited to, studying, teaching, research, college administration, or fire, security, or emergency services.
5. Knowingly violating the terms of any disciplinary sanction imposed in accordance with District policies, regulations, and procedures.
6. Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug on college premises or at college-sponsored activities.
7. Intentionally or maliciously furnishing false information to the college.
8. Sexual harassment.
9. Forgery, unauthorized alteration, or unauthorized use of any college document or instrument of identification.
10. Unauthorized use of computer hardware or software.
11. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Boar policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.
“Cheating on a test” shall include:
Student Code of Conduct continued...

a. Copying from another student’s test paper.
b. Using test materials not authorized by the person administering the test.
All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.
c. Collaborating with or seeking aid from another student during a test without permission from the test administrator.
d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
f. Substituting for another student, or permitting another student to substitute for one’s self, to take a test.
g. Bribing another person to obtain an unadministered test or information about an unadministered test.
“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.
12. Intentionally and substantially interfering with the freedom of expression of others on college premises or at college-sponsored activities.
13. Theft of property or of services on college premises or at college sponsored activities; having possession of stolen property on college premises or at college-sponsored activities.
14. Intentionally destroying or damaging college property or property of others on college premises or at college-sponsored activities.
15. Failure to comply with the direction of college officials, including campus security/safety officers, acting in performance of their duties.
16. Violation of published college regulations or policies. Such regulations or policies may include those relating to entry and use of college facilities, use of vehicles and media equipment, campus demonstrations, misuse of identification cards, and smoking.
17. Use or possession of any controlled substance or illegal drug on college premises or at college-sponsored activities.
Student Code of Conduct continued...

18. Unauthorized presence on or use of college premises.
19. Nonpayment or failure to pay any debt owed to the college with intent to defraud.

(Appropriate personnel at a college may be designated by college or District officials to notify students of dishonored checks, library fines, nonpayment of loans, and similar debts. Such personnel may temporarily block admission or readmission of a student until the matter is resolved. If the matter is not settled within a reasonable time, such personnel shall refer the matter to the DA for appropriate action under this code. Such referral does not prevent or suspend proceeding with other appropriate civil or criminal remedies by college personnel.)

20. Use or possession of an alcoholic beverage on college premises with the exception of:
   a. Specific beverage-related courses within the El Centro food services program or the International Sommelier Guild’s Diploma program at Bill Priest Institute; or
   b. A course that requires the use of alcohol and is approved by the Texas Commission on Law Enforcement Officers’ Standards and Education.

Discipline

Any student violating this policy shall be subject to disciplinary sanctions including suspension, in accordance with The Code of Student Conduct. A “violation” means an act or omission which is contrary to a published college regulation or policy. Sanctions for violations of prohibited conduct for (1) through (6) may result in expulsion; for (7) through (13) may result in suspension; for (14) through (20) may result in sanctions other than expulsion or suspension. Repeated or aggravated violations of any provision of this code may also result in expulsion or suspension or in the imposition of such lesser penalties as are appropriate. “Aggravated violation” means a violation which resulted or foreseeable could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal college or college-sponsored activities.

Discipline and Penalties

Interpretation of Regulations: Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. The regulations should be read broadly and are not designed to define misconduct in exhaustive terms.

Inherent Authority: The college reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.
Student Code of Conduct continued...

Student Participation
Students are asked to assume positions of responsibility in the college judicial system in order that they might contribute their skills and insights to the resolution of disciplinary cases. Final authority in disciplinary matters, however, is vested in the college administration and in the Board of Trustees.

Standards of Due Process
Students who allegedly violate District policy are entitled to fair and equitable proceedings. The focus of inquiry in disciplinary proceedings shall be the guilt or innocence of those accused of violating disciplinary regulations. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding, unless significant prejudice to a student respondent or the college may result.

Accountability
Students may be accountable to both civil authorities and to the college for acts that constitute violations of law and this code. Disciplinary action at the college shall normally proceed during the pendency of criminal proceedings and shall not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced. Students who participate in a college course through the R. Jan LeCroy Center for Educational Telecommunications are subject to the code of student conduct and are assigned a college for that purpose.

Inherent Authority: The college reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.
The purpose of policies about student conduct and discipline are to provide guidelines for the educational environment of the College District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Free inquiry and expression are essential parts of this freedom to learn, to grow, and to develop. However, this environment also demands appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students must exercise these freedoms with responsibility.

Definitions to be used in this policy are as follows:

1. “Designated administrator or DA” shall mean an administrator or the officer or officers directly responsible for student affairs in the College District. [See DNA]

2. A “student” shall mean one who is currently enrolled in the College District. This includes credit, noncredit, and dual credit students, regardless of method of delivery. These policies and regulations shall also apply to any prospective or former student who has been accepted for admission or re-admission to any component institution while he or she is on the campus of any component institution.

3. “College District-sponsored activity” means any activity on or off campus that is initiated, aided, authorized, or supervised by the College District.

4. A “college” or “institution” means the colleges of the Dallas County Community College District.

5. “College District premises” means buildings or grounds owned, leased, operated, controlled, or supervised by the College District.

6. “Published College District regulation or policy” means standards of conduct or requirements located in the:
   a. College District catalog;
   b. Board policies and administrative procedures manual;
   c. Student handbook; or
   d. Any other official publication.

Each student shall be charged with notice and knowledge of the contents and provisions of the College District’s policies, procedures, and regulations concerning student conduct.
All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. In addition to activities prohibited by law [see policies FLBA, et. seq.], the following types of behavior shall be prohibited:

1. Intentionally causing physical harm to any person on College District premises or at College District-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm or hazing.

2. Unauthorized use, possession, or storage of any weapon on College District premises or at College District-sponsored activities.

3. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on College District premises or at College District-sponsored activities.

4. Intentionally interfering with normal College District-sponsored activities, including but not limited to, studying, teaching, conducting research, duties of the College District administration, or fire, security, or emergency services.

5. Knowingly violating the terms of any disciplinary sanction imposed in accordance with College District policies, regulations, and procedures.

6. Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug on College District premises or at College District-sponsored activities.

7. Intentionally or maliciously furnishing false information to the College District.

8. Sexual harassment.

9. Forgery, unauthorized alteration, or unauthorized use of any College District document or instrument of identification.

10. Unauthorized use of computer hardware or software.

11. Scholastic dishonesty, which shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

“Cheating on a test” shall include:

a. Copying from another student’s test paper.

b. Using test materials not authorized by the person administering the test.
All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

c. Collaborating with or seeking aid from another student during a test without permission from the test administrator.

d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.

e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.

f. Substituting for another student, or permitting another student to substitute for one’s self, to take a test.

g. Bribing another person to obtain an unadministered test or information about an unadministered test.

“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.

12. Intentionally and substantially interfering with the freedom of expression of others on College District premises or at College District-sponsored activities.

13. Theft of property or of services on College District premises or at College District-sponsored activities or being in possession of stolen property on College District premises or at College District-sponsored activities.

14. Intentionally destroying or damaging College District property or property of others on College District premises or at College District-sponsored activities.

15. Failure to comply with the direction of College District officials, including campus security/safety officers, acting in performance of their duties.

16. Violation of published College District regulations or policies. Such regulations or policies may include those relating to entry and use of College District facilities, use of vehicles and media equipment, campus demonstrations, misuse of identification cards, and smoking.
17. Use or possession of any controlled substance or illegal drug on College District premises or at College District-sponsored activities.

18. Unauthorized presence on or use of College District premises.

19. Nonpayment or failure to pay any debt owed to the College District with intent to defraud.

(Appropriate personnel at a College District may be designated by College District officials to notify students of dishonored checks, library fines, nonpayment of loans, and similar debts. Such personnel may temporarily block admission or readmission of a student until the matter is resolved. If the matter is not settled within a reasonable time, such personnel shall refer the matter to the DA for appropriate action under this code. Such referral does not prevent or suspend proceeding with other appropriate civil or criminal remedies by College District personnel.)

20. Use or possession of an alcoholic beverage on College District premises with the exception of:

a. Specific beverage-related courses within the El Centro food services program or the International Sommelier Guild’s Diploma program at Bill Priest Institute; or

b. A course that requires the use of alcohol and is approved by the Texas Commission on Law Enforcement (TCOLE).

DISCIPLINE

Any student violating this policy shall be subject to disciplinary sanctions including suspension, in accordance with policy FM. A “violation” means an act or omission that is contrary to a published College District regulation or policy.

Sanctions for violations of prohibited conduct may result in expulsion for (1) through (6), in suspension for (7) through (13), and in sanctions other than expulsion or suspension for (14) through (20).

Repeated or aggravated violations of any provision of this code may also result in expulsion or suspension or in the imposition of such lesser penalties as are appropriate.

“Aggravated violation” means a violation that resulted, or could have resulted if foreseeable, in significant damage to persons or property or that otherwise posed a substantial threat to the stability and continuance of normal College District-sponsored activities.
The purpose of policies about student conduct and discipline are to provide guidelines for the educational environment of the District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Free inquiry and expression are essential parts of this freedom to learn, to grow, and to develop. However, this environment also demands appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students must exercise these freedoms with responsibility.

Disciplinary problems within the classroom, learning lab or office area can range from a disturbance that simply affects the academic environment to a disturbance that represents a threatening situation.

**Threatening Situations**

In the case of a disturbance that is deemed a threatening situation, the following steps should be taken.

1. The instructor or staff should:
   - Immediately contact the college police.
   - Explain the threat to the college police.
   - Allow the college police to handle the threat and take the necessary action required by the situation.
   - Contact the Vice President of Student Services & Enrollment Management (Anna Mays, 972-860-2931, amays@dccccd.edu) and make a full report of the threat.
     - This report should be in the form of a written correspondence (letter, e-mail, memo). The report should describe the disruptive behavior and summarize any meetings held with the student. The report should also specifically request that the Vice President of Student Services perform an investigation of the reported conduct problem using the procedures specified in the Student Code of Conduct.

2. The Vice President of Student Services or a designated representative will:
   - Conduct an investigation.
   - Involve the student in a due process conference and determine the appropriate educational sanction and disciplinary actions to be taken.
   - Inform the student of the findings and actions.
   - Take the necessary steps to ensure the actions are carried out.

The President or a designee may suspend a student immediately and without prior notice for an interim period pending disciplinary proceedings when there is evidence that the continued presence of the student on college premises poses a threat to himself or herself, to others, or to the stability and continuance of normal college functions. A student who is suspended on an interim basis shall be given an opportunity to appear before the President or a designee within (50) working days from the effective date of the interim suspension to determine if the student may return to campus and the class.
Non-Threatening Situations

In the case of a disturbance that affects the academic or office environment, the following steps should be taken:

1. The instructor or staff member should:

   - Ask the student to step outside the classroom, learning lab or office into a more private area. Explain to the student how their behavior is causing a disturbance in the class, lab or office and impeding the learning and/or business process.
   - Attempt to get an agreement from the student that he/she will stop the disruptive behavior. For instructional areas, the instructor may want to put the agreement in writing and ask the student to sign it. Consult with the supervisor (dean or director) for any recommendations on how to best manage the situation. The student may also be asked to meet with the dean or director.
   - If the student continues his/her disruptive behavior, report this directly to the Vice President of Student Services.
     - This report should be in the form of a written correspondence (letter, e-mail, or memo). The report should describe the disruptive behavior and summarize any meetings held with the student. The report should also specifically request that the Vice President of Student Services perform an investigation of the reported conduct problem using the procedures specified in the Student Conduct Code.

2. The Vice President of Student Services or a designated representative will:

   - Conduct an investigation.
   - Request a conference with the involved student(s) and request documentation of the incident from their perspective.
   - Determine appropriate educational sanctions and disciplinary action. Other involved individuals and administrators will be consulted as needed on the appropriate actions to be taken. The allegation may also be dismissed as unfounded.
   - Inform the student of the findings and disciplinary actions or educational sanction.
   - Take the necessary steps to ensure the actions are carried out.

Other potential violations of the Student Conduct Code (attached) should be reported to the Vice President of Student Services as soon as possible using the documentation process listed above. For incidents of alleged scholastic dishonesty, the instructor is responsible for grading of the assignment and course and for referral of the student(s) to the Vice President of Student Services for investigation of the violation of the Student Code of Conduct and the associated disciplinary process.

These procedures and the Cedar Valley College Campus Referral Form are available on the CVC Intranet: http://dsc3.dcccd.edu/intranet/cvc/forms/forms.htm
Students Rights and Responsibilities: Student Conduct Code

All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. In addition to activities prohibited by law (see policies FLBA, et. seq.), the following types of behavior shall be prohibited:

1. Intentionally causing physical harm to any person on college premises or at college-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm or hazing.

2. Unauthorized use, possession, or storage of any weapon on college premises or at college-sponsored activities.

3. Intentionally initiating or causing to be initiated any false report, warning, or threat of fire, explosion, or other emergency on college premises or at college-sponsored activities.

4. Intentionally interfering with normal college or college-sponsored activities, including but not limited to, studying, teaching, research, college administration, or fire, security, or emergency services.

5. Knowingly violating the terms of any disciplinary sanction imposed in accordance with District policies, regulations, and procedures.

6. Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug on college premises or at college-sponsored activities.

7. Intentionally or maliciously furnishing false information to the college.

8. Sexual harassment.

9. Forgery, unauthorized alteration, or unauthorized use of any college document or instrument of identification.

10. Unauthorized use of computer hardware or software.

11. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

"Cheating on a test" shall include:

a. Copying from another student's test paper.

b. Using test materials not authorized by the person administering the test.

   All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

c. Collaborating with or seeking aid from another student during a test without permission from the test administrator.

d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.

e. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.

f. Substituting for another student, or permitting another student to substitute for one's self, to take a test.

g. Bribing another person to obtain an unadministered test or information about an unadministered test.
"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.

12. Intentionally and substantially interfering with the freedom of expression of others on college premises or at college-sponsored activities.

13. Theft of property or of services on college premises or at college-sponsored activities; having possession of stolen property on college premises or at college-sponsored activities.

14. Intentionally destroying or damaging college property or property of others on college premises or at college-sponsored activities.

15. Failure to comply with the direction of college officials, including campus security/safety officers, acting in performance of their duties.

16. Violation of published college regulations or policies. Such regulations or policies may include those relating to entry and use of college facilities, use of vehicles and media equipment, campus demonstrations, misuse of identification cards, and smoking.

17. Use or possession of any controlled substance or illegal drug on college premises or at college-sponsored activities.

18. Unauthorized presence on or use of college premises.

19. Nonpayment or failure to pay any debt owed to the college with intent to defraud.

(Appropriate personnel at a college may be designated by college or District officials to notify students of dishonored checks, library fines, nonpayment of loans, and similar debts. Such personnel may temporarily block admission or readmission of a student until the matter is resolved. If the matter is not settled within a reasonable time, such personnel shall refer the matter to the Designated Administrator (DA) for appropriate action under this code. Such referral does not prevent or suspend proceeding with other appropriate civil or criminal remedies by college personnel.)

20. Use or possession of an alcoholic beverage on college premises with the exception of:

   a. Specific beverage-related courses within the El Centro food services program or the International Sommelier Guild's Diploma program at Bill Priest Institute; or

   b. A course that requires the use of alcohol and is approved by the Texas Commission on Law Enforcement Officers' Standards and Education.

Any student violating this policy shall be subject to disciplinary sanctions including suspension, in accordance with FM. A "violation" means an act or omission which is contrary to a published college regulation or policy.

Sanctions for violations of prohibited conduct for (1) through (6) may result in expulsion; for (7) through (13) may result in suspension; for (14) through (20) may result in sanctions other than expulsion or suspension.

Repeated or aggravated violations of any provision of this code may also result in expulsion or suspension or in the imposition of such lesser penalties as are appropriate.

"Aggravated violation" means a violation which resulted or foreseeable could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal college or college-sponsored activities.

Source: Dallas County Community College District Policy Manual
https://www1.dcccd.edu/cat0406/ss/code.cfm

DATE ISSUED: 12/08/2003
**Student Disruptions**

**Disorderly Conduct:** Disorderly conduct shall include any of the following activities occurring on property owned or controlled by the college or at college-sponsored functions:

1. 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.
2. 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.
3. 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.
4. Behavior involving personal abuse or assault when such behavior creates a clear and present danger of causing assaults or fights.
5. 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.
6. 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.
7. Willful and malicious behavior that obstructs or causes the obstruction of any doorway, hall, or any other passageway in a District building to such an extent that the employees, officers, and other persons, including visitors, having business with the District are denied entrance into, exit from, or free passage in such building.

Utilize Cedar Valley College’s **Student Referral Form** located in the Forms and Documentation Section for reporting student disruptions.

**Disruptions:** Students shall be subject to the provisions of policy GFA regarding disruption of classes and disruption of lawful assembly. *Education Code 51.935*
**Demonstrations:** Student demonstrations and similar activities shall be prohibited when there is evidence that may reasonably lead school authorities to forecast substantial disruption of, or material interference with, normal school operations or approved school activities.

**Violation:** The evidence must support a “reasonable forecast of substantial disruption” of school operations; “undifferentiated fear” or mere apprehension of disturbance is not sufficient to justify restrictions on students’ otherwise legitimate right to freedom of expression. Students who participate in any prohibited activities described above are subject to disciplinary action, based on the severity of the violation and its overall effect on the welfare of other students.

_Tinker v. Des Moines ISD, 393 U.S. 503 (1969); Healy v. James, 408 U.S. 169 (1972); Burnside v. Byars, 363 F.2d 744 (1966)_
Student Right to Know Act

Under the terms of the Student Right to Know Act, Cedar Valley College maintains and updates on an annual basis, student persistence, graduation rates, transfer rates and other relevant statistics. To obtain copies of these reports, go to http://www.dcccd.edu/pda/research/newreps/righttoknow.pdf.

College crime statistics may be obtained from college police/security offices. (Published in compliance with the Student Right-to-Know and Campus Security Act; Public Law 101-542.)
Weapons Policy
Authority: Student Conduct; Weapons; FBLF (Local); LJC; Date Issued: 2/17/1992

Students may not bring to any campus or a college-related activity any weapons prohibited by law or identified below:
1. Fireworks of any kind.
2. Razors.
3. Chains.
4. Martial arts throwing stars.
5. Any other object, including school/college supplies, used in a way that threatens or inflicts bodily injury on another person. The possession or use of articles not generally considered to be weapons may be prohibited when the College President or designee determines that a danger exists for any student, college employee, or college property by virtue of possession or use. Lockers and cars parked on college premises may be inspected by college personnel if there is reasonable cause to believe they contain weapons.

Violations: Students found to be in violation of this policy shall be subject to disciplinary action. [See FMA]

For more information:

Weapons Policy
Authority: Student Conduct; Weapons; FBLF (Legal); LJC; Date Issued: 4/13/2010

A student shall not intentionally, knowingly, or recklessly possess or go onto school premises with any prohibited weapon, as defined below, unless pursuant to written regulations or written authorization of the College District. Penal Code 46.03(a)

For more information:
Section D

Faculty Information
Academic Freedom and Responsibility

Cedar Valley College, like all other institutions of higher learning, serves the common good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Cedar Valley College faculty members are appointed to impart to their students to their communities the truth as they see it in their respective disciples. The teacher’s right to teach preserves the student’s right to learn.

2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which will reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other instructional materials and activities, choosing instructional methodologies, evaluating learners, assigning grades, and maintaining classroom discipline.

3. It is essential that faculty members of Cedar Valley College be free to pursue scholarly inquiry without unreasonable restriction, and to voice and publish their conclusions without fear of institutional censorship or discipline. They must be free from the possibility that others of differing vision, either inside or outside the college community, may threaten their professional careers.

4. Cedar Valley College faculty members are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.
Academic Freedom and Responsibility continued…

5. Prior restraints or sanctions will not be imposed upon Cedar Valley College faculty members in the exercise of their rights as citizens or duties as teachers. Nor will faculty members fear reprisals for exercising their civic rights and academic freedom.

6. Cedar Valley College faculty members have a right to expect the DCCCD Board of Trustees and College administrators to uphold vigorously the principles of academic freedom and to protect the faculty from harassment, censorship, or interference from outside groups and individuals.

Academic Responsibility

The academic freedom of Cedar Valley College faculty members is accompanied by the equally compelling obligations and responsibilities to their profession, their students, the College, and their community. Faculty members defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members will be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.

2. Faculty members are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, will attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate their competence through consistently adequate preparation and performance.

4. Faculty members recognize that the public will judge the College and their profession by their public conduct. Therefore, faculty members will make clear that the views they express are their own and will avoid creating the impression that they speak or act in behalf of the College or of their profession.
Awards

Excellent teamwork and service are hallmarks of the Dallas County Community College District. Each year the District Administration and Locations launch the annual awards selection process that concludes with an awards reception and ceremony.

Each location award coordinator will distribute guidelines to all employees at their location calling for open nominations and distributing the selection criteria for each awards category. Each location may adhere to location-specific deadlines.

DCCCD Piper Nominee/Miles Production Company Award

Annually, each college selects a nominee to be submitted for consideration to the Minnie Stevens Piper Foundation for the Piper award. The chancellor, with the assistance of the faculty council, selects the recipient of the Miles Production Company Endowment Fund annual award for the DCCCD Outstanding Faculty Member from the location Piper nominees.

- guidelines (PDF - 85KB)
- Rating Sheet (for use by location selection committee(s)) (34KB)

Excellence in Teaching Award for Part-Time Faculty

Each year, DCCCD locations select one part-time instructor to receive the Excellence in Teaching award. Each location uses a process and criteria they deem appropriate in the selection of their winner. A districtwide winner is selected by the faculty council.

- guidelines (PDF - 32KB)
- Nomination form (Word - KB)
- Rating Sheet (for use by location selection committee(s)) (34KB)
TRANSFER
Personnel may request lateral or advancement transfers to available positions within the District. An employee desiring to transfer to another college should submit a request in writing to the President of the college where the opening exists, with a copy to the employee’s immediate supervisor. The request must be made before the deadline for the application. In considering requests where overstaffing is not a factor, guidelines will include approval by both college presidents, the interests and goals of the District, and competition from other internal and external applicants. (Policy and Procedures Manual, DI Regulation)

RESIGNATION
A request for release from a contract shall be made to the Board and shall be judged on its individual merit and its potential impairment of educational programs. All resignations shall be submitted to the Board.

RETIREMENT
In compliance with the Age Discrimination in Employment Act of 1967, the District has no compulsory retirement age for employees.

SUSPENSION and TERMINATION
Comprehensive termination policies for faculty can be found in the District Policy and Procedures Manuals.
All term contracts shall be in writing on a form approved by the Board, setting forth the length of the contract and other terms and conditions of employment. In most circumstances, contracts shall not be for specific assignments, but shall indicate employment as “faculty,” “administrator,” or “faculty/special programs” category. No term contract shall be valid or binding on the Board until approved by Board action. Contracts shall be signed by the employee and the Board’s designee. The Chancellor, upon recommendation of the appropriate staff, shall recommend contracts for approval. Therefore, a contractual employee cannot expect continued employment with the District other than with the period of time stated in the contract. Unless expressly authorized elsewhere in the District Policies and Procedures and the Human Resources Organizational information, no employee has authority to offer or promise to offer a contract of employment to any person without authorization from the Board. Nor shall any person expect to receive a contract of employment until the Board authorizes the contract and the appropriate personnel execute such contract. Neither renewal of employment contracts nor other employment procedures or practices shall give rise to an expectation of continued employment beyond the term of the contract or a belief in de facto tenure.

**One Year Faculty Contracts:** Faculty contracts will normally be entered into for the academic year, and will be tendered by the last of April for the ensuring contract year.

**Multi-Year Faculty Contract:** At the discretion of the Board, faculty may be employed for contractual periods of up to three years if the following conditions exist:

- A faculty member has received a one-year contract for each of the first three years of employment in the District.
- Upon completion of three consecutive years of faculty employment with the College District, a faculty member has rendered high-quality services to the College District as determined by the most recent rating obtained through the performance evaluation system established by the Chancellor.
Contract Terms continued...

- At any time after the completion of the first year of a three-year contract, if a faculty member has an “effective” performance rating, he or she may be offered a successor three-year contract at the discretion of the Board.

- The Board reserves the right to modify or amend this declaration of policy at any time in the future, should the Board be of the opinion that it will serve the best interest of the District.

Part-time Faculty: Part-time faculty shall be employed under a contract for part-time credit teaching that shall include a special employment agreement and an addendum listing part-time faculty responsibilities.
Contractual Responsibilities

Authority: Personnel Positions; Qualifications and Duties; DNA (Regulation); Date Issued: 3/15/2010

Appendix VIII; Revised Teaching Faculty Position Description; 8/1/2005.

Work Load; DJ (Local); Date Issued

In addition to duties specifically described in the employee’s position description and employment agreement, the contractual obligations of instructional personnel include service on committees as assigned, attendance at divisional meetings, and attendance at meetings unless exception is made by authorized personnel prior to the meeting. For additional responsibilities review the documents.

Faculty Meetings
Faculty meetings are regarded as vital district-to-college and college-to-college communication link. Attendance at such meeting is mandatory. Faculty members are required to arrange personal and professional commitments so that attendance at such meetings is possible.

Committee Assignments
Committee work is essential to the operation of an effective educational program. All faculty and administrative staff members are expected to participate in assigned committees and to carry out the specific purposes for which the committees were established. Contributions of instructional personnel through committee activities are considered to be one essential aspect of the contractual commitment.

Commencement
Attendance at the commencement exercises is a contractual obligation. The District shall provide academic regalia for new faculty or to reflect additional degrees earned. Faculty are responsible for the care, cleaning, and replacement of regalia.

Teaching Schedules and Workloads
Full-time faculty shall meet workloads as outlined by charts and grids unless a Release Agreement Contract is outlined. This may include day, evening, and weekend classes. The
**Contractual Duties continued**

College President, in consultation with the Vice Presidents, Division Deans, and faculty to determine work loads and class size.

**Office Hours**

Full-time faculty shall maintain regular office hours of a minimum of one hour per day, Monday through Friday, depending upon teaching assignments. Office hours may be modified by approval of the Dean. Office hours are to be scheduled at times reasonable to maximize availability for student access. Office hours are to be posted outside of faculty offices, within the course syllabi, and on eCampus. Office hours are to be submitted each semester to the division office.

**Part-time Faculty** office hours are to be posted on their syllabi and eCampus. The Adjunct and Evening Office is available for use by all adjuncts during posted hours. If an adjunct is unable to make a scheduled class, it is important to notify the faculty coordinator and Adjunct and Evening Office immediately.
Criminal Background Check

HROG Section: Employment
Document Title: Criminal Background Check (CBC)
Initial Date Posted: Aug. 1, 2000
Last Date Revised: Spring 2007
Board Approval: Revised Per Board Approval: June 4, 2002
Applies To: All employees and potential employees who have contact with minors (children under 18 years of age) as a regular part of their position. All employees and potential employees who by the nature of their position have cash handling responsibilities handle/access credit/debit card information.

Source: District Human Resources
Related TASB Policy: DC (regulation)

Purpose: The District will not employ a person who has been convicted of any felony or misdemeanor involving any type of sexual contact with a child or abuse of a child, which includes but is not limited to indecency with a child, injury to a child or endangerment of a child. A conviction includes deferred adjudication. In addition, the District will not employ a person who has been convicted of any felony or misdemeanor involving any type of theft, burglary or robbery as defined in the Texas Penal Code, as amended, unless the misdemeanor is minor in nature and the applicant for employment has a background that is otherwise clear of criminal convictions. A conviction includes deferred adjudication.

The District shall not contract with an independent contractor that permits any of its employees to have regular contact with minors as a result of the contractor’s business relationship with the District if the employee has been convicted of any felony or misdemeanor involving sexual contact with a child or abuse of a child, which includes but is not limited to indecency with a child, injury to a child or endangerment of a child.

Background: Under authority of Subchapter E of Chapter 51 of the Texas Education Code and the Fair Credit Reporting Act (15 USC 1681 b (b) et seq.), the District shall require a criminal-history check of its employees, applicants for employment, authorized volunteers and employees of independent contractors that do business with the District if the employment or relationship with the District involves:

1. Regular contact with minors;

2. Access to credit or debit card account numbers;

3. Handling of currency; or
4. Working in an area designated as a security-sensitive area.

Definitions:

In this regulation:

1. Regular contact means frequent interaction with minors or frequent access to areas where minors are present.

2. Employee means any District employee, including a student assistant.

3. Minor means a person who is younger than 18 years.

4. Authorized volunteer means a person who is designated for District insurance purposes as authorized volunteer, but does not include a person whose criminal history is checked by another entity.

Eligibility:

An applicant for employment or an existing employee must consent to a criminal history check, on a form provided for that purpose, if they wish to obtain or continue employment in a position that involves regular contact with minors. An authorized volunteer must consent to a criminal-history check in the same manner as an employee.

This regulation is effective for all first-time employees, volunteers and independent contractors on Aug. 1, 2000. It is effective for all other employees on Jan. 15, 2001.

Procedures:

The District Director of Human Resources or designee shall conduct a criminal-history check upon an applicant for employment or employee if the person’s employment involves regular contact with minors or if they have regular responsibility in handling currency on the District's behalf. An offer of employment is contingent upon a successful criminal-history check in accordance with District policy. The Director of Human Resources may designate any area as security-sensitive, and within the area the Director shall designate any position as security-sensitive if the position involves regular contact with minors.

Appropriate District officials shall ensure that all authorized volunteers and independent contractors shall conform to the District policy concerning criminal-history checks.

Frequency

Under this regulation, the College District director of human resources or designee will perform a criminal history check every five years on each employee beginning on January 15 if the employee’s employment is in an area designated as a security-
sensitive area as described in DC(LOCAL).

Notice of Vacancy

Before the Director of Human Resources or designee performs a criminal-history check, a notice of vacancy and job description must contain:

1. language that indicates a criminal-history check will be performed; and

2. a security-sensitive designation.

Only item 2. above applies if a notice of vacancy is not normally posted for a position.

Employee Responsibility:

HR Responsibility: Campus/Location Role:

1. The campus/location will identify individuals that need a criminal background check conducted and attain all necessary paperwork and signatures.

2. The campus/location will image Criminal Background Request Forms into the PaperWise Imaging System. Documents should be saved into:

   - File Cabinet: C-Human Resources-Restricted
   - Document Category: CBC
   - Document Type: Criminal Background Check

3. After District Human Resources has notified the campus/location of result of criminal background check, the campus/location will notify the appropriate department/division of clearance.

4. If the individual is not currently in the system and is hired, it is the responsibility of the campus/location to enter the date of clearance on the XDAT screen upon set-up of the individual.

District Human Resources Role:

1. District Human Resources will search and print all documents scanned into system the prior working day. (e.g.
Monday images will be printed and processed on Tuesday).

2. If CBC request is incomplete an email will be sent to the campus/location to have further information submitted before proceeding.

3. If CBC request is complete District Human Resources will submit the CBC request.

4. Upon receipt of results District Human Resources will inform campus/location of result via email.

5. Upon receipt of CBC result, DHR will input the date of the actual receipt of result into the XDAT screen for current active employees in the system. If individual is not currently in the system, it will be the responsibility of the campus/location to enter that date into the XDAT screen at the time the individual is set up in the system.

Forms Retention/Destruction:

1. Campus/Location - After the results have been relayed to the campus/location, the original Criminal Background Check Request form will be shredded and destroyed.

2. District Human Resources - Retains complete Criminal Background Check file for the required retention period of two years. All completed CBC forms, results and notifications will be scanned by DHR back into the PaperWise system for retention.

Related Links:  
[Criminal Background Check Form](#) (PDF - 61KB)
Equivalencies to the Masters

HROG Section: Employment
Document Title: Educational Equivalencies for Master's Degree
Initial Date Posted: Fall 2006
Applies To: All Applicants and Employees
Source: District Human Resources
Related TASB Policy: DEA (Local)

Purpose:
At times a position will permit an equivalency to a specific degree. The equivalencies below are reflected in Board Policy DEA (Local) and a consistent model for use when screening Applications for Employment to determine equivalency to the specific degree.

Procedures: Equivalencies to the Master's Degree

Persons who have obtained one of the following levels of achievement will be credited with the equivalent of a master's degree.

1. Bachelor's degree, Certified Public Accountant (CPA) and Texas licensure
2. Bachelor's degree, Chartered Life Underwriter (CLU)
3. B.D. from an accredited institution, provided that entrance into the B.D. program required a baccalaureate degree from an accredited institution
4. B.S. in Nursing plus P.H.N. (Public Health Nurse)
5. B.S. in Engineering plus Texas licensure
6. B.S. in Architecture plus Texas licensure
7. Bachelor's degree plus five years' successful service outside of education in the subject field to be taught
8. Distinguished professional record in special field which is clearly equal to master's degree level of achievement
9. Bachelor's degree plus 36 semester hours of graduate courses taken as part of an institutionally approved doctoral program of study as certified by the graduate dean's office

These equivalencies are intended as models and are recommended for use districtwide as a guide for qualifying candidate application forms.
ERS and DCCCD Carrier Contact List

HROG Section: Work/Life Benefits
Document Title: ERS/DCCCD Carrier Contact List
Last Date Revised: Sept. 1, 2005 (Revised: 09/01/2011)
Applies To: All Benefits-Eligible DCCCD Employees and Retirees
Source: District Human Resources/Employees Retirement System of Texas (ERS)

Employees Retirement System of Texas
18th and Brazos Streets
Austin, TX 78711-3207

Customer Service:
877-275-4377
Web site: http://www.ers.state.tx.us/

Disability and Term Life Insurance
Fort Dearborn Life Insurance Company (FDL)
Group Life and Health
P.O. Box 655403
Dallas, TX 75265
Customer Service:
800-778-2281
Disability/Life Claims:
800-778-2281
fax: 972-996-9361

EOI Applications
80-451-0271
Option 2 fax: 972-996-9371

Long Term Care
Continental National America (CNA)
877-895-6762
Web site: https://www.ltcbenefits.com/Home.asp

Texa$aver Deferred Compensation (CitiStreet)
800-634-5091
Web site: https://texasaver.csplans.com/portal/PortalLogin.jsp

Blue Cross Blue Shield of Texas - Health Select #38000
P.O. Box 6109
Dallas, TX 76266
Customer Service:
800-252-8039
fax: 888-368-3407
Web site: http://www.bcbstx.com/hs/

Mail supplemental forms for Health Select Plan to:
BCBS TX Group Accounts
P.O. Box 6109
Abilene, TX 79608

Caremark
customer service representatives
(888) 886-8490.

DENTAL

HumanaDental
PO Box 14639
Lexington KY 40512-4639
(877) 377-0987
http://www.humanadental.com/ers/

HumanaDental DHMO Plan
State of Texas Dental Choice Plan

TEXFLEX
Payflex Systems
P.O. Box 3039
Omaha, NE 68103-0039
866-353-9839
fax: 866-286-6897

PayFlex Systems USA
(TexFlex reimbursement account claims, balance)
Web site: https://texas.payflex.com/mypayflex/

CHIP
Children's Health Insurance Program
Also known as Children's Medicaid
Website: http://www.chipmedicaid.org/
Phone: 800-647-6558
Apply: It's easy to apply. Go online or call 1-877-543-7669

Deer Oaks EAP Services
Employee Assistance Program
local: 214-559-2171
toll free: 877-616-8351
Teen Hotline: 800-396-2467
Relay Texas: 800-735-2989
Web site: http://www.deeroaks.com

Other Notes:
Medicare 800-633-4227
Providers who accept Medicare

Social Security Administration
800-772-1213

Texas Department of Insurance
800-252-3439

Internal Revenue Service
800-8299-1040
800-829-4059

TeleTax recorded information:
800-829-4477
Extra-Service Guidelines for Instructional Delivery

**Section:** Compensation  
**Document Title:** Extra-Service Guidelines for Instructional Delivery  
**Initial Date Posted:** April 29, 2002  
**Revised:** September 1, 2011  
November 22, 2011  
February 13, 2013  
**Applies To:** Individuals Delivering Instruction on Extra-Service (adjunct or others)  
**Sources:** District Human Resources

Extra-Service Guidelines

**Combined Employment:** Part-time hourly, adjunct faculty-credit, adjunct faculty-continuing education (CE) and substitute faculty employees may work a maximum of 1014 hours per fiscal year (hours include the cumulative total of all positions worked at all District locations).

| A | **Faculty Generally**  
50% to 100% contract for prior and following academic year.  
**Exception:** Full-time faculty who retire after the academic year are compensated the same as faculty generally for the ensuing formula season. Compensation is only available to the retiring faculty member if not previously used during the last academic year of employment. | **Compensation**  
Formula Pay  
1/6 annual contract x 40% (.0666) or lecture/lab grid  
(See Supplemental Employment – Formula Pay for Faculty)  
**Workload Regulations**  
Extra Service Rate  
Full-Time Faculty  
Maximum of 3 lecture hours or 4 lab hours or combination thereof for a single session or maximum scheduled during any session.  
Extra Service Rate  
Maximum of 49% of the 30-hour workweek (approximately 14.7 hours) for each additional teaching semester/session. | **Compensation**  
Extra Service Rate  
TRS Working Retirees (Adjunct/Part-Time)  
(See TRS Working Retiree Guidelines)  
**Workload Regulations**  
Extra Service Rate  
Adjunct Faculty – Credit (Non-TRS) Maximum of 49% of the 30-hour workweek (approximately 14.7 hours) for each additional teaching semester/session.  
Extra Service Rate  
Adjunct Faculty – CE (Non-TRS) A non-credit adjunct instructor is allowed to work a maximum of 1014 hours |
| B | **Mid-Management**  
10 mo. Contract for prior academic year | See Workload Guidelines for Supplemental Employment | One month equals 132 hours |
|---|---|---|---|
| C | **Counseling/LRC/Health Occupations Personnel Academic Advising**  
50% to 100% contract for prior and following academic year | **Formula Pay**  
1/6 annual contract X 40% (.0666) (See Supplemental Employment Formula Pay for Faculty) | Maximum of 6 hrs. per day for 13 days (78 hours) |
|---|---|---|---|
| D | **Division Deans**  
Evening Instruction | Extra Service Rate | Maximum of 9 clock hours per semester |
| E | **Field Studies**  
Faculty at maximum workload for summer session | Extra Service Rate | One course from the end of spring semester to end of second summer session |
| | Faculty not at maximum workload for summer session | | One course from the end of spring semester to end of second summer session |
| F | **Community Service Instruction**  
50% to 100% contract for prior and following academic year | **Community Service Rate** (not to exceed $2100 if teaching maximum summer workload for single session) | Requires Provost approval, if teaching a maximum summer workload |
| G | **Instructional Development**  
50% to 100% contract for prior and following academic year | **Instructional Development rate** (not to exceed $2100 if teaching maximum summer workload for single session) | |
Formula pay is included in the regular payroll check in equal increments based on the beginning and ending dates of service.

A faculty member may be paid using the summer pay formula during more than one semester in an academic year; however, it is the responsibility of the first level supervisor to ensure that the maximum formula (.0666) pay is not exceeded for that year.

An exception to load guidelines such as supplemental load beyond 49 percent of the 30-hour workweek (approx. 14.7 hours) equivalent for DCCCD employees, or supplemental load during the regular work day should be documented, approved by the appropriate college administrator and discussed with the Chancellor by the official reporting date for the semester/class and the documentation kept on file at the college. Additions or changes made after the official reporting date should be documented as well.
Coordinator Duties and Responsibilities

1. Develop class schedules for all semesters/terms.

2. Facilitate selection and ordering of all textbooks for all courses in the discipline for each semester/term.

3. Provide feedback to the dean related to division goals and objectives and budget planning.

4. Assist in recruiting, interviewing, and orienting adjunct faculty.

5. Provide information to full time and adjunct faculty in the discipline as appropriate.

6. Supervise and evaluate no more than 10 adjunct faculty and/or instructional support staff each academic year.

7. Assist in the handling of student complaints.

8. Assist in selection and orientation of visiting scholars.

9. Analyze and evaluate program reviews in the discipline in consultation with the division dean.

10. Coordinate departmental syllabi and departmental tests when applicable.

11. Provide leadership in developing, implementing, and maintaining instructional delivery systems in the discipline.

12. Serve as a member of the appropriate district discipline committee.

13. Technical/Occupational coordinators will assist in:
   a. compliance with regulatory agencies and licensing boards
   b. support and leadership in program accreditation
   c. coordinating advisory committees
   d. vocational/technical reviews for THECB
   e. marketing and recruiting of students in tech/occ programs
   f. advising of students in tech-occ programs
   g. mentoring and supervising of dual-credit faculty
   h. developing and maintaining partnerships for coop and contractual teaching opportunities
   i. reviewing and complying with Tech-Prep initiatives in applicable programs
Faculty Evaluation Purpose and Process

Authority: Faculty Evaluation System; Date Issued: Spring 2002
http://www.dcccd.edu/SiteCollectionDocuments/DCCCD/Docs/Departments/DO/HR/HROG/faceval0502.pdf
Status of Employment; Evaluation; DLA (Legal); Date Issued: 4/13/10

Purpose of Faculty Evaluation

- Determine whether the instructional program is meeting the objectives of the College District.
- Provide a basis for determining the level of performance of the instructor.
- Assist instructors in diagnosing problem areas and in planning relevant improvement programs.
- Provide a basis for making recommendations to the Board concerning advancement on the salary schedule, contract renewal, multi-year contracts, nonrenewal, and termination.

Guidelines:

Each college must ensure that the following College District requirements are met in the evaluation of its faculty personnel:

- College Districts shall conduct end-of-course student evaluations of faculty and develop a plan to make evaluations available on the College District’s Web site. Education Code 51.974(h); 19 TAC 4.227(10), 4.228(e) Section 51.974, Education Code, as added by HB 2504, applies beginning with the 2010 fall semester. In accordance with 19 TAC 4.228(g), College Districts must begin complying with the rules implementing HB 2504 by August 15, 2010.

- The College President, appropriate vice-presidents, deans, and division chairmen shall be jointly responsible for ensuring that evaluation procedures are systematic, documented, and detailed enough to provide a sound basis on which to prepare recommendations for determining whether a contract is renewed, or whether a multi-year contract shall be awarded.

- Responsibility for evaluation rests primarily with division chairmen. In order to maintain consistency in evaluative procedures, each college shall follow the College District guidelines for faculty evaluation. These guidelines will be implemented by division chairmen.
• All instructors shall be informed, normally during orientation, of the purposes and general procedures used in professional evaluations.

• Evaluation procedures shall require formal and informal sessions between instructors and supervisory personnel. Such sessions shall result in written reports concerning the instructor’s strengths and weaknesses and recommendations for improvement based on these sessions.

• Copies of all written reports shall be signed by the supervisor and the instructor and kept on file for future reference. It is particularly important that the positive as well as negative information be included.

• Caution shall be used by all supervisory personnel to avoid giving an instructor the impression that he or she is progressing satisfactorily when there are reservations concerning his or her progress. Such reservations shall be communicated and documented.

• As a general rule, new faculty members require more supervision and assistance from supervisory personnel. Procedures for evaluating new personnel shall require initial evaluations to diagnose and assist them with immediate problems in work performance. The supervisor shall work with the faculty member to help him or her improve his or her performance.

• Conferences with first-year personnel shall also be more frequent than with other instructors.

• The midyear review of the current evaluation system shall provide a clear indicator of contractual jeopardy based on job performance. Following this review, additional help and guidance shall be given to all faculty who require it.

• Faculty evaluations by supervisors shall result in the classification of the performance of faculty in one of the four following categories: “exceeds standards of performance;” “meets standards of performance;” “below standards of performance;” and “unacceptable performance.”

• For purposes of this policy manual, these terms are defined as follows:
  - Exceeds standards of performance: surpasses requirements; exceeds expectations.
  - Meets standards of performance: meets all requirements; satisfactory.
  - Below standards of performance: does not consistently meet requirements.
  - Unacceptable performance: does not meet requirements; ineffective.
DALLAS COUNTY COMMUNITY COLLEGES

FACULTY EVALUATION SYSTEM

Revised

Spring, 2002*

This system of evaluation is scheduled for a comprehensive review every five (5) years, beginning in 2006-2007. Such review will be initiated by the Associate Vice Chancellor, Human Resources and Strategic Initiatives in concert with the Chancellor's Executive Staff and Faculty Cabinet leadership. Any substantive changes resulting from such review will be shared broadly and implemented with a minimum of one academic year advance notice.

*Amendments to the document have been incorporated with the approval of DCCCD and faculty leadership as noted:
1) Amended to include the revised Faculty Job Description based on the recommendation of the Faculty Roles Committee (2005);
2) Amended to include the on-line instructional visitation form (2008);
3) Amended to reflect current leadership titles and adjusted page numbers (index and document) (2010).
AN INDEX TO FACULTY EVALUATION

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Philosophy

The faculty evaluation process within the Dallas County Community Colleges is built upon mutual trust and open communication. Evaluation represents an assessment of the individual faculty member's fulfillment of contractual responsibilities and of any additional responsibilities agreed upon by the faculty and his/her immediate supervisor. All areas of the evaluation process must align with appropriate District, college, and discipline planning documents.

In addition to providing official documentation of accountability, this faculty evaluation process is intended to be formative, enhancing a faculty member's professional and academic development. Instructional deans and others who supervise full-time faculty are equally responsible with the faculty whom they supervise for developing and maintaining work relationships of the highest caliber.

If a quality relationship does not exist, both the supervisor and the faculty member should seek a mutually acceptable third party to provide professional assistance in order to establish a viable evaluation process.
Faculty Evaluation: An Overview

The Faculty Evaluation system is predicated upon the assumption that the faculty role is complex, and in some dimensions, unique, with each individual. There are no recipes or formulas for “good” teaching, counseling, or instructional development. Yet the lack of simple, linear measures does not mean that individual performance cannot be evaluated. It means that, within the parameters of the position description, organizational needs, and District policy, faculty members have a key role in defining criteria for their performance. In the evaluation system designed for the DCCC, faculty participate in establishing criteria through development of the Individual Action Plan/Profile and by conferring with their supervisors in review sessions as outlined by the procedures.

Extra-service teaching assignments of these full-time faculty employees are covered by separate contract. Such arrangements must be evaluated and may be evaluated separately. If a full-time faculty member’s extra-service teaching is outside the primary teaching area, that teaching will be evaluated separately by the appropriate supervisor. The division dean who issues the extra-service contract is responsible for conducting the evaluation of the faculty member’s performance under that contract.

Some full-time faculty will work with more than one area or supervisor in the course of a year’s assignment. If an administrator other than the primary supervisor supervises twenty percent or more of a faculty member’s load during a semester, then the assigned supervisor will participate in the evaluation regarding that assignment. All areas of job responsibility and teaching modalities should be reflected in the evaluation documents with appropriate means of evaluation agreed upon by the faculty member and the supervisor(s). If a second supervisor participates in the evaluation, that supervisor’s signature should be included on the documents.

Faculty members on one-year contracts are evaluated annually, while faculty members on multi-year contracts are evaluated every other year. In the case of a non-renewal of a multi-year contract (wind-down), the faculty member is evaluated as if on a one-year contract. Within this document, reference is sometimes made to the “formal” evaluation year, and that is dependent upon the individual faculty member’s contractual status. The formal evaluation year is the one in which the required documents (IAP Forms, Mid Year Review, Classroom Visitation, Appraisal Report Summary Forms) are developed, reviewed, signed and submitted to the personnel file, and occurs every other contractual year during the life of a faculty member’s employment.

Each faculty member develops a two-year Individual Action Plan/Profile at the beginning of his/her formal evaluation year. The first page of the IAP/Profile provides a quick overview of the numerical dimensions of workload, as well as a summary listing of other activities, so that the faculty member and supervisor can consider the
unique setting and demands of the job. The specific criteria for evaluation is documented on the additional pages of the IAP/Profile and developed in cooperation with the supervisor. This plan is designed to do just what it says: outline areas in which action will be taken for development of new skills, enhancement of existing talents, or emphasis in areas of ongoing responsibility. As described in detail in Appendix II, Pages 17-25, the faculty member develops the action plan to suit individual interests and abilities and to assure that divisional needs and planning activities are met. There is no intent to imply that the sheer number of activities is a valid basis for evaluation; in fact, all the evidence is to the contrary.

The IAP/Profile, which is built upon the position description, statement of responsibilities, and divisional planning activities, is the key component of the evaluation process.

Various methods may be used to provide information about faculty performance. These include the instructional visitation, student survey of instruction, and others. While certain documents are required, a faculty member is encouraged to develop, in cooperation with the supervisor, other means to fairly evaluate individual performance.

These sources will provide information to support or clarify the professional judgments of the supervisor and the faculty member regarding performance. No single data source provides all the information which supports an evaluative judgment; rather, each is part of a complex whole whose matrix includes subjective and objective observations.

Four categories are used to describe performance:

1. **Unacceptable Performance**: Does not meet requirements; ineffective.
2. **Below Standards of Performance**: Does not consistently meet requirements; marginal.
3. **Meets Standards of Performance**: Meets all requirements; satisfactory.
4. **Exceeds Standards of Performance**: Surpasses requirements; exceeds expectations.

There is no quota or limit, expressed or implied, on the number of employees who may receive any rating.

The IAP/Profile will be developed for two-year periods at the beginning of each formal evaluation year. Two or three conferences per year will be scheduled so the faculty member and supervisor may coordinate and negotiate the various components of the evaluation systems.
The broad parameters for “Standards of Performance” are set forth in the faculty position description, the Policy and Procedures Manual, and the Statement of Responsibilities. However, the faculty member and the supervisor make the requirements for performance more specific through the development and approval of the IAP/Profile. Standards are not developed overnight, or necessarily spelled out in infinite written detail; rather, they are developed over time through the actions and expectations of the District, the college, the division, peers, and the faculty member.

This overview describes the minimal conferences and surveys required. Either the faculty member or the supervisor may request additional meetings or gather additional evaluative data.

Evaluation is a process and not an end in itself. Used effectively, evaluation can help a faculty member make a greater professional contribution and can help assure that DCCCD uses its faculty resources wisely and well. But the effectiveness of this evaluation may depend more on the faculty member than it does the supervisor. It takes time to develop a thoughtful, well-considered Individual Action Plan. It means that a faculty member must weigh his/her skills and talents, building on the strong areas and strengthening the weaker ones. A faculty member must be able to examine him/herself with some measure of objectivity—never an easy task—and to consider the suggestions made by the supervisor and/or resulting from survey data. A participative model for evaluation certainly demands more faculty time and thought than a more traditional approach, in which the supervisor completes a standard performance evaluation form and the faculty member signs on the dotted line. But this participative evaluation will return more, too. As a professional, a faculty member is able to maintain some measures of control about the areas in which energy is focused. A faculty member has an important role in determining acceptable levels of performance for many aspects of the job. And through the faculty member’s involvement, it is possible for the individual to gain new insights into the faculty role and how it is best fulfilled.

This system of evaluation is scheduled for a comprehensive review every five years, beginning in 2006-2007. Such review will be initiated by the Associate Vice Chancellor, Human Resources and Strategic Initiatives in concert with the Chancellor's Executive Staff and Faculty Cabinet leadership. Any substantive changes resulting from such review will be shared broadly and implemented with a minimum of one academic year advance notice.
Components of Evaluation

I. Position Descriptions and Statement of Responsibilities

Position descriptions appear in Appendix VII, beginning on Page 36, of this document. The “Statement of Responsibilities” is found in the Appendix I, Page 16, and is the foundation upon which faculty evaluation is built. It includes, by reference, contracted duties as defined in the Board Policy and Procedures Manual.

II. Individual Action Plan/Profile

The first page of the IAP/Profile summarizes a faculty member’s professional responsibilities for each semester. It addresses major aspects of the position description, including ongoing responsibilities. This profile will vary among faculty members according to the requirements of the specific jobs. It reveals at a glance the varied assignments of each faculty member, including extra-service assignments, which are evaluated separately. The remaining pages of the plan allow a faculty member to specify the emphasis areas of the occupied position. In discussion between the faculty member and supervisor, expectations for successful implementation of the plan to meet individual and institutional needs are clarified.

Since this document is used to review all areas of responsibility (Primary, Institutional Service, Student Service, Professional Growth, Community Responsibilities, Job Related Personal Qualities, and Other), all categories are shown. But, as explained in the IAP/Profile Guidelines, it is not required that each of these areas be supported by specific IAP items. Some areas may include only on-going responsibilities, which do not need to be specified.

Guidelines for completing the IAP/Profile and forms are located in Appendix II, beginning on Page 17.

III. Instructional Visitation

An appointment for this visit is always scheduled in advance between the supervisor and faculty member. A faculty member is required to submit Part I of the Instructional Visitation Appraisal ahead of time to provide the supervisor with an idea of the instructional plans for that particular class session. A discussion of the class visitation is to be scheduled at a mutually convenient time following the visit. (This conference may be combined with the Mid-Year Review.) For the majority of instructors, this will be the only classroom visit. For new instructors or instructors needing assistance, other visits may be scheduled. This visitation is not required for faculty members in the informal year of the evaluation system. Copies of the Instructional Visitation forms are found in Appendix IV, beginning on Page 27.
IV. Student Surveys

These surveys indicate student perceptions of teaching. Statistical compilations of student survey results are used for institutional data collection. A faculty member may find the results valuable for planning and professional growth. A copy of the Student Survey appears in Appendix V, Pages 32-34 of this document.

The Student Survey of Instruction can be administered between October 15th and December 7th. The college may establish a deadline for accumulating the data to be analyzed but the faculty member may distribute the Survey at a convenient time within the timeline published. Faculty teaching a self-paced or flexible entry course may want to have students fill these out whenever they complete their work.

The Student Survey of Instruction has three parts. Part I includes 18 required questions. Parts II and III provide optional questions developed by the faculty member related to his/her specific course and opportunities for comments.

Two copies of responses from Part I will be tabulated and distributed in a computer printout. The faculty member receives a copy, as does the supervisor. Summaries by division, day, evening and total college will be made for institutional assessment purposes. Although the validity and reliability of the Student Survey of Instruction have not been established, survey information can provide help to a faculty member in planning and carrying out some instructional activities. The responses that are received for Parts II and III go directly to the faculty member immediately after the semester in which the survey is conducted. Each campus administration will determine the process of data collection and communicate details and timelines as appropriate. Each student will receive a response form for Part I. When requesting responses for Parts II and III, responses will be directed to be written on separate paper. Prior to the administration of the survey, a faculty member must assure students of the confidentiality of the process.

Questions included in Part I contain information all students should be able to answer for any course in which they have enrolled.
Faculty should feel free to add any other questions in Parts II and III that are important to their instructional area. Since Student Surveys are completed during the fall semester, the data will be available for use in the mid-year review. Statistical summaries of responses to the first 18 questions, by law, will be made available to the public. Responses in Parts II and III are confidential, for use in improving instruction at the discretion of the faculty member. The student surveys are optional for faculty members in the informal year of the evaluation system. Appendix V, Pages 32-34, includes more complete procedures related to the administration of the Student Survey of Instruction.

The Student Survey of Non-classroom Based Instruction (Appendix V, Page 34) is designed to provide an alternative survey format for an instructor engaged in non-traditional instruction. If this form is selected, Section I is required. In Section II, instructors may ask particular questions to fit their course design, and in Section III, instructors may ask for additional comments.

Implementation occurs in three ways:

1. An instructor, in consultation with his/her Division Chairperson, may choose to administer this form instead of the present traditional form.
2. This survey would be administered during the time of the traditional student survey of instruction at each college.
3. The results of this survey would serve as the student input component in the instructor evaluation system.
End-of-Year Review, Appraisal Report Summary, Contractual Recommendation Form

The Appraisal Report Summary indicates the level of performance for the activities identified by the faculty member’s IAP/Profile, Instructional Visitation, Student Survey of Instruction, and other evaluation documents utilized during the current contract year. It is completed in conjunction with the End-of-Year Review.

In a review session, a faculty member and the supervisor will discuss the faculty member’s total performance and contributions during the year. The focus of the discussion will be the documentation on the IAP/Profile, which will form the basis for ratings given in the Appraisal Report Summary. The faculty member and supervisor will consider each job responsibility area, using, where appropriate, the evaluation data from the Instructional Visitation, the Student Survey of Instruction, and other relevant sources of information. The faculty member will also have an opportunity to present evidence of work including the areas emphasized as priorities on the IAP/Profile. It is possible that some activities will not neatly fit in a nine-to-twelve month time frame. Implicit in the review of such activities is assessment of progress toward the goal of completion.

As a result of this conference and the supervisor’s assessment of total performance throughout the year, the supervisor will complete the Appraisal Report Summary and the Contractual Recommendation form. By the time these forms are completed, a faculty member and supervisor will have thoroughly discussed the year’s activities and will have reached a “meeting of the minds” on a faculty member’s total contribution to the District program.

When the supervisor has completed the Appraisal Report Summary and Contractual Recommendation forms, a faculty member will have an opportunity to add comments and initial the documents before they are forwarded to the appropriate Vice President and the college President for approval. Any change to the document in the approval process must be discussed, in person, by the faculty member and all appropriate supervisors. The changes must be reconciled before final signatures are given. The faculty member is the last person to sign the documents.
The original copy of the Appraisal Report Summary is filed in the faculty member’s personnel file on campus. The original of the Contractual Recommendation form will be forwarded to the District Human Resources Office, and a copy of the Contractual Recommendation will be kept in the faculty member’s personnel file on campus. Copies will be given to the faculty by April 15.

A faculty member may add his/her observations regarding the evaluation to the personnel file. If the faculty member and the supervisor fail to reach a consensus on the Appraisal Report Summary, a faculty member can appeal the evaluation. A copy of the appeal procedure contained in DLA (Regulation) of the Board of Trustees Policy and Procedures Manual will be provided to the faculty member by the supervisor.

For faculty on multi-year contracts, the Appraisal Report Summary will be completed only during the formal year of the two-year plan. During the year when faculty are not being formally evaluated, the Faculty Contractual Recommendation form will not include performance evaluation, and the faculty member will be eligible for a new three-year contract.

If the supervisor recommends non-renewal of a faculty member’s employment contract, the faculty member will be given a copy of the appeal procedures contained in DMAB (Local) of the Board of Trustees Policy and Procedures Manual. If the faculty member chooses not to appeal the non-renewal decision as provided in the procedures, the non-renewal recommendation will be forwarded to the Board of Trustees for approval.

Note: A recommendation of non-renewal for one-year contract shall be made before the last day of April in the current contract year and for a three-year contract before the first day of March during the final year of the contract.

It should be noted that a Contractual Recommendation form is completed each year – whether or not it is a formal evaluation year. This document serves as the official record of the offer of a new three-year contract. In years when there is no formal evaluation, the Contractual Recommendation form with all required signatures is the only document required for renewal of the three-year contract or a continuing one-year contract.

Copies of the Appraisal Report Summary and Contractual Recommendation forms are in Appendix VI, beginning on Page 32.
V. Components of Evaluation for Counseling and LRC Faculty

Evaluation components for counseling and LRC faculty are the same as those of instructional faculty, with the obvious proviso that the Instructional Visitation and Student Survey are used only as appropriate. Unique dimensions of counseling and LRC assignments may suggest other useful evaluation sources. The LRC User Survey and other program evaluation instructions should be used as an indicator by the service/curriculum in general.
Evaluation Systems

Annual Evaluation

The following faculty members will be evaluated annually.

1. Faculty not on continuing three-year contracts.
2. Faculty not scheduled for evaluation that choose to be evaluated. Any faculty member requesting this option must notify his/her supervisor by September 15.
3. Faculty not scheduled for evaluation whose most recent overall evaluation was either below standards of performance or unacceptable performance may be evaluated at the discretion of the supervisor. Any supervisor implementing this option must notify the faculty member by September 15. (If the most recent overall performance evaluation was either meets standards of performance or exceeds standards of performance, the supervisor does not have the option to evaluate them.)

Evaluation for Faculty Members on Three Year Contracts

The evaluation system requires a formal evaluation of faculty on a three-year contract during every other contract year. When the system was first put in place in 1982-1983, the faculty were split alphabetically in order to begin with half of the group receiving an evaluation during the first year, and half during the second year of implementation. In order to continue this system, a faculty member should be formally evaluated in the first year of his/her first three-year contract, and every second year after that throughout the life of faculty employment. Those faculty members who are being formally evaluated will complete all steps of the process.

1. Prepare or revise, if necessary, the IAP/Profile.
2. Participate in the instructional visitation process.
3. Administer the Student Survey of Instruction instrument (or Student Survey of Non-Traditional Instruction instrument).
4. Complete the Mid-Year Review.
5. Complete the End-of-Year Review.
6. The Appraisal Report Summary will be completed based on the End-of-Year Review.
7. The chairperson/dean will complete the Faculty Contractual Recommendation form based on the Appraisal Report Summary.

It is important to note that the formal year of evaluation is the reference point for this consideration, and does not reference data collected as part of the informal evaluation year. Those faculty members not being formally evaluated will complete the following steps.

1. Prepare or revise, if necessary, the IAP/Profile.
2. Administration of the Student Survey of Instruction instrument (or Student Survey of Non-Traditional Instruction instrument) is optional. This information is not used in the future formal evaluation period.
3. Complete the End-of-Year Review.
4. The chairperson/dean will complete the Faculty Contractual Recommendation form without notations in the performance evaluation section, and the faculty member will be eligible for a new three-year contract.

It is important to note that a faculty member may be subject to an annual evaluation cycle for just cause (gross incompetence, neglect or other good cause) when unexpected events occur and the serious nature of the action/issues require immediate District response.
**Evaluation Process Summary/Time Table**

**Formal Evaluation Year**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Step I</strong></td>
<td>Development of the IAP/Profile: The IAP/Profile is to be completed by all. Faculty between April 15 and October 1 of the formal evaluation year. Include Final Review information from the previous year and divisional activities from the planning process.</td>
</tr>
<tr>
<td><strong>Step II</strong></td>
<td>Notification of Formal Evaluation: September 15.</td>
</tr>
<tr>
<td><strong>Step III</strong></td>
<td>Completion of IAP/Profile: October 1. Copies returned to Faculty by October 15.</td>
</tr>
<tr>
<td><strong>Step IV</strong></td>
<td>Student Survey of Instruction: October 15- December 7 Results returned to the faculty member after grades have been posted for the Fall semester and before scheduled mid-year reviews.</td>
</tr>
<tr>
<td><strong>Step V</strong></td>
<td>Instructional Visitation: October 1- December 7 formal evaluation only.</td>
</tr>
<tr>
<td><strong>Step VI</strong></td>
<td>Mid- year Review/ Visitation Conference: November 1– January 31 may be combined if mutually agreeable, formal evaluation only.</td>
</tr>
<tr>
<td><strong>Step VII</strong></td>
<td>Complete first page of IAP/Profile to summarize current semester duties: February 1- complete only if different from fall semester.</td>
</tr>
<tr>
<td><strong>Step VIII</strong></td>
<td>End-of- Year Review: April 1.</td>
</tr>
<tr>
<td><strong>Step IX</strong></td>
<td>Faculty Appraisal Report Summary: April 1 complete only for formal evaluation. Copies to Faculty by April 15.</td>
</tr>
<tr>
<td><strong>Step X</strong></td>
<td>Faculty Contractual Recommendation form to District Office: April 15. Copies to Faculty by April 15.</td>
</tr>
</tbody>
</table>
Second Year of Evaluation Cycle – No Action Unless Requested by Faculty Member or Supervisor

Step I  Notification of formal Evaluation: September 15.

Step II  Complete first page of IAP/Profile to summarize current semester duties.
         Revise IAP/Profile as necessary: October 1.

Step III Optional Student Survey of Instruction; October 15- December 7. Results returned to the faculty member after grades have been posted for the Fall semester.

Step IV  Instructional Visitation: October- December- formal evaluation only.

Step V  Complete first page of IAP/Profile to summarize current semester duties: February 1 complete only if different from fall semester.

Step VI  End--of--Year Review:  April 1.

Step VII Faculty Appraisal Report Summary: April 1 complete only for formal evaluation. Copies to Faculty by April 15.

Step VIII Faculty Contractual Recommendation form to District Office: April 15.
         Copies to Faculty by April 15.

Confidentiality of Performance Evaluation

The only employees with access to evaluation information within a faculty member’s personal file are DCCC administrators making personnel decisions and the faculty member. When oral inquiries from potential employers or lending agencies are made regarding a faculty member’s employment, the District Human Resources Office will release only dates of employment, and, if requested in writing, salary information. If a written request is made under the Texas Public Information Act, Chapter 552 of the Government Code, only information that is disclosable under the Act is released. Such information may include name, sex, ethnicity, salary, title, dates of employment, performance evaluation, and other public information. When such a request is received, a faculty member will be notified prior to release of the information.
APPENDIX I

Statement of Responsibilities

This statement of Responsibilities is included on all professional contracts.

1. Performance of the duties enumerated in the formal description of the position in which a faculty member is employed.
2. Adherence to an implementation of the District’s policies and procedures as published in its Board of Trustees Policies and Procedures Manual and from time to time amended.
3. Maintenance of professional competence by participation in programs of continuing professional development and individual action, undertaken in consultation with the supervisor.
4. Demonstration of professional competence, integrity and high ethical standards in the performance of duties, including cooperation with associates and students, honesty in transactions, and judicious behavior.
APPENDIX II

Guidelines for Completing the IAP/Profile Form

The guidelines emphasize the individuality of each faculty member in the district and their participation in the planning process. Better results are obtained by encouraging participation rather than dictating performance.

1. The IAP/Profile is to be completed by all faculty between April 15th of the second year of a two year planning cycle and the following October 1.

2. The IAP/Profile covers a two year period and should reflect activities included in the two year work group plan unless individual circumstances dictate a one-year planning period. There should be direct relationship between the planning process and the evaluation process. Work group activities, which address college objectives, must be developed with the participation of all members of the work group. This participation helps to insure the validity of the activities on the IAP/Profiles of the members of the group. It is likely, however, that all faculty members in a work group will not include activities in their IAP/Profile that address a specific objective. Also not every work group will have activities that relate to all college objectives.

3. The IAP/Profile may be renegotiated at any time. Both the supervisor and faculty member agree on the renegotiated items.

4. A separate first page is provided for teaching, counseling and LRC faculty. Space is provided to outline the faculty member assignments for each of the four semesters of the two year cycle. If one semester’s assignments are identical to the previous semester’s assignments, simply write “same as above” across the space provided.

Signature and date space are provided for each of the four semesters with comments specifying when signatures are required.

5. An attempt was made to keep the paper to a minimum. If there is insufficient room on the form to properly document the specifics of the plan or for comments by the faculty member or supervisor, a blank form is provided (page four). Other pages may be duplicated as required, or an additional sheet of paper may be added to the form to provide additional workspace.

6. The working space provided on the form does not imply that all space should be filled. The IAP/Profile should be as long or as short as it needs to properly describe a particular faculty member’s plan.

7. On the second and following pages of the form, six areas of responsibility are listed. It is not expected that everyone will include specific items in the space provided for each area of responsibility. If no specifics are necessary for an individual plan, the on-going responsibility notation is sufficient. On-going responsibility includes the items in the job description and statement of responsibilities, both of which are included in the faculty evaluation document and the Policies and Procedures Manual.

8. The following is a list of topics that are provided as examples, which you may or may not wish to consider or include in the various areas of responsibilities.

Institutional Service
   Committee Assignments
   Student Advising Activities

Student Service
   Clubs or Activities
   Support of Various Student Activities
Appendix II

Professional Growth
  Workshops or Conferences Attended
  Courses Completed
  Readings or Presentations
  Work Experience

Community Responsibility
  Community Resource in some area
  Presentations
  Civic service or membership

9. The space under the areas of responsibility are for brief descriptions of items emphasized such as those listed in Item 8 above, assuming that a faculty member might want to specify special items outside of on-going responsibilities.

10. The IAP/Profile is by design and definition an individualized document. It is not appropriate for anyone to dictate specific IAP items for all faculty members of a division or college.

11. A “comments” section is provided for each year of the two- year evaluation cycle. Comments may be added at any time the plan is renegotiated or during mid-year reviews.

   The comments and related code columns are to be used only for those individuals being evaluated on an annual basis or those in the formal year of the biennial evaluation system. If an outstanding contribution occurs that should be recognized in the year when a faculty member is not formally evaluated, a separate memo should be written.

   Comments should be added if appropriate. Any code of below standards or unacceptable performance should have comments. A code of meets or exceeds standards may or may not necessitate comments. As mentioned previously, an additional sheet of paper may be added if space on the form is insufficient.

12. The “F” and “S” columns provided with each “comments” section are for codes (listed at the top of the pages). The “F” column is for codes at the end of the fall semester during the mid-year review, and the “S” column is for code at the end of the spring semester during the end-of-the-year review.

Guidelines for Assigning Percentages to Areas of Responsibilities

It is very important that a faculty member and supervisor agree at the beginning of the evaluation cycle, on the relative importance placed on each area of responsibility. The percentage criteria on the IAP is designed specifically to meet this requirement. The overall evaluation rating should be consistent with an evaluated performance.

To clarify the importance of each area of responsibility for each IAP/Profile, percentages should be assigned to each area. Percentages must be assigned during the formal evaluation year. In the year a faculty member is not being formally evaluated, percentages are optional and can be assigned only at the discretion of the faculty member. These percentages should reflect an individual’s emphasis in each area based on student need, division activities, college objectives, individual strengths and weaknesses, marketing or recruiting efforts, professional growth projects that are very important to an individual’s contribution to the effectiveness of a department, division college, or other relevant and justifiable criteria.

Everyone should assign at least one percent to each of the first six areas, and it is possible that as much as 40 percent or more may be assigned to an area outside of the primary area. However, some consideration should be given to balancing priorities.

The IAP/Profile is an individual document, and the percentages should be negotiated between the individual and the supervisor. Any combination of percentage assignments is acceptable if relevant and justifiable criteria are met. If a faculty member and division chair/dean reach an impasse regarding IAP items or the weighting of areas of responsibility, the matter should be resolved by discussion at the VP level. The president is the last level of appeal in this process.
Such matters should not be allowed to fester until the evaluation rating is made but should be resolved as quickly, simply, and directly as possible. No one should define limits of percentages for all faculty on any campus or in any division of a campus, except for the 1% minimum for each category as required above.
### DCCC – Individual Action Plan/Profile
#### Initial Document Approval

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#### 1st Year
- **Evaluation Cycle:** 1 Yr. ______ 2-yr.________
- **Mid-Year Review Formal Only**
- **Courses Taught:**
- **Number of Different Course Preparations:**
- **Instructional Methods:** Lecture ______ Seminar ______ Large Group Instruction ______
- **Field Course ______ Self-Paced ______ Telecourse ______ Laboratory ______ Other/Describe ______
- **Special Assignments (e.g. Co-op, International Education, Leave, etc.):**
- **Courses taught for extra-service (list):**

#### 2nd Year
- **Evaluation Cycle:** 1 Yr. ______ 2-yr.________
- **Mid-Year Review Formal Only**
- **Courses Taught:**
- **Number of Different Course Preparations:**
- **Instructional Methods:** Lecture ______ Seminar ______ Large Group Instruction ______
- **Field Course ______ Self-Paced ______ Telecourse ______ Laboratory ______ Other/Describe ______
- **Special Assignments (e.g. Co-op, International Education, Leave, etc.):**
- **Courses taught for extra-service (list):**

#### Primary Area of Responsibility:
- **TEACHING**

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### 1st Year

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### Primary Area of Responsibility:

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**Weekly Hours:**

**Number of hours spent:**

**Reference Desk:**

**Materials Selection:**

**Consultations:**

**Cataloging of materials:**

**Other/Describe:**

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### Primary Area of Responsibility:

**LRC**

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**Weekly Hours:**

**Number of hours spent:**

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**Cataloging of materials:**

**Other/Describe:**

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### End-of-Year Review, All

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Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

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1st Year
Evaluation Cycle: 1 Yr. 2-yr. ______
For 2-yr. Cycle: Formal ______ Informal ______
Mid-Year Review Formal Only Fall
Faculty: _______________ Date: ________
Supervisor: _______________ Date: ________

End-of-Year Review, All Spr
Faculty: _______________ Date: ________
Supervisor: _______________ Date: ________

2nd Year
Evaluation Cycle: 1 Yr. 2-yr. ______
For 2-yr. Cycle: Formal ______ Informal ______
Mid-Year Review Formal Only Fall
Faculty: _______________ Date: ________
Supervisor: _______________ Date: ________

End-of-Year Review, All Spr
Faculty: _______________ Date: ________
Supervisor: _______________ Date: ________

Primary Area of Responsibility:
COUNSELING

Routine responsibilities as described in Position Description
Special Counseling Assignments (e.g., special projects, decentralized assignment, etc.)

Courses taught for extra-service (list):

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### DCCC – IAP/Profile

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<th>I=In Progress</th>
<th>R=Renegotiated</th>
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#### I. Primary Area of Responsibility (cont.)

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- On-going responsibilities

#### II. Institutional Service Responsibilities

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- On-going responsibilities

#### III. Student Service Responsibilities

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- On-going responsibilities
Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

### DCCC – IAP/Profile

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On-going responsibilities

#### V. Professional Growth Responsibilities

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On-going responsibilities

#### VI. Job Related Personal Qualities

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On-going responsibilities
### DCCC – IAP/Profile

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Appendix III
FACULTY APPRAISAL REPORT SUMMARY

Name________________________________________ Job Title__________________________________Review Period________________________________
Division__________________________________________________________________________________College____________________________________
The ratings which follow describe performance in areas of responsibility as described in the appropriate position description, the individual action plan, faculty profile, and statement of responsibilities.

<table>
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<tr>
<th>Category</th>
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<td>IV Other</td>
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Supervisor Comments:  
Faculty Comments:  
Overall Performance Evaluation:

☐ Exceeds Standards of Performance  ☐ Meets Standards of Performance
☐ Below Standards of Performance  ☐ Unacceptable Performance

Supervisor Date President Date
Vice President Date Faculty Member Date

Original: President, 1st Copy: Vice President, 2nd Copy: Supervisor, 3rd Copy: Faculty Member
APPENDIX IV

Classroom Instructional Visitation Appraisal

1. A date and time for the instructional visitation is to be established by the instructor and supervisor.

2. Part I is to be filled out by the instructor and given to the supervisor at least 24 hours in advance of the visit.

3. At the request of either the instructor or supervisor, an instructional visitation may be preceded by a conference for discussion on the instructional visitation process.

4. Part II is to be filled out by the supervisor and returned to the instructor within one week of the visit.

5. A follow-up conference to evaluate strengths, weaknesses, and directions for future growth will be held within two weeks after the visit, or with the agreement of both instructor and supervisor, may be held at the time of the Mid-Year Review.

6. Part III is completed by the instructor after reviewing the supervisor’s comments and/or discussing the class visitation with the supervisor.

7. Signatures are to be added after completion of Parts I, II, and III and the follow-up conference.

Name _______________________________________________________  College ______________________

Division ________________________________________ Date of Visit __________ Time ___________

Location ____________________________ Course ______________________________________________

Part I: Class Session/Learning Experience Description

1. Briefly describe your objectives for this class session/learning experience in relation to the overall course plan.

2. Describe the method of instruction to achieve these objectives.

3. How will the students participate?

Part II: Class Session/Learning Experience Review (Supervisor’s Comments)

1. The instructor clarified the objectives for the students.
   Comments:

2. The method of instruction was appropriate in the meeting the objectives.
   Comments:
3. The instructor was well prepared for the class session/ learning experience.  
   Comments:

4. The instructor communicated effectively with students.  
   Comments:

5. Students participated in activities as expected by the instructor.  
   Comments:

6. Support materials (media, manuals, equipment) were appropriately and effectively utilized. (Note if not applicable)  
   Comments:

7. The objectives for the class session/ learning experience were achieved.  
   Comments:

Part III. Instructor’s Comments

Date of Follow-up Conference: _____________________________________________

_______________________________________  _____________________________________
Supervisor   Date   Instructor   Date
Online Instructional Visitation Appraisal

1. Every full-time instructor will have a visitation review in accordance with their contractual status, either in the classroom or online, as identified by the faculty member.

2. Every adjunct instructor will have a visitation review once per academic year.

3. A date and time for the visitation review is to be established by the instructor and supervisor. PART I is to be filled out by the instructor and given to the supervisor at least 24 hours in advance of the review. **The instructor has the choice during the visitation review to show a unit/segment/module of an online course OR the entire online course environment.**

4. PART II is to be filled out by the supervisor and returned to the instructor within one week of the review.

5. A follow-up conference to evaluate strengths, weaknesses, and directions for future growth will be held within two weeks after the review, or with the agreement of both instructor and supervisor, may be held at the time of the Mid-Year Review for full-time faculty.

6. PART III may be completed by the instructor after reviewing the supervisor's comments and/or discussing the online course review with the supervisor.

7. Signatures are to be added after completion of Parts I, II, and III and the follow-up conference.

---

NAME _________________________________ COLLEGE ______________________

DIVISION _____________ DATE OF REVIEW ________ COURSE_________________

---

PART I: ONLINE CLASS SESSION/LEARNING EXPERIENCE DESCRIPTION. This portion filled out prior to review visitation.

1. Briefly describe your objectives for the online evaluation visit. For example: objectives in regard to the chapter, module, learning unit experience or the entire online course.

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

3. How will the students participate with course material and content?

4. Identify the communication that occurs (in regard to the chapter, module, learning unit experience or the entire online course) between students and between faculty and students.
PART II: CLASS SESSION/LEARNING EXPERIENCE REVIEW (Supervisor's Comments)

1. The outcomes/objectives (in regard to the chapter, module, learning unit experience or the entire online course) were made clear.
   □ YES  □ NO
   COMMENTS:

2. The methods of instruction were appropriate in meeting the objectives.
   □ YES  □ NO
   COMMENTS:

3. The instructor utilized a variety of presentation modalities consistent with course objectives to enhance the student's learning experience.
   □ YES  □ NO  □ N/A
   COMMENTS:

4. The instructor communicated effectively and responded to students in a timely manner. For example: feedback on assignments, emails, announcements, etc.
   □ YES  □ NO
   COMMENTS:

5. Students communicated with each other as expected by the instructor. For example: discussion boards, group work, live classroom, chat, online video sharing, etc.
   □ YES  □ NO
   COMMENTS:

6. Students participated with the course material and content as required by the instructor. For example: assignments, discussion boards, assessments, etc.
   □ YES  □ NO
   COMMENTS:

7. Instructional support materials were appropriately and effectively utilized.
   □ YES  □ NO
APPENDIX V
Student Survey of Instruction

General Procedures for Faculty in Administering the Survey.

1. Instructors should pick up their envelopes in the division office. Envelopes are labeled by name and class section.

2. Some locations may recycle envelopes for use in future years. Envelopes should not be marked by the faculty member in any way.

3. Other necessary materials (i.e. pencils, blank paper) are available in the division office on the date of use.

4. The evaluation should be conducted during the first 15 minutes of the assigned class, unless and instructor determines that a later time would work better for students as a whole. The faculty member should provide the students with the faculty member's full name and seven-digit course identification number.

5. The instructor should ensure that an appropriate number of forms are available and that students understand the necessity and importance of the course identification number in accumulating the results.

6. The instructor must confirm to the students that the results of the survey are shared anonymously - and only after the completion of the course. The instructor should identify the student who will present the instructions, gather the scantrons/comments, and deliver to the designated location as soon as completed. Unused scantrons should be collected and returned as well.

7. The instructor must leave the classroom during the completion of the survey.

8. For classes evaluated after division offices have closed, each college will advise of proper handling of survey data and unused forms.
Appendix V

Student Survey of Instruction

1. I enrolled in this course:
   a. For a degree or certificate requirement
   b. As a college requirement (developmental studies, ESOL)
   c. As an elective
   d. For self-improvement
   e. To develop a job skill

Section I. Use the scale below to indicate your agreement with the following statements. Each statement will have 5 possible responses:

A – Strongly B - Agree C- Disagree D- Strongly E- Does Not Agree Disagree Apply

2. The written course outline/syllabus serves as a worthwhile guide to the course.
3. The course activities and materials are helpful.
4. The instructions for tests and/or assignments are clear.
5. The tests and/or assignments cover the course content.
6. The grading method for student tests and assignments has been defined and explained.
7. The method for determining final course grade is clearly defined.
8. The instructor is knowledgeable about the subject.
9. The instructor shows enthusiasm for the subject.
10. The instructor is courteous and considerate.
11. The instructor is prepared for each class session.
12. The instructor makes this course challenging.
13. I can get individual help outside of class when I need it.
14. I would recommend this instructor to another student.
15. I have learned a lot from this instructor.
16. I have learned a lot from this course.
17. Students are encouraged to ask questions and express their ideas.
18. Students are informed of grades on class tests and assignments in a timely manner.

Section II. Instructors may add further questions to fit their own needs.

Section III. Instructors may ask for additional comments.
Appendix V

Student Survey of Instruction (Non-classroom Based)

1. I enrolled in this course:
   a. For a degree or certificate requirement
   b. As a college requirement (i.e. developmental studies, ESOL)
   c. As an elective
   d. For self-improvement
   e. To develop a job skill

Section I. Use the scale below to indicate your agreement with the following statements. Each statement will have 5 possible responses:

A – Strongly Agree  B- Agree  C- Disagree  D- Strongly Disagree  E- Does Not Agree  Apply

2. The course outline/syllabus serves as a worthwhile guide to the course.
3. The course activities and/or materials were helpful.
4. The instructions for tests and/or assignments are clear.
5. The tests and/or assignments cover the course content.
6. The grading method for student tests and assignments has been defined and explained.
7. The method for determining final course grade is clearly defined.
8. The instructor is knowledgeable about the subject.
9. The instructor is courteous and considerate.
10. The instructor and/or materials make this course challenging.
11. I can get individual help when I need it in this course.
12. I would recommend this instructor to another student.
13. I have learned a lot from this instructor.
14. I have learned a lot from this course.
15. Students are encouraged to ask questions and express their ideas.
16. Students are informed of grades on class tests and assignments in a timely manner.

Section II. Instructors may add further questions to fit their own needs.
Section III. Instructors may ask for additional comments.
**Appendix VI**

**DALLAS COUNTY COMMUNITY COLLEGES**

**FACULTY CONTRACTUAL RECOMMENDATION**

__________ACADEMIC YEAR

(LOCATION)

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<th>STATUS:</th>
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**OVERALL PERFORMANCE EVALUATION:**

- [ ] EXCEEDS STANDARDS OF PERFORMANCE
- [ ] MEETS STANDARDS OF PERFORMANCE
- [ ] BELOW STANDARDS OF PERFORMANCE
- [ ] UNACCEPTABLE PERFORMANCE
- [ ] FACULTY MEMBER NOT FORMALLY EVALUATED THIS YEAR

**COMMENTS:** (REQUIRED IF RATINGS ARE “BELOW STANDARDS OF PERFORMANCE” OR “UNACCEPTABLE PERFORMANCE”)

**IT IS RECOMMENDED THAT:**

- [ ] A ONE-YEAR CONTRACT BE OFFERED
- [ ] A THREE-YEAR CONTRACT BE OFFERED
- [ ] THE CURRENT MULTI-YEAR CONTRACT BE CONTINUED TO
  - [ ] SECOND OF THREE
  - [ ] THIRD OF THREE
- [ ] THE CONTRACT NOT BE RENEWED. (IN THIS CASE OF NON-RENEWAL, COPIES OF ALL EVALUATION FORMS, CONFERENCE SUMMARIES, AND APPRAISALS MUST ACCOMPANY THIS REPORT.)

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<th>President</th>
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<tr>
<td>Vice-President</td>
<td>Date</td>
<td>Faculty Member</td>
<td>Date</td>
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**Distribution:**

- Original: District Human Resources
- 1st: College President
- 2nd: Supervisor
- 3rd: Faculty Member
Revised Teaching Faculty Position Description

The Dallas County Community College System seeks faculty who strive for excellence and have a continuous dedication to student centered values, learning and personal growth. Faculty bring job related personal qualities that optimize the learning environment. Faculty who possess such qualities are committed to continuous student learning and demonstrate passion and skill in effective teaching/learning facilitation. They are innovative and committed to on-going assessment and evaluation of their teaching. They demonstrate competence in their discipline and in working effectively with diverse populations. They demonstrate a commitment to the mission and philosophy of the community college through their continued personal growth, their collegiality and collaboration with others, and their effective communication with others, particularly about the scholarship of teaching and learning. Finally, they demonstrate and promote high ethical standards and academic honesty.

Primary Area of Responsibility

1. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with procedures outlined in the Dallas County Community College Board Policy Manual and/or agreed upon with immediate supervisor.
2. Provides students with a written course syllabus that should include items specified by the college and/or Dallas County Community College System.

3. Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.

4. Participates in development and support of their discipline by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.

5. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Procedures Manual.

6. Performs professional activities and assumes professional responsibilities as agreed upon with the division dean, and works with colleagues to achieve shared goals and visions. Values the collaborative process.

7. Uses knowledge of diverse communities and learning styles and has the ability to incorporate diversity of delivery of such learning styles in instruction.

8. Participates in student advising and registration.

9. Utilizes technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.

**Institutional Service Responsibilities** (College and Dallas County Community College System)

10. Meets professional assignments in accordance with the System’s calendar and contractual obligations.

11. Complies with DALLAS COUNTY COMMUNITY COLLEGE SYSTEM board policy, state and federal policy, and the student code of conduct as appropriate.

12. Commits to college mission and goals through participating in planning
division objectives and budget requests.

13. Serves on and attends college and/or system committees as assigned.

14. Participates in campus commencement exercise(s) as required by Board Policy and attends other required college meetings and activities.

15. Participates in his/her own performance appraisal.

16. Demonstrates ability to work effectively with persons from diverse backgrounds.

**Student Services Responsibilities**

17. May work with student clubs and/or organizations.

**Community**

18. Consistent with other DCCC job descriptions demonstrates verbal and written communication skills to support and enhance effective interaction between Dallas County Community College System and other organizations, businesses and community groups as well as faculty, staff and students from diverse socio-economic backgrounds.

19. Promotes the college in the community by participating in a variety of marketing activities.

**Professional Growth Responsibilities**

20. Participates in professional development activities.

---

THE ABOVE REVISED FACULTY TEACHING POSITION DESCRIPTION PROVIDES A SUMMARY OF CHANGES MADE BY CCAB TO THE ORIGINAL FACULTY ROLES TASK FORCE JOB DESCRIPTION DOCUMENT. INPUT FROM FACULTY COUNCIL WAS TAKEN INTO ACCOUNT.
Appendix VII

LRC Faculty Position Description

1. Reports for duty in accordance with the District’s calendar and contractual obligations.
2. Assists administrators, instructors, and students to achieve stated objectives through the application of a variety of learning resources.
3. Instructs users in the process of locating, accessing, retrieving, utilizing, and interpreting materials.
4. Participates in the evaluation of the instructional process and explores appropriate strategies to make improvements in his/her own area of responsibility.
5. Participates in development and support of the instructional divisions by recommending books and materials, revising curricula, and recommending teaching strategies, when appropriate.
6. Participates in the planning process by assisting in the formulation of LRC objectives and goals, and in the preparation of budget material requests.
7. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Administrative Procedures Manual.
8. Participates in student advising and registration.
9. Promotes the college in the community.
10. Performs professional activities and assumes professional responsibilities as agreed upon with the supervisor.
11. Participates in his/her own performance appraisal.
Appendix VII

Counselor Position Description

Primary Organizational Relationship:

A position directly responsible to the Director of Counseling.

Duties:

Counselors are educators whose unique professional preparation and experience qualify them to function as consultants and intervention specialists. Within these roles, counselors interact with students, instructors, and administrators to facilitate career, academic, and personal development while also serving in a resource capacity for the community. They perform professional activities and assumes professional responsibilities as agreed upon with the supervisor. Specifically, counselors function in the following areas.

I. Instructional Activities:
   A. Teaches assigned schedule of classes, maintains office hours, and performs according to instructional guidelines.
   B. Serves as consultant to faculty colleagues.
   C. Participates in instructional staff development.

II. Educational Advisement and Career Counseling:
   A. Informs students of opportunities available to them in the college and the community.
   B. Assists students in planning long-term programs consistent with their potential and interests.
   C. Teaches skills involved in the process of information utilization and decision-making.

III. Counseling Activities
   A. Provides counseling for students requesting help with educational vocational, social, and personal concerns on a scheduled or walk-in basis.
   B. Serves as an information resource, e.g.
      1. Test availability resource
      2. Articulation process (high school/college)
      3. Career information
      4. Outside agency referral
   C. Publicizes counseling center activities.
   D. Provides programs for specialized human needs individually or in groups, e.g.
      1. Crisis intervention
      2. Stress reduction
      3. Personal, social, and intercultural understanding
   E. Maintains program of appropriate retention activities.

IV. Division Liaison Activities
   A. Acquires knowledge of programs.
   B. Understands individual course content.
   C. Attends appropriate meetings.
   D. Communicates to students occupational trends related to program of study.
   E. Provides services that meet the unique needs of students within assigned division.
   F. Publicizes services to students within that division.
Adopted on May 6, 2002 via Chancellor's and Faculty Cabinet Discussion

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Staff Development Activities

A. Participates in design and implementation of staff development activities.
B. Attends relevant professional conferences and workshops.
C. Pursues professional development through advanced graduate work, seminars, and/or appropriate activities.

V. Marketing
A. Contacts high schools in service area.
B. Participates in appropriate community activities.
Faculty Hiring Process

HROG Section: Employment
Document Title: DCCCD Faculty Hiring Process
Initial Date Posted: December 1996
Last Date Revised: See Viseo 1997 document, Spring 2009
Applies To: DCCCD Full-time Faculty
Source: District Human Resources

Purpose: This policy specifically relates to full-time faculty positions.

Procedures:

1. All open positions will list the contact point and telephone number for the receipt of applications as the location Human Resources office.

2. All faculty positions will have search committees and the committees will be diverse based on gender and ethnicity.

   - Search Committees may be appointed as soon as faculty positions are identified.
   - Cabinet members are accountable for the appointment and diversity of search committees including the appointment of the committee chair.
   - The process for search committee appointments will include collaboration with the location faculty cabinet president.
   - Staff from other location units and/or other locations may be asked to serve on a search committee to achieve diversity.
   - Each search team member will be required to sign a Search Process Acknowledgement Form (PDF - 65KB) outlining confidentiality documentation and deliberation requirements.
   - Cabinet members may also choose to appoint non-employees to search committees for specific instructional programs.
   - Search committees will be trained at each location. The training will focus on all components of the hiring process, interview protocol, and interview questions, with continuing emphasis on the DCCCD's commitment to equal opportunity.

3. Supervisor(s) are responsible for development of the Notice of Vacancy using the generic faculty job description and specific location/job-related requirements.
4. Minimum Credential Guidelines were developed to address Southern Association of Colleges and Schools Section 3.7 Faculty, Principles of Accreditation—Foundations for Quality Enhancement and the Texas Higher Education Coordinating Board Guidelines for Instruction Programs in Workforce Education:

a. Faculty teaching general education courses at the undergraduate level:

i. doctor’s or master’s degree in the teaching discipline or
ii. master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

b. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree:

i. doctor’s or master’s degree in the teaching discipline or
ii. master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

c. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree:

i. bachelor’s degree in the teaching discipline, or
ii. associate’s degree and demonstrated competencies in the teaching discipline.

d. Faculty member teaching courses in workforce educations programs that are components of associate degree programs designed for college transfer, or from which a substantial number of students transfer to senior institutions:

i. master’s degree in the teaching discipline, or
ii. master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate hours in the teaching discipline)

e. Faculty teaching workforce education degree or certificate courses:

i. have a combination of academic preparation and work experience including three years of direct or related work experience other than teaching.

f. Faculty teaching in applied associate degree programs:

i. no less than an associate degree, should hold a baccalaureate degree or higher

g. Faculty who teach workforce education degree or certificate
courses:

i. have a combination of academic preparation and work experience including three years of direct or related work experience other than teaching.

h. Faculty teaching in certificate programs:

i. must hold at least a higher education certificate or have specialized training in their teaching field.

i. Faculty teaching in developmental programs:

i. must hold a baccalaureate degree in a discipline related to their teaching assignment and have either teaching experience in a discipline related to their assignment or graduate training in developmental education.

j. In exceptional cases, the location Cabinet member may consider:

i. Outstanding professional experience and demonstrated contributions to the teaching discipline that may be presented in lieu of formal academic preparation for faculty members.

ii. Strengthening the minimums when dictated by educational program priorities.

These exceptions must be justified by the institution on an individual basis and kept on file.

Specific detail in the Notice of Vacancy may vary by position and will be approved by the President. Such variance must be defensible against the applicable SACS Comprehensive Standards. Full-time faculty vacancy notices will always include the text "a minimum of one-year of teaching experience is required" and will contain the phrase "demonstrated skills in successfully working with diverse populations through experiences such as formal training, past work experiences, etc."

5. Each location search committee, in collaboration with the location Director of Human Resources, may develop a letter/packet for applicants to address the requirements/required materials for each vacancy notice, and outline the steps of the hiring process. A completed application and college transcripts are required at time of application (photocopies of transcripts are acceptable with application, but official transcripts are required prior to interview date). For full-time faculty searches, travel expenses for finalist interviews may be paid by the colleges.

6. The guidelines and timelines for internal faculty transfer are
documented in a separate Human Resource Operational Guideline. Current full-time faculty in continuing positions are eligible to apply for transfer into open faculty positions.

Interested faculty should submit a DCCCD application, transcript(s) and other required materials to the location Human Resources Director at the hiring college within the posted time line.

Discipline committees will interview faculty interested in transfer.

a. The recommendation of the committee will be based on a majority vote.
b. The recommendation will be given to the president. If the recommendation is to transfer someone and the president concurs, the individual is notified by the president of the hiring location.
c. If the recommendation is to deny the transfer, the individual is notified and asked if he/she would like the application forwarded to the applicant pool for the now open position.

7. In addition to the usual print media advertising of positions, advertising will include minority, discipline publications and networks.

8. The applicant pool of the individuals meeting minimum qualifications will be reviewed by the location Human Resources Director or designee who will certify the pool. In the event that the pool is inadequate, the location Director of HR will communicate this to the hiring supervisor and the location CEO and a decision will be made to cease the search or to extend it with expanded advertising and outreach and advise District Human Resources.

**HR Responsibility:**

The location Human Resources office is responsible for the receipt, maintenance and storage of all applicant materials. This includes communicating with candidates at regular intervals as to their status in the search.

**Related Links:**

- [1997 Faculty Hiring Process -- Viseo Flowchart](PDF - 23KB)
- [Search Process Acknowledgement Form](PDF - 65KB)
Initial Placement on the Faculty Salary Schedule

HROG Section: Compensation
Document Title: Initial Placement on the Faculty Salary Schedule
Source: District Human Resources
Related TASB Policy: DEA (local)

Procedures:

**EDUCATION**

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Education</th>
</tr>
</thead>
</table>
| F01 Range (FA) | Masters degree or equivalency  
                | Equivalencies to the Masters have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc. See related HROG.) |
| F02 Range (FB) | Masters degree or equivalency and 24 additional hours  
                 | For salary schedule placement, persons who have obtained the following level of achievement will be credited with the equivalent of Masters degree plus 24 hours: M.F.A. which includes at least sixty (60) hours from an accredited institution. |
| F03 Range (FC) | Masters degree or equivalency and 48 additional hours |
| F04 Range (FD) | Earned Doctorate  
                | An earned doctorate is graduate degree at the doctoral level, conferred by an institution which is fully accredited by the regional accrediting association of the region where such institution is located. |

**EXPERIENCE**

- .5 percent over minimum of classification assigned for each two semesters of part-time teaching experience with the District or for each year of full-time teaching/experience in elementary, middle, junior and senior high school.

- 1 percent over minimum of classification for each year of full-time teaching experience in an accredited college or university.

- 1 percent over minimum of classification assigned for every two years of business/industry or other experience/ training not specifically identified
by policy/memorandum but directly related to teaching assignment.

- Individual experience and education will be considered in the case of a District employee selected for a faculty position and must be approved by the Vice Chancellor prior to consideration by the Board.

- Initial salary credit may also be granted for relevant experience in business, industry, military service or for teaching experiences not listed above.

The president shall evaluate the credentials and experience of prospective and current college employees and discuss the level of placement in the salary schedule with the Assistant Vice Chancellor, Planning and Development Affairs.

The Vice Chancellor shall review and approve all special category placements prior to submission to the Board.

As a general rule, teachers new to the college will not be placed more than 10 percent above the minimum salary for the classification assigned.

Where unusual circumstances warrant, the Chancellor is authorized to negotiate for initial placement of more than 10 percent over the minimum salary.

**Exceptions To Policy:**

- Temporary faculty are hired at the minimum salary for the master's level (FA designation).

- Faculty who are hired to teach in circumstances when class enrollment is increased, are placed at the minimum of the appropriate master's/master's plus level as determined by college transcripts.

**Related Links:**

- Faculty Salary Schedule
- Equivalencies to the Masters Degree
Faculty Leave Banking

HROG Section: Work/Life Benefits Leave
Document Title: Faculty Leave Banking
Initial Date Posted: Nov. 27, 2007
Applies To: Full-Time Faculty

The Chancellor’s Cabinet has revised the guidelines for Faculty Leave Banking Program. This HROG contains guidelines and links to forms (see below) you will need to understand your options.

1. Letter to Faculty – Updated Policy to provide a clear process and procedures for submitting Faculty Leave Banking

2. FAQ - A list of important questions and answers.

3. Faculty Leave Banking Agreement - The business office is exploring developing a screen in Colleague to capture leave banking (this language will change)

4. Request for Approval to Take Banked Leave – This form is used only at the point when your want to exercise your leave privileges under the Leave Banking policy.

Purpose Guidelines for Faculty Leave Banking Program:

1. Purpose

   o The purpose of the Leave Banking Program is to encourage and facilitate faculty professional development/renewal by providing a mechanism in which future reduced load or professional leave can be planned for and earned in advance. The teaching load reduction or leave which accrues to a participating faculty member in an agreed upon term shall be used for professional development activities at the discretion of the faculty member. A personal/professional development plan outlining activities must be submitted. (to whom)

   o Leave Banking is a program in which eligible full-time faculty members in effect earn compensatory time off through extra service duties. Extra service for purposes of this program includes any extra service contract by a faculty member. It is understood that in exchange for foregoing compensation, such advance service will diminish the faculty member’s subsequent load in an agreed upon future semester. Consequently, a faculty member may “bank” sufficient advance load credits to earn either a reduced load assignment or up to 100 percent reduced load assignment in a future semester. One semester of banked leave equals 120 percent of full-time faculty load earned through extra service. Partial reduced leave
banking loads require a minimum of 24 percent of load banked for every 20 percent taken.

**Eligibility:**

1. An individual may begin “banking” advance load credits after three (3) years of continuous full-time faculty service.

2. Reduced teaching load (taken over two semesters within a 24-month period) or leave for a full load may be taken under this program once in any three (3) year period, and cannot exceed one semester’s absence from duties. No other banked leave may be taken during that three year period. Banked leave may be taken before or after approved sabbaticals, or other approved leave.

3. Once 120 percent of load is earned, no additional classes can be banked until a semester off is taken.

**Procedures:**

1. During a period of earned professional leave accrued from the banking of approved extra-service assignments undertaken within this program, the participating faculty member receives full pay and benefits with no loss of longevity status for benefits purposes.

2. Any eligible full-time faculty member may participate in the Leave Banking Program. During a semester it is possible for a faculty member to have both a contract for compensation and a contract for leave banking. All load reductions and leaves earned through this program shall be covered through extra service compensation unless the college president deems it necessary to replace with a full-time or partial faculty contract.

3. Extra-service assignments can be banked over a period of six fiscal years. Leave must be taken (including two semesters of reduced load) no later than the end of the seventh fiscal year. No more than the equivalent of 120 percent of load can be banked before leave must be taken.

4. For faculty members electing to participate in Leave Banking, the banked extra-service compensation, computed at the faculty extra service payment rate in effect at the time the assignment is banked, is held by the DCCCD in a special account. Once participation in the program is initiated, the faculty member cannot terminate from the program except for the following reasons:

   - Termination of employment including transfer to a non-eligible position, i.e. administrative or support staff

   - Disability of the participant

   - Death of the participant.

   - Payment is made to the estate of a participating faculty member upon his/her death.

Any payment made in lieu of taking banked leave will not include interest and is at the
extra-service amount in effect at the time the leave was banked.

5. The faculty member and the appropriate administrator will confirm the intention to use one long semester or two semesters within a 24-month period before the beginning of which the banked leave will be used by completion of the required form. A request for a semester will be approved if it can be accommodated administratively after review by an appropriate vice president and president.

6. While on banked leave, the faculty member may not receive extra service contracts.

7. Partial leave is calculated as a percent of 120 percent load. During a semester or other responsibilities assigned to the faculty member are recalculated proportionately. Whether taking reduced load (taken over two semesters within a 24-month period) over one semester, 120 percent of load must first be banked. A total of 100% of load must be banked and any additional classes can be banked.

8. The leave banking program will be reviewed annually during February or March by the Cabinet and the Faculty Council.

9. Income tax and deductions for retirement contributions on the leave banking earnings when the leave is taken or when the faculty member received the actual earnings as described below. Other pertinent information on this topic is available in Frequently Asked Questions and Answers (PDF - 16KB).

Related Links:
- Frequently Asked Questions and Answers (PDF - 16KB)
- Questionnaire (Faculty Leave Banking) (PDF - 8KB)
- Faculty Leave Banking Agreement (PDF - KB)
- Request for Approval to Take Banked Leave (PDF - KB)
Reclassification - Faculty Advancement

HROG Section: Compensation
Document Title: Faculty Advancement - Reclassification
Applies To: Full-time Faculty
Source: District Human Resources
Related TASB Policy: DEA (local)

Purpose:
Faculty members may advance within the salary schedule in accordance with district policies. A faculty member who completes two consecutive one-semester-only contracts is eligible for an increase equivalent to other faculty members. All reclassification shall be made by the board, on recommendation of the chancellor.

Procedures:

A faculty member shall:

- Submit academic credit for advancement to the dean/division chairman, who, after approval, forwards it to the vice president of instruction for approval.
- Submit professional experience activities to the dean/division chairman, who forwards the request to the college professional experience committee, which includes the vice president of instruction (chairman), one tech/occ faculty, one academic faculty, one Learning Resource Center faculty (or one counselor) and one division chairman, for its approval and submission to the college president.

A college president or designee shall:

- Evaluate activities contributing to professional growth and equate such activities in terms of credit hours.
- Approve, in advance, lower division courses taken to fulfill professional growth requirements.
- Approve, in advance, professional growth activities undertaken during employment by the district and after the receipt of a master's degree or its equivalent and offered for placement in Class FB and FC of the Faculty Salary Schedule.

Approved work that leads to horizontal advancement on the salary schedule must be undertaken outside the normal working hours of the district. Normal working hours means weekdays from 8 a.m. to 5 p.m. If an instructor is
assigned duties as part of his or her contractual obligations that vary the normal working hours, special arrangements for the performance of the approved work may be authorized by the college.

**Timeline:**
For advancement to the next range, official transcripts are due to the location human resources office no later than Sept. 1 and are to be submitted to the October board meeting for a Sept. 1 approval date.

**Compensation:**
With the movement to the next faculty salary range, $2,000 will be added to the base annual salary according to the salary mechanics and adjustment process.
Faculty Release Time

HROG Section: Compensation
Document Title: Workload Guidelines for Release Time
Applies To: Faculty
Source: District Human Resources
Related TASB Policy: DJ (local)

Purpose: Release time is the reallocation of elements of faculty load to other duties, as illustrated by, but not limited to, administration, curriculum development or special programs. When faculty members are released from all or part of their full-time teaching duties, such time is allocated to special projects (release time), and the total salary paid for such release time assignments and full-time teaching duties shall not exceed one hundred percent (100 percent) of the total remuneration paid under their full-time teaching contract.

Procedures: It is the responsibility of the college president or location designee to approve release time and document the workload and the release time assignment. The faculty workload must also be updated in Colleague to reflect the release time.

The following is a partial list of instructional positions that involve release time for extended student course-related activities.

<table>
<thead>
<tr>
<th>Position</th>
<th>Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Instructor</td>
<td>20% release time</td>
</tr>
<tr>
<td>Intramural Director</td>
<td>20% release time</td>
</tr>
<tr>
<td>PE Coach</td>
<td></td>
</tr>
<tr>
<td>Athletic Director</td>
<td></td>
</tr>
<tr>
<td>Choral/Instrumental Director</td>
<td>20% release time</td>
</tr>
<tr>
<td>Journalism Instructor</td>
<td>20% release time</td>
</tr>
<tr>
<td>(school newspaper)</td>
<td></td>
</tr>
<tr>
<td>Speech Instructor</td>
<td>20% release time</td>
</tr>
<tr>
<td>(forensics)</td>
<td></td>
</tr>
<tr>
<td>Foundation Grants/Specified League Activities (approved by VCEA)</td>
<td>20% release time</td>
</tr>
</tbody>
</table>
Faculty Responsibilities

Authority: Appendix VII; “Teaching Faculty Position Description”; Faculty Evaluation, 8/1/2006.

Work Load; DJ (Local); 9/12/2011

Primary Area of Responsibility

1. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with procedures outlined in the Dallas County Community College Board Policy Manual and/or agreed upon with immediate supervisor.
2. Provides students with a written course syllabus that should include items specified by the college and/or Dallas County Community College System.
3. Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.
4. Participates in development and support of their discipline by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.
5. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Procedures Manual.
6. Performs professional activities and assumes professional responsibilities as agreed upon with the division dean, and works with colleagues to achieve shared goals and visions. Values the collaborative process.
7. Uses knowledge of diverse communities and learning styles and has the ability to incorporate diversity of delivery of such learning styles in instruction.
8. Participates in student advising and registration.
9. Utilizes technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.

Institutional Service Responsibilities (College and Dallas County Community College)

1. Meets professional assignments in accordance with the System’s calendar and contractual obligations.
2. Complies with DALLAS COUNTY COMMUNITY COLLEGE SYSTEM board policy, state and federal policy, and the student code of conduct as appropriate.
3. Commits to college mission and goals through participating in planning division objectives and budget requests.

4. Serves on and attends college and/or system committees as assigned.

5. Participates in campus commencement exercise(s) as required by Board Policy
   - and attends other required college meetings and activities. Be well-prepared for each class session.
   - Teach from an approved syllabus for each course.
   - Check our assigned mailboxes before each class.
   - Certify and submit final grade rolls in accordance with the deadlines and guidelines established by the registrar.
   - Maintain accurate grade books in accordance with the guidelines established, and file the grade books with the division office at the end of the semester.
   - Be familiar with the contents of handbooks, instructional resources and other items of information which may be distributed to faculty.
   - Enforce District and College policies and procedures, including provisions which prohibit the use of tobacco and the consumption of food and/or beverages in classrooms.
   - Encourage student success by providing students with information regarding academic assistance, counseling, and other CVC services which are aimed at student success and completion.
   - Participate in District and Cedar Valley College committees and teams.

**Student Services Responsibilities**
- May work with student clubs and/or organizations.

**Community**
- Consistent with other DCCC job descriptions demonstrates verbal and written communication skills to support and enhance effective interaction between Dallas County Community College System and other organizations, businesses and community groups as well as faculty, staff and students from diverse socioeconomic backgrounds.
- Promotes the college in the community by participating in a variety of marketing activities.

**Professional Growth Responsibilities**
- Participates in professional development activities.
THE ABOVE REVISED FACULTY TEACHING POSITION DESCRIPTION PROVIDES

Additional responsibilities as outlined by Human Resources, Contract and Supplemental Agreements, TASB Policies, and Cedar Valley College.
Appendix VII

Revised Teaching Faculty Position Description

The Dallas County Community College System seeks faculty who strive for excellence and have a continuous dedication to student centered values, learning and personal growth. Faculty bring job related personal qualities that optimize the learning environment. Faculty who possess such qualities are committed to continuous student learning and demonstrate passion and skill in effective teaching/learning facilitation. They are innovative and committed to on-going assessment and evaluation of their teaching. They demonstrate competence in their discipline and in working effectively with diverse populations. They demonstrate a commitment to the mission and philosophy of the community college through their continued personal growth, their collegiality and collaboration with others, and their effective communication with others, particularly about the scholarship of teaching and learning. Finally, they demonstrate and promote high ethical standards and academic honesty.

Primary Area of Responsibility

1. Teaches students effectively in assigned classes and maintains office hours for student consultation in accordance with procedures outlined in the Dallas County Community College Board Policy Manual and/or agreed upon with immediate supervisor.

2. Provides students with a written course syllabus that should include items specified by the college and/or Dallas County Community College System.
3. Participates in the evaluation of the instructional process and uses innovative strategies to continually improve learning.

4. Participates in development and support of their discipline by recommending books and materials, revising curricula, and recommending teaching assignments when appropriate.

5. Maintains accurate and complete course records as required by law and the Board of Trustees Policies and Procedures Manual.

6. Performs professional activities and assumes professional responsibilities as agreed upon with the division dean, and works with colleagues to achieve shared goals and visions. Values the collaborative process.

7. Uses knowledge of diverse communities and learning styles and has the ability to incorporate diversity of delivery of such learning styles in instruction.

8. Participates in student advising and registration.

9. Utilizes technology to facilitate learning and to access data, maintain records, generate reports, and communicate with others.

**Institutional Service Responsibilities** (College and Dallas County Community College System)

10. Meets professional assignments in accordance with the System's calendar and contractual obligations.

11. Complies with DALLAS COUNTY COMMUNITY COLLEGE SYSTEM board policy, state and federal policy, and the student code of conduct as appropriate.

12. Commits to college mission and goals through participating in planning division objectives and budget requests.

13. Serves on and attends college and/or system committees as assigned.

14. Participates in campus commencement exercise(s) as required by Board Policy and attends other required college meetings and activities.
15. Participates in his/her own performance appraisal.

16. Demonstrates ability to work effectively with persons from diverse backgrounds.

**Student Services Responsibilities**

17. May work with student clubs and/or organizations.

**Community**

18. Consistent with other DCCC job descriptions demonstrates verbal and written communication skills to support and enhance effective interaction between Dallas County Community College System and other organizations, businesses and community groups as well as faculty, staff and students from diverse socio-economic backgrounds.

19. Promotes the college in the community by participating in a variety of marketing activities.

**Professional Growth Responsibilities**

20. Participates in professional development activities.

**THE ABOVE REVISED FACULTY TEACHING POSITION DESCRIPTION PROVIDES A SUMMARY OF CHANGES MADE BY CCAB TO THE ORIGINAL FACULTY ROLES TASK FORCE JOB DESCRIPTION DOCUMENT. INPUT FROM FACULTY COUNCIL WAS TAKEN INTO ACCOUNT.**
FACULTY CODE OF PROFESSIONAL ETHICS

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order to express more adequately the affirmation of our professional responsibilities, we the faculty members of the College do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

1. The Professional Educator will treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as ethnicity, creed, gender, disability, or age.

2. The Professional Educator will strive to help each student realize his or her full potential as a learner and as a human being.

3. The Professional Educator will by example and action encourage and defend the unfettered pursuit of truth by both colleagues and students supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

4. The Professional Educator will work to enhance cooperation and collegiality among students, faculty, administrators, and other personnel.

5. The Professional Educator will recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor that might damage, embarrass, or violate the privacy of any other person.

6. The Professional Educator will maintain competence through continued professional development, will demonstrate that competence through consistently adequate preparation and performance, and will seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

7. The Professional Educator will make the most judicious and effective use of the College District's time and resources.

8. The Professional Educator will fulfill the employment agreement both in spirit and in fact, will give reasonable notice upon resignation, and will neither accept tasks for which we are not qualified nor assign tasks to unqualified persons.

9. The Professional Educator will support the goals and ideals of the College District and will act in public and private affairs in such a manner as to bring credit to the College District.

10. The Professional Educator will not engage in sexual harassment of students or colleagues and will adhere to the college’s policy on sexual conduct.

11. The Professional Educator will observe the stated policies and procedures of the College District, reserving the right to seek revision in a judicious and appropriate manner.
12. The Professional Educator will participate in the governance of the College District by accepting a fair share of committee and institutional responsibilities.

13. The Professional Educator will support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague’s innocence may reasonably be maintained.

14. The Professional educator will not support a colleague whose persistently unethical conduct or professional incompetence has been demonstrated through due process.

15. The Professional Educator will accept all rights and responsibilities of citizenship, always avoiding use of the privileges of our public position for private or partisan advantage.

*In this code, the term “colleague” refers to all persons employed by colleges in the educational enterprise.

Professional Development for Faculty
Faculty Salary Schedule

HROG Section: Compensation
Document Title: Salary Schedule - Faculty
Initial Date Posted: Sept. 1, 2009 (No changes recommended for Sept. 1, 2009-2010)
Sept. 1, 2010 (No changes recommended for Sept. 1, 2010-2011)
Applies To: Full-time faculty
Source: District Human Resources

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Minimum</th>
<th>Midpoint</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>F01</td>
<td>$40,000</td>
<td>$57,000</td>
<td>$74,000</td>
</tr>
<tr>
<td>F02</td>
<td>$42,000</td>
<td>$59,850</td>
<td>$77,700</td>
</tr>
<tr>
<td>F03</td>
<td>$44,000</td>
<td>$62,900</td>
<td>$81,400</td>
</tr>
<tr>
<td>F04</td>
<td>$46,000</td>
<td>$65,550</td>
<td>$85,100</td>
</tr>
</tbody>
</table>

Initial placement on the faculty salary schedule is as follows:

- F01 Range  Masters degree or equivalency*
- F02 Range  Masters degree and 24 additional hours**
- F03 Range  Masters degree and 48 additional hours
- F04 Range  Earned doctorate***

* Equivalencies to the masters have been developed in certain specialized fields (i.e., engineering, trade-technical fields, etc.)

** Masters plus 24 hours equivalent: For salary schedule placement, persons who have obtained the following level of achievement will be credited with the equivalent of a masters degree plus 24 hours: M.F.A. which includes at least sixty (60) hours from an accredited institution.

*** An earned doctorate is a graduate degree at the doctoral level, conferred by an institution which is fully accredited by the regional accrediting association for the region where such institution is located.

Related Links: Faculty Teaching Position Description (PDF - 13KB)
Full-Time Medical and Dental Benefits Overview

HROG Section: Work/Life Benefits
Document Title: An Overview of Medical Benefits (Full-Time Employees and Faculty and Retirees)
Initial Date Posted: Sept. 1, 2010
Applies To: Full-Time Employees and Retirees

Purpose:

Full-Time Employees

Health Select is currently the only available medical plan for DCCCD employees and there is a 90-day waiting period before new full-time employees are eligible for medical health benefits.

Full-time employees of DCCCD are eligible for a wide range of benefits through the Employees Retirement System of Texas (ERS).

Medical

The Employees Retirement System of Texas (ERS):
www.ers.state.tx.us
Blue Cross and Blue Shield of Texas (BCBS): www.bcbstx.com

A comprehensive health insurance program (Health Select) is provided through ERS and administered by Blue Cross and Blue Shield of Texas (BCBS). Full-time employees will receive this coverage free of charge. Those electing to enroll dependents will pay 50% of the premiums set by the State. There is a 90-day waiting period for this benefit.

Dental

HumanaDental Plan: www.humanadental.com/ers

Dental insurance is available for full-time employees and begins on the first day of employment. Eligible employees may select from two dental plans: the State of Texas Dental Choice Plan or the Dental HMO both of which are administered by Humana Dental. The employee is responsible for 100% of the premiums and may also cover eligible dependents.

Retirees:
When you stop working and turn 65

For retirees with ERS health coverage who are eligible for Medicare at age 65, or eligible at a younger age due to a qualifying disability.

- If you are retired and turning 65, call the Social Security Administration to sign up for Medicare Parts A and B.
- You don't need to sign up for Medicare Prescription Drug Coverage (Part D) in 2010.
- Your state health plan assumes you are enrolled in Medicare if you are eligible and pays benefits as if you are in Medicare, even if you didn’t enroll.

When you become eligible, Medicare is primary. Your state health insurance coverage is secondary. After you meet your annual deductibles (if applicable), Medicare generally pays 80 percent of eligible charges. Your state health plan coordinates to pay secondary to Medicare.

Definitions:

**Dependent** as Defined by ERS:

1. The spouse of an Employee or Retiree, or
2. Any unmarried child who is either under 25 years of age or disabled; provided that in the case of a disabled child 25 years of age or older, such child is dependent upon the Employee or Retiree for care or support.

**Copayment** means the amount that a participant is required to pay when utilizing certain benefits within the specific plan. Participant's copayment is required at the time of service. Once the copayment is made, further payment may not be required of the participant.

**Premium** is the amount paid on a monthly basis for the selected insurance coverage. Currently the State pays the entire premium for employee only coverage and a portion of the different dependent coverages.

**Plan Year** is the period beginning September 1, 2010 and extending through August 31, 2011.

**Related Links**:  
- [Group Benefits Medical and Dental Rates](#)  
- [ERS of Texas Insurance](#) (Medical and Dental and Other)  
- [ERS of Texas Retiree Overview](#)
Insurance Benefits

DCCCD offers many types of insurance for our employees. Get general information regarding our health and dental, short- and long-term disability, and other insurance benefits:

Health Insurance

- Get **general information** about health insurance benefits through ERS.
  - **Full-Time, Faculty and Retiree Benefits** Overview and Rates
  - **Adjunct Faculty and Part Time Group Benefits** Overview and Rates available to adjunct faculty members.
  - **Members of the chancellor’s cabinet** are provided with comprehensive physicals
  - **Children’s Health Insurance Program** (CHIP) was started in 1999 by the Texas Legislature to give children of state employees access to more affordable health care.
- See our **ERS and DCCCD carrier contact list** for contact information for our healthcare carriers (Aetna, Blue Cross Blue Shield and others).

Dental and Prescription Insurance

- There are two **dental plans** for employees to choose from. Each has different premium rates, service areas and participating dentists.
  - **HumanaDental DHMO Plan**
  - **State of Texas Dental Choice Plan**
- **Prescription Drugs** — Affordable access to prescription drugs is part of all health insurance plans.
- ERS has named **Caremark** as the new pharmacy/prescription plan administrator beginning Sept. 1, 2008. Create an account and get the mail service order form.
- **Texflex** is a way to use pre-tax money to reduce the cost of health care expenses. **Calculate** the benefit of enrolling in TexFlex.

Continuation of Coverage

**Continuation of benefits** provides for the extension of an employee's health coverage during a period of leave without pay.

No Longer With DCCCD:

- **COBRA** insurance allows an employee to extend their coverage past their employment at DCCCD at their own expense.
- **COBRA Premium Rates**
  - Exit Interview
  - **HIPAA** is the Health Insurance Portability and Accountability Act of 1996, and modifies COBRA regulations.
Additional Types of Insurance

- See which health insurance benefits are available to retirees.
- DCCCD has procedures for life insurance benefits and final payroll in the event of a death of an employee.
- Retirees are afforded retiree benefits through TRS or ORP.

Medicare-Related Links

Eligible for Medicare? Here are helpful Medicare-related links.

Can’t find what you’re looking for? Please contact us with your questions and concerns.
ABSENCE

The following types of employee absences shall constitute permissible absence from duty under the conditions herein described; however, an excused absence is not applicable to supplemental employment or part-time work unless expressly provided herein.

LOCAL SICK LEAVE

From the first day of employment, full-time College District employees shall earn local sick leave at a rate of one day per month of the employment term cumulative to a maximum of 66 days. Limited full-time employees shall earn local sick leave at the rate of five hours per month cumulative to a maximum of 66 five-hour days (330 hours). No sick leave benefits shall accrue or be used under contracts for supplemental employment or part-time work.

USE AND RECORDING

Sick leave shall be credited to contractual personnel at the beginning of the contract year, including faculty/special programs personnel. Sick leave for professional support staff shall be credited as earned. The College District has authority to convert time from days to hours or parts thereof.

Unused accrued sick leave shall be forfeited upon termination of employment with the College District. In the event an employee has received sick leave benefits in excess of days earned to the date of termination, there shall be deducted from such employee’s final compensation check an amount equal to such excess.

Sick leave may be used only:

1. For illness of the employee.
2. With the prior approval of the employee’s supervisor, for medical or dental emergencies or appointments when such cannot be scheduled after duty hours.
3. For maternity leave, to the extent of accrued benefits, to be applied at the beginning of the leave period.
4. For illness of immediate family members, defined as spouse, child, father, father-in-law, mother, mother-in-law, sister, brother, or grandparent of the employee or other person who occupies a position of similar significance in the family of the employee. An employee may not use more than 12 days of sick leave per year for this purpose.
5. For appointments with the College District-authorized employee and dependent assistance program provider.

DOCTOR’S CERTIFICATION

On request, an employee shall provide a written statement, signed by a doctor, which verifies the reason for use of sick leave.

JOB-RELATED INJURY

An employee who is absent from work due to job-connected injury shall be eligible for sick leave pay, provided that the sick leave pay
shall be reduced by an amount equal to workers’ compensation benefits paid.

BEREAVEMENT OR FAMILY ILLNESS

Absence due to the death or critical illness in the immediate family of an employee (not to exceed three days at any one time) may be granted without loss of pay upon approval of the employee’s supervisor. If death occurs during critical illness leave, an employee may take an additional three days of leave. “Immediate family” means spouse, child, father, father-in-law, mother, mother-in-law, sister, brother, grandchild, grandparent of the employee, or other person who occupies a position of similar significance in the family of the employee.

BIRTH OR ADOPTION OF A CHILD

Leave may be granted for a maximum of one full day without loss of pay for an employee to be with his wife at the birth of their child or for an employee or employees to be at the court proceeding for adoption of a child.

In addition, the birth mother is eligible to receive one day of paid leave within one year of the birth of the child. The timing of this leave is to be a mutual decision between the supervisor and employee.

REQUIRED COURT APPEARANCE

An employee will be excused with pay for court appearance when subpoenaed as a witness. This privilege does not apply to court cases involving an employee’s personal business.

JURY DUTY

An employee may be granted leave of absence without loss of pay when called for jury duty. If absence for jury duty would seriously impair the operation of the College District, the Chancellor or College President may request the judge to defer to a later day the employee’s duty. An employee called for jury duty shall immediately report such notice to his or her supervisor. This provision also includes limited full-time employees.

CONFERENCES

The Board is committed to the concept of encouraging travel by instructional and administrative employees to national, state, and local conferences and professional meetings, when such attendance is likely to improve the quality of education in the College District. Such travel shall be planned to ensure that the responsibilities of absent employees are adequately covered. The Chancellor shall develop procedures to implement policies concerning College District travel and may authorize the College President or his or her delegate to approve attendance of College District employees at conferences and committee meetings. When an employee is absent by administrative assignment, no deductions in regular or supplemental salary will be made. Travel by personnel in the College District Office will be authorized by the Chancellor or designee.
LEAVE FOR EXTENUATING CIRCUMSTANCES

For reasons not covered by other leave, an employee shall receive two days of extenuating circumstances leave without loss of pay per fiscal year. An employee may accrue, and use, if available, a maximum of four days of extenuating circumstances each fiscal year. Prior notice to the supervisor is required for non-emergency situations. Unused accrued leave shall be forfeited upon termination of employment with the College District.

DEVELOPMENTAL LEAVE OF ABSENCE

Developmental leave is defined as released time without salary for either one semester or one school year. It may be granted by the Board for travel, study, or other endeavors that clearly contribute to improved professional competence. Full-time employees with three or more years of service in the College District shall be eligible for consideration for such leave according to College District procedures.

SABBATICAL LEAVE

Sabbatical leaves of up to one year may be granted by the Board to professional personnel for the purpose of study or travel that will benefit the institution, the students, and the employee. Administrative procedures govern the application and time of sabbatical leaves.

RELEASED TIME

An employee must take vacation or leave without pay for days absent due to consulting work for which the employee is compensated.

LEAVE BANKING PROGRAM

The Chancellor or designee may grant a full-time faculty member a leave of absence with pay, not to exceed one semester, for professional development under the leave banking program. A faculty member is eligible for the banking program if he or she:

1. Completes at least three years of continuous service as full-time faculty; and
2. Teaches six three-hour courses or the equivalent at the supplemental (extra service) rate and defers compensation for the courses.

The Chancellor shall promulgate procedures to implement the program.

SICK LEAVE POOL AUTHORITY AND RESPONSIBILITY

The College District shall, in accordance with Art. 6252-8e, V.A.T.S., establish a sick leave pool for its full-time employees, excluding limited full-time employees, and appoint the director of personnel as the pool administrator to operate the sick leave pool.

PURPOSE

The sick leave pool is intended to provide for the alleviation of hardship caused to an employee and the employee’s family if a catastrophic illness or injury forces the employee to exhaust all
leave time earned by that employee and to lose compensation from the College District.

**RULES AND PROCEDURES**

An employee may contribute earned sick leave to the sick leave pool each fiscal year by April 30. An employee must submit a written application to the pool administrator to contribute earned sick leave to the sick leave pool in the following form:

1. Name.
2. Social Security number.
3. Signature.
4. Statement acknowledging that the contribution is irrevocable.
5. Amount of sick leave contributed.
6. Other information prescribed by the pool administrator to explain and clarify the sick leave pool.

**USE OF SICK LEAVE POOL**

The pool administrator shall authorize use of sick leave from the sick leave pool if an employee meets eligibility requirements under state law. In determining the amount of sick leave to be assigned to an employee, the pool administrator shall take into consideration:

1. The information contained in the application.
2. The number of applications pending.
3. The amount of sick leave available in the pool.

The pool administrator shall act promptly on withdrawal requests.
Optional Retirement Programs (ORP)

HROG Section: Work/Life Benefits
Document Title: Optional Retirement Programs
Applies To: Full-time Administrators and Faculty
Source: District Human Resources

Purpose:
To offer Faculty and Administrators an optional retirement program (ORP) that is portable. Vesting in the program occurs after one year and one day of employment.

Procedures:
An employee shall be eligible to make a once-per-lifetime irrevocable election of ORP in lieu of the Teachers Retirement System of Texas.

Election to participate in the optional retirement program must be made before the ninety-first day after becoming eligible.

An employee who fails to elect the ORP during the 90-day period shall remain in the Teacher Retirement System for the remainder of employment in Texas higher public education.

The Board has authorized a number of companies to write optional retirement programs for eligible District personnel. The list of carriers authorized by the Board is maintained in the District Human Resources Office.

Employees eligible for optional retirement programs may change carriers no more than one time during each fiscal year and may be requested at any time during the year. An ORP Payroll Reduction Authorization form (PDF - 89KB) must be complete to make a carrier change. There are no changes permitted during the initial year of enrollment.

Employees are eligible to roll-over funds according to company procedures (contact your carrier or agent for more information). An Transaction Routing Request form (PDF - 79KB) must be completed and submitted to the location Human Resource office.

If hired by Aug. 31, 1995 --Employee contributes 6.65 percent of gross pre-taxed earnings; State and District
Employee Responsibility:

Effective Sept. 1, 1995 (hired on Sept. 1, 1995 and after)--
Employee contributes 6.58 percent of gross pre-taxed earnings; State contributes 6 percent.

ORP deductions are pre-tax.

ORP eligible employees, upon hire, must complete the retirement eligible document. ORP eligible document (PDF - 75KB).

Existing employee position changing to another classification: Eligible full-time employees have ninety days (90 days) from the date of eligibility to enroll in ORP. Once an eligible employee declines or fails to join ORP during 90 days, the employee must remain enrolled in TRS throughout their career in Texas higher education.

For general information about the Optional Retirement Program:

**ORP Coordinator**
Texas Higher Education Coordinating Board
P.O. Box 12711
Austin, Texas 78711
512-483-6160

For general information on the Teacher Retirement System or its benefits:

**TRS Information Center**
512-397-6400 or 800-223-8778

**Teacher Retirement System of Texas**
1000 Red River Street
Austin, Texas 78701-2698

Employees must contact the authorized carrier and location Human Resources office to complete the required paperwork before the ninety-first calendar day to elect to participate in ORP. Transaction Routing Request form (PDF - 79KB)

Exceptions To Policy:
The DCCCD does not participate in Social Security.

Other Notes:

Related Links:

TSA Consulting Forms:

TSA Consulting Group, Inc. (forms):
Transaction Routing Request form (PDF - 79KB)
Payroll Reduction Authorization form (PDF - 89KB)

ORP/TSA approved carrier list (PDF - 78KB)

The Texas Higher Education Coordinating Board Chapter 25 (Internet)

Overview of TRS and ORP by: Texas Higher Education Coordinating Board (PDF - 130KB)

2008 Analysis of possibilities of ORP/TDA (PDF - 295KB)

Form SSA-1945 (12-2004) - Statement Concerning Your Employment in a Job (Internet)

Windfall Elimination Provision (Internet)

Notice of Election to Participate in Optional Retirement Program Form (Internet)

Application for Refund for Participants in the Optional Retirement Form (Internet)
Sabbatical Leave Program

HROG Section: Leave
Document Title: Sabbatical (Long and Short-term)
Initial Date Posted: Sept. 1, 1997
Last Date Revised: Sept. 12, 2005 Chancellor’s Cabinet
Applies To: DCCCD Full-time Administrators and Faculty
Source: District Human Resources
Related TASB Policy: DEC

Purpose: The purpose of this program is to allow faculty and administrators the opportunity to take a leave of absence of up to one year from their position in order to engage in a special project, study or travel that will benefit the institution, the students and the employee.

Background: The District began the Sabbatical Leave program as a means of supporting faculty and administrative development.

Definitions: Only one sabbatical leave may be granted for one sequence of seven full years of satisfactory service, i.e., seven years equals one sabbatical, 14 years equals 2 sabbaticals, and the like. If an applicant is granted a long-term sabbatical, the applicants eligibility for a short-term sabbatical is not affected; however, an applicant may not be granted both a short-term and a long-term sabbatical during the same academic year.

The sabbatical leave shall be considered as time in service in the District for salary schedule purposes. It shall be credited for retirement purposes as governed by the policies of the Texas State Teacher’s Retirement System (TRS). Retirement deductions will be made in proportion to the salary received. Persons on sabbatical leave will not be eligible for an extra service assignment.

Upon returning from the sabbatical leave, the employee shall normally, unless he otherwise agrees, be reinstated in the position he held at the time his sabbatical leave started. If this is impossible because of circumstances beyond the control of the administration and Board, he shall be placed in a position equal to the one he left when he started his sabbatical leave.

Sabbatical leave, being granted on the basis of a formal proposal involving study or travel, may be canceled if the program for
which the leave was granted is canceled or basically altered before the leave becomes effective. In the event of emergency termination of a sabbatical program already entered upon, or in the event circumstances preventing pursuit of the objectives for which the leave was granted, the employee shall immediately advise the District Human Resources (for administrators) or the Vice Chancellor of Educational Affairs (for faculty) so that the appropriate Board action may be initiated.

**Eligibility:**

Any faculty or administrator who has served in a contractual job title in the DCCCD for seven consecutive years may be granted up to a one semester sabbatical leave at full pay for travel or professional improvement.

**Procedures:**

Applications are due the year preceding the academic year for which the leave is requested.

**Faculty:**

All sabbatical leave requests from faculty shall be submitted through the division chair to the location Chancellor's Cabinet member. Approved applications will be forwarded to the District Vice Chancellor of Educational Affairs prior to the November 14 deadline. The long term applications are approved at the January Board and the short-term at the February Board. College deadlines are earlier.

**Administrators:**

All sabbatical leave requests from administrative personnel shall be submitted, via the location Chancellor's Cabinet member, to the District Human Resources Director, to the Chancellor in writing, prior to December 1.

The Chancellor may consider requests outside the normal timing for consideration when the request is supported by the Chancellor's Cabinet member and the timely completion of the project and/or activities proposed is of critical importance to the college and/or location.

For long-term sabbaticals faculty and administrators may receive full pay for up to one semester. The salary will be paid in the same manner as if the employee were teaching/working in the District.

Sabbaticals for the faculty that are scheduled during the summer or outside of contract dates for faculty on flexible contact. Duration shall be six to twelve weeks. Compensation shall be in accordance with the summer pay schedule and will not exceed compensation for a single summer session.
Employee Responsibility:

If the sabbatical leave is for the purpose of study, a planned program of courses or a special project will be submitted for approval, and will become part of the sabbatical leave contract. Transcripts or other evidence of completion of the planned program of study will be submitted to the Chancellor within 60 days of the employee's return to duty.

Sabbatical leave which is for the purpose of travel will normally be approved only if the proposed travel program incorporates a plan of study or research in an area related to the applicant's field of work. Applicants will submit a detailed itinerary and program, with a statement of the objectives of the plan, which will become part of the sabbatical leave contract. A written report shall be submitted to the Chancellor within 60 days of the employee's return to duty.

The applicant shall agree in writing to serve the District for at least two years immediately after completion of the leave if tendered contract(s) for such periods for a long-term sabbatical and at least one year immediately after completion of the leave if tendered contract(s) for a short-term sabbatical. (Short-term sabbaticals for administrators may be granted for a maximum of six weeks and may be taken at any time during the year.) If this agreement is not fulfilled, the applicant shall be required to repay to the District all money paid him while on leave. This obligation shall be canceled if death or permanent disability prevents his fulfilling the terms of the contract.

Other Notes:

Persons on sabbatical leave will not be eligible for an extra service assignment.

Administrators business and travel expenses are not paid during sabbatical leave.

Timeline:

Administrative request are due to District Human Resources prior December 1.

Faculty request are due to the District VCEA by November 14.

Long-term sabbaticals will be submitted to the January Board and short-term sabbaticals will be submitted to the February Board.

Related Links:

Sabbatical List Administrator and Faculty (PDF - 20KB)
Sabbatical leave request form-Admin (PDF - 19KB)
Supplemental Employment

**HROG Section:**
Compensation

**Document Title:**
Supplemental Employment

**Initial Date Posted:**
June 5, 2002

**Board Approval:**
Sept. 2, 2008

**Applies To:**
Full-time Faculty, Administrators and PSS

**Source:**
District Human Resources

**Related TASB Policy:**
DJ (local)

**Last Date Revised:**
Summer, 2006
April 1, 2003 (replacing June 5, 2002 document
Sept. 4, 2007 (CCAB)
April 4, 2008
Nov. 22, 2011
March 26, 2012 (CCAB)
July 25, 2012
Sept. 1, 2012
February 13, 2013
September 1, 2013
May 9, 2014

**Purpose**

As authorized in DJ (Local), agreements for supplemental employment may be made with contractual personnel for the performance of duties in summer school, evening colleges, or other assignments beyond the regular contract. Such service shall be compensated at rates established by the Board. The Chancellor is authorized to approve such agreements and may establish procedures for the delegation of such authority. Supplemental employment applies exempt DCCCD faculty, administrative and professional support staff who may take on additional assignments/duties beyond the regular scope of their position. Non-exempt employees may not teach in an adjunct position.

**Definitions**

**Contact Hours:** An instructional unit of time in which a student has contact with an instructor; includes both lecture and laboratory time.

**Credit Hours:** The unit of credit earned for course work. Each college course is worth a certain number of credit or semester hours. This number is determined by the type of class and the number of hours the class meets per week. For example, a three (3) credit hour class, i.e., English, history, etc., meets three (3) hours per week during the fall/spring semester; a four (4) credit hours class, i.e., science, languages, etc., meets six (6) hours per week.
**Semester:** An academic term describing a division of an academic year, the time during which educational institutions hold classes. Length may vary and load is calculated separately for fall, spring, summer semesters and each semester of non-traditional length, i.e., may term, winter term, etc.

**Workload:**

**Full-time Faculty:** A full-time instructor’s contractual workload is a minimum of 30 hours each week on campus. A full-time instructor's workload shall include a teaching assignment that normally shall not exceed 15 credit hours, posted office hours spread throughout a 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 performance of these activities may vary for nontraditional instruction such as distance learning that may not require on campus instruction. A normal teaching assignment may also include evening and weekend classes. The Chancellor shall establish equivalent teaching assignments for lab hours, self-paced instruction, and other non-traditional modes of instruction.

**Part-time Faculty-Credit (Adjunct):**

A part-time instructor's workload is a maximum of 14.7 hours each week on campus (49 percent of a full-time instructor’s workload). A part-time instructor's workload shall include preparing for and teaching assigned classes, providing consultation to students, conducting examinations, and submitting grades to the college. Like a full-time instructor, activities may vary for nontraditional instruction. The College District shall compensate part-time instructors for additional activities as assigned.

**Part-time Faculty-Continuing Education (CE) (Adjunct):**

A non-credit adjunct instructor is allowed to work a maximum of 1014 (less than one-half time) hours per fiscal year. The maximum number of contact hours per week for adjuncts paid hourly is 19.5 hours.

**Combined Supplemental Employment**

Part-time Hourly, Adjunct Credit Faculty, Adjunct Continuing Education Faculty and/or Substitute Faculty may work a combined maximum of 1014 hours per fiscal year (hours include the cumulative total of all part-time positions worked at all District locations). An employee who reaches the maximum allowable hours (1014 per fiscal year) must discontinue working in any part-time capacity for the remainder of the fiscal year.

**Exception:** A College President or designee may grant an exception when the college requires an adjunct instructor to exceed the allotted hours.

**Note:** A part-time instructor’s workload shall include preparing for and teaching assigned classes, providing consultation to students, conducting examinations and submitting grades to the college. Like a full-time instructor, activities may vary for non-traditional instruction.

**Eligibility**
Supplemental compensation may be earned for:

Assignment to a special project (for extra pay) during the normal workday as approved by the President or Chancellor, dependent upon the location of the employee. The normal workday is generally between 8 a.m. and 5 p.m. on weekdays, except as approved by the President or Chancellor, as appropriate.

Procedures

Supplemental Guidelines and Workload Interpretations

The following grid is used to determine workload factors for courses listed in the course master and catalog with "lecture/lab" designations* (e.g. 3 lec., 3 lab):

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District Personnel may be selected from time to time to assume additional duties for extra compensation (an "overload"). In making such selection, the administrator shall consider the employee's ability to perform their regular duties and the duties of the supplemental agreement, along with the specific limitations and restrictions contained in the following paragraphs of this memorandum.

Supplemental employment of DCCCD employees during the academic year is compensated as follows:

<table>
<thead>
<tr>
<th>Assignment/Workload Regulations</th>
<th>Compensation</th>
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<tr>
<td>Administrators Teaching (Band 3 and above, President or Chancellor approval is required depending on location of administrators.) Supplemental employment of administrators shall not exceed 14.7 hours/week.</td>
<td>$721.44 per unit</td>
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<td>Fulltime Faculty teaching overload</td>
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<td>Professional Support Staff Teaching (*Note: Equivalent Community Service rate may be used as applicable). Supplemental employment of professional support staff employees shall not exceed 14.7 hours/week.</td>
<td>$721.44 per unit</td>
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Note: An approved adjusted work schedule is required each time an administrator or a professional support employee teaches a class during their normal working hours.

The adjusted work schedule must be approved by the location Cabinet member and submitted to the location HR office with the signed extra service contract, prior to the start of the class(es) to be taught. Adjusted work hours will documented and tracked via location tracking mechanisms to clearly document the adherence of the incumbent to the adjusted work schedule. For example, a timesheet may be utilized to track time used and given back. It is the responsibility of the
supervisor to regularly monitor the arrangement to assure that the adjusted work schedule is adhered to.

The adjusted work schedule will be kept on file with the Extra Service Contract.

These amounts, defined as the minimum dollar per band, may be used for employees performing supplemental duties as listed. Please note that for all categories listed, the minimum hourly rate is to be used in accordance with the job title code assigned for the position.

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<tr>
<th>Position</th>
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<tr>
<td>Administrators or faculty supervision supplemental administrative responsibilities (includes Saturday supervision). Please note the following:</td>
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<td></td>
<td>$23.28 Band II</td>
</tr>
<tr>
<td></td>
<td>$26.19 Band III</td>
</tr>
<tr>
<td></td>
<td>$29.10 Band IV</td>
</tr>
<tr>
<td></td>
<td>$35.78 Band V</td>
</tr>
</tbody>
</table>

Exceptions To Policy

Please note the location CEO/President must approve all exceptions. The location CEO/President will provide information on exception to the Chancellor.

If an instructor's workload is not reasonably measurable by current guidelines, the instructor will be compensated as determined by the Vice President and President and District Human Resources in accordance with these guidelines.

Exceptions to Use of the "Lecture/Lab" Grid: The "contact hour" chart is used to determine workload factors for physical education (P.E.) activity courses. In this provision PE activity course means a course of instruction which is primarily non-lecture and in which psychomotor skill development is emphasized as illustrated by, but not limited to, golf, tennis and weight training.

Other Notes

Equivalencies and Restrictions:
The following equivalencies, exceptions and restrictions have been established:
Large-Group Instruction (LGI): Normal class size for a single section plus 10 percent, times 2 for double LGIs or times 3 for triple LGIs. Enrollment should be 70-110 percent of the resulting number. "Normal" is regarded as the usual size of a course in a given discipline on a given campus.

Supervision of Instructors: Fifteen (15) instructors is the equivalent of one three credit hour course load (one instructor is equal to 4 hours of supervision).

Open-lab Instruction: No limitation on number of students; however instruction (as supplemental employment) shall not exceed seven credit hours per term.

Cancellation of a Credit Class This provision applies to supplemental and part-time employment only.

If a credit class meets at least once and is canceled, the District shall compensate the instructor not to exceed eight contact hours at the appropriate extra service rate.
Supplemental Employment - Formula Pay for Faculty

HROG Section:
Compensation

Document Title:
Formula Pay for Supplemental Employment

Initial Date Posted:
June 1, 1987

Applies To:
Full-Time Faculty

Source:
District Human Resources

Last Date Revised:
August, 2006
April 30, 2003--Per CCAB/FACCAB Discussion on 4/28/03
July 8, 2002--Approved by the Board on 09/03/02
Approved by the Board on June 5, 2002
March 4, 2002 (as recommended by the VP Council on February 4, 2002)
and approved by the Chancellor's Cabinet on March 4, 2002, wording edited following the CCAB
meeting per email exchange
November, 2001
May, 2001
September 1, 2011
November 22, 2011

Purpose

The Dallas County Community College District uses a formula in calculating faculty pay for summer school. In recognition of the various courses and duties performed by faculty at times other than "summer," this policy has been clarified to include the application of the formula to courses occurring between the Fall and Spring semesters, and the period between graduation and the beginning of the first formal summer term in any given academic year [referred to as nontraditional semester(s)].

Background

For purposes of this document, "faculty" is defined as all individuals paid on a faculty contract, including counselors and faculty librarians. ***Full-time faculty are allowed to work equivalent load to adjunct faculty members not to exceed more than 9 clock hours, during the non-traditional semester. This means that not more than 9 clock hours per semester or 18 hours per week or less during a traditional semester (May semester, Winter semester, etc.) (Note: During the summer, TRS Working Retirees are eligible to work 9 clock hours or 18 hours per week in order to remain compliant with TRS rules.)

Further, an individual faculty member may be assigned to teach more than one course as a part of a nontraditional semester. In this scenario, the full-time faculty member can opt to be paid for one
section during the non-traditional semester at a formula rate (generally available only for the May semester) and then paid the current adjunct rate for the other or may opt for both sections during the non-traditional semester be paid at the current adjunct rate of pay. (Note: LGI courses may qualify for full formula pay.) ***The location administration is responsible for approving the use of this formula pay for nontraditional semester assignments. When drawing formula pay, faculty are expected to keep pro-rata office hours and perform pro-rata institutional service assignments, such as, but not limited to, committee work, etc., as in "traditional" semesters.

**Eligibility**

Full-time Faculty may be eligible for formula pay if they are serving on a current board approved faculty contract and have been awarded a board approved faculty contract for the following academic year.

**Procedures**

Supplemental Employment Formula Pay may be used as compensation for non-teaching duties, as approved by the President. Such non-teaching duties might take the form of materials update in a particular teaching area, development of new program and the related instructional support responsibilities, or "lead" faculty in large, complex divisions.

Although the District does not guarantee supplemental employment to full-time faculty, personnel may be selected to assume extra duties for formula compensation. The formula workload is normally scheduled at the campus to which the faculty member was assigned during the previous academic year. If a maximum formula workload cannot be scheduled at the previously assigned campus, a faculty member may be assigned to teach at another campus, different campuses or in the day and evening in order to achieve the maximum workload. A maximum workload may also be achieved by scheduling the workload during any combination of sessions during the academic year.

A maximum workload for formula pay is three lecture hours or four lab hours or a combination thereof. Compensation for a maximum formula pay is one sixth of annual contract multiplied by forty percent (.0666). A maximum workload for an additional summer session is 49 percent of the 30-hour workweek (approximately 14.7 hours). All other extra service is paid at the standard extra service rate for the academic year in which the work is performed. Division Deans may approve exceptions to maximum workload and shall report exceptions to the President via the appropriate channels, but such exceptions will not cause additional pay under formula guidelines during a single academic year.
Formula Lecture/ Lab Grid

Lecture Hours

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>0</td>
<td>.0222</td>
<td>.0444</td>
</tr>
<tr>
<td>A</td>
<td>1</td>
<td>.0148</td>
<td>.0370</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>.0296</td>
<td>.0518</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>.0444</td>
<td>.0666</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>.0592</td>
<td></td>
</tr>
</tbody>
</table>

Exceptions to Use of the Lecture/Lab Grid: The Contact Hour Course Table (see below) is used to determine workload factors for physical education activity courses.

**Note:** If Lecture/Lab Exceeds .0666, the Difference Should Be Paid at the Extra Service Rate.

Contact Hour Course Table

<table>
<thead>
<tr>
<th>Compensation</th>
<th>30 contact hours/semester</th>
<th>60 contact hours/semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>.0333</td>
<td>.0666</td>
</tr>
</tbody>
</table>

**Note:** For certain courses, primarily in health occupations, these formulas do not apply.

Formula Teaching Priorities to be Used in Specific Semesters

**Note:** This priority list has to do with assignment and not pay calculations.

Personnel shall be assigned to teach during any summer session based upon the following priorities in descending order:

1. A division dean who must fulfill contractual teaching obligations.
2. A full-time faculty member who was assigned to the campus during the previous academic year and is able to teach at least five lecture hours (.0555).
3. A full-time faculty member who was assigned to another campus during the previous academic year, but was unable to teach at least five lecture hours (.1110). This amount will change to .0555 spring 2012.

4. A full-time faculty member who was assigned to the campus during the previous academic year and teaches at the extra service rate or the remainder of a maximum workload, or a division dean who desires supplemental summer employment.

5. A full-time faculty member who was assigned to another campus during the previous academic year, but was unable to teach at the extra service rate at that campus.

6. A new full-time faculty member who will begin teaching during the subsequent academic year.

7. A full-time faculty member who retires during the previous academic year.

8. A full-time faculty member who resigns during the previous academic year.

9. A part-time faculty member.

Adherence to the above priorities may necessitate reassignment of personnel after registration.

**Formula Pay Guidelines**

<table>
<thead>
<tr>
<th>Faculty Generally</th>
<th>Compensation</th>
<th>Workload Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Generally</td>
<td>1/6 annual contract x 40% (.0666) or lecture/lab grid</td>
<td>Maximum of 3 lecture hrs. or 4 lab hrs. or combination thereof for single session or maximum scheduled during any session</td>
</tr>
<tr>
<td>Extra service rate</td>
<td>Extra service rate</td>
<td>Maximum of 49 percent of the 30 hour work week (approx. 14.7 hours) for each additional semester/session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid Management</th>
<th>Compensation</th>
<th>Workload Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Management</td>
<td>See workload guidelines for supplemental employment</td>
<td>One month equals 132 hours</td>
</tr>
<tr>
<td>Extra service rate</td>
<td>Extra service rate</td>
<td>One month equals 132 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling/ LRC/ Health Occupations Personnel Academic Advising</th>
<th>Compensation</th>
<th>Workload Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling/ LRC/ Health Occupations Personnel Academic Advising</td>
<td>1/6 annual contract x 40% (.0666)</td>
<td>Maximum of 6 hrs. per day for 13 days (78 hours)</td>
</tr>
<tr>
<td>Extra Service Rate</td>
<td>Extra Service Rate</td>
<td>Maximum of 6 hrs per day for 26 days (156 hours)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division Deans</th>
<th>Compensation</th>
<th>Workload Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division Deans</td>
<td>Extra Service Rate</td>
<td>Maximum of 49 percent of the 30 hour work week (approx. 14.7 hours) for both summer sessions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Studies</th>
<th>Compensation</th>
<th>Workload Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Studies</td>
<td>Contractual Obligation</td>
<td>One field course between end of the spring and beginning of first summer session or one course during either summer session.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Studies</th>
<th>Compensation</th>
<th>Workload Regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Studies</td>
<td>Extra Service Rate</td>
<td>One course from the end of spring semester to end of second summer session.</td>
</tr>
</tbody>
</table>
Formula pay is included in the regular payroll check in equal increments, based on the beginning and ending dates of service.

While a faculty member may be paid using the summer pay formula during more than one semester in an academic year, it is the first level supervisor's responsibility to ensure that the maximum formula (.0666) pay is not exceeded for that year.

An exception to load guidelines such as supplemental load beyond 9 clock hours per semester equivalent for DCCCD employees, or supplemental load during the regular work day should be documented, approved by the appropriate college administrator and discussed with the Chancellor by the official reporting date for the semester/class and the documentation kept on file at the college. Additions or changes made after the official reporting date should be documented as well.

**Exceptions To Policy**

Retiring faculty will be eligible for formula in their final contract year.
Teachers Retirement System (TRS)

**HROG Section:** Work/Life Benefits  
**Document Title:** Teachers Retirement System of Texas  
**Applies To:** Benefit Eligible Employees  
**Related TASB Policy:** DF

**Eligibility:** Employees which are permanent in nature and are scheduled for more than half time are required to participate in Teachers Retirement System (TRS). Temporary jobs (definitely scheduled for less than 4 1/2 months) are exempt from TRS, regardless of the number of hours scheduled.

Please note that contractual positions (Faculty and Administrators) have a 90 day window to elect to participate in either TRS or the Optional Retirement Program (ORP).

**Related Links:**  
Teachers Retirement System of Texas
Visiting Scholar (Faculty)

HROG Section: Employment
Document Title: Visiting Scholar (Faculty)
Initial Date Posted: 1999
Last Date Revised: Draft: July 17, 2009
Source: District Human Resources

Purpose:
While the Dallas County Community College District utilizes a formal and inclusive process for the search and appointment of full-time contracted personnel, it is sometimes necessary to fill instructional positions on a temporary basis. A person serving in this role may be designated as a visiting scholar faculty.

Background:
In 1999, the DCCCD initiated a Visiting Scholar program. This program provided participants the opportunity to serve in a faculty role for a period not to exceed two years. In Spring 2008, a recommendation was approved (March 31, 2008) to focus more intently on visiting scholar faculty and to remove the visiting administrator designation. This document provides details on the visiting scholar faculty designation, only. See the HROG on Special Administrator Appointment Program for the appointment of administrators to fill this type of a role.

Eligibility:
While there are no formal experience requirements for visiting scholar faculty, a college may require the successful completion of a development plan during assignment as a visiting scholar in addition to other assigned duties.

Visiting scholar faculty are expected to perform all normal functions as assigned to other employees in like positions. Such functions may include office hours, graduation attendance, etc.

Visiting scholar faculty may be eligible for formula pay if they are serving on a current board approved faculty contract and have been awarded a board approved faculty contract for the next academic year.

Because the visiting scholar faculty designation is classified as a temporary employment category with the District, individuals serving in the role are not eligible to apply for vacancies posted as “internal only” nor are they eligible to participate in the Internal Faculty Transfer Process. Additionally, no one position can perpetually be filled by a visiting scholar appointment. Only in the event where a current visiting scholar-faculty role is vacated by a seated visiting scholar (during the first year of employment or when job performance of the Visiting Scholar is not acceptable during during the first year of employment) can the location put a
new visiting scholar into the role for the extent of the position's term.

The time a visiting scholar faculty serves in the visiting role will be counted in calculation of years of service for consideration toward multi-year contract eligibility, if a continuing faculty position is gained through competitive search with the Dallas County Community Colleges.

**Procedures:**

The visiting scholar faculty role is a temporary appointment, recommended for up to two full academic years, by the location President. It is usually full-time, and at least 50 percent of normal load, but may vary due to the specific needs of the location. The person serving in the faculty role must meet educational minimums for assignment to a faculty position and salary schedule, and the contracted salary is based on the usual education/experience-based calculation.

During this contractual period, a visiting scholar faculty is paid on a 9-month payout option. visiting scholar faculty will participate in the Texas retirement plan (Texas Teachers' Retirement System (TRS) or the Optional Retirement Program (ORP)), and will be covered for health benefits by the Employee Retirement System of Texas (ERS), as afforded other full-time employees in a similar employment category. There is no state income tax in Texas, and the District does not participate in Social Security - but visiting scholar faculty are required to participate in MEDICARE (deduction of 1.45 percent-matched by the District) as required by Federal Law.

Visiting scholar faculty are encouraged to review and consider application for other positions throughout the District in order to attain continuing employment status. In order to continue in employment with the District beyond two years, the person must be competitively hired. If the location/college identifies a continuing need for the position beyond two years, the vacancy must be declared and a candidate selected to fill it using the DCCCD faculty hiring process.

**Employee Responsibility:**

An exit interview with a representative from District Human Resources is required of all visiting scholars within 30 days prior to the conclusion of their participation in the visiting scholar program.

This is a requirement for all visiting scholars participants, whether transitioning into a full-time DCCCD role employed through the Notice of Vacancy Process, or if leaving the visiting scholar program at any time.

**Location Responsibility:**

Each location will provide regular coaching opportunities for
division deans for working with visiting scholars.

Each location will provide visiting scholar-faculty with a full-time faculty mentor who will be assigned to that visiting scholar for the duration of their temporary appointment. Full-time faculty mentors will be provided clearly articulated expectations as to their role and will receive a stipend of $500 per semester for performing this duty.

**HR Responsibility:**

The location Human Resources Office is responsible for notifying District Human Resources of Visiting Scholars who are leaving the program.

The District Office will contact these Visiting Scholars to arrange the exit interview.

**Other Notes:**

**Program Overview:**

Beginning in the Spring 2000, the District implemented a program to promote the Visiting Scholar program. Each college may receive up to $20,000 annually for each visiting scholar (up to 3 per location). In addition, each location Cabinet member may request up to $10,000 per location, per fiscal year to support visiting scholars in the form of mentoring, team teaching and/or other developmental activities. District Human Resources is responsible for notifying the District Budget Office of necessary budget allocation adjustments.
CONSTITUTION AND BYLAWS OF THE CEDAR VALLEY COLLEGE FACULTY ASSOCIATION

ARTICLE I – NAME

This organization shall be known as the Cedar Valley College Faculty Association.

ARTICLE II

Section 1. Objectives – the objectives of the association shall be:
A. to improve institutional conditions in order to meet the changing needs of its membership;
B. to encourage and recommend educational programs contributing to the professional growth of the membership;
C. to serve as the local chapter of the Dallas Community College Faculty Association;
D. to serve as the spokesman body;
E. to establish open lines of communication between faculty and administration;
F. to establish open lines of communication between faculty and students;
G. to provide legal assistance to members when appropriate.

Section 2. Policies
A. No member of the association shall realize any financial gain from the association’s resources; nor shall its membership perform particular services for individual members unless directed by appropriate vote of the membership.
B. Contributions of any kind may be made only to such charitable or other organizations which qualify for tax exempt contributions under the U.S. Internal Revenue Code. Such contributions must be authorized by majority vote, a quorum of the membership being present; or in the event of vote of ballot, that such contributions be approved by a majority of the total membership.

Section 3. Composition
A. The CVC Faculty Association shall be composed of all professional employees holding faculty contracts of the DCCCD assigned to Cedar Valley College who have paid dues to the DCCFA.

Section 4. Dues
A. Dues shall be established by the DCCFA in its general convention.
B. Local dues to the Cedar Valley College Faculty Association may be established by the Faculty Association in general meeting upon recommendation of the Faculty Council.
C. Dues must be paid within ten (10) days after the second pay period of the fall semester or within ten (10) days after employment in the spring semester.
ARTICLE III - FACULTY COUNCIL

Section 1. Purpose
The Faculty Council of the Cedar Valley College Faculty Association shall serve as elected representatives of the Faculty Association. The Council shall serve as the spokesmanbody of the Cedar Valley College Faculty Association, and shall be responsible for making recommendations on student, school and faculty welfare.

Section 2. Officers
The elected officers of the Faculty Association shall be a president, a first vice president, a treasurer, a secretary, five standing committee chairpersons, and a parliamentarian. These ten officers shall comprise the Faculty Council.

Section 3. Qualifications of Officers
A. Members nominated for office shall be a member of the DCCFA before his name is placed on the ballot.

Section 4. Term of Office
The term of office shall begin June 1. Incumbent officers shall remain in office until respective successors assume office.

Section 5. Tenure of Office
A. No member shall hold more than one office at any time. Officers may be elected to unlimited continuing terms. (approved March 2011)

B. The President shall serve as President Emeritus for the two (2) years following the term in which they served as President. No separate vote need be taken for this position. (not approved)

ARTICLE IV – MEETINGS

Section 1. Calling of Meetings
The Faculty Council shall call general meetings of the Faculty Association. A quorum for each general meeting shall consist of a minimum of 50% of the membership.

Section 2. Faculty Council Meetings
The Faculty Council shall normally meet one (1) time each month, but will meet more or less often as need indicate. A simple majority of the Faculty Council members shall constitute a quorum. The agenda of Faculty Council meetings shall be announced in writing at least twenty-four (24) hours before the meeting to the members of the Faculty Association.
**Section 3. Member Attendance**
All meetings of the Faculty Council, Faculty Association, and the Council’s committees shall be open to all members of the Faculty Association, who shall have discussion privileges.

**Section 4. Non-member Attendance**
Non-members may attend any meetings of the Cedar Valley College Faculty Association. Non-members shall not have voting privileges.

**ARTICLE V – ELECTION OF OFFICERS**

**Section 1.**
A. All individuals nominated for Faculty Association offices shall be members of good standing of the Faculty Association.
B. All officers of the Faculty Association shall be elected by members of the Faculty Association.

**Section 2.**
Election of all officers shall be completed no later than the last day of April.

**Section 3.**
The officers shall be elected by Australian ballot. If a candidate does not receive a majority of the votes cast for that office, a run-off election shall be held.

**Section 4.**
Nominations may be submitted by any member of the Faculty Association, and nominations must be submitted no later than one week before the election day. The nominee’s signature shall be affixed to an approval form or the nominee may provide an email of approval, which shall be retained by the secretary.

**Section 5.**
The secretary shall be responsible for preparing the ballots; shall inform the Faculty Association membership of candidates, hours of election, and election site; shall, with the president, count and record the votes; and shall publish the results of the election.

**Section 6.**
Special elections shall be held to fill all vacated offices on the Faculty Council, except that of president who shall be replaced by normal procedure of succession.

**Section 7.**
The elected Faculty Council will adhere to and uphold the constitution and bylaws of the Faculty Association.
Section 8.
Members of the Faculty Council may be impeached upon written presentation of due
cause by a majority of the Faculty Association. Upon impeachment, members of the
Faculty Council may be removed from office by a three-fourths (3/4) vote of the Faculty
Association.

ARTICLE VI – OFFICERS

Section 1a. President
A. The president shall preside at Faculty Council and Faculty Association meetings.
B. He shall vote only to make or break a tie.
C. He shall have the power to call special meetings of the Faculty Council.
D. He shall faithfully execute decisions of the Faculty Council.
E. With the advice of the Faculty Council, he shall appoint special committees and
shall be ex-officio member of such committees.
F. He shall appoint a parliamentarian to serve the Faculty Association during the
term of office. (elected position approved March 2011)
G. He shall serve as the Cedar Valley College Faculty Association representative on
the DCCFA District Faculty Council and on the Inter College Council of the
DCCCD.

Section 1b. President Emeritus:
A. The President Emeritus shall be the departing President of the Faculty Council for
the two (2) years following the term in which they served as President. (not
approved)

Section 2. First Vice President
A. The first vice president shall assume the president’s duties in the absence of the
president.
B. He shall perform all other duties as may be assigned him by the president, Faculty
Council, and/or the Faculty Association.
C. He shall serve as the Cedar Valley College Faculty Association alternate
representative to the DCCFA Faculty Council and to the Inter-College Council of
the DCCCD.

Section 3. Treasurer
A. The treasurer shall account for all Faculty Association funds and shall give an
account of these funds at each meeting to the Faculty Council.
B. He shall give an account of the funds at each meeting of the Cedar Valley College
Faculty Association.
C. He shall submit a report to the DCCFA Treasurer at the end of the academic year.

Section 4. Secretary
A. The secretary shall take and record all minutes of the Faculty Council and Faculty
Association meetings and shall distribute to the Faculty Association copies of
these minutes.
B. He shall be responsible for printing and circulating agenda notices to the Faculty Association of all Faculty Council and Standing Committee meetings, as well as any properly submitted proposed amendment to this instrument in accordance to the constituted bylaws.
C. He shall be responsible for all correspondence of the Faculty Council.

Section 5. Standing Committee Chairmen
A. Standing Committee Chairpersons shall preside over Instructional Goals; Academic Freedom; Economic and Faculty Welfare; Communications; Political Information; and Membership committees.
B. He shall establish and coordinate subcommittees of his standing committee as necessary.
C. He shall serve as the Cedar Valley College Faculty representative to the appropriate DCCFA standing committee.

ARTICLE VII – COMMITTEES

Section 1.
A. The establishment and duration of existence for committees shall be determined by the Faculty Council.
B. Members shall be selected from the Faculty Association.
C. Committees shall be concerned with research, study, and/or recommendations in the area designated.
D. Committees shall seek advice and assistance of Faculty Association members or others who are expert in their committee’s areas.
E. All meetings shall be open to members of the Faculty Association, and all members shall have discussion privileges.
F. All results of committee endeavors shall be reported initially and directly to the Faculty Council.
G. The committees shall file a report with the faculty council at regular council meetings.

Section 2. Standing Committees
A. The jurisdiction of Standing Committees shall be:
   1. Instructional Goals Committee – curriculum and curriculum development, faculty-student ratio, freedom of choice in instructional mode, faculty evaluation procedures, professional growth, instructional support services, other as assigned by the Faculty Council.
   2. Academic Freedom Committee – definition of academic freedom, open hearing procedures, current legal status of academic freedom, procedures for appeal of unfair evaluation, other as assigned by the Faculty Council.
   3. Economic and Faculty Welfare Committee – salary and benefits, faculty schedule and work load, faculty contract, other as assigned by the Faculty Council.
4. Communications Committee – Board of Trustee meetings of the DCCCD, press relations, procedures for public announcements, faculty-student communication, other as assigned by the Faculty Council.
5. Membership Committee – membership campaign, recruitment of new members, membership rolls and cards, other as assigned by the Faculty Council.

B. Each standing committee shall consist of the Standing Committee chairman, sub-Committee chairman, and others as appointed by the Chairman.
C. Standing Committees shall be the organized communication line between the sub-committees and the Faculty Council.

Section 3. Subcommittees
A. Subcommittees for each standing committee may be appointed by the standing committee chairperson.
B. The time of the first meeting of each subcommittee shall be designated by the appropriate Standing committee chairman.
C. Subcommittees shall elect a chairman from their membership at the first meeting.
D. Subcommittees shall be concerned with the designated division of standing committee areas.

Section 4. Special Committees
A. Special committees shall be appointed by the president, who is an ex-officio member. The vice president shall be a member of and coordinator of all such committees.
B. Special committees shall be concerned with problems not included in Standing Committee areas.
C. The vice-president shall be the communication line between the special committee and the Faculty Council.

ARTICLE VIII – PROCEDURE FOR FACULTY COUNCIL

Section 1. Quorum
A simple majority of the Faculty Council, exclusive of the president, shall constitute a quorum for the conduct of business.

Section 2.
A. Decisions at any Faculty Council meetings shall pass upon a majority vote.
B. The president shall vote only to make or break a tie at the Faculty Council meeting.
C. In order to establish guidelines for the Faculty Council a majority of the Council may request a meeting of the Faculty Association.
D. A majority vote of the Faculty Association in general meeting shall be binding on the Faculty Council.
Section 3. Committee Reports
The Faculty Council shall take under consideration all guidelines submitted by the committees.

ARTICLE IX – AMENDMENT

Section 1. Proposal
A. Proposed amendments shall be submitted to the Secretary of the Faculty Council by any three Faculty Association members.
B. Proposals for amendment shall be submitted to the Faculty Association in writing three days prior to any stated Faculty Association meeting.

Section 2. Ratification
This Constitution/By-Laws shall be amended by a two-thirds (2/3) vote of the Faculty Association.

ARTICLE X

This instrument shall be ratified upon a two-thirds (2/3) vote by the Faculty Association.

Adopted on October 10, 2007
Amended on March 29, 2011
Section E

Instructional Information
Academic Degrees and Certificate Programs

Cedar Valley College confers a wide variety of degrees and certificate programs. Some of the programs are designed specifically for students wanting to transfer to four year colleges and universities while others are geared toward occupational/technical fields that prepare students to enter into a particular job market. The course requirements for each curriculum are different. Students desiring to transfer should consult an advisor.

Degrees:

- Associate of Arts Degree
- Associate of Science Degree
- Associate of Applied Sciences Degree

Programs of Study and Certificate Programs

- Accounting
- Air Conditioning and Refrigeration Technology – Residential
- Automotive Technology
- Automotive Technology/Diesel and Heavy Equipment
- Business Administration
- Commercial Building Performance Technology
- Commercial Music—Composition and Digital Music Production
- Commercial Music—Music Business and Entrepreneurship
- Commercial Music—Recording Technology
- Computer Graphics
- Computer Information Technology
- Criminal Justice
- Engine Technology
- Management
- Marketing
- Real Estate
- Residential Building Performance Technology
- Veterinary Technology

Continuing Education Programs

- Continuing Education – Fire Academy
- Continuing Education--Law Enforcement Academy
Associate of Arts and Associate of Science Degrees

Cedar Valley College guarantees to its Associate in Arts and Associate in Sciences graduates the transferability of course credit to Texas public colleges and universities. Students pursuing these degrees will complete the college's Core Curriculum. By Texas State Law, the entire Core will transfer as a block to all Texas public colleges and universities to take the place of the core curriculum of the receiving transfer institution. Students should work closely with an advisor in the choice of electives to ensure that the receiving institution has cooperated with the college in the development of Transfer and Equivalency Guides that clearly indicate how the receiving institution accepts the selected elective courses in transfer. Special conditions apply to the guarantee.

In order to receive a degree, students should complete the Cedar Valley College’s 42-hour core curriculum and a minimum of 18 additional elective hours. Student should follow the degree outline for those degree requirements.

The Associate in Sciences degree differs from the Associate in Arts degrees by requiring an additional 6 hours to be selected from a course with the prefix of BCIS, BIOL, CHEM, COSC, ENGR, ENVR, FORS, GEOL, MATH, PHYS or ANTH 2401.

A maximum of four physical education activity hours may be counted as credit toward requirements for graduation. The following courses will not count toward graduation nor the GPA for graduation: Courses numbered below 1000, ARTS 1170, DIRS 9170, 9270, 9370, DRAM 1121, MUSI 9176 and 9378.

In addition to completing required courses, students must meet all Texas Success Initiative (TSI) requirements and receive a GPA (2) of at least 2.00. Students are not eligible to receive both degree titles.

Resource Links

Core Curriculum: https://www1.dcccd.edu/catalog/ss/transfer/core.cfm

Associate of Arts: https://www1.dcccd.edu/catalog/AcademicDegrees/assoc_arts.cfm?use_nav=degrees

Associate of Sciences: https://www1.dcccd.edu/catalog/AcademicDegrees/assoc_sciences.cfm

Guarantee of Transfer: https://www1.dcccd.edu/catalog/ss/transfer/trans_credit.cfm?loc=CVC

Field of Study Degrees

The Texas Higher Education Coordinating Board has created Field of Study Degrees, that are designed to transfer as a block of credit to any Texas public college or university. Field of Study Degrees are comprised of courses a student should complete at the freshman and sophomore level that will lead to a specific major in a degree. Students’ transcripts will include a notation that states a specific Field of Study has been completed. In order for such a notation to appear,
students must successfully complete specific courses comprising the Field of Study. **No course substitutions, other than those shown within the plan, will be permitted.**

In addition, students may wish to combine a completed Field of Study with the Core Curriculum requirements to complete the appropriate associates degree. In order to do so, students should complete the courses indicated in the degree plans shown below. However, care must be taken as in some instances students may have to make a choice between pursuing the degree or official Field of Study because of the number of hours required. The following Field of Study Degrees are currently offered at:

- **Associate in Arts Degree with a Field of Study in Criminal Justice**
- **Associate in Arts Degree with a Field of Study in Music**

**Associate of Applied Sciences**

This degree prepares students for specific career/technical skills. The requirements for each major in the Associate in Applied Sciences Degree (AAS) are clearly shown in the curriculum patterns. Any exceptions are approved by the Faculty Coordinator.

Students must have a minimum of 60 credit hours with a grade of "C" or better in each of the two general education courses

- English 1301
- Mathematics 1314 or higher or Science (whichever is required).

Each Associate in Applied Sciences Degree requires students to take 15 credit hours from the general education categories. A core curriculum is outlined for A.A.S. degrees. The specific curriculum pattern will cite what students must take to meet these requirements.

Students must earn a grade point average of at least 2.00 ("C") based on GPA #2 and meet all TSI standards in Reading, Writing and Mathematics. Courses numbered below 1000, ARTS 1170, DIRS 9170, 9270, 9370, DRAM 1121, MUSI 9176 and 9378 will not count toward graduation or the GPA.

Cedar Valley College makes certain guarantees to its students who earn an **Associate in Applied Sciences degree** or who complete a **Certificate program**. If an Associate in Applied Sciences or Certificate Program graduate is judged by his or her employer to be lacking in technical job skills identified as exit competencies for his or her specific degree or certificate program, the graduate will be provided up to nine tuition-free hours of additional skill training by the college under the conditions of the guarantee policy.

**Resource Links:**

- [Career and Technical Programs](#) for a more detailed explanation.
A.A.S Core Curriculum: https://www1.dcccd.edu/catalog/ss/transfer/ct-core.cfm?loc=CVC

Texas Success Initiatives (TSI): https://www1.dcccd.edu/catalog/admiss/tsi.cfm

Guarantee of Competency: https://www1.dcccd.edu/catalog/admiss/guarantee.cfm?loc=CVC

Certificates

Certificates are part of the Career and Technical Program offerings and are designed to meet the needs of local industries. In order to be awarded a certificate, students must complete all program course requirements with a grade point average of 2.00 ("C") or better. Only the grades for the specific courses required in the certificate program will be used in calculating the GPA to determine eligibility for these awards.

Some certificate programs do not require you to meet Texas Success Initiative (TSI) standards; however, enrollment in courses outside of the selected certificate that requires meeting TSI standards automatically removes the TSI waived status that has been granted.

The specific requirements for each certificate program are outlined within each technical specialization. See Career and Technical Programs narrative or access certificates and degrees in the catalog.

Importance of Students Selecting a Program of Study

House Bill 3025 of the 82nd Texas Legislative Session seeks to improve student’s timely completion of a degree by requiring students enrolled in an associate or bachelor’s degree program at a public institution of higher education to file a degree plan (Program of Study) no later than the end of the second regular semester or term immediately following the semester or term in which the student earned a cumulative total of 45 or more semester credit hours.

The credit hours earned for the purpose of filing a degree plan include transfer courses, international baccalaureate courses, dual credit courses, and any other course for which the institution has awarded the student college course credit, including course credit awarded by examination.

Students who enter higher education with 45 or more semester credit hours in their first semester must file a degree plan no later than the student’s second regular semester or term at the institution. Students who have not filed a degree plan by the required deadline may not receive a transcript.

Federal regulations require students to be enrolled in an eligible program of study in order to receive aid. To select an eligible degree or certificate program, please log on to eConnect and visit FA Program Selection.
Students are encouraged to take courses in the core curriculum if undecided during the first semester.

**Resource Links:**

Program of Study Options: [https://www1.dcccd.edu/catalog/ss/transfer/choosing.cfm?loc=CVC](https://www1.dcccd.edu/catalog/ss/transfer/choosing.cfm?loc=CVC)
Acceptable Scholastic Performance

College work is measured in terms of credit hours. The number of credit hours offered for each course is listed with the course description in the catalog. In college-level courses (those numbered above 1000), the number of credit hours a course has is indicated by the second digit of the course number. A course numbered 1301 is a 3-hour credit course, one numbered 2401 is a 4-hour course, etc.

Acceptable scholastic performance, also known as Good Standing, is based upon student progress toward successful course and program completion. The two components used to compute academic standing are GPA (1) and course completion. Academic standings are computed beginning with the first enrollment. Procedures are developed to assist students on all levels of academic standards.

Scholastic Standards

**Good Standing:** The Good Standing standard is awarded to students maintaining a cumulative GPA (1) of 2.0 or higher and who complete at least one course each semester/session of enrollment.

**Early Alert:** Students who have withdrawn from all credit courses during a semester/term of enrollment are placed on “Early Alert.” Students on Early Alert will be moved to Good Standing if they complete at least one credit course in their next semester/session of enrollment and earn a semester/term GPA (1) of at least 2.0.

**Probation One:** Students on Early Alert who fail to complete at least one credit course in their next semester/session of enrollment and fail to earn a semester/session GPA (1) of at least 2.0 are also placed on “Probation One.” Students who fail to earn a GPA (1) of 2.0 are also placed on Probation One. Students on Probation One may have course work and total number of credit hours limited and may be required to register for specific courses. Students on Probation One must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students will remain on Probation One until their cumulative GPA (1) is 2.0 or higher.
Acceptable Scholastic Performance continued...

**Suspension:** Students on Probation One will be placed on “Suspension” if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students on Suspension are ineligible to enroll in credit courses in the next subsequent session of enrollment (Fall Semester, Spring Semester or Summer Session).

**Probation Two:** Students readmitted after Suspension will be placed on “Probation Two.” Students on Probation Two may have course work and total number of credit hours limited and may be required to register for specific courses. Students on Probation Two must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students will remain on Probation Two until their cumulative GPA (1) is 2.0 or higher.

**Academic Dismissal:** Students on Probation Two will be placed on “Academic Dismissal” if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/term GPA (1) of at least 2.0. Students on Academic Dismissal are not eligible to enroll in credit courses in the next subsequent session of enrollment (Fall Semester, Spring Semester, or Summer Session).

**Probation Three:** Students on Academic Dismissal will be readmitted on “Probation Three.” Students on Probation Three may have course work and total number of credit hours limited and may be required to register for specific courses. Students on Probation Three must complete at least one credit course in their next semester/session of enrollment and earn a semester/session GPA (1) of at least 2.0. Students will remain on Probation Three until their cumulative GPA (1) is 2.0 or higher.

**Indefinite Academic Dismissal:** Students on Probation Three will be placed on “Indefinite Academic Dismissal” if they fail to complete at least one credit course in their next semester/session of enrollment and earn a semester/term GPA (1) of at least 2.0. Students on Indefinite Academic Dismissal are not eligible to enroll for 12 months and
Acceptable Scholastic Performance continued…

are only eligible to enroll after that period upon the recommendation of the chief student affairs officer or designee at the college last attended.

Appeals

The chief student affairs officer at each college is responsible for establishing procedures whereby students may appeal any of the standards, including Early Warning, Probation One, Two and Three, Suspension, Academic Dismissal and Indefinite Academic Dismissal. An appeal must be in writing and must include any extenuating circumstances having a bearing on academic performance. The appeal must also address how the student plans to address future academic performance. The college may limit the student course work and total number of credit hours and may require the student to enroll in specific coursework.

Student Classification

Freshman - A student who has completed less than 30 hours.

Sophomore - A student who has completed at least 30 hours but has not received an associate degree and who does not have upper division standing at a four year institution.

Full time - A student carrying 12 or more semester hours in a regular term and 4 or more hours during a summer session.

Part time - A student carrying less than 12 hours in a regular semester and fewer than 4 hours during a summer session.
**What should faculty know about advising?**

1. Faculty should be able to confidently discuss 5 student options:
   - **42 Credits Core** – which classes- core complete guaranteed to transfer to TX 4yr
   - **60 Credits Degrees** -Associates of Arts and Associates of Science
     Associates of Arts = 42 core credits + 18 elective/ major courses
     Associates of Science = 42 core credits + 18 science major courses
   - **Applied Degrees**- Specific areas (nursing, vet tech, etc.) not core complete
   - **Certificates**- Short term, not core complete, focused on work
   - **Continuing Education**- not for credit, no core, focus personal pleasure or work

2. Faculty should be able to help students locate the following on eConnect:
   - **Student’s Program of Study** (this is student’s road map with all classes listed)
   - **Plan my Schedule** (discuss how to add classes to plan)

3. Faculty should be aware of developmental sequence for math, writing, and reading.

<table>
<thead>
<tr>
<th>Math Sequence</th>
<th>Reading Sequence</th>
<th>Writing Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMAT 0066</td>
<td>DREA 0090</td>
<td>DWRI 0090</td>
</tr>
<tr>
<td>DMAT 0090</td>
<td>DREA 0091</td>
<td>DWRI 0091</td>
</tr>
<tr>
<td>DMAT 0091</td>
<td>DREA 0093</td>
<td>DWRI 0093</td>
</tr>
<tr>
<td>DMAT 0093</td>
<td>College Ready</td>
<td>College Ready</td>
</tr>
<tr>
<td>College Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students may be blocked from many college level courses and may re-test in any area for $10 once per semester.*
Advising Resources

**Faculty Advising PowerPoint:** Faculty information regarding Cedar Valley College Advising.

https://dcccd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=3_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D_15399_1%26url%3D

**My Plan:** Offers DCCCD students a free assessment to assist with choosing career paths. It also has links to career information and college databases. The assessment takes about 1 1/2 hours to complete.

http://www.myplan.com/

**Journey to Success:** Faculty information regarding Cedar Valley College Advising.

http://www.dcccd.edu/ss/academics/jtos/Pages/default.aspx
African American & Latino Initiative

This program is designed to impact college youth and encourage them not only to complete college, but to excel.

Goals include:

- Provide mentors (Dream Coaches) for African American & Latino male students.
- Promote attendance at presentations by successful African American & Minority male role models from the community.
- Encourage African American & Latino male students to utilize campus and community resources to improve academic and life skills.
CVC Alumni Association

Alumni Partner Membership Levels

Sun Full Member: Completion of an A.A, A.S, A.A.S. degree or certification from CVC.

Sun Student Member: Currently enrolled at CVC and pursuing an A.A, A.S, A.A.S degree program or certification.

Sun Professional Member: Completion of any credit or continuing education class or certification program at CVC.

Alumni Partner Membership Card Benefits

Events:
- Priority tickets sales and seating for CVC events
- Access to CVC sponsor community events reserved seating
- Invitation to four CVC Alumni Association exclusive events per year

Benefit and Service:
- Alumni Car Tag
- E-mail update for social, sporting, music and arts events
- P-mail forwarding
- Parking Pass for special campus events
- CVC Publication Alumni Highlights feature stories

Campus Usage:
- Library Services
- Career Center

Career & Networking
- Job Database
- Local networking
- Career Coaching and Mentoring Seminars and workshops
- Professional Development Opportunities
CVC follows an Assessment cycle for faculty participation in assessment of Core Objectives prescribed by the Texas Higher Education Coordinating Board (THECB) for every course in the DCCCD Core Curriculum.

### CORE OBJECTIVE IMPLEMENTATION SCHEDULE
FOR CEDAR VALLEY COLLEGE

<table>
<thead>
<tr>
<th>ACADEMIC YEAR</th>
<th>CVC SCHEDULE ASSESSMENT</th>
<th>DISTRICT SCHEDULE OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYCLE 1 - Initiated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Critical Thinking Assessment</td>
<td>None</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Teamwork Assessment</td>
<td>None</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Empirical and Quantitative Reasoning Assessment</td>
<td>None</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Communication Assessment</td>
<td>Critical Thinking; Communication; Teamwork</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Critical Thinking Assessment college-wide.  Professional Development on Personal and Social Responsibility.</td>
<td>Gathering assessment results from all colleges</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Personal and Social Responsibility Reports on Critical Thinking</td>
<td>Empirical and Quantitative Reasoning; Personal and Social Responsibility</td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
<td>Gathering assessment results from all colleges</td>
</tr>
<tr>
<td>CYCLE 2 - Initiated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Implement Action Plans for Critical Thinking and Teamwork Assessment</td>
<td></td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Empirical and Quantitative Reasoning</td>
<td>Critical Thinking, Teamwork, and</td>
</tr>
<tr>
<td>Year</td>
<td>Assessment</td>
<td>Communication</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>Communication college-wide</td>
<td>Gathering assessment results from all colleges</td>
</tr>
<tr>
<td><strong>Fall 2017</strong></td>
<td>Personal and Social Responsibility</td>
<td>Empirical and Quantitative; Personal and Social Responsibility</td>
</tr>
<tr>
<td><em>Spring 2018</em></td>
<td>5th year report will have 2 cycles completed.</td>
<td>Gathering results from colleges</td>
</tr>
</tbody>
</table>

### CYCLE 3 - Initiated

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2018</strong></td>
<td>Action Plans for Critical Thinking and Teamwork Assessment</td>
<td>Critical Thinking; Teamwork; Communication</td>
</tr>
<tr>
<td><strong>Spring 2019</strong></td>
<td>Communication college-wide</td>
<td>Gathering information from colleges</td>
</tr>
<tr>
<td><strong>Fall 2019</strong></td>
<td>Empirical and Quantitative Reasoning Assessment</td>
<td>Empirical and Quantitative Reasoning; Personal and Social Responsibility</td>
</tr>
</tbody>
</table>

### Cycle 3 - Completed

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessment</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2020</strong></td>
<td>Personal and Social Responsibility</td>
<td>Gathering information from college</td>
</tr>
<tr>
<td><strong>Fall 2020 – Spring 2021</strong></td>
<td>Writing SACSCOC 10 Year Report</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2022</strong></td>
<td>SACSCOC On-Site Visit</td>
<td></td>
</tr>
</tbody>
</table>

Each academic discipline included in the Core Curriculum established minimum standards for the types of assessments to be performed for each Core Objective. These standards promote a level of compatibility across the seven colleges in the District and
comparisons. Each CVC Discipline Coordinator serves on a District Committee that maintains the standards for each assessment. Discipline Coordinators provide this information to all faculty teaching within a discipline to assure that course assignments are developing skills and also allow for selection of artifacts from students to be used in college-wide evaluations.

Each semester faculty consults with the Discipline Coordinator for up-to-date information regarding minimum standards on assessment assignments. In addition each faculty member provides artifacts of assessment assignments and/or reports.

Discipline Coordinators provide instructions for transmitting and storing artifacts.

**ASSESSMENT OF GENERAL EDUCATION COMPETENCIES**

CVC adopted the six Core Objectives of the THECB as its general education competencies that are an emphasis across the curriculum and all degrees and programs offered at CVC. These assessments of student work across the curriculum use a combination of individual course artifacts and specialized testing using the Critical Thinking Assessment Test (CAT) and the Quantitative and Empirical Reasoning test (QUERES). The CVC Assessment Team that contacts faculty in courses to administer these tests in their classes or to provide artifacts for subsequent scoring by faculty groups.
A Collection of “BEST IDEAS” for Student Success
First Three Weeks of Semester: Ideas/Suggestions for Faculty

Starting the Semester

   - Get to know your students’ names and call roll to ensure attendance.
   - Send a “welcome letter”/email to each student, informing them of essential course elements.

2. Set a Foundation
   - Be enthusiastic about teaching at Cedar Valley College—enthusiasm is contagious.
   - Ask students what expectations they have of the class and you as an instructor. Tell them your expectations of them and then discuss any unrealistic expectations.
   - Be open with your students and convey a sincere interest in them—stating you are here to serve and help them succeed, but they have to do their part.
   - Conduct a “book check” to help assure all students have texts at an early stage.
   - Give a take home quiz that asks questions about the syllabus, e.g. “When is the drop date? Your final exam determines ____% of your overall grade? List two main objectives of this class. When is the book report and/or term paper and/or group discussion due, etc.?”

3. Orient Students
   - Provide a tour or verbally tell them about the campus, showing them all the resources available and their hours: clubs, cafeteria, gym, Library, Labs, Student Resource Center, Tutoring, Campus Police, Student Services, etc. Announce campus activities and encourage them to get involved.
   - Engage first time college students in planning their academic path to completion.

4. Take Inventory
   - Discuss learning styles; encourage students to discover their learning style through free testing provided by The Testing Center and make a plan accordingly. Discuss the importance of time management and study skills.
   - Assign a Survey or Quiz that 1) assesses whether students are prepared to start the course and/or 2) that helps students process the importance of the course they are taking in achieving life goals.

5. Lead Them to Success
   - Help students succeed at something. Give an early test to reveal that they can accomplish college.
   - Help struggling students identify specific barriers to success and set a plan of action to overcome them and resources that can help.
Best Practices continued...

6. Make Connections
   • Actively encourage connections with other students. Find time to let them engage on a personal level, exchanging email addresses, phone contact, etc.

Living out the Vision

1. Proactively Stay in Touch
   • Call students or send a postcard if they miss a class or are not sending in lessons to online instructors. Ask if there is something you can do to help. Notice they are gone and tell them you want them back.

2. Be Responsive
   • Be available during office hours and let students know that they can make appointments for other times as well—encourage them to contact you if they have questions or need help.
   • Answer all emails and phone calls within 24 hours or less.
   • Give timely feedback/grades on quality of performance so they know how they are doing. Give them a handout to use for recording all of their grades.

3. Be Alert
   • Be sensitive to all the changes they are going through as they become accustomed to their new environment and the pressures of their new activity.
   • Talk with students about their career and educational goals, the details of their current job(s) and their course background.
   • Engage students in discussion; have activities in which students must participate. Have students participate in games, making learning fun.
   • When new assignments are given, provide guidance and reinforce availability of resources (labs, tutoring, study groups, etc.)

Leading Beyond the First Three Weeks

1. Taking the Next Step
   • The end of the semester is a time to direct the student in their next step, whether it is their next course, licensing, etc.
   • Let students know your reward is their success.
Cedar Valley Achievers Program

This program is designed for first-time-in-college student who is working toward college readiness in two or more areas (Reading, Writing, Math). Students will meet an assigned advisor to discuss topics: adjusting to college expectation, utilizing appropriate study strategies, and accessing college and community resources. HDEV 0092 Student Success is recommended.
CEDAR VALLEY COLLEGE

Campus Referral Form

This form is available on the CVC Intranet at:
http://dsc3.dcccd.edu/intranet/cvc/forms/forms.htm

Student Name ___________________________ ID _________

Referred by:

_____________________________________________________
(Name and Department)

Course/Section# ______________________ Fall, Spring, or Summer ____________________

Date _______________ Time _______ Location _______________

Suggested Intervention - Immediate ______ FYI ________

Reason for Referral (Specific behavior)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Referral to:

_____ Advising & Counseling
jdecat@dcccd.edu and prattler@dcccd.edu

_____ Program Coordinator and Director or Dean

_____ Vice President, Student Services
amays@dcccd.edu and crucker@dcccd.edu

_____ Campus Police
rmintyre@dcccd.edu and wwhite@dcccd.edu
Campus Referral Form Response
FOR OFFICE USE ONLY

Administrator/Counselor/Police: ________________________________

Date _____________    Time ____________

Intervention Recommended
-----------------------------------------------

Intervention or Prevention Provided
-----------------------------------------------

Follow-up Action
-----------------------------------------------

Date ____________________

Signed ____________________________________
Commonly Used Terms and Abbreviations

AACC: American Association of Community College: Cedar Valley College is a member.


Add: Adding an additional course(s) to a class schedule. After the initial registration period adds are possible only if space is available and if the course has not yet met more than two times.

Admission: The process of being admitted to the College. A person wishing to enroll must complete an application, be accepted and receive acknowledgement of acceptance from the Admissions Office before registering for classes.

Application: Submitting a request to be accepted to enroll in the College.

Audit: The opportunity to enroll in a credit course without receiving academic credit. Audit students are required to meet all the course requirements expected of the other students taking the course.

Career and Technical Courses: Courses that are designed to aid the student in developing skills to be used in the job market and that lead to a certificate or Associate in Applied Sciences Degree in a technical or occupational program. These courses are designed to aid the student in developing entry-level skills to be used in the job market. Consult an advisor regarding transferability if you plan to attend a four-year institution.

Catalog: A listing of course and program descriptions that can lead to certificate and associate degree awards. Also included is general information about the college. As a new catalog is published each year, DCCCD catalogs are classified as Current, Active or Historical. A Current Catalog is one that is published for students' use in the current academic year. An Active Catalog includes the current catalog and the previous four years of catalogs. A Historical Catalog is one that is older than five years and has been archived. Current, Active and Historical (The Historical Catalog is currently not yet available online.) catalogs are available to students online. Please see Choosing a Catalog Year for more information.


Class or course schedule: A listing of all the courses being offered, at any time, including the section numbers, dates, times, instructor's names and class locations.

College-Based Distance Learning Class: A course offering that includes both instructional contact hours delivered at a distance and college-based instructional requirements.

College Level Math: Requires a student to have successfully completed two years of high school algebra and acquire an appropriate assessment score at the DCCCD standard, a standard which is higher than the state’s TSI standard, or successfully complete Developmental Mathematics 0099 or Developmental Mathematics 0093 with a grade of "C" or better. Other math prerequisites may be required.

Common Course Numbers: Beginning in Fall 1995, the Common Course Number is being used for the same
course by a number of the course. This same Common Course Number is being used for the same course by a number of colleges throughout Texas to help students identify how a course will transfer. However, the lack of a Common Course Number does not necessarily mean a course will not transfer.

**Community College Journal:** Free access to resources including a digital subscription to the Community College Journal. CVC is member institution: [http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx](http://www.aacc.nche.edu/Publications/CCJ/Pages/default.aspx) to subscribe.

**Community College Times:**

**Concurrent enrollment:** (a) Enrollment by the same student in two different colleges of the DCCCD at the same time; (b) Enrollment by a high school student in one of the DCCCD while still enrolled in high school; (c) Enrollment by a student in two courses in the same semester; (d) Enrollment in both a college of the DCCCD and another college or university at the same time; (e) Enrollment in both credit and continuing education courses at the same time.

**Core Curriculum:** The 42 – 47 hours of a degree plan that a student must successfully complete in order to receive an [Associate in Arts/Associate in Sciences Degree](#).

**Co-requisite/Concurrent:** A course requirement that must be met simultaneously with another course.

**Course Load:** The number of hours or courses in which a student is enrolled in any given semester.

**Course Time Limitation:** Some designated courses have age or time limitations. COSC 1300, 1309, 1315, 1317, 1320, 1401, 1415, 1430, 1436, 1437, 2415, 2425, 2430, 2436, BCIS 1405 and 1431 are good for ten (10) years only. If taken prior to that time the course will not be utilized to fulfill degree/certificate requirements. For example: If you take COSC 1300 in the Fall of 2003 this course is good until Fall 2009 to fulfill degree/certificate requirements. After that time you will need to retake this course or complete another appropriate course as listed in the requirement.

**Credit:** The numerical value assigned to a course (See "credit hours/semester hours below.")

**Credit hours/semester hours:** The number of credits awarded for successfully completing a course(s). This number is determined by the type of class and the number of hours it meets per week. Check the Catalog or the current Class Schedule at [www.dcccd.edu/Current_Students/Courses_and_Programs/Pages/Class Schedules.aspx](http://www.dcccd.edu/Current_Students/Courses_and_Programs/Pages/ClassSchedules.aspx) for the value of any course you wish to take.

**Credit/noncredit:** The distinction between courses that accrue semester credit value and those offered through Continuing Education for C.E. Unit value.

**DCCCD:** Dallas County Community College District is a body of seven colleges - Brookhaven, Cedar Valley, Eastfield, El Centro, Mountain View, North Lake, and Richland, that are all subject to the policies established by the DCCCD Board of Trustees. Vist the DCCCD Board of Trustees at [www.dcccd.edu/About_DCCCD/Board_of_Trustees/](http://www.dcccd.edu/About_DCCCD/Board_of_Trustees/) for more information.

**Dallas Online College:** Courses offered through the Dallas TeleCollege that require that all the instruction and student services be delivered via distance learning with no on campus requirements. All virtual class sections are numbered at the 9000 level. Visit the Dallas TeleCollege at [http://telecollege.dcccd.edu/](http://telecollege.dcccd.edu/) for more information.

**Developmental Studies Courses:** Courses that develop prerequisite skills in reading, writing and mathematics. Because of the nature of these courses, the credit earned will not count toward graduation requirements and
may not be transferred to colleges outside the DCCCD.

**Distance Learning:** Distance learning courses provide instruction in a non-standard classroom setting and are offered in a variety of technology-based formats.

**Dropping a Course:** The act of officially withdrawing from a particular course without penalty before a specified date. See the [Academic Calendar](#) in this catalog for "Last Day to Withdraw." It is the student's responsibility to drop a course by the date published. Effective with the Fall 2004 Semester, students may have to pay a higher rate tuition for the third or subsequent time they attempt a course. Students should take care in dropping a course as any future retake of that course may result in a higher tuition. Visit the Third Course Attempt Web page at [www.dcccd.edu/Current_Students/Paying_for_College/Third_Course_Attempt/](http://www.dcccd.edu/Current_Students/Paying_for_College/Third_Course_Attempt/). Effective with the Fall 2007 Semester, a first-time freshman student who enrolls in a Texas public institution of higher education during the fall semester of 2007 or thereafter, may drop no more than six college level courses unless the drop qualifies as an exception. See [Dropping/Withdrawing from College](#).

**Dual credit:** Credit earned for both high school and college via concurrently enrolled high school students.

**Early College High School:** P-16 Initiatives allowing high school students to earn both a high school degree while simultaneously pursuing college credit courses that may lead to a degree or certificate program. CVC has 3 Early College High School partnerships as of Fall 2014.

**eCampus:** Ecampus is DCCCD’s term for the software Blackboard. Courses offered online are sometimes referred to as “eCampus” courses; however, eCampus is used in all teaching modalities. To access e-Campus, visit [http://ecampus.dcccd.edu/](http://ecampus.dcccd.edu/).

**eConnect:** eConnect is a web application that allows you to plan your schedule, search, register/drop and pay for your credit classes, buy books, order transcripts, view your grades and access your personal/financial information online. You must meet certain eligibility criteria to register on-line. All students are eligible to search or pay for credit classes and access their personal/financial information using eConnect. To access eConnect, visit [https://eConnect.dcccd.edu/](https://eConnect.dcccd.edu/).

**Electives:** Courses that do not count toward a major but are required for most college degrees. Consult with an advisor before deciding upon electives.

**Embedded Course:** A course which is shorter in length than the regular semester in which the course is scheduled. The starting and ending dates of the course fall within the starting and ending dates of the semester.

**Evening Pathway:** An evening program offered on-campus at Cedar Valley College which parallels the offerings offered through the Ready2Go program.

**Flexible-entry course:** A course with beginning and ending dates that are different from the regular semester. This is also referred to as “flex-entry” or “short semester.” Consult the Class Schedule for further information. To access the Class Schedule, visit [www.dcccd.edu/Current_Students/Courses_and_Programs/Pages/Class_Schedules.aspx](http://www.dcccd.edu/Current_Students/Courses_and_Programs/Pages/Class_Schedules.aspx).

**Former student:** One who has not attended a college of the DCCCD in the past year.

**Full-time student:** A student who is enrolled for at least 12 credit hours during a semester or for six credit hours during a summer session. The student may be enrolled in one or more colleges of the DCCCD as long as the total number of hours meets the full time requirement.

**GPA:** Grade Point Average (GPA). Two different ways of computing a GPA are utilized. For further explanation,
see "Grades and Transcripts."

Grade points: See "Grades and Transcripts."

Grades: See "Grades and Transcripts."

Lab hours: The number of hours a student spends each week in a laboratory learning experience outside the classroom.

Lecture hours: The number of hours a student spends each week in a classroom learning experience.

Live-Interactive Television Course: The live-interactive television course uses one-way video and two-way audio. Each class is a live cable broadcast. Tapes are not available for these courses. Students must view class at broadcast times. See the cable broadcast schedule at http://online.dcccd.edu/cable.html in the distance learning pages printed in the College's Class Schedule. Students must have access to a participating cable television system. Students may interact during the live class with the faculty by telephone, placing a call to a voice bridge system. The course may include college-based requirements including orientations, testing and review sessions. Call the Distance Learning Hotline for more information about participating cable systems at 972-669-6400 or if outside Dallas, toll free: 1-888-468-4268. Only college based distance learning classes may utilize the live-interactive television course delivery format.

Major: The subject or field of study in which the student plans to specialize. For example, one "majors" in Automotive Technology, Business, etc.

Non-standard-term Course: A course which has a different starting date than the regular semester and the ending date of the course is after the ending date of that semester. See Class Schedule at http://econnect.dcccd.edu/econnect/Schedule/index.html for further information.

Online: All content delivered through computers and multimedia. These courses use eCampus and may include CD's and audio/streaming video. No on-campus testing or activities are required (previously called INET).

Online Courses: Online courses are delivered using only computers and computer peripherals. Students are required to have reliable Internet access and the latest version of an Internet browser software.

Online Partial: Most of the content delivered through computers and multimedia. These courses use eCampus and may include CD's and audio/streaming video. On-campus testing, orientation, and/or other activities may be required (previously called Classroom partial, Blended, and/or Hybrid).

Online/Video-Based: Content delivered through a combination of interactive online computer activities using eCampus and video programs. On-Campus testing and/or activities may be required (previously called TVP or Streamed).

Part-time student: A student who is enrolled for less than 12 credit hours during a semester during a semester or less than six credit hours in a summer session. The student may be enrolled in one or more colleges of the DCCCD as long as the total number of hours meets the part-time requirement.

Performance grade: A grade of "A," "B," "C," "D" or "F." This does not include the grades of "W," "I," "E" or "WX." See "Grades and Transcripts" for more on grades and grade point averages.

Prerequisite: A requirement that must be met before registering for a specified course. See Prerequisites in this catalog for more information.
**Probation:** A warning to a student whose academic work or individual behavior is unsatisfactory. Students on probation may be suspended if their performance does not improve.

**QTIPS:** A faculty training program for building sustainability into a course.

**R25:** computer interface that allows us to see where things are scheduled and when on the CVC campus. The following is a link to the R25 Web Viewer. I will warn you that this interface takes a great deal of time to load and to change dates. http://dscrsccws.itnet.dcccd.edu/wv3cvc331/wv3_servlet/urd/run/wv_event.WeekList?evdt=2013120900000000.evfilter=0.ebdviewmode=grid

**Ready2Go:** An online program which pairs 8-week classes in a traditional semester guaranteeing completion in 2 years.

**Registration:** The official process of meeting all enrollment requirements. Check the College's Class Schedule for registration dates. To access the Class Schedule, visit www.dcccd.edu/Current_Students/Courses_and_Programs/Pages/Class_Schedules.aspx.

**Registration Number:** A randomly assigned number associated with a specific registration.

**SACSCOC:** Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states including Texas. More info is available at their website: http://sacscoc.org/

**Semester:** The term designating the time divisions of a school year; i.e., fall semester, spring semester, summer semesters, I and II.

**Service Learning:**

**Sustainability:**

**Syllabus (Syllabi):** A guide identifying the specific requirements for successful completion of the student learning objectives and educational competences for a course. Posting of syllabi is legislated.

**Texas Community College Teachers Association:** http://www.tccta.org/

**Technical/Occupational Courses:** Courses that are designed to aid the student in developing skills to be used in the job market. Consult an advisor regarding transferability if you plan to attend a four-year institution.

**Tech-Prep:** An educational process where the colleges and the public high school districts cooperatively develop and implement a planned sequence of courses to prepare students for technologically advanced careers. Tech Prep students earn college credit while in high school and advance to college programs after graduation. For more Tech Prep information, please visit www.dcccd.edu/TechPrep.

**Telecourse:** The telecourse is pre-recorded video course with accompanying printed materials.

**Telecourse Plus Courses:** Telecourse Plus Courses incorporate the use of both pre-recorded videos or DVD's and online instruction.

**THECB:** Texas Higher Education Coordinating Board's mission is to work closely with policymakers and
education stakeholders to develop and implement a higher education framework focused on initiatives to:

- Dramatically increase the number of postsecondary completions;
- Keep college affordable and accessible for all Texans; and
- Align higher education outcomes with current and future workforce needs.

[http://www.thecb.state.tx.us/](http://www.thecb.state.tx.us/)

**Transfer courses:** Courses that are designed to transfer to other colleges and universities. Students need to consult with a registration advisor or check on the Transfer Services/Articulation and University Relations Web site about the transferability of specific courses. Visit [www.dcccd.edu/TransferServices](http://www.dcccd.edu/TransferServices).

** Transcript:** An official copy of a student's academic record that can be obtained through the Admissions Office. An official transcript must have the seal of the college affixed and the signature of the Registrar.

**TSl:** Texas Success Initiative; See [TSI and Assessment](http://www.thecb.state.tx.us/).

**Video-Based:** Content delivered through a local cable channel, CD, DVD, MP4 system, VHS cassette. On-campus testing or activities may be required and content is not delivered through computer internet activities but may provide some communications, syllabus, orientation, and test review by email (previously called TeleCourse or TV).

**WECM:** The Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses available for use by public two-year colleges. To search for classes: [http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/](http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/)

**WEAVE:** This is the documentation program for institutional effectiveness and student learning outcomes. [https://app.weaveonline.com/cedarvalleycollege/login.aspx](https://app.weaveonline.com/cedarvalleycollege/login.aspx)

**Withdrawal:** The act of ending enrollment in classes. A student withdrawing must go through a formal procedure. It is the student's responsibility to withdraw officially by the appropriate date. Review Six Drop Rule and Third Attempt Rule.
Core Curriculum

Smart starts with DCCCD’s Core Curriculum — a set of courses that provides the knowledge, skills and experiences a student needs to succeed in college and in life. Whatever the student’s academic or career goal, our Core Curriculum can assist the student launch a successful future. Here’s why:

• It builds a solid academic foundation with personal flexibility. Our three-tiered approach ensures the student build fundamental skills upon a solid educational base. But it’s also flexible enough to allow the student to choose the courses that will apply to their chosen field of study while completing the Core requirements.

• You can earn an associate degree with just a few more courses. Take your block of Core courses (42 to 47 credit hours), and with just 18 additional hours, you can earn an associate degree. Go right to work with your new skills, or transfer your Core Curriculum to a four-year institution to earn a bachelor’s degree.

• Transfer is guaranteed. It’s a state law that students who complete the DCCCD Core Curriculum with at least a 2.0 GPA are guaranteed that their courses will transfer as a block of credit to any Texas public college or university. Individual Core courses must be accepted as well by the transfer institution.

CORE PYRAMID

Learning Framework: This layer serves as the foundation level of the pyramid.

Tier 1: Core Foundations: This layer includes Critical Reading and Writing; Speaking and Listening; Quantitative Reasoning; Wellness and the Human Experience.

Tier 2: Core Domains: This layer includes Qualitative Reasoning, Literacy, and Research; Self and Society; Humanity, Creativity, and Aesthetic Experience; Scientific Discovery and Sustainability


Core Curriculum and Core Objectives: https://www1.dcccd.edu/Catalog/ss/transfer/core.cfm.

FAQS: http://www.dcccd.edu/CD/DCC/Acad/Core/Pages/FAQs.aspx

Pre-Core Requirements: http://www.dcccd.edu/CD/DCC/Acad/Core/PreC/Pages/default.aspx
Course Withdrawal Information

Building relationship assists students to remain engaged. Cedar Valley College has implemented several strategies to assist students. It is the professional expectation of the faculty to emphasize the requirements to be successful in the course, include the drop date in the syllabus, review the consequences of dropping the course, and speak with the student prior to dropping the course. The date for withdrawal from a class is published in academic calendar.

Ultimately, it is the responsibility of the student to perform the following:

1. regularly attend all classes in which he/she is enrolled
2. consult with the instructor regarding any absences
3. withdraw from the course by the appropriate date

A drop/withdrawal prior to the published date will result in the student receiving a “W” (Withdraw) in each class dropped. Failure by a student to drop a class may result in receiving a performance grade, usually a grade of “F”.

To withdraw/drop a course, a student may:

- Mail or fax to the registrar paperwork indicating which course(s) he/she plans to drop and include a copy of his/her picture I.D., social security number or college I.D. number and signature;
- Use the eConnect online registration system.

A drop/withdrawal request by any means must be received in the Registrar’s Office by the official drop/withdrawal deadline. No drop or withdrawal requests are accepted by telephone.

Six-Course Drop Rule

A first-time freshman student who enrolls in a Texas public institution of higher education during the fall semester of 2007 or thereafter may drop no more than six college level credit courses unless the student demonstrates to an appropriate college official that one of the following events occurred to the student during the semester or summer session:
Course Withdrawal Information continued…

1. A severe illness or other debilitating condition that affects the student’s ability to satisfactorily complete the course.

2. The student’s responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student’s ability to satisfactorily complete the course.

3. The death of a person who is considered to be a member of the student’s family or who is otherwise considered to have a sufficiently close relationship to the student 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 State of either the student or a person who is considered to be a member of the student’s family or who is otherwise considered to have a sufficiently close relationship to the student that the person’s active military service is considered to be a showing of good cause.

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.

6. Other good cause as determined by the college official.

Resource Links:

Facts About Dropping Courses: https://econnect.dcccd.edu/eConnect/droppingfacts.html
Curriculum Process - Instructional Programs and Courses

Authority: Curriculum Design; Instructional Programs and Courses; EFA (Legal); Date: 4/11/2013

The above policy references the following categories:

- Annual List of Courses
- Courses Scheduled
- Online Posting Requirement
- Time Frame for Posting
- Updating Information
- Designation of Responsible Administrator
- Report Required
- Minimum Length of Courses
- Texas Common Course Numbering System
- Learning Outcomes
- “Measurable Learning Outcomes”
- State-Funded Courses

In collaboration with Faculty and Instructional Deans of Cedar Valley College, the CVC Curriculum Process is led by Paula Dennis, Director, Office of Academic Initiatives and Accountability, 972-860-8010.

Cedar Valley College collaborates with the Office Educational Affairs and DCCCD Colleges to align curriculum needs to meet community needs and ensure student success. CVC’s Office of Institutional Effectiveness serves as Liaison with SAC-COC, as referenced in ABOUT DCCCD section. DCCCD’s Office of Educational Affairs serves as Liaison with The Texas Higher Education Coordinating Board (THECB).

Texas Common Course Numbering System Consortium

Cedar Valley College is a member of the Texas Common Course Numbering System Consortium. All Texas community/junior colleges participate in this system. Most universities are cooperating with this new numbering system indicating courses equivalent to the common course system.

Colleges teach courses similar in nature, and these courses have been designated by a common number. The common number facilitates the transfer of these courses between and among the participating institutions. Students should not assume that only courses with common course numbers will transfer.

ACGM Lower Division Academic Course Guide Manual a web-based inventory of current academic courses available for use by public two-year colleges in Texas. To search for a course: http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm

WECM: The Workforce Education Course Manual (WECM) is a web-based inventory of current workforce education courses available for use by public two-year colleges. To search for classes: http://www.thecb.state.tx.us/aar/undergraduateed/workforceed/wecm/
DCCCD Distance Learning

Dallas Colleges Online has been serving the colleges of the DCCCD for over 25 years. In 1991, the LeCroy Center for Educational Telecommunications (LCET) was established to house the rapidly growing and expanding distance learning course development programs for the colleges. Today the colleges of DCCCD have over 15,000 distance learning enrollments every year.

All seven colleges of the DCCCD are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Dallas Colleges Online serves as a one-stop shop for all online classes offered by the colleges of the DCCCD. The program draws its strength from its faculty and the integrity of the course content, from technical to baccalaureate-transfer classes, offered by the colleges. Faculty ensures the continued success of distance learning courses by facilitating vigorous student interaction via multiple technologies.

Cedar Valley College Distance Education

Cedar Valley College offers several degree and certificate programs online. DCCCD uses the course management system, Blackboard (eCampus), to host its online courses. The district requires that faculty teaching online complete its training program. Training is offered both face-to-face and online. eCampus classes can be requested at Cedar Valley through the District Software Training website or the Teaching Learning Center (A206A).

Cedar Valley College also encourages faculty complete Quality Matters (QM) training. Quality Matters is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. QM is administered through the FAST – Faculty Access to Supportive Technology Team. The FAST Team – housed at the LeCroy Center works with faculty to improve instructional design for online courses, increase accessibility for the disabled, use eCampus advanced features, use a Ready to Use course template or incorporate new technology. QM training and related assistance is also available at the Teaching Learning Center.

Cedar Valley College offers faculty and student distance education support. The eCampus Help Desk information is found on the eCampus site. The Faculty Help Desk is available daily 7 am to midnight. The Student Help Desk is available 24 hours 7 days a week. Additionally, faculty can receive on-campus assistance with their online courses through the Teaching Learning Center, A206A. Students can receive on-campus assistance with logging into eCampus through Distance Education Student Support, C206. Technical staff in the Business and Technology Lab (BIT Lab)
and Student Resource Center (SRC are available to assist students with technical questions on eCampus and all standardized software packages.

Resource Links:

Dallas Learning Solutions Web site at http://telelearning.dcccd.edu/Pages/default.aspx or visit the Dallas Colleges Online Web site at http://onlinee.dcccd.edu/.

Faculty eCampus Helpdesk: Call 972-669-6460 between 7 am and midnight. https://dcccd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=1_1

Student eCampus Helpdesk: Call 866-374-7169 24 hours, 7 days/week. https://dcccd.blackboard.com/webapps/portal/frameset.jsp?tab_tab_group_id=1_1

Quality Matters: https://www.qualitymatters.org/higher-education-program
Dual Credit Frequently Asked Questions

What is Dual Credit (DC)?
- Dual Credit courses are college courses that also count towards high school graduation requirements. Successful completion of the courses allows students to earn both high school and college credits simultaneously.

How do I get into the DC program?
- You will first need to complete an application. Next, you will need to submit the following, in addition to the application:
  1. Letter of Permission
  2. DCCCD Minor Consent Form
  3. Student Information Profile Sheet (completed in pencil)
  4. An Official Transcript
  5. Course Choice Enrollment Sheet (signed by parent, student and school official) A new form must be completed each semester.

Can I be in the program if I am home schooled?
- Yes, but the enrollment process is somewhat different than a public school student. In addition to the regular application process, we will need a contract signed between both CVC and the home school.

What kind of classes can I take?
- The courses you can take are dependent upon what score you make on the Accuplacer test. To enroll in courses, students must present a passing score in at least one area (reading, writing or math) on the Accuplacer Test or 11th grade exit-level TAKS scores. Methods of Instruction includes traditional classroom, self paced, online, open entry/open exit, telecourses, IDSL (Individual Distant Student Learning), DC-Net (Interactive Satellite), and TV Plus.

What is the Accuplacer test?
- The Accuplacer is a computer-based test that covers Reading, Writing and Math skills. There is no cost for the initial test. Three hours are the estimated time required to take the entire test. The Accuplacer provides immediate test scores.
Dual Credit Frequently Asked Questions continued…

What if I fail the Accuplacer test? Can I still take courses?
  ▪ You have two options:
    1. You can wait until the next semester to test again and try to make a passing score on at least one section of the Accuplacer
    2. You can take developmental courses, but CVC is not able to waive the tuition on development courses.

How do I know if I am enrolled in my classes?
  ▪ It depends on when you registered for your class. Normally, a Registration Summary (RS) will be mailed to the address you provided. The RS will show all classes the student is enrolled in for that semester. If you register late, you may be required to pick up your RS form the DC office. You can also access your class schedule on eConnect, a web interface that provides online student services.

How many classes can I take?
  ▪ First time DC student are limited to 2 classes the first semester and 4 classes any semester after that as long as you maintain a GPA above 2.0.

How can I check my grades?
  ▪ You can access your grades online using eConnect.

How do I get a transcript?
  ▪ You can either request a transcript on eConnect or request one at the main campus in the L building by completing a transcript request form, normally at the front main desk.

How do I drop my classes?
  ▪ Dual Credit students must discuss with their high school counselors if they wish to withdraw from their college course(s). Students who decide to withdraw must submit the required withdrawal form to the College Dual Credit Enrollment Coordinator or College Registrar by the published deadline to avoid a failing grade on their transcript. It is the responsibility of the student to officially drop a class.

Resource Link: http://www.cedarvalleycollege.edu/FutureStudents/DualCredit/default.aspx
Cedar Valley Early College High Schools include:

1. Cedar Hill Collegiate High School (Cedar Hill ISD) - started in Fall, 2008, Cedar Hill Collegiate High School enrolls approximately over 325 9th-12th grade students annually. In Spring, 2014, 67 of 81 graduating seniors earned an Associate in Arts degree and 80 of the 81 (99%) were within 12 credit hours of completing the degree. Collegiate had over 40 students in the CVC Phi Theta Kappa chapter, which was awarded Most Distinguished Chapter internationally. The class of 2014 was offered over $4.4 million in scholarships and volunteered 48,000 in service hours. Cedar Hill Collegiate High School has received a National Bronze Rank for High Schools by US News & World Report.

2. Kathlyn Joy Gilliam Collegiate Academy (Dallas ISD) – opened in the fall of 2008 with approximately 100 freshmen and has continued to add 100 more students each year. The school was designed to target first generation college students, low-income youth, students of color, English language learners, and other young people underrepresented in higher education. The goal is for students to graduate high school with up to 60 transferable college credit hours from Cedar Valley College. A new, state of the art facility for Gilliam was built by Dallas ISD and opened in Fall, 2011. In 2014, 80 of 136 seniors (71%) earned an Associate in Arts degree.

3. DeSoto Early College High School (DeSoto ISD) – will start in Fall, 2014 with 117 incoming Freshmen. It was developed based upon the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. The focus of the DeSoto ISD ECHS is exclusively college preparation for first generation college-bound students; however, enrollment is not limited to these criteria. Students who attend DeSoto ISD ECHS will be given the opportunity to earn up to 60 college credit hours in addition to their high school diploma. The first induction ceremony was held on April 30, 2014.

In partnership with the three ISD’s, Cedar Valley College creates a rigorous and relevant academic program through a challenging curriculum and in a caring, supportive environment that builds relationships and ensures an opportunity for all students to achieve academic excellence as determined by state and national standards. Through our partnerships, we are servicing the college readiness and academic needs of over 817 students in grades 9 - 12.

Dr S. Chuck McCarter
Director
CVC Early College High School
Scm3070@dcccd.edu
972.860.8154
Early College High School
Frequently Asked Questions

1. What exactly is Early College High School?

Early College High Schools are small schools designed so that students can earn both a high school diploma and an Associate’s degree or up to two years of credit toward a Bachelor's degree. Early College High Schools have the potential to improve high school graduation rates and better prepare students for high-skill careers by engaging all students in a rigorous, college preparatory curriculum and compressing the number of years to a college degree. Since 2002, the partner organizations of the Early College High School Initiative have started or redesigned more than 200 schools in 24 states and the District of Columbia. The schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate’s degree or up to two years of credit toward a Bachelor’s degree—tuition free.

2. How many ECHS programs does CVC have?

CVC has three separate programs which are administered by different agencies. Our ECHS with the Dallas Independent School District (DISD) was chartered by private donations (primarily from the Bill and Melinda Gates Foundation) in cooperation with the Communities Foundation of Texas and in partnership with the University of North Texas. The DISC ECHS is named The Kathryn Joy Gilliam Academy and it is located in South Dallas on I-35. It is named after long time Dallas educator and DISD board member.

Our ECHS with Cedar Hill and DeSoto Independent School District (CHISD) were approved and established by the Texas Education Agency which oversees the program. Since the rules which govern ECHS by TEA and THECB state that an early college high school campus must either be a “stand-alone facility” or a cordoned off space within another facility with its own entrances, the Cedar Hill and DeSoto ECHS are headquartered in B121 with dedicated classrooms close to the office. Ms. Jackie Fagan is Principal for the Cedar Hill Collegiate High School at Cedar Valley College. Ms Angela William is the Principal for DeSoto ECHS.
3. Why do ECHS students not pay tuition?
The DCCCD Board of Trustee has ruled that all dual credit courses are to be taught tuition free. Since the college courses that ECHS students take are dual credit (both high school and college), no tuition is charged. This arrangement can be reviewed by the District. By agreement between TEA and THECB, ECHS students may not be charged tuition or fees or be held responsible for purchasing their textbooks.

4. Who pays for the textbooks for ECHS students?
The CHISD and DISD absorb the costs for the textbooks.

5. As a professor, do I modify my instructional content or style for college courses?
All of the college courses taken by ECHS students are taught by college faculty (adjunct and full-time). College instructors are expected to teach classes which have college-level rigor to college students. The fact that ECHS students are also in high school should have no bearing on the instruction. The ECHS students met the same TSI criteria as any other student in class, and they should be treated exactly the same as any other student. Note: Any high school classes offered at CVC are taught by high school faculty.

6. Can ECHS students participate in student clubs and organizations?
Yes. Most of our ECHS students are members of various clubs on campus. Many are members of Phi Theta Kappa.

7. Is there an “early warning system” for ECHS students?
No. There is no specific program for ECHS students. However, instructors are encouraged to contact their respective Principal and Dr. Chuck McCarter if an ECHS student is not doing well in class or is not behaving appropriately.

8. How many ECHS students do we have?
By Fall 2014, the ECHS program will have over 817 total students in the three programs. Each year only about 100 new students are added at each high school and a like number will graduate. Many of the ECHS graduates will also earn their A. A. degree.
Nothing in this support document should be construed in a manner that limits the use of good judgment and common sense in matters not foreseen or covered by the elements of the appendix or any appendices hereto.

Emergency and/or Disruption

**Definition:** "a situation that poses an immediate threat to the health or safety of individual(s) at the location or significantly disrupts the whole location and/or district."

Examples of Emergencies and/or Disruption: Intruder Lock-down, Police Activity Lock-down, Severe Weather, Hazardous Spill, Gas Leak, Bomb, Campus and/or District Closure

Authorized Tests: authorized tests shall be conducted at least once during the fall and spring semesters.

Use of a District emergency alert notification system is limited to emergencies, disruptions, and authorized tests as defined in the above definition. Misuse of a District emergency notification system is grounds for disciplinary actions (following District Policy) up to and including termination.

Each District location will develop specific SOG’s (Standard Operating Guidelines) for sending out messages.

**1st Emergency Messages (Authorization):**
The DCCCD Central Police Dispatch has the capability to send out the initial pre-scripted emergency messages through the District’s emergency notification vendor. **Only** designated police or emergency management personnel designated by the District Area Commander can direct Dispatch personnel to send out a pre-scripted emergency message.

**District Emergency Notification System (Blackboard Connect):**
Messages sent out through Blackboard Connect go out to **ALL** addresses in the District.

**DCCCD Central Police Dispatch supervisors are authorized to send out pre-scripted messages to individual District locations if the National Weather Service issues a Warning that specifically describes the city and/or area in which the District property is located and the severe weather poses an immediate threat to public safety (examples: tornados, straight line winds). DCCCD Central Police Dispatch will develop specific SOGs (Standard Operating Guidelines) for sending out pre-scripted messages.**

**District Emergency Notification System & Severe Weather Warnings:**
The District notification system should only be used for severe weather warnings when the individual sending the message has information regarding severe weather that specifically describes the city and/or area in which the District property is located.

**Procedures for Authorizing Messages:**
After an emergency has been confirmed Central Police Dispatch will ask the police officer at the District location if a pre-scripted emergency message needs to be sent out. Dispatch will only send a message after verbal authorization by the police officer and repeating the verbal authorization back to the police officer.
Implementation of Procedures

Each location shall adopt and implement procedures including:

- Identification of employees authorized to activate the emergency notification systems.
- Set-up procedures that ensure an authorized individual(s) are available to broadcast an emergency message during the location’s operating hours.
- Set-up campus specific emergency alert message templates (See Support Document #55 for Pre-scripted Emergency Alert Messages template)

Terms for Emergency Alert Messages

The following terms will be used when sending out emergency messages:

- **Intruder Lock-down**: A threat and/or intruder(s) are inside a building or on campus. Example: individual firing a weapon or wielding a knife.
- **Police Activity Lockdown**: Location has been notified of a potential threat near the campus. Example: robbery suspect being chased by police.
- **Severe Weather Warning**: Immediate threat of severe weather which requires sheltering - in - place. Example: Tornado spotted in campus’s area.
- **Emergency Evacuation**: Bomb threat or actual bomb, suspicious mail, hazardous spill. Example: confirmed bomb in the building.
- **Shelter-in-Place**: Immediate threat of hazardous spill outside, gas leak, chemical / biological / radiological incident, other incident requiring sheltering in place. Example: hazardous spill due to vehicle accident on nearby street (Not a criminal activity).
**ASSUMPTIONS:**

- In an emergency, DCCCD Central Police Dispatch (Central Dispatch) and/or campus police will be the first district personal to be aware of the incident.
- DCCCD Central Police Dispatch and/or campus police are in the best position to confirm an emergency incident.
- All DCCCD personnel with notification responsibilities shall be signed up for text messages from the District's text message vendor.

**Emergency Alert Notifications**

<table>
<thead>
<tr>
<th>ACTIONS:</th>
<th>RESPONSIBILITY OF:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report(s) of an Emergency Incident(s)</td>
<td>Witnesses or individuals who have been informed of an incident.</td>
</tr>
<tr>
<td>Calls to 911 or in-person reports to a campus police officer regarding an incident on campus</td>
<td></td>
</tr>
</tbody>
</table>

| Confirmation of an Emergency Incident | Campus Police on Duty  
                                        | Central Dispatch  
                                        | Campus Police Supervisor and/or Officer on Duty |
|---------------------------------------|---------------------------------------------------------|
| Campus police will confirm incident   | Campus Police on Duty                                  |
| Central Dispatch will evaluate the content and number of calls related to the incident and will advise campus police supervisor and/or officer on duty | Central Dispatch  
                                                                                       | Campus Police Supervisor and/or Officer on Duty |

<table>
<thead>
<tr>
<th>Send Out Emergency Message (if incident is confirmed)</th>
<th>Campus Police Supervisor and/or Officer on Duty</th>
</tr>
</thead>
</table>
| Campus police supervisor and/or officer on duty will determine which of the pre-scripted emergency alert message templates to send out to the affected location(s) and/or segments – and advise Central Dispatch to send out the message through the District vendor | Campus Police Supervisor and/or Officer on Duty  
                                                                                       | Designated employees with access to location(s) PA system(s). |
| Employees with access to the location(s) phone PA and/or Fire PA will send out the same pre-scripted emergency alert message when they receive notification of the incident. If the system are not connected to the District’s notification vendor. | Designated employees with access to emergency alert system through the District vendor. |
| Employees with access to the emergency alert system through the district vendor will send the follow-up emergency message when they receive notification of the incident. | Designated employees with access to emergency alert system through the District vendor. |
| For District locations without regular campus police personnel the decision to send out an emergency message will be based on the content and number of 911 calls to Central Dispatch and/or the location’s employee’s awareness of the situation. | Central Dispatch Supervisor and/or BHC Police Supervisor  
                                                                                       | Location personnel with access to the notification system(s) |
| Employees with access to District websites will post the same pre-scripted emergency message when they receive notification of the incident. | Marketing/Communications personnel and/or designated employees. |
# Closing Notifications
(Does not include Inclement Weather)

<table>
<thead>
<tr>
<th>ACTIONS:</th>
<th>RESPONSIBILITY OF:</th>
</tr>
</thead>
</table>
| **Report(s) of an Incident(s)**  
An Incident such as a power outage, water-main break, communication cable break, etc. | Witnesses or individuals who have been informed of an incident. |
| **Confirmation of an Incident**  
The location CEO or designee will confirm the incident. | Location CEO and/or Designee on duty |
| **Send Out Message** (If incident is confirmed)  
Send the “Campus Closing” message from the pre-scripted message template.  
Determine if a notification system, Phone PA and/or Fire PA, media notification, and web postings are needed for notification of location’s closing.  
Send “Campus Open” message (if needed). | Location CEO and/or designee on duty  
Marketing/Communications personnel  
Location CEO and/or designee on duty  
Location CEO and/or designee on duty  
Location CEO and/or designee on duty |

## Closing Notifications
(Inclement Weather)

<table>
<thead>
<tr>
<th>ACTIONS:</th>
<th>RESPONSIBILITY OF:</th>
</tr>
</thead>
</table>
| **Monitor Weather Reports and Check Local Conditions**  
Chancellor or designee  
Location CEO or designee | Chancellor or designee  
Location CEO or designee |
| **Closing of District and/or Campus**  
The Chancellor’s Staff shall coordinate such action by conference call. Suspension of student-related activities means cessation of classes, registration, graduation or other similar activities.  
Closed means total cessation of all work activities.  
The college presidents shall establish a mutually acceptable plan for notifying appropriate news media concerning any changes to the normal college schedule.  
Only District Public and Governmental Affairs will send out text & voice messages. | The Chancellor or designee shall be the authority for the closing of District offices due to inclement weather.  
The college presidents shall have the authority to close college facilities under their supervision, or to suspend student-related activities when, in their judgment, inclement weather conditions make such action advisable in the interest of public safety. |
Emotional Crisis Plan

Definitions:

A crisis is a temporary inability to cope with a life problem and is usually accompanied by a high degree of emotional upset. The person in crisis may exhibit the following characteristics:

A highly emotional state, panic or anxiety

Signs of extreme stress (physiological/psychological)

Signs of extreme apathy

Signs of violent behavior to self or others, verbal or behavioral

Verbal communication that suicide is intended (subtle or overt)

Evidence of drug and/or alcohol abuse

Behavior inappropriate to the environment or context such as overt acts of anger

Extreme focus on relief

Great emotional upset such as uncontrollable crying

May make statements of hopelessness, defeat or inadequacies

Anyone can experience a crisis. If you think help is needed quickly in any situation, it is better to overreact than fail to recognize the problem. A certain succession of crisis events is a normal part of every person’s life. Crises do not continue indefinitely; they usually last one to six weeks.

Procedures for Emotional Crisis:

The following procedures are guidelines to follow with individuals in crisis. When intense feelings are involved, the potential for violence or disruption increases, and the ability to think rationally and use normal coping skills decreases. The goal of this process is to reduce the intensity of these emotions and provide a means of intervention that will allow the student to choose an action plan leading to a successful resolution of the problem(s).
Scenario I. Immediate Threat of Violence/Suicide:

If there is a threat of violence or an immediate threat of suicide, please contact the College Police (Dial 911 from a campus phone); and

Give your name and current location;

Give the nature of the situation, and your concerns;

Give the names of any person(s) involved and location;

Give any other pertinent information (i.e. presence of weapons, what role you are assuming, any direct requests of the College Police);

Identify if the individual is under a doctor’s or therapist’s care if known;

Return to the location of the emergency ONLY if safe to do so;

Contact the Vice President of Student Services at (972) 860-2931 or the Dean of Student Support Services at 972-860-8181 or 972-860-8119

Scenario II. No Immediate Threat of Violence or Suicide

If there is no immediate threat of violence or suicide, then contact Counseling Services at (972) 860-8119 or e-mail Grenna Rollings, Dean of Student Support Services at grollings@dcccd.edu with the same information as requested in Scenario I. A counselor will be assigned to follow-up with the student and situation in a timely manner.

The Counselor will:

Assess the nature and scope of the crisis by determining the individual’s mental condition and current support system.

Assess whether other internal departments, such as College Police, Disability Services, or Health Services need to be involved in the situation.
Assess whether the individual in crisis has been or is currently involved in any counseling, medical or therapeutic relationship on or off campus, and whether those resources need to be contacted.

Develop a plan of action with the student.

Make appropriate referrals to mental health resources on and off campus.

Write a summary of the situation which occurred on campus, the plan of action, and the recommendations that were made.

Maintain a written/electronic record in the office on the student, situation, and progress.

When appropriate, review the situation with the Dean of Student Success, and provide written/electronic documentation of the incident.

Reassess the situation periodically and make appropriate changes to individual plan.

Mental Health Issues - Community Resources

Safety: Please remember that the College Police are the only persons authorized by law to restrain someone or take them into custody if that person is threatening harm to him/herself or someone else. Don't hesitate to call for assistance; make sure someone else knows you are dealing with a person in an emotional crisis.

The Dallas Area Mental Health Mobile Crisis Unit *1-866-260-8000 (* requires LD code from campus phones)

Operates 24 hours a day, seven days a week; cost is FREE, regardless of income and insurance coverage

Area of Services: Dallas County, Collin, Ellis, Hunt, Navarro, and Rockwall Counties

Suicide and Crisis Center (214) 828-1000 (local) or 1-800-273-TALK(8255) (national)

24 HR Hotline; confidential telephone counseling, information, and referral; debriefing services available for the aftermath of suicide

Victim Intervention Center at Parkland (VIP) / Rape Crisis Center (214-590-0430)

Available by phone 24hrs/7days; provides services to people who have experienced family violence, intimate partner violence or sexual assault, either recently or in the past

UT Southwestern (214) 648-5249
Offers free mental health evaluations and free treatment if the student qualifies for any of their studies. If the person does not qualify, then UT staff can also refer to local mental health agencies.

Lancaster Outreach Counseling Center (972) 227-0190

Offers a sliding scale fee for personal counseling starting at $10/session up to $50; Call for an appointment.

Health Problems: Sometimes a student experiences an emotional crisis which is secondary to a physical health problem. Sometimes it is less intimidating for a student to schedule a visit with a medical doctor first.

Personal physician - If the student has a personal physician, the student should be encouraged to make an appointment. A doctor can determine if the problem is physical and, if not, the doctor can start the student on treatment that will help until the student can get further evaluation from a mental health professional.

Parkland’s Urgent Care Clinic (214) 590-5512 & Nurse Line (214) 266-8777

Medical services are free (no OBGYN services) at Parkland’s Urgent Care Clinic, and they are offered on a walk-in basis. Patients are then referred to the business services office to set up a Parkland insurance plan.

Social Problems: A student may experience an emotional crisis due to the stress of social problems such as not having a place to live, a way to pay bills, abuse, or other issues. Information about social services is available through:

The Community Council of Greater Dallas publishes a resource book that provides extensive information on all types of social services available in area. Hard copies are on reserve in counseling, the library, and health center. For an on line search, visit www.ccgd.org

Texas Community Helpline: Dial "211".

Victim Intervention Center at Parkland (VIP) / Rape Crisis Center (214-590-0430) Available by phone 24hrs/7days; provides services to people who have experienced family violence, intimate partner violence or sexual assault (recently or in the past)
Final Grade Submission Impact on Student Success

ALL FALL GRADES MUST BE INPUT AS SOON AS POSSIBLE AND PRIOR TO BY 5:00 P.M. on the Monday following finals. Grading through eConnect opens three days prior to the close of the term and remains open three days after the close of the term.

The input of final grades is a very important to the success of our students and institution.

- The student registered, paid and attended the class, so the class, so the student is expecting to see the grade earned for all of their hard work.
- With the new Federal Financial Aid regulations implemented summer of 2011, SAP (Standards of Academic Progress) is now reviewed at the conclusion of each term. Failure to report grades by the established deadline will result in an assignment of NR grade. NR grades WILL result in a delay of possible Financial Aid awarding. Many of our students at Cedar Valley College depend on their financial aid to continue their education because they do not have the personal funds to pay for their tuition and book.
- Failure to input grades by the deadline impacts the issuance of academic transcripts by the Admissions office. If a student is trying to transfer to another college outside of DCCCD and a grade of NR is posted on the transcript then the student could possibly be denied admission to that institution.
- New state reporting guidelines now require students to be graded. If a student is not graded, then funding could be impacted for our college. (We need all funding available in these hard economic times).
- External reporting of NR grades, to agencies such as the Veterans Administration or military assistance programs could negatively impact the student for future benefits.
- Students with NR grades attempting to graduate from DCCCD will have their graduation process delayed. Future state funding will also be based on completers.
- NR grades also impact academic standing, academic recognition, and prerequisite standing in the DCCCD system.
- SAP which is now run at the end of each semester for financial aid purposes is crucial as it impacts financial aid awards. We do not want to have a student lose any funding for upcoming semester or receive any funding that is not due to them and then burden the student with having to pay any funds back.
Grade Appeal and Change Process

A grade dispute shall not be considered later than the end of the semester following the semester in which the grade was awarded. In a summer session, the dispute must be initiated not later than the end of the following fall semester.

Student Grade Appeal Process

To assist the faculty in responding to a grade dispute, it is important to begin with the student's grade appeal process. Students who wish to dispute a credit course grade may sequentially follow the steps below unless the dispute has been resolved at a preceding step:

1. Discuss the dispute with the instructor who awarded the grade.
2. Discuss the dispute with the appropriate division dean.
3. Appeal, in writing, to the appropriate vice-president.
4. Appeal, in writing, to the college president, whose decision is final.

A student shall receive a written response within 10 working days after a written appeal. The appropriate faculty member shall be notified in writing regarding the resolution of the matter.

Faculty Response to Grade Appeal

Because the first step in the grade appeal process begins with the faculty that awarded the grade, it is recommended that the faculty consider the following guidelines:

1. Ensure that the division office and adjunct office has current contact information.
2. Retain class information with notes regarding grade calculation for a minimum of one year.
3. Notify the discipline coordinator of the student's request for a grade change.
4. Schedule a meeting with the student and coordinator to discuss the grade appeal.
5. If escalation is required, the coordinator will schedule a meeting with the appropriate division dean. If needed, the division dean will escalate to the vice president.
Grade Appeal and Change Process continued...

6. If grade change is appropriate, complete a Grade Change Form and follow the distribution guidelines.

7. The student has until the beginning of the following semester to completed a grade change.
Grade Information

Final grades are reported for each student for every course according to the following grading system. The criteria to earn a grade within the course and the college system of awarding a grade are to be included in syllabi and on the final grade report.

<table>
<thead>
<tr>
<th>Grade Points</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>*E</td>
<td>Effort</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>WX</td>
<td>Progress</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
</tbody>
</table>

*Used only with developmental studies courses.

Grade Point Average Calculation

Grade points earned for each course are determined by multiplying the number of points for each grade by the number of credit hours the course carries.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-hour credit</td>
<td>A = 4 points</td>
<td>2 x 4 = 8 points</td>
</tr>
<tr>
<td>3-hour credit</td>
<td>B = 3 points</td>
<td>3 x 3 = 9 points</td>
</tr>
<tr>
<td>4-hour credit</td>
<td>B = 3 points</td>
<td>4 x 3 = 12 points</td>
</tr>
<tr>
<td>3-hour credit</td>
<td>C = 2 points</td>
<td>3 x 2 = 6 points</td>
</tr>
<tr>
<td>Total = 12</td>
<td></td>
<td>Total: 35 points</td>
</tr>
</tbody>
</table>

Divide 35 by 12 to define a G.P.A. of 2.93
Grade Information continued...

Note: Form examples are reference in Section G, Forms.

**I Grades** - With permission from the instructor, an “Incomplete” grade may be granted in case of an emergency such as serious illness, a death in the family, etc. The “I Contract” must be signed by the instructor and student; the work must be completed within 90 days of the first class of the next regular semester.

**E Grades** - An “E” grade may be given when an instructor wishes to indicate that you have made progress in a developmental studies course. An “E” grade is non-punitive and is not computed. The “E” grade provides more flexibility for re-enrollment, particularly for students who do not achieve a C-level grade in a course. The “E” grade indicates below college skill level work, but shows that you participated in and attended the class and attempted to do the work in the course.

**WX Grades** - The grade of “WX” may be given when a student has not completed a minimum amount of work to receive a computable grade for the course. When this grade is given, a student receiving a “WX” contract must register for this course within 90 days of the first day of class of the next regular semester. Failure to do so generally results in the conversion of the “WX” to “F.”
Graduation Information

Residency Requirements for Graduation

Twenty-five percent of the credit hours required for graduation in any degree or certificate must be earned through instruction (not credit-by-examination) at the college of the DCCCD granting the degree. The degree for the program in which the student has majored is awarded by the college at which the technical occupational program is offered. If two or more colleges offer the program, the student will be awarded the degree from the school at which the majority of the hours have been completed. A student must be enrolled at the college from which he/she will graduate the semester he/she completes the required coursework for the degree.

Filing Degree/Certificate Plans for Graduation

Candidates for associate degrees should request degree plans from the Admissions Office upon completion of 30 semester hours; a student desiring a certificate should request a degree plan upon completion of 15 semester hours. Official transcripts of all previous college work must be on file at the time the request is made.

Students are graduated three times a year in May, August and December; however, a ceremony is held only in May. Students who graduate in the Summer or Fall may return to participate in the next May ceremony. Candidates for graduation must file graduation applications with the Admissions Office. The candidate must initiate his/her own degree plan. The Admissions Office will notify the student of his/her status as well as send the detailed information about the graduation ceremony and the arrival of diplomas and certificates. Candidates for any degree or certificate must complete the requirements set forth in the catalog the first year of enrollment unless he/she elects to graduate under a later catalog. To qualify for a second degree, the student must fulfill the residency requirements for the second degree and must complete all of the courses in the plan set for the second degree or certificate.

See Section G – Forms and Directions
Cedar Valley College  
Process for Handling Student Disciplinary Problems

Dallas County Community College District

Purpose
The purpose of policies about student conduct and discipline are to provide guidelines for the educational environment of the District. This environment views students in a holistic manner, encouraging and inviting them to learn and grow independently. Such an environment presupposes both rights and responsibilities. Free inquiry and expression are essential parts of this freedom to learn, to grow, and to develop. However, this environment also demands appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students must exercise these freedoms with responsibility.

Disciplinary problems within the classroom, learning lab or office area can range from a disturbance that simply affects the academic environment to a disturbance that represents a threatening situation.

Non-Threatening Situations
In the case of a disturbance that affects the academic or office environment, the following steps should be taken:

1. The instructor or staff member should:
   - Ask the student to step outside the classroom, learning lab or office into a more private area. Explain to the student how their behavior is causing a disturbance in the class, lab or office and impeding the learning and/or business process.
   - Attempt to get an agreement from the student that he/she will stop the disruptive behavior. For instructional areas, the instructor may want to put the agreement in writing and ask the student to sign it. Consult with the supervisor (dean or director) for any recommendations on how to best manage the situation. The student may also be asked to meet with the dean or director.
   - If the student continues his/her disruptive behavior, report this directly to the Vice President of Student Services.
   - This report should be in the form of a written correspondence (letter, e-mail, memo). The report should describe the disruptive behavior and summarize any meetings held with the student. The report should also specifically request that
Process for Handling Disciplinary Problems continued...

the Vice President of Student Services perform an investigation of the reported conduct problem using the procedures specified in the Student Conduct Code.

2. The Vice President of Student Services or a designated representative will:
   • Conduct an investigation.
   • Request a conference with the involved student(s) and request documentation of the incident from their perspective.
   • Determine appropriate educational sanctions and disciplinary action. Other involved individuals and administrators will be consulted as needed on the appropriate actions to be taken. The allegation may also be dismissed as unfounded.
   • Inform the student of the findings and disciplinary actions or educational sanction.
   • Take the necessary steps to ensure the actions are carried out.

Other potential violations of the Student Conduct Code (attached) should be reported to the Vice President of Student Services as soon as possible using the documentation process listed above. For incidents of alleged scholastic dishonesty, the instructor is responsible for grading of the assignment and course and for referral of the student(s) to the Vice President of Student Services for investigation of the violation of the Student Code of Conduct and the associated disciplinary process.

Threatening Situations
In the case of a disturbance that is deemed a threatening situation, the following steps should be taken

1. The instructor or staff should:
   • Immediately contact the college police.
   • Explain the threat to the college police.
   • Allow the college police to handle the threat and take the necessary action required by the situation.
   • Contact the Vice President of Student Services & Enrollment Management (Anna Mays, 972-860-2931, amays@dcccdd.edu) and make a full report of the threat.
Process for Handling Disciplinary Problems continued…

• This report should be in the form of a written correspondence (letter, e-mail, memo). The report should describe the disruptive behavior and summarize any meetings held with the student. The report should also specifically request that the Vice President of Student Services perform an investigation of the reported conduct problem using the procedures specified in the Student Code of Conduct.

2. The Vice President of Student Services or a designated representative will:
   • Conduct an investigation.
   • Involve the student in a due process conference and determine the appropriate educational sanction and disciplinary actions to be taken.
   • Inform the student of the findings and actions.
   • Take the necessary steps to ensure the actions are carried out.

The President or a designee may suspend a student immediately and without prior notice for an interim period pending disciplinary proceedings when there is evidence that the continued presence of the student on college premises poses a threat to himself or herself, to others, or to the stability and continuance of normal college functions. A student who is suspended on an interim basis shall be given an opportunity to appear before the President or a designee within (50) working days from the effective date of the interim suspension to determine if the student may return to campus and the class.
Cedar Hill Center  207 N. Cannady Dr.  Cedar Hill- Director- Toni Schubarth
The Cedar Hill Center (CHC) is a satellite building for Cedar Valley College, located in
Cedar Hill, TX. Non-credit programs are offered at the Center and the Small Business
Development Center is located here.
PHONE: 972-860-7800         FAX: 972-291-1320

College Address
3030 North Dallas Avenue
Lancaster, TX 75134

Admissions
Monday - Thursday  8:00am-6:00pm
Friday               8:00am-4:00pm

Advising/Counseling
Building L  Lobby - Student Information Center

Advising hours?
Monday-Thursday  8:30 am-7:00pm
Friday         8:30 am-5:00pm
(Student must be checked in 30 minutes before closing for Advising)

What is the fax number for Admissions?
972.860.8001

What is Financial Aid Call Center number?
972-587 2599

Financial Aid
Building L  Lobby - Student Information Center

What are Financial Aid hours?
Monday - Tuesday  8:00am-7:00pm
Wednesday-Thursday  8:00am-5:00pm
Friday               8:00 am-12:00pm

What is the fax number for Financial Aid?
972-860-5230
Transfer Inside Numbers (not published), please transfer only to these numbers
** indicates inside numbers (transfer only)

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Campus</td>
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</tr>
<tr>
<td>Admissions</td>
<td>2993, 8202, 2927, 0805, 2924</td>
</tr>
<tr>
<td>Advising</td>
<td>0806</td>
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<td>Bookstore</td>
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<td>Continuing Education</td>
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<td>Financial Aid</td>
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</tr>
<tr>
<td>Math/Science/Allied Health</td>
<td>5211</td>
</tr>
<tr>
<td>OSL (Office of Student Life)</td>
<td>8233</td>
</tr>
<tr>
<td>Tutoring Center</td>
<td>2974</td>
</tr>
<tr>
<td>VA Representative - Ann McCowin</td>
<td>972-860-8219</td>
</tr>
<tr>
<td>VA Representative - Ricky Sandoval</td>
<td>972-860-8219</td>
</tr>
<tr>
<td>International Advisor - Lucia Johnson</td>
<td>972-860-8016</td>
</tr>
<tr>
<td>TSI (Texas Success Initiative) - Kenneth Evans</td>
<td>972-860-8110</td>
</tr>
<tr>
<td>Recruitment - Fidel Guevara</td>
<td>972-860-8084</td>
</tr>
<tr>
<td>Rising Star - Karen Sonnier</td>
<td>972-860-8226</td>
</tr>
<tr>
<td>Dual Credit - Renee Dittmar</td>
<td>972-860-8065</td>
</tr>
<tr>
<td>Early College - Mireyda Mendez</td>
<td>972-860-8157</td>
</tr>
<tr>
<td>Graduation Inquiry - Admissions</td>
<td>972-860-8069</td>
</tr>
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</table>

**Spanish Translator**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lupita Navarro</td>
<td>972-860-8037</td>
</tr>
<tr>
<td>Lucia Johnson</td>
<td>972-860-8016</td>
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<tr>
<td>Fidel Guevara</td>
<td>972-860-8084</td>
</tr>
<tr>
<td>Yvette Contreras</td>
<td>972-860-5228</td>
</tr>
</tbody>
</table>
FREQUENTLY ASKED QUESTIONS

What is your school code?
For Financial Aid 014035
For Admission 003561

What are the dates and times for registration?
The dates/times for registration are in the schedule and listed on our website:
www.cedarvalleycollege.edu
Flex term courses are available and you may register up to the first day of class if space is available. Information regarding flex term classes is available in the CVC class schedule or on the website.  (Advisement/ Counseling Ext. 0806)

How can I get a schedule or catalog?
Schedules are available to view on the CVC website: www.cedarvalleycollege.edu
Catalogs are available to view only on the CVC website: www.cedarvalleycollege.edu

May I have an application mailed to me?
Applications may be accessed on the CVC website: www.cedarvalleycollege.edu
Under the link Prospective students - Applying to CVC; submit it online or print out the application to mail to the college. (If student does not have access to a computer, transfer to Admissions to request an application by mail- Ext. 2993/0805)

What do I need to apply to CVC?
Transfer to Admissions for assistance - Ext. 2993 or 0805

Are transcripts from all previous colleges required?
Yes, official transcripts from all previous colleges must be submitted to the Admissions Office.  (Admissions - Ext 2993/0805)

Who must sign up for Advising information sessions?
First time college students and transfer students with less than 6 college level credit courses are required to attend college orientation.  The orientation schedule is listed on the Cedar Valley College web page under the link Prospective Students - Registering for classes. Orientation information is also available in the Credit Schedule.  See page 11 of this guide for orientation dates/times (Advisement/ Counseling Ext. 0806)

Where/ How do I get a test referral form?
New student to college - Must attend an Advising Information Session or see an Academic Advisor to obtain a test referral form.  Re-testing forms can be obtained from an Academic advisor.  Student testing must present an advising report to the Testing Center along with a test referral signed by an Advisor.
Returning/transfer student - Must see Advisor
For more information transfer to Advisement/ Counseling Ext. 0806)
Do I need an appointment to test, what test times are available?
Transfer to the Testing Center - Ext. 8118

Do you require SAT/ACT scores?
SAT or ACT scores are not required to attend CVC, however, scores may be submitted for possible exemption from placement testing.
Are SAT/ACT scores on record – transfer to Admissions, Ext 8202/0805
Am I exempt due to SAT/ACT scores – transfer to Advisement, Ext 0806

What programs do you offer?
A list of programs is available in the course schedule and on the website:
www.cedarvalleycollege.edu under the link “Prospective Students” – Degrees and Certificate Programs

Where can I get transfer information/transfer guide?
University transfer and equivalency guides may be obtained from an academic advisor and from the web page @ www.dcccd.edu/trans
The college guarantees to its Associate in Arts and Associate in Sciences graduates the transferability of course credit to Texas public colleges and universities. Students pursuing these degrees will complete the college's core curriculum of 48 credit hours. By Texas State Law, the entire core will transfer as a block to all Texas public colleges and universities to take the place of the core curriculum of the receiving transfer institution. Students should work closely with an advisor in the choice of electives to ensure that the receiving institution has cooperated with the college in the development of Transfer and Equivalency Guides that clearly indicate how the receiving institution accepts the selected elective courses in transfer.

To ensure guaranteed transfer, students are strongly encouraged to check with the university where they plan to transfer. No university shall be required to accept in transfer toward a degree, more than 66 semester credit hours of academic credits earned by a student in a community college. Universities, however, may choose to accept additional credit hours. Also, all public colleges and universities must offer at least 45 semester credit hours of academic courses that are substantially equivalent to courses listed in the Lower Division Academic Course Guide manual, including those that fulfill the lower-division portion of the institution's core curriculum.

How do I register for classes and is phone registration available?
Phone registration is not available at this time. New students must attend an Advising Information Session, test, and meet with an advisor to register. Returning students may register online if eConnect eligible. If you are not eligible to eConnect, and you are unable to register on campus, you may assign proxy for someone to register for you. The proxy will need a copy of your driver’s license and written permission authorizing the specific classes for registration. (Additional information - Advisement - Ext 0806)
What are the criteria for online registration?
A student must be in good standing, no restrictions, TSI waived, met, or exempt in all areas. *(Additional information - Advisement - Ext. 0806)*

Do I have to schedule an appointment to see an advisor to register for my classes?
No, advisors are available on a walk-in basis. *(To speak to an advisor - transfer to Advisement - Ext. 0806)*

What are distance learning classes? Online - (INET) A class that takes place via the Internet, using a software tool called Blackboard, which allows instructors to place course content in a password-protected site that only students who are registered for the class can access. Students can access these courses anytime day or night from any computer that has an Internet connection. As with a campus class, students have assignment due dates; and if the class has online exams, exams may have due dates as well. Typically, students and instructors will interact with each other via e-mail, telephone calls and discussion boards.

Questions concerning distance learning classes? Please contact:
Janell Nelson
972-860-8092

What are the procedures to drop/withdraw from class/classes?
The date for withdrawal is published in the class schedule every term.

It is your responsibility as a student to drop or withdraw. If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. Failure to do so will result in your receiving a performance grade, usually a grade of “F.” Should circumstances prevent you from appearing in person to withdraw from the college, you may withdraw by the following:

- Mail or FAX the appropriate drop form to the registrar. Please indicate which courses and complete the form in its entirety. Provide a copy of your picture I.D
- Use the eConnect online registration system. You must be eConnect eligible to use this system.

A drop/withdrawal request by any means must be received in the Registrar's Office by the official drop/withdrawal deadline. No drop or withdrawal requests are accepted by telephone. *(Additional information transfer to Advisement - Ext. 0806)*

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Who do I need to contact to change/dispute a grade?

Grade Change - If a student believes that an error has been made in determining a course grade, you should contact the instructor or appropriate division office as soon as possible. **A grade dispute will not be considered later than the end of the term following the term in which the grade was awarded. In a summer term, the dispute must be initiated no later than the end of the following Fall term.**

Appealing a grade - Students who wish to dispute a credit course grade may sequentially follow the steps below unless the dispute has been resolved at a preceding step:

1. Discuss the dispute with the instructor who awarded the grade.
2. Discuss the dispute with the appropriate division dean.
3. Appeal, in writing, to the appropriate vice-president.
4. Appeal, in writing, to the College President, whose decision is final. A student shall receive a written response within 10 working days after a written appeal. The appropriate faculty member shall be notified in writing regarding the resolution of the matter. **What is your grading system?** Final grades are reported for each student for every course according to the following grading system

<table>
<thead>
<tr>
<th>Grade Interpretation</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent 4 points</td>
</tr>
<tr>
<td>B</td>
<td>Good 3 points</td>
</tr>
<tr>
<td>C</td>
<td>Average 2 points</td>
</tr>
<tr>
<td>D</td>
<td>Poor 1 point</td>
</tr>
<tr>
<td>E*</td>
<td>Effort Not computed</td>
</tr>
<tr>
<td>F</td>
<td>Failing 0 points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete Not computed</td>
</tr>
<tr>
<td>WX</td>
<td>Progress Not computed; re-enrollment required</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn Not computed</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Not computed</td>
</tr>
</tbody>
</table>

*Used only with developmental studies courses*
What is my student classification?

Freshman - A student who has completed less than 30 hours.

Sophomore - A student who has completed at least 30 hours but has not received an associate degree and who does not have upper division standing at a four year institution.

Part time - A student carrying less than 12 hours in a regular semester and fewer than 4 hours during a summer session.

Full time - A student carrying 12 or more semester hours in a regular term and 4 or more hours during a summer session.

How do I request a transcript? Is there a fee? (Admissions) – Ext. 8202/0805

A fee is not charged for transcript requests.
You may request a transcript:
-Online through E Connect
-In person at the Student Information Center in Building “L”

-By phone if student wishes to pick up the transcript or have it sent to another college/university.

-By fax @ 972-860-8001. Must include Name, SSN/ID number, signature, copy of Driver’s License and address where transcript is to be mailed.


Candidates for associate degrees should complete a degree plan request at the Student Information Center in Building “L” upon completion of 30 semester hours; a student desiring a certificate should request a degree plan upon completion of 15 semester hours. Official transcripts of all previous college work must be on file at the time the request is made.

Candidates for graduation must file graduation applications at the Student Information Center in Building “L” at the beginning of the Spring semester. Students are graduated three times a year in May, August and December; however, a ceremony is held only in May. Students who graduate in the Summer or Fall may return to participate in the next May ceremony. The Admissions Office will notify the student of his/her status as well as send the detailed information about the graduation ceremony and the arrival of diplomas and certificates.
Candidates for any degree or certificate must complete the requirements set forth in the catalog the first year of enrollment unless he/she elects to graduate under a later catalog. The candidate must initiate his/her own degree plan. To qualify for a second degree, the student must fulfill the residency requirements for the second degree and must complete all of the courses in the plan set for the second degree or certificate.

(For more information transfer to Admissions) - Ext. 8069

What are the residency requirements for graduation?
Twenty-five percent of the credit hours required for graduation in any degree or certificate must be earned through instruction (not credit-by-examination) at the college of the DCCCD granting the degree. The degree in which the student has majored is awarded by the college at which the technical occupational program is offered. If two or more colleges offer the program, the student will be awarded the degree from the school at which the majority of the hours have been completed. Students must be enrolled at the college they will graduate from during the semester they complete the required coursework for their degree.

(For more information transfer to Admissions) - Ext. 8069

Where can I find the class holidays and the academic calendar?
Refer to the current class schedule or check the website: www.cedarvalleycollege.edu under the link “Current Students” – “Academic Calendar”

How do I change my name/address/email?
Changes may be made at the Student Information Center in Building “L”. Documentation will be required for any name changes. (For more information transfer to Admissions - Ext. 8202 or 0805 )

How can I get enrollment verification?
Submit a request at the Student Information Center in Building “L” (For more information transfer to Admissions - Ext. 8202 or 0805

How do I receive a refund on a class?
Refund dates are listed in the class schedule. (For more information transfer to the Cashier’s Office - Ext. 2994)
What are tuition costs? Do you have a payment plan?*

Tuition is the dollar amount a student pays for his or her academic instruction. It is based on credit hours and place of legal residence. Residency status is determined during the admissions process, based upon documented evidence of residence (See page 10)

Students are allowed to pay installments during the Fall and Spring semesters.

The following conditions apply:

- A nonrefundable, $15 charge is due when the installment plan is initiated.
- At the time the plan is initiated, 50% of the tuition owed must be paid. Also, 50% of the tuition for any classes added between the day the plan is initiated and the Friday of the first week of classes must be paid at the time the class is added.
- Tuition for flexible-entry courses may not be paid in installments unless added to the installment pay plan prior to close of business of the Friday of the first week of classes for the term in which the pay plan is initiated.
- Course credit may be denied if payment in full has not been made by the end of the semester.
- A promissory note must be signed when the first payment is made.
- If courses are dropped, the refund (if any) is applied to the balance due.
- If courses are dropped and no refund is due, the balance must still be paid in full.
- A $10 late charge is applied to a late payment (maximum of $20 per pay plan).
- Payment due dates and amounts are ½ at the time the pay plan is initiated, ¼ before start of the 6th class week, and the final ¼ before start of the 11th class week.
- If you drop or switch a class, please update your payment plan.
- The day to drop with a “W” and the day to drop for a refund are totally different. For these dates, please refer to the catalog, E-connect or call Cashiers’ office.
- Students that pay with a credit/ debit card, refund will be automatically refunded back to the card within 5 to 7 business days. Students that pay with cash or check need to obtain a higher one card for their refund.
- Last day to get a full refund is the day before class starts. First day of class is 70%, after certification day, it is 25% . After this date, there are no refunds. Dates on refunds and percents are listed online.
Tuition Schedule

<table>
<thead>
<tr>
<th>Semester Credit Hours</th>
<th>In-County Tuition</th>
<th>Out-Of-District Tuition</th>
<th>Out-of-State or Out-of-Country Tuition</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$97</td>
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<tr>
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<tr>
<td>9</td>
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<td>970</td>
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<tr>
<td>14</td>
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<td>16</td>
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<tr>
<td>19</td>
<td>988</td>
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<tr>
<td>20</td>
<td>1,040</td>
<td>1,940</td>
<td>3,060</td>
</tr>
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</table>

Effective Date: Spring, 2013 TUITION FEES

1. **Dallas County Residents** $52 per credit unit or a minimum of $52
2. **Out-of-District Residents** $97 per credit unit or a minimum of $97
3. **Out-of-State Residents** $153 per credit unit or a minimum of $200
4. **Out-of-Country Residents** $153 per credit unit or a minimum of $200

Most distance learning students who live out of state will be charged an additional $55 per credit hour for distance learning tuition. See the complete schedule for out of state tuition at: https://www1.dcccd.edu/catalog/tuition/schedule.cfm?loc=3*Tuition rates are subject to change without notice.
eConnect Information

The Dallas County Community College District offers students’ eConnect, a Web interface that provides online student services. The Student Menu allows you to:

- Complete your admissions application
- Search, register and pay for credit classes
- View your credit class schedule and grades
- Access your financial information
- Buy your books online
- Access your student records
- Add/change your email address
- Fill out your Student Information Profile
- Request privacy of your directory information
- Request a transcript

Instructions for using eConnect

Logging in for the FIRST time? Follow the steps below:

1. Go to Activate My eConnect Account @ www.eConnect.dcccd.edu
   Under the Credit Student Menu click student menu
   On right side of page under “My eConnect Account” click Activate My Account

2. Complete the form, and press Submit to activate.
   This will set your password to your date of birth in mm/dd/yy format.
   Example: For a birth date of April 8, 1985 the password is 040885.

3. Go to the Log In screen.

4. Log in with your Student/Log In ID and use your date of birth as your password.
   Example: For a birth date of April 8, 1985 the password is 040885.
   Note Credit Students: If you receive an error message saying your password (date of birth) is incorrect, please contact your Admission/Registrar office to verify the date of birth in your student record. (Admissions Ext. 2993 or 0805)

5. Change your password and create a password hint.*
   *This will be the password you use the next time you log in to eConnect.
   For security reasons, your password hint cannot contain your password.

Note:
After six (6) log in attempts with an incorrect password, your account will be disabled for 45 minutes. Please do not attempt to access your account during this time period as it will only extend the time your account is disabled. It is highly recommended that you use the Forgot/Reset My Password screen before attempting to log in again.

- Econnect requires you to change your password every 90 days.
- If you do not change your password within two (2) days of activating your account, you will be required to use the Forget/Reset My Password screen to reset it back to your birth date.
DCCCD Campus Telephone Numbers:

Brookhaven College  972-860-4700
Dallas Telecollege    972-669-6400
District Office      214-860-2135
Eastfield College    972-860-7002
El Centro College    214-860-2037
Mountain View College 214-860-8680
North Lake College   972-273-3000
Richland College     972-238-6194

Fall 2013 Advising Information Sessions (L building)

All first time students and transfer students with less than 6 college level courses are required to attend an Advising Information Session. Advising information Sessions are available online at www.cedarvalleycollege.edu under the “Prospective Students” column. You must also schedule a time to attend an Advising Information Session by making an appointment at the Student Information Center in the “L” building.

The orientation schedule is as follows:
(Additional times may be added as needed)

<table>
<thead>
<tr>
<th>Tuesdays</th>
<th>Fridays</th>
<th>Additional dates/times</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:30 p.m.-7:00 p.m.</td>
<td>10:30 a.m.- 12 Noon</td>
<td>TBD</td>
</tr>
</tbody>
</table>

For more information, please call the Advisement Center at 972.860.8262. or ext 0806

January 21, 2014 Spring Semester Classes Begin
How to get to Cedar Valley College

If you are coming in on Interstate 20, get off at the Lancaster Rd exit (marked on the map as 342) and head south toward the college. When you arrive, take the second marked entrance on your left through the main gate to the parking areas.
Please keep a CVC schedule and Telephone Notebook at your phone stations.  
**Answer general questions only - all other questions, transfer to proper area or take a message and deliver to area/staff as requested.**

**Please deliver messages to following staff:**
- Advisement Dept. - Paula Rattler, L152
- Counseling Services- Julie Boatman, L108
- Admissions - Lucia Johnson, L130
- Financial Aid - Christopher Williams, L134

**Be polite, pleasant and courteous when answering the telephone.** The way a telephone is answered conveys an image of the institution. There is no visual and physical contact between the caller and the person who answers the telephone; you must project courtesy despite your state of mind. The voice should be pleasant; warmth, sincerity and concern should be projected. Even when rushed, try to appear calm and unhurried while leading the call to a conclusion. Always be polite.

Listen carefully and avoid asking callers to repeat what has already been said. However, this does not apply to numbers, addresses and names. In order to have correct information, numbers should always be repeated and names should be spelled to the caller to ensure accuracy.

**Answer promptly any telephone that rings in the office.** When an employee is busy or absent from a desk, and the phone rings someone else in the office should answer the phone quickly, please remember not to keep a person on hold for an extended period. An unanswered telephone suggests that employees are too busy to service students. Maybe you are busy, but students are very important—thank you for assisting our customers!

**Thank you for your assistance in putting our students first and continuously improving our services to them!**

Rev. 7/11/13
# L BUILDING NUMBERS

## Deans
Jarlene DeCay, Enrollment Management  
0800  L147  
Grenna Rollings, Student Support Services  
8181  L138

## Admissions
Lucia Johnson  8016  L131  
(Director/Registrar)  
Diana Lira  8069  L127  
(Degree Auditor)  
Kenneth Evans (TSI)  8222  L146  
(Associate Registrar II)  
Evelyn Brooks (PT)  0805  L164A  
Frances Lumby  8202  L164A  
Leah Duham (PT)  0805  L164A  
Phong Khong  2924  L164A  
Dalene Jones (PT)  5262  L129  
Louvain Guiomard  8025  L164A  
Bethany Ivie (PT)  0805  L164A  
Johnnie Birks (PT)  0805  L164A  
Warren Harris (PT)  0805  L164A  
Garrett Hunter  2927  L164A  
Stephanie Emeigh (PT)  0805  L164A  
Lakeita Oliver  0805  L164A

## Recruitment
Fidel Guevara  8084  L157  
Selam Hailemariam  8220  L156
**L BUILDING NUMBERS – cont.**

**Advising**

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janice Nance</td>
<td>0808</td>
<td>L161</td>
</tr>
<tr>
<td>Donna French</td>
<td>5238</td>
<td>L149</td>
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<tr>
<td>Frank Blair</td>
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<tr>
<td>Henri Dally</td>
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<tr>
<td>Paula Rattler</td>
<td>0806</td>
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<td>Bob Stewart</td>
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<td>Patsy White</td>
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<td>Richard Lasco</td>
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<tr>
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**Disability Services**

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<tr>
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<tr>
<td>Krystle Singleton</td>
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<tr>
<td>Julie Boatman</td>
<td>8119</td>
<td>L108</td>
</tr>
<tr>
<td>John Graf</td>
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<td>L108</td>
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**Business Office**

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<tr>
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<tr>
<td>Vanessa Ruiz</td>
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L BUILDING NUMBERS –
cont.

**Testing Center**
Main  8118  
Jonas Young  8106  L113A  
Melissa Przybylski  2902  L113  
Pam Smith  2905  L113B  
Virginia Pate  2904  L113C  
Tim Wagner  8118  L113  
Cory Flowers  2903  L113

**VA Rep**
Ann McCowin  8219  L135  
Ricky Sandoval  8219  L135

**Counseling Services**
Chaelle Norman  8199  L139  
Connie Stein  8235  L141  
Robin Washington-White  8282  L140

**Financial Aid (Call Center 972-587-2599**
Cathryn Adams  0812  L133  
Chris Williams  8298  L134  
Matt Spohn  2923  L144  
Maria Ferrer  2928  L145  
Terilyn Yancy  8271  L143  
Hall Desks 0809 and  0810  L132

**Bookstore**
Main  2900
Honors Program Requirements

Eligibility Criteria for the Honors Program at Cedar Valley College

To qualify for honors credit, students must satisfy at least one of the following:

- A 3.5 high school GPA
- A 3.5 GPA in at least 12 transferable units (courses 1-99) at Cedar Valley College
  - 3.0 GPA or higher in 30 college hours

Students must also satisfy ONE of the following requirements:

- A combined SAT score of 1000 or above or ACT score of 26 or higher
- The successful completion of three advanced placement (AP) classes in high school with a grade of “B” or better
- meet the requirements of the Texas Success Initiative (TSI), which include assessment testing, or have taken the ACCUPLACER assessment.

Program Completion Requirements

- Enrollment in a minimum of two semesters
- Maintenance of a GPA of 3.5 or higher
- Completion of 12 semester units in Honors Program classes or contracts
- Completion of an associate degree or fulfillment of admissions requirements to a four-year institution
- Exit Interview

For additional information, please contact the Honors Program Coordinators: cvc-honorscollege@dcccd.edu or (972) 860-8272. Co-coordinators: Professor Fernando Contreras & Dr. Tommy Thompson

NOTE: Honor Program Forms are included in the Section G: Forms and Documentation
Reminder on Inclement Weather & Emergency Notifications

Given that we are coming up on the time of year for inclement weather, Risk Management would like to refresh everyone’s memory (Blackboard connect Users & Other interested parties) on the procedures for the District's new notification system with Blackboard connect (DCCCD Emergency Alerts).

**Inclement Weather Closings:** Only District Public and Governmental Affairs will send out and/or authorize messages on Blackboard connect (DCCCD Emergency Alerts) on Inclement Closings. District locations will still post messages on their web-sites, social media accounts, and phone mailbox systems. Everyone with contact information in Blackboard connect will receive every message sent through Blackboard connect. Unless an individual has gone into eConnect under "My Personal Information" and "DCCCD Emergency Alerts Information" and added a text phone number or voice phone number and/or a new e-mail address to the system they will only receive an e-mail to their e-mail address currently in the system.

**Other Emergency Notifications**
Emergency Messages through Police Dispatch: Only designated police or emergency management personnel can direct Central Police Dispatch personnel to send out a pre-scripted "canned" emergency message through Blackboard connect. Dispatch will decline a request from any other District employee. College personnel can still send out emergency messages through their individual account access to blackboard (always confirm the incident per Clery Act) and are expected to send out all follow-up emergency messages (updates regarding the incident). Dispatch will not send out follow-up messages due to 911 Calls and Radio traffic volume.

Attached is a copy of the "Emergency Alert message Notification Procedures (Support Document #54) which is part of the District's Emergency Operations Plan" signed by the Chancellor's Staff in February 2012.

If you have any questions or need clarification, please call or e-mail

Thanks,

J. Brigham Wilcoxson
Assistant Director
Risk Management
(District Emergency Management Coordinator)
Dallas County Community College District
District Service Center
4343 IH-30
Mesquite, Texas 75150-2095
(972) 860-4048 OFFICE
bw@dcccd.edu
(972) 860-4039 FAX
Journey to Success General FAQs

What is Journey to Success/Datatel Retention Alert?
Journey to Success is a program designed to help students identify and overcome obstacles during the pursuit of their academic career. Retention Alert is a Datatel/Colleague software module and tracking tool that is part of Journey to Success.

What is a Journey to Success coordinator?
Journey to Success coordinators at each college manage the program at the campus level and supervise success coaches at their colleges.

What is a success coach?
Success coaches engage with students face-to-face and/or by email or other methods of correspondence to help them identify obstacles they might be having that affect their success in school. Success coaches are there to be a support system for students and to help them make plans for their future.

What is the role of a faculty member?
Faculty members are responsible for "opening a case" for a student using the Faculty Menu in eConnect. If a faculty member identifies a student behavior that may interfere with the student's academic success, it is expected that the faculty member will talk to the student about the situation before opening a case. The Journey to Success program is not meant to replace individual interaction with a student but is meant as an extra support system to assist with that student's retention. Once a faculty member opens a case, the student's assigned success coach will meet with the student and provide additional information, assistance, coaching or advice regarding the student's academic needs.

How is a student assigned to a success coach?
At most colleges, when a faculty member opens a case, the Datatel Retention Alert module will automatically assign a success coach based on the student's last name. Some of the colleges of DCCCD assign success coaches by class section rather than assigning them alphabetically by the last name of the student.

Can I receive SEU credits for completing training?
Yes! Once online training has been completed successfully, contact your college JTS Coordinator.

Journey to Success Faculty FAQs

What is the role of a faculty member?
Faculty members are responsible for "opening a case" for a student using the Faculty Menu in eConnect. If a faculty member identifies a student behavior that may interfere with the student's academic success, it is expected that the faculty member will talk to the student about the situation before opening a case. The Journey to Success program is not meant to replace individual interaction with a student but is meant as an extra support system to assist with that student's retention. Once a faculty member opens a case, the student's assigned success
coach will meet with the student and provide additional information, assistance, coaching or advice regarding the student's academic needs.

_Can I report disciplinary problems through Retention Alert?_
No. You should report those problems via the recommended channels at your college.

_Why would I open a case?_
You might open a case due to:

- Attendance issues
- Missing/late assignments
- Low grades
- Low participation
- Personal concerns
- Lack of course materials

_In the Datatel Retention Alert module, under Type of Concern, one of the choices is personal concerns. What do those include?_
This would include, but is not limited to, such concerns as divorce, court appearances, day care and health issues. This category is by necessity less specific than the other categories.

_How will I know when to open a case?_
There are no specific guidelines for when to open a case. It can depend on your teaching style. For example, if you pack necessary information into the first few class sessions, then students who miss those classes could be at a disadvantage. In that case, opening a case early would make sense.

_How detailed should faculty members be when referring students to the program?_
Keep FERPA in mind when writing anything about a student in the Datatel Retention Alert computer system. As a reminder, FERPA stands for the Family Educational Rights and Privacy Act. It is a federal law that protects students by basically giving them the right to inspect and review education records. That means that you should assume that anything you write about a student becomes part of a student's educational record, which can be inspected/reviewed by the student, as well as subpoenaed by the courts. Be accurate and objective in what you write.

_Is written permission from students required to participate?_
No. This is a voluntary program, designed to help students succeed. We won’t require students to participate, so we don’t need their written permission. Even if a faculty member opens a case, a student is not required to meet with a success coach.

_What do I do if I think a student might be in danger or might be a danger to herself or others?_
Follow your college’s protocol for dealing with that situation. If you would normally enlist help from police or a counselor, for example, do so. If you are unsure what to do, contact your college’s Journey to Success coordinator.

_Can a student self-select to take part in Journey to Success?_
Yes. Any student who asks to receive help from Journey to Success will be included in the program and will be assigned a success coach as long as one is available.
Whom do I contact if I have questions about the Journey to Success program or the Retention Alert module in Colleague?
The best source of information will be the Journey to Success coordinator at your college. This website also has useful information.

Journey to Success Coach FAQs

What is a success coach?
Success coaches engage with students face-to-face and/or by email or other methods of correspondence to help them identify obstacles they might be having that affect their success in school. Success coaches are there to be a support system for students and help them make plans for their future.

How many students will a success coach be assigned?
The number varies by size of location, number of success coaches and number of classes. The Journey to Success coordinator at each location is the best person to contact if you have questions.

What if a success coach has reason to think a specific student should not be assigned to him or her?
The success coach can contact his or her college’s Journey to Success coordinator, who has the ability to reassign students.

Student Journey to Success FAQs

Do you sometimes feel overwhelmed trying to juggle school, work and your personal life? Get help from Journey to Success!
Journey to Success is a program at your college that helps you improve your study habits and organize your life so that you can achieve your academic and career goals.

We team you with a success coach who volunteers his or her time to help you. The success coach will connect you to the college services or information you need to succeed. All of the success coaches are DCCCD employees and have received training on how to be an effective coach. The program is absolutely free to you.

View this video on YouTube. | View a transcript of this video.

What Else Can a Success Coach Do for Me?
Success coaches will provide you with support and encouragement when you need it. They also may assist you with the following:

- Free student services
- Grant and scholarship information
- Library resources
- Counseling referrals
• Study skills
• Time management

Success coaches will not replace your instructors or the free tutoring is available at your college. If you have challenges with a course, your instructors should always be your first point of contact.

How Do I Request a Success Coach?

Contact the Journey to Success coordinator at your college. Tell the coordinator that you want a success coach. The coordinator will assign a success coach to contact you by email or telephone. Note: Not all of our colleges allow students to request a success coach. Some colleges only accept referrals from your professor.

Make sure your official records in eConnect have up-to-date phone numbers and email addresses so your success coach will be able to reach you. (You can check and update your contact information by logging in to your eConnect account and clicking on the “Change Email Address” and “Update Phone Numbers” links under My Personal Information.)

What If I Have Questions?

For more information, contact the Journey to Success coordinator at your college.

JTS Coordinator FAQs

What is the procedure for awarding SEU credits?

• Send an email to District Organizational Development (DOD) office, currently Crystal Roberts, certifying that the person has completed the required training and should be awarded SEU credits.
• Include which credit should be awarded:
  o XJTS – 1001 = Faculty
  o XJTS – 1003 = Success Coach
  o XJTS – 1002 = Retention Coordinator
  o XJTS – 3000 = Special Topic
• Include employee’s Colleague ID number

Upon receipt of the first list of employees who completed training for the current term, the DOD office creates one district section for each course. As lists are received from JTS coordinators, DOD grades/awards credit. At the end of each term DOD provides a list, sorted by college, to the provost of Educational Affairs, currently Dr. Sharon Blackman, of employees who were awarded credit.
LIFEMAP

LifeMap is a process of the student setting goals for his/her education, career and life — and making plans to see those goals through. LifeMap is about the student using what’s available to reach his/her goals, whether that’s a Web site, a reference guide or people: Cedar Valley staff and faculty, family, and friends. The power of one-on-one help can’t be underestimated when it comes to getting through college successfully.

LifeMap is:

• A student’s plan of action for utilizing Cedar Valley resources to achieve his or her career and educational goals.
• Students’ guide for figuring out where they are going and easy step-by-step directions for getting there.
• Cedar Valley’s planning process through which students identify and achieve their career and educational goals.

Cedar Valley College is dedicated to helping students achieve their career and educational goals. Whether the student is here to take a few courses, to improve job skills, or to earn a degree, Cedar Valley is organized to assist students with their plans.

Coming to college is like starting anything else that is new. It takes a while to learn the “lay of the land” and all of the “insider tricks” for success. With LifeMap, our aim is to reduce the anxiety and confusion of starting on a new “journey” and to help students “get on the road” quickly and comfortably. Faculty and staff are willing to serve as “partners” with you in your journey. Early in your experience at Cedar Valley, you will have interaction with Advising Center staff through New Student Orientation. Faculty and advising staff partnered to assist students with their career and educational planning and implementation process. We describe this process as:

A --> As --> AS --> aS --> S

“A” stands for “Advisor or Faculty” member, “S” stands for “Student”. We understand that at first a student may need extra assistance from Cedar Valley faculty and staff to get started on our “journey”. We welcome the opportunity to provide the information and support needed. However, our expectation is that as the student gains experience at Cedar Valley, he/she will become increasingly self-sufficient in implementing career and
LIFEMAP continued...

educational goals, until he/she are totally directing his/her own learning process. Once a student learns this process, he/she will be able to repeat it when needed throughout life.

LifeMap is based on Valencia College’s developmental advising model. Developmental advising is a student-centered approach that fosters advising alliances among students, faculty, and other college professionals. This alliance develops through mutual trust, shared responsibilities; and commitment to helping students to identify, clarify, and realize their personal, academic, career, and life goals. Developmental advising is an ongoing growth process that assists students in the exploration, clarification, communication, and implementation of realistic choices based on self-awareness of abilities, interests, and values. The results for students are social and academic integration, educational and career plans, and acquisition of study and life skills.

WHAT BENEFITS WILL STUDENTS GET FROM LIFEMAP?

LifeMap enables students to:

- Learn how to make a plan and implement goals.
- Achieve educational and career goals in a shorter time.
- Understand how courses relate to personal goals and chosen career.
- Maximize use of Cedar Valley’s resources (faculty, staff, programs, services).
- Stay in college and complete their degree.

How do students get started with LifeMap?  http://lifemap.cedarvalleycollege.edu/

To get started, students develop an educational and career plan as they:

- Interact with faculty about their goals.
- Enroll in EDUC 1300 or HDEV 0092.
- Use the LifeMap web-based planning tools to design and save his/her educational and career plans.
- Discuss his/her plans with a Cedar Valley advisor or mentor.
LIFEMAP continued...

**Students are using LifeMap when they:**
- Have well-defined educational and career goals.
- Have an educational plan that supports their career plan.
- Use Cedar Valley resources to implement their plan.
- Successfully complete their educational goals.

**Students use it to:**
- Keep track of things — especially homework assignments
- Manage his/her time better
- Find out about college resources and policies
- Look for guidance on choosing classes and careers

**LIFEMAP SYSTEM**
The LifeMap system features four stages that assist students progress through his/her path toward graduation. Each stage is clearly identified by the number of college level credit hours. The system’s links provide planning tools to help the student develop and implement educational and career plans.

**Programs**
The LifeMap Programs and Services navigation links on the tool bar direct the student on how to progress through Cedar Valley College programs and services.

**Success Indicators**
The LifeMap Success Indicators navigation links are available to help the student determine when he/she is ready to progress to the next stage.

**Resources**
The LifeMap site also provides additional links to other valuable Cedar Valley College resources.

**SUMMARY**
LifeMap is a roadmap designed to help students figure out “what to do and when to do it” as they journey toward completing their educational and career goals. The LifeMap system links all of the components of Cedar Valley College (faculty, staff, courses, technology, programs, services) into a personal itinerary to help a CVC student succeed in their college experience.
LIFE MAP STRATEGIES FOR BECOMING A SUCCESSFUL STUDENT

1. Sit up front. This will allow you to avoid distractions and focus on your subject.

2. Talk to your professor. Your professor was a student once, and the advice and tips he/she can give you will be priceless. Become acquainted with your professors' office hours, and visit them during these hours to request clarification on course material, course expectations, or just to become acquainted.

3. Ask about/investigate student support services. Tutoring, computer labs, writing and language labs, advising and counseling services, library resources, career development services, etc. are all available free of charge. Use them early and often to strengthen your work.

4. Review often. Study your notes and review highlights from the text frequently rather than waiting until the day before a test.

5. Don't withdraw from a course without first talking to your professor and an academic advisor/counselor. There may be solutions to your difficulties that you do not see on your own, or there may be consequences to withdrawing from a course that you don't know.

6. Set measurable academic and personal goals each term. Major difference between students who do well and those who don't is that students who succeed have clearly defined goals.

7. Accept personal responsibility for your academic progress. Successful students tend to be realistic and recognize that their success or failure is primarily determined by their efforts. Students who are not successful often blame outside forces (professors, work, family) for their lack of progress.

8. Get to know your classmates. Make friends with one or two students with whom you enjoy working. Exchange phone numbers and consider studying together. If you miss class, call them and find out what you have missed.

9. Be respectful of others. This includes the professor, your peers and any visiting lecturers/speakers in your classroom. One way to do this is to turn off any electronics that could interrupt the class. Doing so will show your professor that you're interested and show your classmates that you respect them.
LIFE MAP STRATEGIES FOR BECOMING A SUCCESSFUL STUDENT

WORKING WITH FACULTY

Faculty and students should work together as learning partners to create an environment for learning in the classroom. As a master student, it is expected that you will take responsibility for your own learning and seek the information you need to achieve academic success. Faculty are interested in working with you to support your success and are available to assist you in a variety of ways. However, it is your responsibility to seek additional information and assistance when you need it.

RESOLVING CONFLICT WITH FACULTY

1. If you have a conflict with a faculty member, try to resolve it by talking to him or her privately during his/her office hours. If you need help to prepare for this meeting, talk with an academic advisor/counselor in Student Services.
2. If you are not able to resolve the conflict with the faculty member, you can talk with the academic dean of that academic discipline to seek a resolution.
3. If you are not able to resolve the conflict through the academic dean, you can talk with the Vice President of Student Services to seek a resolution.
4. If you are not able to resolve the conflict through the campus provost, you can seek resolution through a college grievance process.

This is described in the College Catalog and this Student Handbook. An academic advisor/counselor in Student Services can help you understand the grievance process and how you can request a grievance hearing. Cedar Valley College utilizes trained mediators when conflicts require intervention.

STUDY TIPS: CONCENTRATION AIDS

1. Avoid persistent loud noise.
2. Avoid environments that are too hot or too cold.
3. Don’t try to do two or more things at once. Arrange your work space so that your eyes aren’t drawn to other jobs that need to be done.
4. Don’t put unreasonable demands on your attention span.
5. Be aware that emotional distress reduces your ability to concentrate.
6. Understand that drugs (alcohol, caffeine, nicotine, sleeping or diet pills) alter your ability to concentrate.
TEST ANXIETY: KEEPING CALM

1. Prepare well in advance.
2. Keep up day to day, if you can, but don’t judge yourself harshly if you don’t.
3. Avoid last-minute cramming. Don’t go without sleep the night before (though four or five hours may be enough)
4. Stop studying an hour or so before the test, and relax and compose yourself.
5. Know the time and place of the test, and what you need to bring.
6. Be on time, neither too early nor too late, with books or supplies. Don’t rush.
7. Don’t talk about the test with classmates immediately beforehand if you know it raises your anxiety level. To do so may nourish group paranoia.
8. Read over the test and plan your approach. Ascertain point values per part, time limits for each section, which question you’ll start with, etc.
9. Don’t hesitate to ask for clarification from the professor, teaching assistant, or proctor if you have questions about directions, procedures etc., rather than letting anxiety build up because you aren’t sure what you are expected to do.
10. Develop an aggressive, yet realistic attitude. Approach the test vigorously determined that you will do your best, but also accept the limits of what you know at the moment. Use everything you know to do well, but don’t blame yourself for what you don’t know.
11. Relax yourself physically during the test if you notice that you are not thinking well or are tense. Pause, lay your test aside, and take several slow, deep breaths. Concentrate on your breathing. Do this if you notice that you are worrying excessively about one problem, not reading carefully, forgetting information you know, etc.
12. Pay attention to the test, not to yourself or others. Don’t waste time worrying, doubting yourself, wondering how other people are doing, blaming yourself, etc. Don’t worry about what you should have done; pay attention to what you can do.
13. Speak with a counselor if you continue having test anxiety after applying the suggestions above.
LIFE MAP STRATEGIES FOR BECOMING A SUCCESSFUL STUDENT

STUDENT GOVERNMENT ASSOCIATION (SGA)

As a student at Cedar Valley College, you are automatically a member of the Student Government Association (SGA). Voting members are those who have filled out official membership paperwork. Officers of your SGA are elected annually by the student body, and are the official liaisons between you and the administration.

CAMPUS INVOLVEMENT

Campus involvement is a great way to make the most of your college experience. The benefits include:

1. Increase your career and educational opportunities.
3. Learn about your strengths and improve your skills.
4. Have fun while interacting with other students, staff and faculty.
5. Some options for participating are:
6. Campus clubs/organizations
7. Leadership and career workshops
8. Volunteer activities
9. Internships
10. Student Development offers opportunities in leadership development, student
11. government, community service and recreational activities.
Marketing Idea

1. Request specialized list from OIER.
2. Send email with subject line degree or certificate title. Design a message similar to the following example.
3. Attach the upcoming class schedule.
4. Attached the Degree Completion Plan. Document located in Section G.

Email Example

Subject Line: Leadership SKA

You are only courses away from receiving a Leadership Marketable Skills Achievement Award!!!

Greetings from Cedar Valley College Business, Management, and Marketing!

At Cedar Valley College, we want you to be successful! We know that a big part of that success is the completion of certificates and degrees related to your field of study. Our records indicate that you are currently taking classes or have already finished courses toward the Leadership Marketable Skills Achievement Award. If you complete 25% or more of the required coursework through CVC (online or on campus), then you are eligible to file for this award. Simply complete the attached Degree Plan Request and fax it to Diana Lira in Degree Audit at 972-860-8001. If you need help completing the form, Ms. Lira can be reached at 972-860-8204 or dlira@dcccd.edu.

In order to plan for enrolling in any courses you are missing, the fall schedule for Business, Management, and Marketing at CVC is also attached. If you have questions or need advising, please do not hesitate to contact the Business, Management, Marketing program coordinator, Dr. Diane Minger, at 972-860-8114 or dminger@dcccd.edu.

Leadership Marketable Skills Achievement Award

This 12-hour award contains the following courses:

- BUSI 1301 Introduction to Business
- BMGT 1382 Cooperative Education
- BMGT 1301 Supervision
- BMGT 1383 Cooperative Education

Dr. Diane Minger
Program Coordinator, Business/Management/Marketing
Business & Technology Division
3030 N. Dallas Avenue
Lancaster, TX 75134
(972) 860-8114 (ofc)
(972)860-8052 (fax)
dminger@dcccd.edu
**Distance Learning Classes**

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<td>HRPO 2307</td>
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<td>31420</td>
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<td>915565</td>
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<td>31420</td>
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</tbody>
</table>

For more information, please contact Dr. Diane Minger by phone at 972-860-8114 or via email at dminger@dcccd.edu.
Cedar Valley College

Commit to Success
New Student Orientation!

*illuminate your pathway*

Where the sun always shines on your future.

It is strongly recommended that you attend this orientation. If you cannot attend please email Patsy White (pwhite@dcccd.edu) or Donna French (dfrench@dcccd.edu)

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August 22, 2014
9 A.M. - 1P.M.
Friday before Fall classes Begin!

Check in at 8:30 am
Program starts at 9 am
followed by *carnival games*, lunch,
door prizes, scholarships,
information sessions and more....
Please visit website and reserve your lunch.

Come meet the President, Faculty
and your Advisors

Make new Friends!

---

For more information, please call 972-860-8262 or 972-860-4290
Visit our website at www.cedarvalleycollege.edu
Pay-For-Print Service

The new Pay-For Print System will reduce CVC/s carbon footprint by minimizing wasteful printing.

Student can create an account in the following locations during regularly posted hours:

<table>
<thead>
<tr>
<th>Location</th>
<th>Room</th>
<th>Location</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource (SRC)</td>
<td>A206</td>
<td>Library</td>
<td>C104</td>
</tr>
<tr>
<td>Business Lab (BIT LAB)</td>
<td>B116</td>
<td>Math Resource Center</td>
<td>B229</td>
</tr>
</tbody>
</table>

Guidelines:

- Students can create an account at any of the Add Value Stations.
- A current CVC student i.d. is required.
- Add Value Stations will accept 1, 5, 10, or 20 dollar bills. It is recommended to begin with a minimum amount.
- Monies are not refundable or transferable.
- Students can send print jobs to the printer from any computer using their student i.d. code.
- Students can scan to a USB drive.

Cost:

- **Black/White print/copy**
  - Single-sided: 10 cents per page
  - Double-sided: 15 cents per page

- **Color print/copy**
  - Single-sided: 50 cents per page
  - Double-sided: 75 cents per page

- **Scanning to USB drive**
  - Single-sided: 5 cents per page
The Ready2Go Degree follows a fixed plan that simplifies the college process from admission to graduation. Get started today in just 3 easy steps!

Questions? Email an Academic Coach R2G@dcccd.edu

Learn More & Get Started Today Ready2Go.dcccd.edu 1-888-468-4268
Ready2Go

2 Online Classes at a Time. 2 Year Degree Plan.

Guided
- There are two 8-week sessions each fall and spring semester, one 10-week session in summer.
- Each session follows a fixed plan to keep you on track to graduate with an Associate of Arts degree.
- Take two accelerated online courses at a time to graduate in two years.

Transferable
- By state law, an Associate of Arts degree from a college of DCCCD is guaranteed to transfer as a block of credit to any Texas public college or university.
- Guaranteed transferability lets you complete the first two years of a bachelor’s degree with minimal time and cost.

Affordable
- Smart and simple, low cost tuition and textbook pricing.
- Financial aid is available to qualifying students.

Convenient
- Take classes anywhere, anytime, on any mobile device connected to the internet.
- Registration and all student services are available online and over the phone, with dedicated academic coaches.

Fully Accredited
- Full accreditation assures that you’re putting your time and money in the right place.
- Cedar Valley College is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Questions?
Email an Academic Coach
R2G@dcccd.edu

Learn More & Get Started Today
Ready2Go.dcccd.edu
1-888-468-4268
Ready2Go FAQs

What are the benefits of taking an 8-week class?
Students are able to complete a class in a shorter amount of time (8-weeks instead of 16). 8-week classes are often a better fit for a busy schedule because students can narrow their focus to just 2 classes at a time and complete an associate’s degree in 2 years (or less).

Can I take more than one 8-week class at a time?
Yes, you may take up to two classes or 8 hours each 8-week session. Students may take up to 16 hours total each fall and spring semester as long as they are in good academic standing.

Will all my classes be 8 weeks?
Yes, generally but summers are 10 weeks to allow additional time for lab science classes.

Are 8-week classes accredited?
Yes, Cedar Valley College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate degree.

Do 8-week classes start at the same time as regular classes?
There are two 8-week sessions within each fall and spring semester. For example, in the fall semester, the first 8-week session begins with the regular college term in August and the second 8-week session begins in October and ends with the regular term classes.

Will I receive the same credits in 8-week classes as in regular class?
Yes, when taking an 8-week class you will receive the same credit as a regular semester length class.

Do I need access to the Internet to take an 8-week class?
Yes, 8-week classes are 100% online and are taken over the Internet.

Will Financial Aid cover my 8-week classes?
Yes, 8-week classes will be included in the calculation for total hours of enrollment for financial aid purposes. Students must register for all courses for the semester before the certification date (financial aid lock date) at the beginning of each semester.

Will class certification date/Financial Aid lock date impact when I will receive my financial aid refund?
In order to disburse financial aid, the FA office must first verify class attendance for the classes you are enrolled in. If a student is taking classes in the second 8-week session, the full Pell Grant would not be disbursed until after the Official Enrollment date for that session. Students must be enrolled in at least 6 hours to be eligible for a loan. In the event that the 6th hour does not begin until the second 8-week session, the student would not receive loan funds until the Official Enrollment date for that session.

Can I earn my associate's degree in the 8-week format?

Yes, you can earn your associate’s degree taking classes entirely in the 8-week format within 2 years (or less).

How do 8-week classes compare to other classes?

8-week classes have all the same requirements as other classes. Traditional semester-long classes have a slower pace and allow more time to complete assignments. Some students feel the slower pace provides more time to absorb the material. The 8-week classes are accelerated classes that cover the same amount of material, but are completed in half the time. Many students have found the faster pace to be more engaging and assignments more concentrated.

Who should take 8-week classes?

8-week classes are intended for highly motivated, self-disciplined students. Students should have a concentrated level of focus and a structured study regimen.
Ready2Go FAQs

What is Ready2Go?
Ready2Go or R2G is a collection of online courses utilizing the same navigational format and design elements. These courses may be taught intact as R2G or they may be modified to teach as Ready2Use courses. All courses in the Ready2Go degree plan will be taught in the standard R2G unmodified format to promote consistency within the degree.

What is the Ready2Go Liberal Arts degree program?
Ready2Go is an online Associate of Arts degree. Ready2Go courses will be offered in an 8-10 week format on a structured schedule so that students can complete an Associate of Arts degree in 4 semesters.

How are the R2G courses developed?
The R2G courses are developed by district faculty members. Discipline faculty members (sometimes called subject matter experts) volunteer to participate in the course development process with Dallas Colleges Online (LeCroy) course developers. The course content is supplied by discipline faculty members. Courses are designed with assessment of student learning outcomes and core competencies in mind. All courses are ADA compliant and Quality Matters standards are used as the foundation on which courses are built.

How are faculty members selected to participate in Ready2Go course development?
The process is to first approach District discipline committees to encourage participation. Subsequently, email requests for subject matter experts and course development team members are sent District-wide. Although subject matter experts are compensated for the time and effort required to develop R2G courses, participation in course development is voluntary. Faculty who choose to teach use the courses will be provided with professional development activities to prepare them to teach in the Ready2Go program.

What about academic freedom?
Academic freedom holds that scholars should have freedom to teach or communicate ideas, including those that are controversial to authorities, without fear of retribution, job loss, or imprisonment. The R2G courses contain content supplied and reviewed by DCCCD faculty members (subject matter experts). The selection of content was not regulated. Only the course layout (template) was uniformly stipulated. The standardized template used in the R2G courses provides consistency for learners. Students do not have to relearn where various screen elements reside as they proceed through the degree plan. In order to maintain quality and consistency, professors teaching the R2G courses as part of the R2G Liberal Arts Degree plan will use the content developed by the discipline faculty without modification. However, in the Ready2 USE format, faculty may use and modify the content as they see fit.

How are these courses different from current online courses?
Current courses developed by various faculty members around the district, although good; do not offer the structural consistency many learners need to be successful. The R2G courses are
highly interactive and media-rich. The lessons contain professionally developed videos, live interviews, interactive learning materials (games), as well as student self assessments. All of the material in these courses is mobile accessible and ADA compliant. This level of course development, content, and accessibility is typically not within reach of individual faculty members and surpasses the quality of publisher-provided course cartridges. Discipline faculty members in collaboration with course developers at Dallas Colleges Online (LeCroy) have been successful in the development of several R2G courses thus far. Those faculty involved in the process have stated that the R2G courses are far superior to the courses they were able to create on their own.

If the course content is already developed, what does the faculty member do?
Having the content fully available from the start allows the faculty member time to be more engaged with students and to guide them in their learning. Faculty will spend time answering questions, participating in discussions, grading assignments and exams, and providing feedback to students. Faculty become the “guide on the side” rather than the “sage on the stage.”

What if I do not want to teach these courses?
No faculty will be required to teach in the Ready2Go degree program. Credentialed faculty who volunteer or who are hired to teach in the program will receive professional development and training in teaching the R2G courses.

Who will hire and evaluate the instructors?
At the present time, R2G faculty will be hired and evaluated through Cedar Valley College. Faculty will be designated or hired by the appropriate program coordinator or the Dean. Evaluation will also be the responsibility of the program coordinator or Dean. Special training will be provided to program coordinators and Deans to learn how to evaluate online instructors. Participation in the R2G program is not mandatory for faculty who do not wish to participate.

Faculty on other campuses may use the R2G courses and are free to modify R2G courses or use elements from R2G courses to meet the needs of their individual campuses.

Who will purchase the books for these courses?
We are currently negotiating to have the eBook included inside the course so that students will have access to the course and the book from their first day of class. This would eliminate the need for book orders. However, until this new process is approved, the books will be ordered by the program coordinator or Dean.

Why is Cedar Valley College piloting the Ready2Go program?
Ready2Go is an online transfer Associate of Arts degree that builds on Cedar Valley College’s growing strength of offering high quality, transferable distance learning courses that contribute significantly to CVC’s contact hours and enrollment. The Ready2Go program is will be marketed regionally and nationally and will promote student success and degree completion, which aligns with Cedar Valley’s lead role with DCCCD Texas Completes.

Commented [L1]: Does DCCCD Texas Completes need additional explanation?
Can the other campuses offer this R2G Liberal Arts Degree?
Cedar Valley College has been selected as the pilot college for R2G. If successful, other colleges will join in. Also, additional degree plans, particularly technical degrees, may be developed and offered in the R2G format.

Will these courses take away enrollment from my regular online courses?
The target market for this A.A. degree is not current students and marketing efforts will be designed to attract new students interested in fast-tracking an A.A. degree by taking 2 courses every 8 weeks. The focus will go beyond Dallas boundaries and nationally. All students must be TSI met before they can enroll in the R2G degree program.

What courses will be included in the Liberal Arts Associate’s Degree curriculum?
The 60 hour R2G Degree plan is still in draft format in terms of course selection and development. Some of the courses are complete or in the development phase including Learning Framework, English, History, Government, Business, Speech, Biology, and Ethics. Other courses are still being identified for inclusion in the program. Additional courses will be added to offer students more elective options after the degree is launched.

How were courses selected for the program?
Courses were selected based on acceptability of transfer credits to the top 5 feeder institutions in Texas for DCCCD students.

Why are 3 Sciences included in the degree plan and why is there not a sequence of science courses (2 biology or 2 chemistry)?
The Biology 1322 Nutrition course is an elective in the Liberal Arts degree plan. It was selected because some of the video content has already been developed. Research indicates that for a Liberal Arts transfer student, a physical as well as a natural science is the most desired. Therefore a Biology and a Geology course were selected. Both of these sciences were already in the Ready2Go development process.
Faculty Guide to Service Learning

Welcome to Cedar Valley College’s Service Learning program. You have made a decision like thousands of college and university professors to engage students in a service project designed to enhance classroom learning, foster civic responsibility, and meet community needs.

CVC Service Learning is an instructional methodology which integrates community service with academic instruction as it focuses on critical and reflective thinking, as well as, civic responsibility.

Service learning is an effective teaching tool. Both faculty and students benefit, along with community members. Recent studies have shown that adding a community service learning component helps students learn more effectively.

Service learning is a community-based learning opportunity. It is related to but does not include cooperative education, practicum, or internship programs. It is a non-paid learning experience.

Critical reflection is the key element for relating the meaning of the service learning experience to the academic experience. Cedar Valley College Service Learning program includes a critical thinking exercise at the end of the service completion.

Cedar Valley College recognizes their Service Learning participants at graduation. Additionally, many scholarships require civic engagement on the applications. A best practice as with any learning objective it to assign Service Learning a value in the grading matrix.

Service learning can work anywhere - in rural as well as urban areas, in all types of curricula, in large and small colleges. It can be used in classroom methodologies from distance learning to traditional classes.

Community colleges in more than 40 states currently offer service learning to their students as a means of enhancing their education, giving them the opportunity to serve in their chosen field of study, and increasing their sense of civic responsibility.

Community colleges are ideal locations for service learning programs because community service is a part of their mission.

Proven Benefits of Service Learning

- Explore majors and careers
- Build your resume and gain valuable work experience
- Gain a better understanding of what you are learning in the classroom
- Improve your scholarship and employment eligibility
- Develop new skills and experiences that will benefit the student
- Improve self-esteem and sense of personal satisfaction
- Meet new people, make new friends, and build contacts
- Contribute to your community
- Build commitment levels
- Build group involvement

Service Learning Office: A206 Phone: 972-860-8153 Coordinator: Paula Dennis
DCCCD Sustainability Team

Sustainability is not a destination; it is a journey, and we have just begun.

The members of DCCCD Sustainability team are employees who are passionate about and committed to helping the colleges of DCCCD progress on their journey toward sustainability. To learn more about what we do and how you can become a part of it, contact Georgeann Moss at 214-378-1823 or gemoss@dcccd.edu. Read the DCCCD Sustainability Team’s charter (PDF - 53KB).

Vision
The colleges of DCCCD are environmental leaders in our communities – teaching, learning and supporting sustainability.

Mission
Through mindful education and action, we advocate the wise use of natural, financial and human resources to students, community members, DCCCD leadership and employees. We seek and act upon opportunities within our circles of influence to advance the colleges and their communities on the journey toward global sustainability. We encourage everyone to take action in their personal lives to adopt a sustainable lifestyle.

Strategic Goals

1. Conserve energy and resources
2. Minimize and divert waste
3. Educate our students and employees about sustainability
4. Engage the local, regional, and national community on sustainability efforts

Strategic Goal 1: Conserve energy and resources
1. Assist Purchasing Department in more commodity contracts as they expire (furniture contract)
2. Discuss implementation of automatic (mandatory) shutdown of computers and select electronic devices at the end of the business day, etc. (For example, create a report on which colleges are doing this and in what areas.)
3. Continue partnership with district Facilities Management in assisting each campus with meeting energy goals of reduction of energy consumption and discuss the ‘low hanging fruit’ tactics for saving energy dollars
4. Continue encouraging our respective campuses to turn off lighting when not in as well as some hallways during working hours

Strategic Goal 2: Minimize and divert waste
1. Continue to work with Receiving, Purchasing, Information Technology, Risk Management, Auxiliary Services and Information and Privacy Security Departments to create ability for the district to dispose of used equipment in an environmentally responsible manner.
2. Develop a best practice to measure/track recycling and waste minimization efforts consistently and accurately at each facility. (Should be based on RecycleMania guidelines.)

Strategic Goal 3: Educate our students and employees about sustainability
1. Share best practices and continue brainstorming among campuses
2. Increase the number of courses that teach sustainability theory and principles.

3. Continue to develop Green Team “On the Street” video interviews with various district staff members to market the district’s sustainability involvement on their campuses.

4. Regularly update the Green Team website to reflect recent newsworthy campus information, awards, events and meeting minutes.

**Strategic Goal 4: Engage the local, regional and national community in sustainability efforts**

1. Sponsor annual sustainability summit to reach community.
2. Attend and conduct presentations at local, regional and national conferences.
3. Finalize plans with DART to initiate a viable transportation incentive for students and staff so they utilize public transportation to class and work at their respective colleges and locations.
4. Continue to prepare campus greenhouse gas inventories and climate action plans for participation in ACUPCC.

**CVC Green Initiatives**

**Building Features**
Many of our buildings feature environmentally friendly features. Many of our structures contain e-glass that is an energy efficient type of window. We have lights on motion sensors, and we work extensively with IT to keep computer labs as energy efficient as possible.

**Earth Day**
Every year, Earth Day is a chance for everyone to recognize the importance of conservation and our planet. At Cedar Valley College, we encourage our students to use this day as an opportunity to think about the world around them.

**Office Supplies Bank**
We are working to create an office supplies sharing system to keep from repeating orders across different departments. This will keep ordering frequency down, and help save on packaging and shipping costs.

**Paper Reuse Projects**
Cedar Valley College encourages its employees to use both sides of paper, and to keep scrap paper around for day-to-day usage. By doing this, paper usage has become much more efficient.

**Recycling Program**
Paper recycling exists at this point in all the division offices. This fall we will have a complete recycling program that will include paper, plastic and aluminum. This project will be a joint venture between the Cedar Valley Green Team and Phi Theta Kappa. We encourage everyone to do their part in helping with our recycling program by using mindful recycling etiquette. For example, please remove the cap to your plastic bottles and rinse them out prior to placing them into the bins, also please rinse out your aluminum cans as well. This will help us immensely in our recycling efforts.

**Sustainable Curriculum Project**
Cedar Valley College encourages sustainable concepts in its entire curriculum, and we are currently developing modules for each of the disciplines that will encourage these learning outcomes.
Transfer Information

The college guarantees to its Associate in Arts and Associate in Sciences graduates the transferability of course credit to Texas public colleges and universities. Students pursuing these degrees will complete the college’s core curriculum of 48 credit hours.

By Texas State Law, the entire core will transfer as a block to all Texas public colleges and universities to take the place of the core curriculum of the receiving transfer institution. Students should work closely with an advisor in the choice of electives to ensure that the receiving institution has cooperated with the college in the development of Transfer and Equivalency Guides that clearly indicate how the receiving institution accepts the selected elective courses in transfer.

To ensure guaranteed transfer, students are strongly encouraged to check with the university where they plan to transfer. No university shall be required to accept in transfer toward a degree, more than 66 semester credit hours of academic credits earned by a student in a community college. Universities, however, may choose to accept additional credit hours. Also, all public colleges and universities must offer at least 45 semester credit hours of academic courses that are substantially equivalent to courses listed in the Lower Division Academic Course Guide manual, including those that fulfill the lower-division portion of the institution’s core curriculum.

University transfer and equivalency guides may be obtained from an academic advisor and from the eConnect web page at www.econnect.dcccd.

TRANSFER 101

Encourage students to speak to their advisor every semester to ensure they are on track to transfer. Advisors are available to answer questions and help determine the best path to complete the associate and bachelor degrees and beyond.

There are many forms of financial assistance available, including scholarships (university, transfer, major, etc.), grants, loans and GI Bill. Students may qualify for more than one. Additionally, there are other ways to save on costs while pursuing an education.
TSI Pre-Assessment - Rule 4.55

Approved by the Coordinating Board at the April 25, 2013 Board Meeting.

Authority: THECB TSI Webinars: http://irt.austincc.edu/IDS/THECB/
Cedar Valley College Catalog: https://www1.dcccd.edu/catalog/admiss/tsi_exempt.cfm
https://www1.dcccd.edu/catalog/admiss/tsi_assessment.cfm?loc=CVC

Phase 1 –Freshmen entering higher education Fall 2013 (first class day)
- Mathematics -350
- Reading -351
- Writing –Essay Score of 5; Essay Score of 4 and Multiple Choice of 363

Phase 2 –Freshmen entering higher education Fall 2017 (first class day)
- Mathematics -356
- Reading -355
- Writing -Essay Score of 5; Essay Score of 4 and Multiple Choice of 363

Final –Freshmen entering higher education Fall 2019 (first class day)
- Mathematics -369
- Reading -359
- Writing -Essay Score of 5; Essay Score of 4 and Multiple Choice of 363

Approved Developmental Education cut-scores (no phase-in)
- Freshmen entering higher education Fall 2013 (first class day)
- Mathematics -336
- Reading -342
- Writing -350

The TSI Mathematics and Statistics Test is a multiple choice assessment covering the key College and Career Readiness Standards referenced below. There are approximately 20 items on the placement test, and 10 items on the diagnostic test.

The TSI Writing Test is a multiple choice assessment covering the key College and Career Readiness Standards referenced below. There are approximately 20 items on the placement test, and 10-12 items on the diagnostic test.

The Texas College and Career Readiness Writing standards ask students to write essays that “demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.”
The TSI Reading Test is a multiple choice assessment covering the key College and Career Readiness Standards referenced below. There are approximately 24 items on the placement test. There are 10-12 items per category on the diagnostic test.

Exemptions:

a) The following students shall be exempt from the requirements of this title:

Academic Exemptions: Students demonstrate college readiness by subject area:

(1) For a period of five (5) years from the date of testing, a student who is tested and performs at or above the following standards:

- ACT: composite score of 23 with a minimum of 19 on the English test and/or the mathematics test shall be exempt for those corresponding sections;
- Scholastic Assessment Test (SAT): a combined verbal and mathematics score of 1070 with a minimum of 500 on the verbal test and/or the mathematics test shall be exempt for those corresponding sections; or
- A student who is tested and performs on the eleventh grade exit-level Texas Assessment of Knowledge and Skills (TAKS) with a minimum scale score of 2200 on the math section and/or a minimum scale score of 2200 on the English Language Arts section with a writing subsection score of at least 3, shall be exempt from the TSI assessment required under this title for those corresponding sections. For more information about Dual Credit, Early College and Middle College eligibility and testing requirements for course placement, see the Dual Credit section within this catalog.

- For a period of five (5) years from the date of testing, a student who is tested and performs on the eleventh grade exit-level STAAR (PDF – 51.2KB) end-of-course (EOC) with a minimum score of Level 2 on the English III shall be exempt from the TSI assessment required under this title for both reading and writing, and a minimum score of Level 2 on the Algebra II EOC shall be exempt from the TSI assessment required under this title for the mathematics section.

Non-academic Exemptions: Students are exempt from having to demonstrate college readiness in all subject areas.

- A student who has graduated with an associate or higher degree from an accredited public institution and submits appropriate documentation of degree and official transcript is exempt.
- A student who transfers to the colleges of the DCCCD from an accredited private or independent institution of higher education or an accredited out-of-state institution of higher education and who has satisfactorily completed at least three hours of college-level Core-related coursework with a grade of "C" or better is exempt. An official transcript must be submitted.
- A student who has previously attended any accredited Texas public institution of higher education and has been determined by that institution to have met TSI standards is TSI met. An official transcript must be submitted.
- A student, with the exception of Early College or Middle College High School students, who is enrolled in a certificate program of one year or less will be waived of TSI requirements (Level-One certificates, 42 or fewer semester credit hours). However, students are not exempt from TSI if they take courses that are not included in the Level-One certificate.
A student who is serving on active duty as a member of the armed forces of the United States, the Texas National Guard, or as a member of a reserve component of the armed forces of the United States and has been serving for at least three years preceding enrollment is exempt.

A student who on or after August 1, 1990, was honorably discharged, retired, or released from active duty as a member of the armed forces of the United States or the Texas National Guard or service as a member of a reserve component of the armed forces of the United States is exempt.

A non-degree-seeking or non-certificate-seeking student, with the exception of Dual Credit, Early College or Middle College High School students, is waived from TSI requirements.
TUITION

Tuition is the dollar amount a student pays for his or her academic instruction. It is based on credit hours and place of legal residence. Residency status is determined during the admissions process, based upon documented evidence of residence. Students are allowed to pay installments during the fall and spring semesters. DCCCD’s credit tuition is calculated at $52.00 per credit hour.

Regular Tuition Rates

1. **Dallas County Residents** $52 per credit unit or a minimum of $52
2. **Out-of-District Residents** $97 per credit unit or a minimum of $97
3. **Out-of-State Residents** $153 per credit unit or a minimum of $200

*A full-time College District employee, College District retiree, or eligible dependent who resides outside Dallas County is eligible for Dallas County tuition rates. An individual who would have been classified as a resident for the first five of the six years immediately preceding registration but who resides in another state for all or part of the year immediately preceding registration shall be classified as a resident student.

For distance learning students who reside outside of Texas and have not maintained Texas as their residency of record, a distance learning tuition of $55 per credit hour (a minimum of $165 for 3 credit hours or less) shall be charged in addition to out-of-state or out-of-country tuition. (This charge may be adjusted for third party payers who have established a distance learning partnership with the District and provide contracted services in lieu of payment of all or a portion of the distance learning tuition.)

Students may utilize the **Tuition Installment Payment Plan (TIPP)** for fall and spring semesters. Conditions apply

Resource Links:

Tuition Information:  [https://www1.dcccd.edu/catalog/tuition/schedule.cfm?loc=CVC](https://www1.dcccd.edu/catalog/tuition/schedule.cfm?loc=CVC)

TIPP:  [https://www1.dcccd.edu/catalog/tuition/tipp.cfm?use_nav=mon_mat&loc=CVC](https://www1.dcccd.edu/catalog/tuition/tipp.cfm?use_nav=mon_mat&loc=CVC)
Section F

Campus Services
CEDAR VALLEY COLLEGE CAMPUS SERVICES

ADJUNCT OFFICE
Tim Xeriland, Director
Location: A108
Phone: 972-860-8239
Email: cvcadj@dccc.edu

Hours (fall and spring semesters)
Monday-Thursday: 7:30 a.m. - 9:00 p.m.
Friday: 7:30 a.m. - 5:00 p.m.

Hours vary during the summer, between semesters and campus holidays
The Adjunct Office provides comprehensive services to all adjunct faculty with information, direction, instructional support, and professional development to ensure student and employee success.

ADMISSIONS/REGISTRAR
Linda Osagie, Registrar
Location: L151
Phone: 972-860-8016

Cedar Valley College has an “open door” policy and all persons who can profit from post-secondary education have an opportunity to enroll. Admission to one DCCCD campus is admission to all campuses. The Admissions Office services include: processing applications for first-time enrollees, updating returning student information, CVC transcripts, degree planning, and graduation certification.

ADVISING
Jarlene DeCay, Dean
Location: L147
Phone: 972-860-0800

Academic advisers can assist students in selecting courses of study, determining transferability of courses, and build on career choices. Staff provide assistance in the following areas:

ATHLETICS
Krasi Kovarov, Director
Location: G105
Phone: 972-860-2978

Cedar Valley College is a NJCAA Division III school, and a member of the Metro Athletic Conference and the National Junior College Athletic Association. We offer women’s volleyball, men and women’s soccer, men’s basketball, and baseball. CVC also provides a campus intramural program for students. For more information, contact the athletic department at 972-860-8184.
BOOKSTORE
Location:   L110
Phone:  972-860-2900

Hours (fall and spring semesters)
Monday-Tuesday: 8 a.m.-6:30 p.m.
Wednesday-Thursday: 8 a.m.-5:30 p.m.
Friday: 8 a.m.-1 p.m.

Hours vary during the summer, between semesters and campus holidays
The bookstore carries the book supply for courses offered at Cedar Valley College. There are also classroom and office supplies available for employees and students. Students can go through eConnect system to order these books from the bookstore. The bookstore has book buy back and book rental option available every day. The CVC bookstore will buy textbooks from students at the end of each semester but the bookstore reserves the right to decide what to “buy back” and the original request must accompany the books.

BUSINESS/TECHNOLOGY DIVISION
Ruben Johnson, Executive Dean
Location: B201
Phone: 972-860-2998

The Business and Technology Division offers instruction in the following academic and technical disciplines: Accounting, Automotive Technology, Business Administration, Computer Information, Criminal Justice, Economics, Engine Technology, Heat/Air Conditioning, Logistics, Management, Marketing, Real Estate and Residential Building Performance Technology. Many courses are offered concurrently with Continuing Education.

BUSINESS and Information Technology LAB (BIT LAB)
Paula Dennis, Administrator
Location: B116
Phone: 972-860-8115

Hours (fall and spring semesters)
Monday-Thursday: 8 a.m.-9 p.m.
Friday: 8 a.m. - 4:30 p.m.

Hours vary during the summer, between semesters and campus holidays
The Business and Information Technology (BIT) presents a pod-design computer learning laboratory lab with 117 student computers located in 4 classrooms and 2 drop-in space. Students have access to the latest software and Internet services selected to support student success in all credit and continuing education programs. Printing is provided by “Pay-for-Print”. Wireless stations are available. Lab assistants are available to assist students.

BUSINESS SERVICES
Susan Pierce, Director
Location: A211
Phone: 972-860-8058

The Business Service Office offers purchasing, requisition, and cashier services.

BUSINESS OPERATIONS
Chris Mitchell, Director
The Business Operations Office provides budget leadership.

**CAMPUS POLICE**
Robert McIntyre, Interim Chief
Location: F120A
Phone: 972-860-8286

Police officers of the Cedar Valley College Police Department are duly sworn peace officers under section 51.203 of the Texas Educational Code. The officers of the department are armed and possess the same authority under the law as municipal officers. Cedar Valley College police officers patrol the campus 24 hours a day, 365 days a year. They enforce the law, arrest violators, investigate and deter crime, investigate traffic accidents, and provide a full range of services to the college community.

**Lost and Found**
Personal property left in classrooms, labs, etc. is forwarded to the Campus Police Office.

**Emergencies**
For on campus emergencies, call 911 or 972-860-4290.

**CAREER CENTER**
Mike Alford, Coordinator
Location: A101
Phone: 972-860-8013/8146

Career Planning and Placement services are available to all students and former students (credit and non-credit) of the DCCCD. The Career Center assists students in developing, investigating, initiating and realizing short and long term career goals. The Career Center provides a variety of services and acts as an introductory point between students and the world of employment. The Career Center staff are available to perform classroom presentations on topics such as interviewing skills and resume writing techniques. The Career Center uses a web-based assessment software, [www.myplan.com](http://www.myplan.com) which assists students with information on personality testing, interesting inventories, college, and work value information relative to careers.

**CONTINUING EDUCATION and CONTRACT TRAINING**
Sherry Jones, Executive Dean
Location: A105
Phone: 972-860-8047

Short term, non-credit classes designed to reflect the interests and meet the needs of the community are created by our Continuing Education and Workforce Development department. These programs offer a flexible, diverse approach to a wide range of non-traditional students. Subjects ranging from occupational training to personal improvement and cultural enrichment are delivered in response to the needs of public, private and corporate citizens. Instructors are leading professionals, college faculty members and community leaders in subjects of expertise. There are no entrance requirements, tuition is minimal, and class schedules are flexible for your convenience. GED classes are offered.
COUNSELING
Grenna Rollings, Dean
Location: L138
Phone: 972-860-8119
Faculty Counselors are available to assist students with academic, emotional, social or behavioral problems. Services include: career counseling, confidential personal counseling, crisis intervention, and social service referrals.

CVC CENTER AT CEDAR HILL
Tim Samuels, Assistant Dean
Location: 207 N. Cannady Rd. – Cedar Hill, TX 75104
Phones: 972-860-7894/8011
The CVC Center at Cedar Hill also offers extensive services for the business community through our Small Business Development Center. The center is a business counseling, training and economic development resource, promoting the expansion and development of small business in our area. Customized employee training is available in a wide range of areas, plus free counseling, research assistance, job skill assessment, distance learning, teleconferencing and Small Business Administration lending assistance is also available.

DISABILITY SERVICES
Grenna Rollings, Dean
Location: L108
Phone: 972-860-8119
Disability Services strives to ensure that each student with a disability has equal access for every aspect of the campus experience. Students seeking accommodation support services from the Disability Service Office are required to produce documentation which verifies the eligibility of the student under the Americans with Disability Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. This documentation serves as a foundation that legitimizes the student's request for accommodations that are appropriate and reasonable. Faculty will receive a letter from the student informing them of the approved accommodations.

Professional staff assist one-on-one with students with disabilities to help them achieve academic and professional success. The DSO provides academic assistance, accommodations and referral services for students with disabilities. Depending upon the need of the student, the following services are available to students registered with the DSO:
• Sign language interpreting/CART Services
• Note taking and scribing assistance
• Career and academic advising
• Advocacy and ADA information assistance
• Priority registration
• Individual testing accommodations
• Assistive technology equipment and software

DISTANCE LEARNING SUPPORT - Students
Janell Nelson, Coordinator
Location: C206
Phone: 972-860-8092
Cedar Valley College’s Distance Learning assists students with eCampus issues.
DUAL CREDIT
Olivia Guerra-Long, Director
Location: C226
Phone: 972-860-8065
Cedar Valley College’s Dual Credit Program offers qualified high school juniors and seniors an opportunity to earn college credit while completing high school requirements, at no cost to the student! The Dual Credit courses are offered in a variety of subjects including Math, Science, English, Economics, History, Government and a wide variety of technical courses. Dual Credit courses are either held on the college campus or at the high school. The courses are taught by college faculty or high school instructors who meet the same criteria.

EARLY COLLEGE HIGH SCHOOL
Dr. Chuck McCarter, Director
Location: B121
Phone: 972-860-8154
Cedar Valley College offers two Early College High School programs. Early College High School students attend high school and college courses. Many students earn both an Associate of Arts degree with their high school diploma.

ENROLLMENT MANAGEMENT OFFICE
Jarlene DeCay, Dean
Location: L152
Phone: 972-860-0806
The Enrollment Service Offices offer a variety of services to assist students in defining and achieving their academic goals. Academic advisers can assist students in selecting courses of study, determining transferability of courses, and build on career choices. Staff provide assistance in the following areas:
- Academic Advisement
- Interpretation of Assessment Scores
- Transfer Admissions and Guidelines for four-year colleges/universities
- New Student Orientations
- Case management for “at risk” students

EVENING OFFICE
Paula Dennis, Administrator
Location: A108A
Phone: 972-860-8010
The Evening Office provide evening and weekend administration of college services.

FACILITIES
Cindy Rogers, Director
Location: F107
Phone: 972-860-2955
Facilities Services is a team of highly skilled individuals dedicated to providing “excellence in service” and taking care of campus needs. Facilities Service is responsible for the maintenance and operations of the campus. These services include, but are not limited to, building maintenance, building operations, custodial, mechanical, electrical, landscaping, mail/copy center, receiving.
FINANCIAL AID
Location: Financial Aid Call Center
Phone: 972-587-2599
The Financial Aid Office is committed to increasing retention and graduation by providing financial aid access to all students. We provide clear and appropriate information and counseling to educate prospective and current students and parents about financial aid in order to enhance the development of student learning. We fulfill our mission by: Promoting excellence through a commitment to continuous employee development; and serving students, employees and society in an ethical, responsible and caring manner.

HEALTH SERVICES
Mari Brock - Nurse
Location: A104A
Phone: 972-860-8277
The Health Services Mission is to promote health, wellness, and preventive care for currently enrolled Cedar Valley College students and employees. A registered nurse coordinates and provides services which include first aid for minor accidents or illnesses, health information and brochures, and selected health education and screening programs. Students/employees must present a current paid fee receipt or current CVC ID to receive services. For emergency medical problems on campus, call 972-860-4290 to alert dispatch of any emergency. Provide the location, problem, and how many people are sick or injured. College police will respond to your call and summon the nurse, paramedics and additional emergency personnel as needed.

HUMAN RESOURCES
Ellen Benson, Interim Director
Location: A102
Phone: 972-860-8224
The Human Resources Office offers comprehensive employment services. Employee Professional Development is part of the services provided by Human Resources Office.

INFORMATION TECHNOLOGY
Michael White, Director
Location: A210
Phone: 972-860-8232
Employee Help Desk Support: 972-860-8040 or ITREQUEST (on-campus)
The Department of Information Technology is committed to creating a robust technology environment for the students, faculty, and staff of Cedar Valley College. We support the mission and goals of the College by providing tools and services for our campus constituents: a reliable, secure, and fast campus network; support for the appropriate integration of technology into teaching and learning; and the technology support for administrative operations of the College.

INSTITUTIONAL EFFECTIVENESS and RESEARCH
Karen Laljiani, Associate Vice President
Location: A115
Phone: 972-860-5295
The Office of Institutional Effectiveness and Research (OIER) supports and deploys strategic planning, institutional research, assessment of institutional effectiveness, and continuous improvement efforts
INSTRUCTIONAL SUPPORT/DISTANCE EDUCATION DIVISION
Lisa Nightingale, Executive Dean
Location: C104
Phone: 972-860-8149
The Instructional Support and Distance Education Division services include: Adjunct Office, Computer Learning Centers (BIT LAB, Computer Graphics Lab, SRC), Distance Learning Support, Evening Office, Library, Math Resource Center, Office of Academic Initiatives and Accountability, Service Learning Office, Teaching Learning Center (TLC), Tutoring Center.

LAW ENFORCEMENT ACADEMY
Director
Location: C031
Phone: 972-860-8289
Cedar Valley College’s Law Enforcement Academy prepares individuals for careers as police officers. Our program is approved by the Texas Commission of Law Enforcement Officer Standards and Education (TCLEOSE). Students who successfully complete the Basic Peace Officer Course are eligible to take the Texas Peace Officer Examination.

LIBRARY
Vidya Krishnayamy, Director
Location: C104
Phone: 972-860-8140
Hours (fall and spring semesters)
Monday-Thursday: 8 a.m.-9 p.m.
Friday: 8 a.m.- 4:30 p.m.
Saturday: 9 a.m. – 2:00 p.m.
Hours vary during the summer, between semesters and campus holidays
The Library staff offers a comprehensive array of services and resources to support academic transfer programs, technical/occupational program and Continuing Education programs. Resources to assist in classroom learning include: popular and technical periodicals, electronic full-text database resources, local and national newspapers, and a special collection of non-print materials such. Professional librarians offer a range of services including instructions on the use of the library catalog and databases or customized course-related instruction. The library has 30 computers in a lab setting for research and library instruction to staff, students, and members of the community. Faculty are encouraged to recommend up-to-date library materials that are pertinent to their academic discipline.

LIBERAL ARTS DIVISION
Dr. Mickey Best, Executive Dean
Location: C031
Phone: 972-860-8289
The Liberal Arts Division offers instruction in the following academic disciplines: Anthropology, Art, Computer Graphics, Drama, Development Reading and Writing, English, ESOL, Government, History, Humanities, Music, Psychology, Sociology.

MATH RESOURCE CENTER (MRC)
Dr. Rosalyn Walker, Director
Location: B229
Phone: 972-860-2974
Hours (fall and spring semesters)
Monday-Thursday: 8 a.m.- 5 p.m.
Friday: 8 a.m.- 4:30 p.m.
Saturday: 9 a.m. – noon

**Hours vary during the summer, between semesters and campus holidays**
The Math Resource Center (MRC) offers free access to students enrolled in any math course at Cedar Valley. The center is equipped with computers and software that enables individuals to work at their own pace.

**MATH, SCIENCE, ALLIED HEALTH DIVISION**
Eddy Rawlinson, Executive Dean
Location: M217
Phone: 972-860-5211
The Math, Science and Allied Health Division offers instruction in the following academic disciplines: Astronomy, Biology, Chemistry, Developmental Math, Mathematics, Physical Education, Physics and Veterinary Technology (distance learning/campus).

**MARKETING and PUBLIC RELATIONS**
Henry Martinez, Director
Location: A112
Phone: 972-860-2996
The Cedar Valley College Marketing and Public Relations Office provides computer graphic, general room scheduling, and website presentation services to all campus services. Its primary focus is to provide consistent branding and presentation for the institution. Two approved communication tools are “Cedar Post” and “Around Campus”.

**MEDIA and AUDIO-VISUAL SERVICES**
Willie Curlin, Manager
Location: D009
Phone: 972-860-8151
**Media and Audio-Visual Requests:** [http://cvcmedia.cedarvalleycollege.edu](http://cvcmedia.cedarvalleycollege.edu)
The Media and Audio-Visual Services is part of the Information Technology Office. It provides event services and classroom support.

**OFFICE OF STUDENT LIFE (OSL)**
Miyoshi Holmes, Director
Location: D104
Phone: 972-860-8257
OSL is the “central clearing house” for all student activities on the Cedar Valley campus. Cedar Valley College Office of Student Life opportunities to become involved in the decision-making processes for the college; join a student club; participate in student government/ambassador activities; serve on one of several committees engaging in real decision making for the college. All students are required to obtain College ID’s. ID Cards may be obtained from the OSL, D101.

**OFFICE OF ACADEMIC INITIATIVES AND ACCOUNTABILITY**
Paula Dennis, Director
Location: A108A
Phone: 972-860-8010
Office of Academic Initiatives and Accountability services include: Curriculum, Computer Learning Centers, Evening Office, Instructional Program Review, and Service Learning.
RISING STAR PROGRAM
Karen Sonnier, Rising Star Advisor
Location: L155
Phone: 972-860-8226
Rising Star provides qualified high school graduating seniors with academic support services and up to $4,000 for tuition and books, if you have established financial need.

How do you qualify for Rising Star?
• Graduate from a Dallas County public high school
• Meet guidelines for financial need as established by the DCCCD and verified using FAFSA guidelines from the Department of Education.
• Meet one of the following:
  • Graduate in the top 40 percent of your class
  • Graduate with a “B” average
  • Pass the required DCCCD assessment test

RECRUITING
Fidel Guevara, Director
Location: L157
Phone: 972-860-8084
Recruiting participates in events designed to inform students of their post-secondary opportunities. Additionally, the office organizes campus tours and enrollment services for schools in the Cedar Valley College service area.

RESOURCE and ECONOMIC DEVELOPMENT
Pat Davis, Executive Dean
Location: A115
Phone: 972-860-8180
The Resource and Economic Development Office pursues a variety of interests to support the community and students. Services and programs include: grant-writing, grant management, CVC Alumni Association, Best Southwest Small Business Center, Entrepreneurial Academy to name a few.

SERVICE LEARNING
Paula Dennis, Coordinator
Location: A206
Phone: 972-860-8153
Email: cvcservicelearning@dcccd.edu

Hours (fall and spring semesters)
Monday-Thursday: 7:30 a.m. - 9:00 p.m.
Friday: 7:30 a.m. - 5:00 p.m.
Saturday: 8:00 a.m. – 2:00 p.m.

Hours vary during the summer, between semesters and campus holidays
Service Learning involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. Critical reflection is the key element for relating the meaning of the service learning experience to the academic experience. Cedar Valley College recognizes Service Learning participates during the graduation ceremony.
SUSTAINABLE COMMUNITIES INSTITUTE
Dr. Maria Boccalandro, Director
Location: B202
Phone: 972-860-5204
The Sustainable Communities Institute offers a variety of educational programs and resources focused on energy efficiency, healthy buildings and sustainable communities:
- Degrees and technical training for aspiring building performance specialists who want to perform inspections, ratings and prescriptive counseling on how to improve residential energy efficiency.
- Educational seminars and community outreach workshops and conferences.
- Consultation for local and national government agencies seeking to create healthy, energy efficient green building codes and policies.
- Resources for kindergarten-12th grade educators and students.

STUDENT SUPPORT OFFICE
Grenna Rollings, Dean
Location: L138
Phone: 972-860-8181
The Student Support Office offers comprehensive services in the area of counseling and disability services. Additionally, it offers instruction in Learning Framework and Human Development courses.

STUDENT RESOURCE CENTER (SRC)
Paula Dennis, Administrator
Location: A206
Phone: 972-860-8153
**Hours (fall and spring semesters)**
Monday-Thursday: 7:30 a.m.- 9 p.m.
Friday: 7:30 a.m.- 4:30 p.m.
Saturday: 9 a.m. – 4 p.m.
**Hours vary during the summer, between semesters and campus holidays**
The Student Resource Center (SRC) is the largest computer learning laboratory lab on the CVC campus, offering 217 student computers located in 7 classrooms and 2 drop-in areas. A variety of software and Internet services selected to support student success both in and out of the classroom for all credit and continuing education classes. The SRC hosts “The eXperience multiMedia Project” (XMP) which provides a comprehensive multimedia experience for the “new to technology” student to the technology focused student. Lab assistants are available.

TEACHING LEARNING CENTER
Tim Xeriland, Director
Location: A206A
Phone: 972-860-8083
http://teachinglearningcenter.blogspot.com
**Hours:**
Monday- Friday  8:00 a.m.- 5:00 p.m.
The Teaching Learning Center (TLC) services include workshops, newsletters, traditional and online class assistance, and computer resources for faculty. They assist faculty with integrating technology into their curriculum and with specialized technology needs.
TESTING/ASSESSMENT CENTER  
Jonas Young, Director  
Location: L113  
Phone: 972-860-8118  
**Hours:**  
Monday-Thursday: 8 a.m.-8 p.m.  
(Last tests will be issued at 7 p.m.)  
Friday: 8 a.m.-4:30 p.m.  
(Last tests will be issued at 3 p.m.)  
Cedar Valley College Testing provides comprehensive testing services for the CVC community, faculty, staff, administration and students. The Testing Center provides proctored testing for online classes, on campus classes, cross campus services and make-up tests for instructors.

TUTORING CENTER  
Dr. Rosalyn Walker, Director  
Location: C206  
Phone: 972-860-2974  
**Hours (fall and spring semesters)**  
Monday-Thursday: 8 a.m.- 7 p.m.  
Saturday: 10 a.m.- 2 p.m.  
Hours vary during the summer, between semesters and campus holidays  
Ask Online (cedar.askonline.net) 24/7 except for Fridays, Saturdays and school holidays  
The Tutoring Center provides individual and small group tutoring free of charge as an academic support to all CVC students needing additional help with all core coursework and/or study skills. The center also has small group study rooms, computers to assist students with coursework, and most of the class textbooks to be checked out in the area.

VETERAN AFFAIRS  
Ann McCowin, Veteran Affairs Representative  
Location: L162  
Phone: 972-860-8219  
The college assists veterans with completing proper forms and coordinating the certification procedures for monthly benefits administered under the auspices of the U.S. Department of Veterans Affairs (VA). The college Veterans’ Affairs office may also provide information about VA educational benefits and assist with accomplishing enrollment and arranging tutoring Services. The VA Web site is www.va.gov. VA regulations are subject to change without notice.
Section G

Forms

and

Documentation
ACADEMIC ADVISING SYLLABUS

VISION STATEMENT

Cedar Valley College Academic Advising will be recognized nationally as a leader for top quality academic advising programs.

MISSION STATEMENT

The mission of Cedar Valley College Academic Advising is to foster successful teaching and learning experiences. Academic advising engages students in developing academic pathways and educational plans for life-long learning.

WHAT IS ACADEMIC ADVISING?

Academic advising is an educational process that, by intention and design, facilitates the students understanding of the meaning and purpose of higher education and fosters their intellectual and personal development towards academic success and lifelong learning. (NACADA, 2004)

Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting and ensuring academic, personal, and career goals. This partnership requires proactive participation and involvement by both parties. This partnership is a process that is built over the student’s entire education career at Cedar Valley College. Both parties have clear responsibilities for ensuring that this partnership is successful.

GOALS

1. Assisting students in self-understanding and self-acceptance (values clarification, understanding abilities, interests, and limitations)
2. Assisting students in considering their life goals by relating their interests, skills, abilities, and values to careers, the world of work, and the nature and purpose of higher education
3. Assisting students in developing educational plans consistent with their life goals and objectives
4. Assisting students in developing decision-making skills
5. Providing accurate information about institutional policies, procedures, resources, and programs
6. Referring students to other institutional or community support services
7. Assisting students in evaluating or reevaluating progress toward established goals and educational plans
8. Providing information about students to the institution, college, academic departments, or some combination thereof.

Source: (Council for the Advancement of Standards in Higher Education www.cas.edu)
### EXPECTATIONS OF ADVISING

- Maintain Confidentiality by adhering to FERPA Standards (Family Educational Rights and Privacy Act)
- Articulate academic policies and procedures, CORE curriculum, and graduation requirements
- Assist students with exploring their program of study, educational and career goals
- Be accessible and respond to students in a timely way
- Be available, understanding, approachable, and demonstrate interest in the student
- Engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services
- Assist students in building meaningful relationships with their instructors
- Be knowledgeable about resources/support services available to students and make appropriate referrals when needed

### EXPECTATIONS OF STUDENTS

- Be aware of your rights under the Family Educational Rights and Privacy Act (FERPA)
- Take responsibility for your learning by reviewing the Catalog, the course offerings, your major/degree requirements and by becoming fully aware of college policies, procedures and requirements
- Accept responsibility for your actions, inactions, and decisions that affect your educational goals and progress
- Submit official copies of transcripts from all previous colleges
- Be an active learner by participating fully in the advising experience
- Follow through on advising recommendations in a timely way
- Utilize advising tools, eConnect, eCampus, college websites, and the course catalog to gather information and track your academic progress
- Seek help when needed and use appropriate college resources

### Expected Student Learning Outcomes

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Cognitive</th>
<th>Behavioral</th>
<th>Affective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>Know how to access eConnect&lt;br&gt;Know how to identify and navigate all available information via eConnect&lt;br&gt;Know when &amp; how to use campus-wide resources&lt;br&gt;Understand the advising report</td>
<td>Identify current degree plan requirements&lt;br&gt;Build decision making skills through interaction with college staff&lt;br&gt;Make use of academic advising services regarding short-term goals in a timely manner&lt;br&gt;Select a program of study</td>
<td>Learn the value of being successful in courses</td>
</tr>
<tr>
<td>16-45</td>
<td>Know how to check online registration eligibility via eConnect&lt;br&gt;Utilize resources on eConnect&lt;br&gt;Utilize campus resources</td>
<td>Track progress of selected program of study or official degree plan&lt;br&gt;Utilize decision-making skills to assist with reaching goals&lt;br&gt;Make use of academic advising services regarding long-term goals in timely manner</td>
<td>Understand how success in courses contributes to the achievement of their goals</td>
</tr>
<tr>
<td>46+</td>
<td>Utilize program of study via eConnect to complete educational goals&lt;br&gt;Know how to file an official degree plan</td>
<td>Utilize transfer information</td>
<td>Understand the importance of self-direction and self-sufficiency in obtaining career and life goals</td>
</tr>
</tbody>
</table>
Advising Methods

<table>
<thead>
<tr>
<th>Individual Appointment</th>
<th>Walk-in</th>
<th>Group Sessions</th>
<th>Online Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments can be scheduled for 30 minutes or more.</td>
<td>First-come, first served basis, may have a longer wait time.</td>
<td>Scheduled for a specific time frame.</td>
<td>Available 24 hours a day, response time may vary.</td>
</tr>
<tr>
<td>Long-term educational planning can be discussed in greater detail such as: graduation, transfer and major requirements, career exploration, academic difficulty, etc.</td>
<td>Current semester planning only as time permits.</td>
<td>Special populations, such as first time in college, probation, career and technical, transfer, etc.</td>
<td>Web based discussion of courses and programs.</td>
</tr>
<tr>
<td>Advisors will help with clarifying goals and long-term planning</td>
<td>Advisors will be able to provide limited services.</td>
<td>Advisors will provide general information regarding the specific group.</td>
<td>Advisors will assist with goal setting and course planning. Students are guided to eConnect for registration activity and specific personal information.</td>
</tr>
</tbody>
</table>

Tools & Resources

Academic Calendar: https://www1.dcccd.edu/catalog/ss/academic_calendar.cfm
Academic Advising: http://www.cedarvalleycollege.edu/FutureStudents/StudentServices/AcademicAdvising/default.aspx
eConnect: https://econnect.dcccd.edu
eCampus: http://ecampus.dcccd.edu/
Catalog http://www1.dcccd.edu/catalog/cattoc.cfm?loc=ecc
Transfer Services: http://www.dcccd.edu/SS/Academics/TS/Pages/default.aspx
Journey 2 Success: http://www.dcccd.edu/ss/academics/jtos/Pages/default.aspx
Texas Higher Education Coordinating Board (THECB): http://www.thecb.state.tx.us/
Board policies manual: http://pol.tasb.org/Home/Index/358

Assistance with Issues Involving Disabilities

Cedar Valley College is dedicated to providing equal opportunity and access for every student. Students who require accommodations based on the presence of a disability, should contact the Cedar Valley College Disability Services Office at (972) 860-8119. http://www.dcccd.edu/SS/OnCampus/DisSvs/Pages/default.aspx.

Faculty can discuss the following:
- Explain program requirements for their discipline
- Assist with skill development, concentration requirements, and overall student development.

Faculty or Academic Advisors cannot select a program of study for students or tell students which instructor's class to sign up for. However, faculty and advisors provide logical options for circumstances and goals, and give information needed to make informed decisions.
CVC Adjunct Communication Information

In an effort to better serve the adjuncts of Cedar Valley the adjunct office is trying to keep all information as up-to-date as possible at all times. Each semester this information needs to be verified and updated. Please check this form and mark any corrections that might be needed. Adjuncts that have classes on campus are required by their contract to check their mailbox and e-mail before entering the classroom. We hope to make this responsibility as convenient as possible. If you have an on campus mailbox in a different location please let us know where it is located so we can forward your mail and messages.

Last Name   First Name   ID#   USER
Street Address
City   State   Zip

Check this box if you have an on campus mailbox located outside the adjunct office and enter the location of it in the box below:

Primary E-Mail
(Same e-mail as used on student syllabus, eCampus and eConnect. They should be the same.)

Secondary E-Mail   Check if authorized to Release
Home Phone   Check if authorized to Release
Cell Phone   Check if authorized to Release
Office Phone   Check if authorized to Release

Check the box corresponding to the following information if we are authorized to release it to students.

Last Semester Verified:
Online   On Campus   Off Campus
Division   Subject
Dean
Coordinator

If we are unable to contact you, or, in case of an emergency who should we contact?

Name
Home Phone   Cell Phone

Signature___________________________________________________                 Date____________________

THIS COMMUNICATION TOOL IS IMPORTANT FOR STUDENT SUCCESS. PLEASE ENSURE INFORMATION IS CORRECT. This form is for Adjunct Office use ONLY and is considered valid for the semester verified above. Information will not be released without written authorization. If information changes, please provide updated information to the Adjunct Office immediately in A108 or call 972-860-8230/8018.
CVC ADJUNCT OFFICE
END OF SEMESTER CHECKOUT LIST

Instructions: Complete one (1) End of Semester Check Out List per class. To prepare for the upcoming semester, we request that you submit all documents by __________________. Thank you for your contribution to student success at Cedar Valley College.

NAME: (Please print) ____________________________________________

COURSE #/Section (One per class): ________________________________

SEMESTER: (Circle one) FALL WINTER SPRING MAY SUMMER SUMMER YEAR_____

WILL YOU BE TEACHING NEXT TERM?: (Circle one) YES NO UNKNOWN OTHER: _____

If you will not be teaching, where can you be reached for future reference?:

ADDRESS: ______________________________ PHONE: (  ) ______________________

E-MAIL: ____________________________________________________________

<table>
<thead>
<tr>
<th>ITEMS(S)</th>
<th>Complete</th>
<th>Outstanding or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final grades must be submitted via eConnect by 5:00 PM on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for traditional semester classes. Include a printed verification with this packet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Spreadsheet – required for online courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Class roster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. WX Grade Contract (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Incomplete Grade Contract (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Copy of the syllabus has been e-mailed to the division office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Jury forms (Music faculty only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Textbooks (circle one): returned or retained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Keys (circle one): returned or retained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. C.E. Information (concurrent classes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Other: Electronic Curriculum Vitae</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adjunct Office Check Out Compete: (circle one) YES NO

__________________________________________ DATE ____________________
INSTRUCTOR Adjunct Office STAFF DATE

Pending Administrative Action (To be completed by division)

__________________________________________ DATE
INSTRUCTOR DIVISION REP DATE
# DCCCD EXCELLENCE AWARD

## AWARD GUIDELINES FOR ADJUNCT FACULTY EXCELLENCE IN TEACHING AWARD

<table>
<thead>
<tr>
<th>Purpose of the award</th>
<th>Annually, each college will select one adjunct faculty member to receive the Adjunct Faculty Excellence in Teaching award.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility for nomination</td>
<td>Adjunct DCCCD Faculty members are eligible for nomination for this award based. Previous award winners may be re-nominated each year but a new nomination form must be completed.</td>
</tr>
<tr>
<td>Location Committee Appointment and Responsibilities information</td>
<td>The location committee will be appointed by the location cabinet member based on location-specific protocol.</td>
</tr>
<tr>
<td>Award Nomination Process</td>
<td>The location awards coordinators will distribute guidelines to as appropriate at their location in adherence to specific deadlines. Please refer to the District Awards website for awards coordinators at each location.</td>
</tr>
<tr>
<td>Location Selection Process</td>
<td>From nominations received, the location selection committee will determine the location winner using the established criteria for this award. Note: The location selection committee will review and rank all nominations that meet the eligibility requirements. Nominees will be ranked as follows: Teaching experience = 50 points max. Effectiveness in Classroom = 25 points max. Community Involvement = 15 points max. Honors Received = 5 points max. Additional Training = 15 points max.</td>
</tr>
<tr>
<td>Merit of Nominations Disclaimer</td>
<td>To maintain the merit of this award and the district-wide awards processes, if a location President determines that nominations received do not exceptionally exhibit the criteria of the award, no nomination from that location will be submitted to the District Office for consideration of the District-wide award for the category. Locations are not bound to submit nominations if none are received that strongly reflect the required criteria.</td>
</tr>
</tbody>
</table>
| Official Award Nomination Criteria | **Calling for Nominations**—the nomination materials Part-time Excellence in Teaching award are very specific and must be strictly adhered to. All nominations must be submitted on an Official Nomination form. All nominations must be typed—no exceptions. All nominations must adhere to the space/word limitations where specified—no attachments, no exceptions. Multiple nominations of same individual will be returned with a request that group nominations be developed that represents the best traits and
| Information regarding the process for submission of materials for the District-wide Award and the Selection of the District-wide Award Winner | Each location award coordinator will provide to the District Office a confidential copy of the location’s awardee materials/paperwork to distribute for consideration of the District-wide award for that category. The Faculty Cabinet is responsible for selecting the District-wide Adjunct Faculty Excellence in Teaching award recipient. The District Office awards staff will serve as a liaison to the faculty council. Each location award coordinator should assure that 8 copies of their location adjunct faculty award recipient’s nomination materials are submitted to the District Human Resources Office for distribution to the Faculty Council. Confidentiality—The DCCCD awards selection processes is classified as confidential processes. The location selection committee and the district-wide selection committees are expected to maintain the strictest confidentiality of all award winner names and information. |
| Award Prize and Recognition | Each of the location **Adjunct Faculty Excellence in Teaching award recipient** and the District-wide recipient will be recognized at a reception to be held in early Spring. The logistics of this event will be posted on the Awards web page in early January of each year.

Certificates, Plaques & Monetary awards:

Each location award recipient in this category will receive a location-based type of memento to commemorate their selection; in addition a framed certificate from the District Office will be presented to each awardee. Each location awardee will also receive a monetary award of $500 in restricted monies from the respective location budget.

The District-wide awardee will receive a $500 check from the Chancellor’s Fund of the DCCCD Foundation.

The District-wide awardee will also receive a plaque from the District Office commemorating their selection as the district-wide awardee and the district-wide awardee’s name will be added to a plaque displayed at district office. |
DCCCD
Adjunct Faculty Excellence in Teaching Award
Location Nomination Form

Please complete the following:

<table>
<thead>
<tr>
<th>FOR YEAR:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOMINEE NAME:</td>
<td></td>
</tr>
<tr>
<td>LOCATION:</td>
<td></td>
</tr>
<tr>
<td>POSITION:</td>
<td></td>
</tr>
<tr>
<td>DATE OF HIRE:</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Experience (120 words maximum):

Effectiveness in Classroom (120 words maximum):

Community Involvement (120 words maximum):

Honors Received (120 words maximum):

Additional Training (120 words maximum):

Nominated by:

Date:

Party/parties nominating individuals must strictly adhere to the maximum word limit for all categories listed.

DHR:2013
CVC Alumni Association

Alumni Partner Membership Levels

Sun Full Member: Completion of an A.A, A.S, A.A.S. degree or certification from CVC.

Sun Student Member: Currently enrolled at CVC and pursuing an A.A, A.S, A.A.S degree program or certification.

Sun Professional Member: Completion of any credit or continuing education class or certification program at CVC.

Alumni Partner Membership Card Benefits

Events:
- Priority tickets sales and seating for CVC events
- Access to CVC sponsor community events reserved seating
- Invitation to four CVC Alumni Association exclusive events per year

Benefit and Service:
- Alumni Car Tag
- E-mail update for social, sporting, music and arts events
- P-mail forwarding
- Parking Pass for special campus events
- CVC Publication Alumni Highlights feature stories

Campus Usage:
- Library Services
- Career Center

Career & Networking
- Job Database
- Local networking
- Career Coaching and Mentoring Seminars and workshops
- Professional Development Opportunities
**Application for Leave**

Dallas County Community College District

**Employee Number:**

**Name:**

**Pay Station:**

<table>
<thead>
<tr>
<th>Type of Leave (Enter Code)</th>
<th>Leave Taken (Hours)</th>
<th>Leave Start Date (MM/DD/YY)</th>
<th>Leave End Date (MM/DD/YY)</th>
<th>Leave Without Pay (Amount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREV - Bereavement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRT - Critical Illness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXT - Extenuating Circumstances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JRY - Jury Duty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLD - Leave for Dependents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLE - Sick Leave for Employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VAC - Vacation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Employees must inform the Human Resources Office immediately when leave without pay is taken. I certify that I am eligible to receive the leave as requested and all above statements are true and correct.**

**Employee Signature:**

**Supervisor Approval:**

**Input By:** (Human Resources Office)

**Leave Code**

- BREV - Bereavement
- CRT - Critical Illness
- EXT - Extenuating Circumstances
- JRY - Jury Duty
- SLD - Leave for Dependents
- SLE - Sick Leave for Employees
- VAC - Vacation

**Distribution:** Original – Location Human Resources  | Copy – Employee/Division

Form No. 0014-11/02

DHR: 08.09 – Revised 9.2011
<table>
<thead>
<tr>
<th>TERM</th>
<th>COMM/ENG/SPEECH and ENGLISH</th>
<th>MATH</th>
<th>PHYS. SCIENCE</th>
<th>Lang/Phi/ Culture</th>
<th>CREATIVE ARTS</th>
<th>AMER. HISTORY</th>
<th>GOVT</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2013</td>
<td>Impl. Team Assign And Assess in one section for all full-time and adjuncts faculty</td>
<td>Planning for Quan. &amp; Empr. Reason Assign And Assess</td>
<td>Impl. Team Assign And Assess in One section, All full-time and adjunct and Planning for Quan. &amp; Empr. Reason Assign And Assess</td>
<td>Pilot Sustainability/Civic Responsibility and Implement Crit Thk. Enhancements</td>
<td>Implement Teamwork Assign And Assessment on one section for full-time and adjuncts. See Course listing from State for applicable courses.</td>
<td>Pilot Sustainability/Civic Responsibility</td>
<td>Pilot Sustainability/Civic Responsibility</td>
<td>Plan for Quan. And Empirical Reasoning Assign And Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>COMM/ENG/SPEECH and ENGLISH</th>
<th>MATH</th>
<th>PHYS. SCIENCE</th>
<th>Lang/Phi/ Culture</th>
<th>CREATIVE ARTS</th>
<th>AMER. HISTORY</th>
<th>GOVT</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 31</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
<td>Deadline for recording Team Assessments in WEAVE</td>
</tr>
</tbody>
</table>

| Spring 2014 | Prof. Dev. And focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment | Prof. Dev. + Focus on assessments for Comm. AND All Faculty implement Quan. & Emp. Assessment |

<p>| June 30, 2013 | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE | Deadline for recording Q &amp; E assessment results in WEAVE |</p>
<table>
<thead>
<tr>
<th></th>
<th>COMM/ENG/ SPEECH and ENGLISH</th>
<th>MATH</th>
<th>PHYS. SCIENCE</th>
<th>Lang/Phil/ Culture</th>
<th>CREATIVE ARTS</th>
<th>AMER. HISTORY</th>
<th>GOVT</th>
<th>Social Science</th>
</tr>
</thead>
</table>
AUTHORIZATION FOR DIRECT DEPOSIT  
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

This form is used to initiate or change direct deposit.  

☐ INITIATE  ☐ CHANGE

I hereby authorize the Dallas County Community College District to credit my checking or savings account(s) indicated below. In the event of overpayment to my account(s), I grant the District the right to make the appropriate adjusting debit entry to my account(s). The District will provide notification of adjustment(s).

I understand that:
This authority is to remain in full effect until the District has received written notification from me of its change or termination so that the District and the Depository have a reasonable opportunity to act on it.

The District is not responsible for Bank insufficient fund (NSF) charges incurred arising from failure to credit deposits to my account(s).

My statement of earnings will be available electronically.

<table>
<thead>
<tr>
<th>COMPLETE TO INITIATE OR CHANGE</th>
<th>(ATTACH A COPY OF VOIDED CHECK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This form SUPERSEDES any previous instructions; therefore, all accounts must be included on a change form.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRIMARY (Total pay less subsidiary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPOSITORY NAME</td>
</tr>
<tr>
<td>CITY</td>
</tr>
<tr>
<td>TRANSIT/ABA NUMBER</td>
</tr>
<tr>
<td>ACCOUNT NUMBER</td>
</tr>
</tbody>
</table>

| SUBSIDIARY 1 Amount $                  |
| DEPOSITORY NAME                       |
| CITY                                |
| TRANSIT/ABA NUMBER                   |
| ACCOUNT NUMBER                      |

| SUBSIDIARY 2 Amount $                  |
| DEPOSITORY NAME                       |
| CITY                                |
| TRANSIT/ABA NUMBER                   |
| ACCOUNT NUMBER                      |

EMPLOYEE INFORMATION

| NAME (Print or Type)                   |
| SOCIAL SECURITY or EMPLOYEE ID NUMBER |

| ADDRESS (Number, Street and Apartment Number) |
| E-MAIL ADDRESS                             |

| CITY                                         |
| STATE                                        |
| ZIP CODE                                     |
| HOME TELEPHONE                               |
| LOCATION TELEPHONE                           |

SIGNATURE / DATE

HR / PAYROLL USE ONLY

INPUT BY/DATE:  
EFFECTIVE DATE:
Class Attendance Certification Guidelines

Cedar Valley College is required to verify that ALL students begin attendance in each class for which they have registered. Failure to comply with the mandate could result in federally sanctioned financial penalties and/or loss of an institution’s eligibility for federal financial aid. Failure to certify class rosters in a timely fashion can result in student’s being dropped from class and losing their financial aid.

Certification Guidelines

- On or before the 12th of classes, all instructors are required to certify attendance through eConnect. [https://econnect.dcccd.edu](https://econnect.dcccd.edu).

- Class certification dates vary with each class. Make sure to activate your eConnect account on or before the first day of class.

- An instructor shall record a student as certified if:
  
  - The student has attended class at least once prior to the class certification date.
  - The student has submitted an assignment.
  - The student has logged into an online discussion
  - The student has completed a test.
  - The student has participated in a field trip.
  - The student has telephoned or emailed.

- To learn more, view Certify My Classes [https://econnect.dcccd.edu/training_help-FC.html](https://econnect.dcccd.edu/training_help-FC.html)

Certification Corrections

- Need to make a correction? Complete the on-line certification form [http://cvcsuns.cedarvalleycollege.edu/?page_id=62](http://cvcsuns.cedarvalleycollege.edu/?page_id=62)

- Certification changes are only processed online.

- Change process requires 3 – 5 business days to process.

- No changes will be processed at the end of the semester.
Certification Attendance Process via eConnect Quick Reference

1. Access DCCCD homepage (www.dcccd.edu)
2. Click eConnect
3. Under the eConnect menu, click on Faculty Menu.
4. Under My Class Information, click on My Class Roster (XROP).
5. Follow the instructions to Log In; enter your 7-digit employee ID number and password and then Submit. (Note: First time users must put in their birthday as the password and change it during the next log-in attempt.)
6. Click on My Class Roster (XROP).
7. Under my Class Roster/Certify My Classes (XROP), use the dropdown menu to click on a term and then click Submit. (Note: you do not have to enter “start and end” dates.)
8. Under my Class Roster/Certify My Classes Selection, you will see all of your classes. Under the column named “Choose One”, click in the box of the class you are ready to certify. Now, click on Submit (at the bottom of the page).
9. You can now follow the Attendance Certification procedures.
   - Make sure you select the box of any student who has “never attended”
   OR
   - Leave the boxes blank if all students attended at least once.
   - Make sure you select of the “Certification Boxes” at the bottom of the page
   - Finally, click on Submit to complete the certification process for that class.
Why **am I required to certify my class attendance?**

As a multi-million dollar participant of the federal financial programs, the Dallas County Community College District is required to verify that ALL students begin attendance* in each class for which they have registered. Failure to comply with the mandate could result in federally sanctioned financial penalties and/or loss of an institution’s eligibility for federal financial aid (TitleIV) program participation.

*Note: Attendance can be defined as actual presence in the class, turning in an assignment, logging in to an online discussion, taking a test, going on a field trip, etc. Participation must occur prior to or on the certification date.

If a student is certified for “non-attendance”, this does not mean that they are going to be dropped from the class NOR does it mean that they can no longer attend the class.

**Certify my Classes**

1. Log in to eConnect if not already logged in.
2. From the eConnect Faculty menu choose “Certify My Classes”.

3. Select the current term OR the start/stop date of the semester.
4. Press “Submit”.
Select a Class to Certify

Certify My Classes: Selection

Please choose ONE section and press Submit to view your class roster.

<table>
<thead>
<tr>
<th>Choose</th>
<th>Course-Number Section (Reg # Title)</th>
<th>Class Certified</th>
<th>Term</th>
<th>Class Meeting Information</th>
<th>Faculty</th>
<th>Cap/Avail</th>
<th>Loc Credits</th>
<th>Start/End Date</th>
<th>Status</th>
<th>Class Features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D MAT-0066-0004 (525303) Concepts in Basic Mathematics</td>
<td></td>
<td>2009SP</td>
<td>E108 LECT R 08:00AM 09:20AM</td>
<td>R. Bright</td>
<td>CAP - 18 AVAIL - 6</td>
<td>MVC 3.00</td>
<td>01/20/09 05/14/09</td>
<td>Open</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D MAT-0090-0008 (526525) Pre Algebra</td>
<td></td>
<td>2009SP</td>
<td>W165 LECT R 09:30AM 10:50AM</td>
<td>R. Bright</td>
<td>CAP - 20 AVAIL - 19</td>
<td>MVC 3.00</td>
<td>01/20/09 05/14/09</td>
<td>Open</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>PHIL-1301-TEST1 (559308) Intro Philos</td>
<td></td>
<td>2009SP</td>
<td>TBA LECT MWF</td>
<td>R. Bright</td>
<td>CAP - AVAIL - 0</td>
<td>RLC 3.00</td>
<td>04/26/09 05/26/09</td>
<td>Open</td>
<td>Core</td>
</tr>
</tbody>
</table>

1. Select the box next to the desired course.
2. Press “Submit”.
1. Select the check box next to "100% Attendance".
2. Press "Submit".
You will see a confirmation screen and receive an email confirming the submission.

Note: Once you have certified your class, you will no longer be able to make changes online. If you need to make a change, please contact the Financial Aid Office at your campus.
I Want to Certify my Classes
With Partial Attendance

Why am I required to certify my class attendance?

As a multi-million dollar participant of the federal financial programs, the Dallas County Community College District is required to verify that ALL students begin attendance* in each class for which they have registered. Failure to comply with the mandate could result in federally sanctioned financial penalties and/or loss of an institution’s eligibility for federal financial aid (TitleIV) program participation.

*Note: Attendance can be defined as actual presence in the class, turning in an assignment, logging in to an online discussion, taking a test, going on a field trip, etc. Participation must occur prior to or on the certification date.

If a student is certified for “non-attendance”, this does not mean that they are going to be dropped from the class NOR does it mean that they can no longer attend the class.

Certify my Classes

1. Log in to eConnect if not already logged in.
2. From the eConnect Faculty menu choose “Certify My Classes”.

Certify My Classes

Please select a term OR enter a start or end date and press Submit to continue to your class roster.

Select the Term

3. Select the current term OR the start/stop date of the semester.
4. Press “Submit”.

Page 1 of 4
## Select a Class to Certify

### Certify My Classes: Selection

Please choose ONE section and press Submit to view your class roster.

<table>
<thead>
<tr>
<th>Choose</th>
<th>Course-Number Section (Reg # Title)</th>
<th>Class Certified</th>
<th>Term</th>
<th>Class Meeting Information</th>
<th>Faculty</th>
<th>Cap/Avail</th>
<th>Loc. Credits</th>
<th>Start/End Date</th>
<th>Status</th>
<th>Class Features</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DMAT-0066-6004 (526303) Concepts in Basic Mathematics</td>
<td></td>
<td>2009SP</td>
<td>E108 LEC TR 08:00AM 09:20AM</td>
<td>R. Bright</td>
<td>CAP - 18 AVAIL - 6</td>
<td>MVC 3.00</td>
<td>01/20/09 05/14/09</td>
<td>Open</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DMAT-0090-6008 (526525) Pre Algebra</td>
<td></td>
<td>2009SP</td>
<td>W165 LEC TR 09:30AM 10:50AM</td>
<td>R. Bright</td>
<td>CAP - 20 AVAIL - 19</td>
<td>MVC 3.00</td>
<td>01/20/09 05/14/09</td>
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<td>PHIL-1301-TEST1 (559308) Intro Philos</td>
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<td>2009SP</td>
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<td>CAP - AVAIL - 0</td>
<td>RLC 3.00</td>
<td>04/26/09 05/26/09</td>
<td>Open</td>
<td>Core</td>
</tr>
</tbody>
</table>

1. Select the box next to the desired course.
2. Press “Submit”.
Certify My Classes: Results

1. Select the check boxes next to Students who have Never attended.
2. Select the check box next to “Certification”.
3. Press “Submit”.

Class Certification Date
**Result**

**My Class Roster/Certify My Classes: Thank You**

Thank you. The attendance for PHIL-1301-TEST1 Intro Philosop has been updated and certified. If you need to make any changes please contact your campus [Financial Aid Office](mailto:jtemplton@dcccd.edu).

Note: An email confirmation has been sent to Real Bright at jtemplton@dcccd.edu.

---

You will see a confirmation screen and receive an email confirming the submission.

**Note:** Once you have certified your class, you will no longer be able to make changes online. If you need to make a change, please contact the [Financial Aid Office](mailto:jtemplton@dcccd.edu) at your campus.
CHANGE OF GRADE AUTHORIZATION
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

<table>
<thead>
<tr>
<th>STUDENT'S NAME (Last, First, M)</th>
<th>STUDENT IDENTIFICATION NUMBER (ID)</th>
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<tbody>
<tr>
<td>SEMESTER</td>
<td>SECTION</td>
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<td>SECTION</td>
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</table>

Change the grade from ____________ to ____________ for the following reason:

- Work Not Complete
- Error in Grade Computation
- Administrative Error in Reporting

INSTRUCTORS SIGNATURE

DATE

DIVISION CHAIRPERSON'S SIGNATURE

DATE

Distribution: Original - Registrar, Canary - Division Chairperson, Pink - Instructor

FORM NO. 0546-2/2012
<table>
<thead>
<tr>
<th>Student Name</th>
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<tr>
<td>26-</td>
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</tr>
</tbody>
</table>
Dallas County Community College District

Credit for Academic Advancement

Name: _____________________________________________ Colleague ID Number: ____________

Last                                                               First                                          M.I.

Location: _____________________ Division_____________________ Current Salary Range _________

? I have accumulated approximately _________ toward advancement to the next Range of the
Faculty Salary Schedule and anticipate completing enough hours to be reclassified by

_____________________.
Month/Year

Official transcripts and/or “other evidence” of course completion are required and must be attached to this form. These
documents must contain the official school seal and be received in the location Human Resources office no later than
September 1. “Other Evidence” is defined as written notification on college/university stationery from the registrar’s
office stating hours completed or degree earned with the school seal.

Failure to submit the required documents may result in non-submission for reclassification.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

_________________________________      _______________________________
Faculty Signature                          Date                   VPI Signature                             Date

_________________________________
Dean/Division Chair Signature     Date

Distribution: District HR ~ Location HR ~ Faculty ~ Dean/Division Chair ~ College President
Credit-By-Examination

These changes were made after this Web page was originally published on May 28, 2013.
Show me the current version.
Show me the May 28, 2013, web published version.
Key: Old Content  New Content

If you think you already meet the requirements of a course by experience or previous training, you may request credit-by-examination. You may not request credit-by-examination for courses in which you are currently enrolled. The Registrar's Office has information about the courses for which credit-by-examination is available. The examination may be an approved subject examination (not a general examination) of the College Level Examination Program (CLEP), Advanced Placement Exams (CEEB), Defense Activity for Nontraditional Education Support (DANTES), International Baccalaureate Program Exams, (IB) or an instructor-made test, depending on the course. You should ensure college acceptance of specific national exams prior to taking them. Scores for national testing programs, such as CLEP, AP and DANTES, will be valid for 10 years.

You must pay a test administration service charge for each course examination. This charge is in addition to fees charged by testing companies—e.g., CLEP, DANTES, THEA. This service charge must be paid prior to taking the examination and is not refundable. Final acceptance of credit-by-examination for specific degree purposes is determined by the degree-granting institution. If you are planning to use credit-by-examination to meet degree requirements at other institutions, you should check the receiving institution's requirements.

You must be currently enrolled as a credit student at the college to receive credit-by-examination. Although your current enrollment in a course may normally make you ineligible for national testing programs, the Foreign Language Curriculum Committee permits an exception to this policy for students enrolled in foreign language courses.

You may earn as many credits through examination as your ability permits and needs require, but at least 25% of the credit hours required for graduation must be taken through instruction and not through credit-by-examination. Credit-by-examination may be attempted only once in the college for any given course and a minimum score must be earned in order for credit to be recorded. Those who successfully complete an approved credit-by-examination may choose to have either the grade earned, if it is made available, or "CR" recorded on the transcript. Only letter grades of A, B, or C for credit-by-exam will be calculated into the GPA. If a student chooses "CR" for a credit-by-exam or if "CR" is the only option available to students, the "CR" cannot be calculated into the GPA. Students who meet the minimum passing standard on Computerized CLEP exams will be awarded "CR". The option for a letter grade is currently not available.

The following national tests are approved for credit-by-examination:

**CLEP Computerized Test Subject Exams**

(CLEP General Exams are NOT approved)

*See College Testing Center for test limitations for these computerized CLEP exams

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Minimum Score</th>
<th>Credits</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>50</td>
<td>3</td>
<td>ACCT 2301</td>
</tr>
<tr>
<td>Principles of Accounting (version retired 07/07)</td>
<td>50</td>
<td>6</td>
<td>ACCT 2301, 2302</td>
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<tr>
<td>Principles of Management</td>
<td>50</td>
<td>3</td>
<td>BMGT 1303</td>
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<tr>
<td>General Biology</td>
<td>50</td>
<td>8</td>
<td>BIOL 1406, 1407</td>
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<tr>
<td>Introductory Business Law</td>
<td>50</td>
<td>3</td>
<td>BUSI 2301</td>
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<tr>
<td>General Chemistry</td>
<td>50</td>
<td>8</td>
<td>CHEM 1411, 1412</td>
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<tr>
<td>Principles of Macroeconomics</td>
<td>50</td>
<td>3</td>
<td>ECON 2301</td>
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<tr>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>Principles of Microeconomics</td>
<td>50</td>
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<td>English Literature</td>
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<td>ECON 2302</td>
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<tr>
<td>American Literature</td>
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<td>ENGL 2322, 2323</td>
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<td>College Level I French Language</td>
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<td>College Level I German Language</td>
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<td>*American Government</td>
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<td>GOVT 2305</td>
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<tr>
<td>History of U.S. I</td>
<td>3</td>
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<td>History of U.S. II</td>
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<td>Western Civilization I</td>
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<td>Western Civilization II</td>
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<td>Principles of Marketing</td>
<td>3</td>
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<td>Trigonometry (version retired 7/06)</td>
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<td>Calculus with Elementary Functions</td>
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<td>Introductory Psychology</td>
<td>3</td>
<td>PSYC 2301</td>
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<td>Human Growth and Development</td>
<td>3</td>
<td>PSYC 2314</td>
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<tr>
<td>Introductory Sociology</td>
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<td>College Level I Spanish Language</td>
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<tr>
<td>(version retired 8/07)</td>
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</tbody>
</table>

**CLEP Paper/Pencil Exams**

(CLEP General Exams are NOT approved)

Paper/pencil CLEP Tests are no longer administered, but the required scores, from such tests, taken within the past ten years can be utilized. * See College Testing Center for test limitations on these CLEP tests.

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Minimum Score</th>
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<th>Course(s)</th>
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<tbody>
<tr>
<td>Principles of Accounting</td>
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<td>General Biology</td>
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<td>BIOL 1406, 1407</td>
</tr>
<tr>
<td>Intro to Business Law</td>
<td>51</td>
<td>3</td>
<td>BUSI 2301</td>
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<tr>
<td>General Chemistry</td>
<td>47</td>
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<td>Principles of Macroeconomics</td>
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<td>ECON 2301</td>
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<td>Principles of Microeconomics</td>
<td>41</td>
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<td>*American Government</td>
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<tr>
<td>Western Civilization 1</td>
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<td>College Level Spanish Language</td>
<td>14</td>
<td>SPAN 1411, 1412, 2311, 2312</td>
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</tr>
</tbody>
</table>

*In order to receive credit-by-exam for GOVT 2306, students must take a departmental test on Texas Government. The departmental GOVT 2306 test may be given only to students who have also received credit for Government 2305 via CLEP.

AP Advanced Placement

(*See more information below concerning these exams.)

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Minimum Score</th>
<th>Credits</th>
<th>Course(s)</th>
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</thead>
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<td>BIOL 1406, 1407</td>
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<td>Calculus AB</td>
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<tr>
<td>Calculus BC</td>
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<td>9</td>
<td>MATH 2414, 2643 2413</td>
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<td>Chemistry</td>
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<td>Chinese Language and Culture</td>
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<td>CHIN 1411, 1412</td>
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<td>14</td>
<td>CHIN 1411, 1412, 2311, 2312</td>
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<tr>
<td>Computer Science A (test taken between 08/01/92 to 10/16/06)</td>
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<td>COSC 1315</td>
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<tr>
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<td>Computer Science AB</td>
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<td>CCSC 1436, 1437, 2436</td>
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Cedar Valley College
Credit by Examination Petition

Catalog Statement

Students who believe they already meet the requirements of a course by experience or previous training may request credit by examination. The Advisement Center has knowledge of courses available by this method. The examination may be as approved subject examination (not a general examination) of the computerized College Level Examination Program (CLEP), Advanced Placement Exams (CEEB), or a faculty-developed test, depending on the course.

The student pays an examination fee for each course examination. This fee must be paid prior to taking the examination and is not refundable. The College's credit by examination program is coordinated with similar programs of four-year institutions. Final acceptance of the credit by examination for specific degree purposes is determined by the degree-granting institution. **STUDENTS PLANNING TO USE CREDIT BY EXAMINATION TO MEET DEGREE REQUIREMENTS AT OTHER INSTITUTIONS SHOULD CHECK THE REQUIREMENTS OF THE RECEIVING INSTITUTION.**

Students must be currently enrolled at this college to receive credit examination. Students may NOT request credit by examination in course for which they are currently enrolled. Students may earn as many credits through examination as their ability permits and need requires, but the last 15 credit hours required for graduation must be taken by instruction and not credit by examination except as approved by the Vice President of Instruction.

Test Dates and Fees

**COMPUTERIZED CLEP**
These tests are not taken on the Cedar Valley College campus. They are available through El Centro College located at 801 Main St. Dallas, TX. Students must have an appointment by calling 214-860-2178.

**FACULTY-MADE TEST**
Petition for Credit by Exam for Faculty-Made tests must be initiated by the student, through the Advisement Center,
Prior to:
*** November 15 for the Fall Semester
*** April 15 for the Spring Semester
*** No Faculty-Made tests are petitioned or administered in the Summer Semesters

*** Faculty-Made tests must be taken within two weeks after the student initiates the petition in the Advisement Center.

*** A fee of $25 plus a $15 administrative fee is charged for the first test within any month. $22 is charged for each additional test if taken the same month as the first test. These fees should be paid to the Cashier's Office, Room L105.
STUDENT PROCEDURE:
After initiating the petition with an Academic Advisor the student must hand-carry it through the procedure to Step V, completion of the exam. Once Step V is completed, the Instructor and the Vice President of Instruction will continue the process to have the grade officially recorded, by the Registrar.

PETITION FOR CREDIT BY EXAM

Please print and fill out in ink.

Student Name ___________________________ SID# ___________________________

Course Name and Number for which request is being made: ___________________________

PROCEDURES

I. Advisement Center (to be completed by an Academic Advisor):
   A. Currently enrolled? Yes ____ No _____
   B. Experience/training indicates potential for Credit by Exam? Yes ____ No _____

Advisor's Signature __________________________________________________________

Date Petition Initiated __________________________

THE STUDENT DELIVERS THE PETITION TO THE APPROPRIATE ACADEMIC DIVISION OFFICE

II. Division Office (to be completed by division dean):

   Assigned examining faculty name ____________________________________________

   Office phone number __________________________ Office _______________________

Division Dean's Signature __________________________ Date ______________________

STUDENT SHOULD MAKE AN APPOINTMENT WITH THE FACULTY MEMBER AND HAND-CARRY THE PETITION AND DEGREE PLAN TO THE APPOINTMENT
III. Instructor’s Appointment (to be completed by faculty member):

A. Approved for testing: Yes _____ No _____

B. If “NO” give the reason for disapproval:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

C. Scheduled Test Date: ________________ Time __________

Room ________________

Instructor’s Signature ___________________________ Date ________________

STUDENT NOW TAKES PETITION TO THE CASHIER’S OFFICE, ROOM L105, TO PAY THE FEE. IF THE PETITION HAS BEEN DISAPPROVED BY THE INSTRUCTOR AND THE STUDENT DISAGREES WITH THE DECISION, THE STUDENT RETURNS TO THE DIVISION DEAN FOR RESOLUTION.

IV. Cashier’s Office (to be completed by the Cashier’s Office):

A. Non-refundable fee paid to the Cashier’s Office. Yes _____ No _____

B. Receipt number __________________________

C. Received by __________________________ Date ________________

STUDENTS TAKE PETITION, RECEIPT, AND DEGREE PLAN BACK TO INSTRUCTOR FOR TEST ADMINISTRATION ON DATE AND TIME APPROVED ABOVE IN PROCEDURE III. THE DEGREE PLAN AND THE PETITION REMAIN WITH THE INSTRUCTOR

V. Test Administration (to be completed by Instructor):

A. Date exam was given __________________________

B. Grade(s) received _________, _________

Average Grade ___________________________
Alpha Grade to be assigned __________________________

C. Instructor's remarks (if any)

________________________________________________________________________

Instructor's Signature ______________________________________ Date _______

INSTRUCTOR FORWARDS PETITION, DEGREE PLAN, AND SCORED TESTS TO VICE PRESIDENT OF INSTRUCTION

VI. Vice President of Instruction (to be completed by VPI):

A. Credit approved

   Yes ___ No ___

B. If "NO" give reason for disapproval

________________________________________________________________________

VIP Signature ______________________________________ Date _______

VIP FORWARDS PETITION TO THE REGISTRAR'S OFFICE AND SCORED TESTS TO THE DIVISION OFFICE FOR FILING. STUDENT CAN CONTACT THE REGISTRAR'S OFFICE ONE WEEK AFTER TESTING FOR TEST RESULTS.

VII. Transcript Recording (to be completed by the Registrar's Office):

A. Grade recorded (circle one)    A    B    C

B. Recorded by ___________________________ Date ___________

RECORDED GRADE PETITIONS ARE FORWARDED TO THE DIVISION OFFICE FOR PERMANENT FILING
The common book encourages the Cedar Valley College’s campus and neighboring community to read and discuss a common book during each academic year.

Cedar Valley College

COMMON BOOK

2014-2015 Common Book

Wine to Water by Doc Hendley is a non-fiction memoir of the author starting the Wine to Water non-profit. The charity brings clean water to many parts of the world.

A small town bartender named Doc Hendley launches a wine tasting event to help bring awareness to clean water projects around the world. Instead of donating the money, Doc found himself being an anchor presence and starts his own charity – Wine to Water.

This book is available for checkout at the CVC Library and for purchase at the CVC bookstore.


Questions/Additional Information: Contact Vidya Krishnaswamy, Director of Library Services, CVC Library

Email: vkrishnaswamy@dccc.edu or 972-860-8111
Dallas County Community College District  
Criminal Background Check (CBC)  

Requesting Location ONLY (REQUIRED)  

<table>
<thead>
<tr>
<th>DCCCD Location</th>
<th>SCAN Date</th>
<th>SCANNED By</th>
</tr>
</thead>
</table>

**Personal Information**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
<th>Suffix</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SS#</th>
<th>Date of Birth</th>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Contact Phone Number</th>
<th>Mother’s Maiden Name (Required if Held Residence in Puerto Rico)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>APT or Suite</th>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
</table>

**Employee Status (Check all that apply)**

<table>
<thead>
<tr>
<th>Current Employee</th>
<th>Authorized</th>
<th>Applicant for Employment</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Division</th>
<th>Supervisor</th>
<th>Location</th>
<th>HR:</th>
</tr>
</thead>
</table>

Under the authority of the Texas Education Code and the Fair Credit Reporting Act, the DCCCD shall require a criminal history check of its employees, applicants for employment, authorized volunteers and employees of independent contractors that do business with the DCCCD if the employment or relationship will require the individual to be classified as having regular contact with minor children, handling currency, access to debit/credit card information or if the employees position has access to security sensitive information.

The DCCCD will not employ a person or contract with an independent contractor who has been convicted of any felony or misdemeanor involving any type of sexual offense of a minor or theft, burglary or robbery as defined in the Texas penal Code, as amended, unless the misdemeanor is minor in nature and the individual has a background that is otherwise clear of criminal convictions. **A conviction includes deferred adjudication.**

I do hereby consent to the DCCCD use of any information provided in performing the Criminal Background Check(s). Under the provisions of the Fair Credit Reporting Act, I am being informed that upon request, I will be provided the name, address and telephone number of the reporting agency, as well as, the nature, substance and source of all information.

I understand the above statement and consent to a criminal background check(s). This information will be confidential and filed under separate cover at the DCCCD District Human Resources Office.

**Signature:**

**Date:**

**Personal Information**

**Job Related Duties (Check all that apply)**

<table>
<thead>
<tr>
<th>Contact with Minors</th>
<th>Currency Handling</th>
<th>Debit/Credit Information</th>
<th>Security Sensitive</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Job Related Duties Questions — (You must answer all questions)**

- Have you ever been convicted or plead guilty before a court of any federal, state or municipal court for a criminal offense involving any type of sexual contact with a child or abuse of a child?
- Have you ever received deferred adjudication or similar disposition for any federal, state or municipal criminal offense involving any type of sexual contact with a child or abuse of a child?
- Have you ever received probation or community supervision for any federal, state or municipal offense involving any type of sexual contact with a child or abuse of a child?
- Have you ever been convicted of any sexual contact with a child or abuse of a child in a country outside of the United States?
- Have you ever been convicted or plead guilty before a court of any federal, state or municipal court for a criminal offense involving any type of theft, burglary or robbery as defined in the Texas penal Code, as amended?
**Dallas County Community College District**

**Criminal Background Check (CBC)**

<table>
<thead>
<tr>
<th>Have you ever received deferred adjudication or similar disposition for any federal, state or municipal criminal offense involving any type of theft, burglary or robbery as defined in the Texas Penal Code, as amended?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Have you ever received probation or community supervision for any federal, state or municipal offense involving any type of theft, burglary or robbery as defined in the Texas Penal Code, as amended?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Have you ever been convicted on any type of theft, burglary or robbery as defined in the Texas Penal Code, as amended, out-side of the United States?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Have you ever been convicted for a violation of any law other than minor traffic violations? If yes, give year, city, state and explanation of violation and disposition (see below). A conviction (conviction includes deferred adjudication) will only</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CITY</th>
<th>STATE</th>
<th>EXPLANATION (use page 3 if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Places of Residence**

Beginning with the present up to 10 years, list all Counties and States of residence since age 18 or High School graduation. *(Use page 3 if necessary)*

<table>
<thead>
<tr>
<th>FROM MONTH/YEAR</th>
<th>TO MONTH/YEAR</th>
<th>COUNTY</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

My signature below hereby certifies that all information provided in this authorization is true, correct and complete to the best of my knowledge. I understand that if any information proves to be incomplete or incorrect, I may be subject to disciplinary action including termination of employment or revocation of an employment offer by the Dallas County Community College District. I also understand that the information provided in this authorization may be used at the discretion of the District.

**Signature:**

**Date:**

(COMPLETED THIS SECTION ONLY IF NECESSARY FOR ADDITIONAL INFORMATION)

**Explanation (continued)**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CITY</th>
<th>STATE</th>
<th>EXPLANATION</th>
</tr>
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<tbody>
<tr>
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</table>
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
CRIMINAL BACKGROUND CHECK (CBC)

<table>
<thead>
<tr>
<th>FROM MONTH/YEAR</th>
<th>TO MONTH/YEAR</th>
<th>COUNTY</th>
<th>STATE</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

PLACES OF RESIDENCE (CONTINUED)

My signature below hereby certifies that all information provided in this authorization is true, correct and complete to the best of my knowledge. I understand that if any information proves to be incomplete or incorrect, I may be subject to disciplinary action including termination of employment or revocation of an employment offer by the Dallas County Community College District. I also understand that the information provided in this authorization may be used at the discretion of the District.

SIGNATURE:                      DATE:
Dallas County Community College District
Current Employee Criminal Background Check (CBC) Renewal Form

<table>
<thead>
<tr>
<th>DCCCD LOCATION:</th>
<th>DATE:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>LAST NAME:</th>
<th>FIRST NAME:</th>
<th>MIDDLE NAME:</th>
<th>SUFFIX:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>EMPLOYEE ID#:</th>
<th>DATE OF BIRTH:</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>CONTACT PHONE NUMBER:</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>ADDRESS:</th>
<th>APT OR SUITE:</th>
<th>CITY:</th>
<th>STATE:</th>
<th>ZIP:</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>SIGNATURE:</th>
<th>DATE:</th>
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</tbody>
</table>

Instructions: This CBC Renewal Form is to be completed by current DCCCD Employees only.
Curriculum Vitae Template

Instructor’s Name
College Address
Work Phone Number
E-mail address

Education
Blue University, Philadelphia, PA
Ph.D. in English
Dissertation: “Title”

Blue University, Philadelphia, PA
M.A. in English
Thesis: “Title”

Greenville University, Raleigh, NC
B.A. Honors in English

Teaching Experience
Northwestern University, Pittsburgh, PA
Instructor – English 101, 102, 103 and 104
Developed syllabus and overall structure, weekly lab practicum, and administered all grades.

Walnut Grove University, Pittsburgh, PA
Lecturer – “Global Communication in the 21st Century”
Developed syllabus and overall course structure, and administered all grades.

Walnut Grove University, Pittsburgh, PA
Adjunct Instructor – “Editing Technical Documents”
Developing syllabus and overall course structure, and administered all grades.

Publications and Papers
Title of the Paper, Date
Guest Speaker at the Global Communication Convention, Houston, TX

Title of the Paper, Date
Paper presented at the Annual Meeting of English Professors, New York, NY

Publications
DEGREE PLAN REQUEST
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

UNOFFICIAL EVALUATIONS may be requested at the Counseling or Advising Center. This form is for an Official Evaluation of your academic credentials. Degree Plans may be requested any time during your first term or any subsequent terms within the DCCCD, provided ALL official transcripts are on file at the college from which you request the evaluation. THIS IS NOT AN APPLICATION FOR GRADUATION NOR A DIPLOMA. You may contact the Registrar’s Office at your college for a Graduation Application form.

PERSONAL INFORMATION: (Please Print Clearly)
Student I.D. Number: ______ ______ ______ ______ ______ ______ Full Name: __________________________________________________________

Give names (if different from above) that are on transcripts from other institutions:
________________________________________________ ______________________________________________________

ADDRESS:
APT #: CITY: STATE: ZIP:
E-MAIL ADDRESS: HOME PHONE NUMBER: BUSINESS PHONE NUMBER:

STUDENT STATUS: (CHECK ALL THAT APPLY)
☐ DCCCD hours only
☐ Attended other Colleges or Universities (You must have ALL Official Transcripts on file at the college from which you request the Degree Plan.)
☐ Receiving VA Benefits (You must have a Degree Plan to be certified.)
☐ Receiving Financial Aid Benefits (You must have a Degree Plan to be certified.)

DEGREE OR CERTIFICATE TYPE: (CHECK ONE)
☐ Associate in Arts – General ☐ Associate in Arts – (Specify Emphasis/FOS Program): ______________________________________________
☐ Associate in Science – General ☐ Associate in Science – (Specify Emphasis/FOS Program): __________________________________________
☐ Associate in Teaching (Specify Academic Program): __________________________________________________________________________________
☐ Associate in Applied Science (Specify Technical Program): ______________________________________________________________________________
☐ Certificate (Specify Technical Program): __________________________________________________________________________________________
☐ Enhanced Skills Certificate (Specify Skills Area): ______________________________________________________________________________________

(This Certificate is awarded only to students who have already completed or are concurrently completing the Associate in Applied Science Degree.)
☐ Skills Achievement Award (Specify Skills Area): ______________________________________________________________________________________

CATALOG YEAR: If you do not indicate a catalog year, the current catalog year will be used. Your program requirements must be completed within five years of the effective date of the catalog year chosen.

I choose catalog year: _____ _____ - _____ _____.

I plan to complete all requirements for graduation: Semester ___________ Year ________.

The DCCCD reserves the right to make changes to Degree Plans at any time to reflect Board Policies, Administrative, State and Federal Regulations.

PREVIOUS COLLEGES ATTENDED: Please be advised, it is YOUR responsibility to provide ALL Official Transcripts to the college from which you request the Degree Plan and be aware that processing will not begin until ALL Transcripts are received at the college.

<table>
<thead>
<tr>
<th>List all colleges attended outside the DCCCD</th>
<th>Transcripts are on file at which DCCCD College?</th>
<th>Transcripts have been evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ BHC ☐ MVC ☐ CVC ☐ EFC ☐ ECC ☐ Yes, when:</td>
<td>☐ No</td>
<td></td>
</tr>
<tr>
<td>☐ BHC ☐ MVC ☐ CVC ☐ EFC ☐ ECC ☐ Yes, when:</td>
<td>☐ No</td>
<td></td>
</tr>
<tr>
<td>☐ BHC ☐ MVC ☐ CVC ☐ EFC ☐ ECC ☐ Yes, when:</td>
<td>☐ No</td>
<td></td>
</tr>
<tr>
<td>☐ BHC ☐ MVC ☐ CVC ☐ EFC ☐ ECC ☐ Yes, when:</td>
<td>☐ No</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT SIGNATURE: DATE:

OFFICE USE ONLY

DATE RECEIVED: STAFF INITIALS DATE RETURNED:
DATE MAILED: REASON RETURNED:
EMPLOYMENT AUTHORIZATION REQUEST

<table>
<thead>
<tr>
<th>ADDITIONAL POSITION</th>
<th>NEW HIRE</th>
<th>REHIRE</th>
<th>CHANGE</th>
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</table>

**EMPLOYEE**

<table>
<thead>
<tr>
<th>NAME</th>
<th>EMPLOYEE ID NUMBER</th>
<th>E-MAIL ADDRESS</th>
</tr>
</thead>
</table>

**GENDER:** MALE  FEMALE  **ETHNICITY (OPTIONAL):**

**RACE (OPTIONAL):**

I CERTIFY THAT ENGLISH IS MY PRIMARY LANGUAGE  YES  NO

**EMERGENCY CONTACT NAME:**  **PHONE:**

I ELECT TO PROTECT FROM DISCLOSURE MY HOME ADDRESS, HOME TELEPHONE NUMBER, MOBILE TELEPHONE NUMBER, SOCIAL SECURITY NUMBER AND ANY INFORMATION THAT REVEALS WHETHER I HAVE FAMILY MEMBERS.  YES  NO

**HOW DID YOU HEAR ABOUT THIS POSITION?**

**EMPLOYEE SIGNATURE:**  **DATE:**

**DIVISION**

<table>
<thead>
<tr>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>TEMP FULL-TIME</th>
<th>VISITING SCHOLAR FULL-TIME</th>
</tr>
</thead>
</table>

**JOB TITLE:**  **JTC:**

| GL: | %:  GL: | %: |
| GL: | %:  GL: | %: |

**ANNUAL/MTHLY SALARY:**  **OR**  **HOURLY RATE:**  **PAY STATION:**

**ROOM**  **PHONE**  **BLNG**  **BUS/TRV**  **PARKING**  **FAC PAYOUT**  **EFFECTIVE DATE**  **ENDING DATE**

**COMMENTS**

**FIRST LEVEL SUPERVISOR :**  **SECOND LEVEL SUPERVISOR :**

**DEPARTMENT BUDGET APPROVAL (REQUIRED):**  **DATE:**

**HUMAN RESOURCES OFFICE (ONLY TO BE COMPLETED FOR DATA ENTRY)**

<table>
<thead>
<tr>
<th>POSITION ID:</th>
<th>%</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>POSITION ID:</td>
<td>%</td>
<td>$</td>
</tr>
</tbody>
</table>

**STATUS:**  **APPOINTMENT REASON:**  **FTE:**

<table>
<thead>
<tr>
<th>I9 COMPLETION DATE:</th>
<th>CBC APPROVAL DATE:</th>
<th>SS CARD VERIFICATION:</th>
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**W-4 COMPLETION DATE:**

**OTHER STIPENDS:**

**RETIREMENT ELECTION AND EFFECTIVE DATE:**

<table>
<thead>
<tr>
<th>BOARD DATE:</th>
<th>NOV POSITION #:</th>
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</thead>
<tbody>
<tr>
<td>DATE OF BIRTH:</td>
<td>VISA (F-1/I-94):</td>
</tr>
<tr>
<td>ERS SALARY:</td>
<td>DATE ENTERED INTO PEOPLESOFT:</td>
</tr>
</tbody>
</table>

**COMMENTS:**

<table>
<thead>
<tr>
<th>HR:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

DHR: 10/2012
EMPLOYMENT AGREEMENT

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Place of Performance: ____________________________
Department: ________________________________

THIS AGREEMENT is made and entered into between the Dallas County Community College District, as Employer, and undersigned Employee for the term, purpose and consideration herein stated and is subject to schedule changes, sufficient enrollment and/or personnel changes based upon administrative decisions.

The OBLIGATIONS OF THE EMPLOYER are conditioned upon the faithful and timely performance by the Employee of duties herein described and such other duties and requirements as may be specified by the attachments hereto, and subject to the “General Responsibilities” listed on the reverse side or attached to this agreement.

The employee should read and initial the “General Responsibilities” statement that accompanies this contract.

Employee Name: ____________________________ Employee ID Number: ____________________________ Status: ____________________________
Home Address: ____________________________ City: ____________________________ State: ____________________________ Zip Code: ____________________________
Home Telephone Number: ____________________________ Business Telephone Number: ____________________________ Cell Telephone Number: ____________________________

Payment Period:  □ Monthly  □ Hourly

<table>
<thead>
<tr>
<th>HR USE ONLY</th>
<th>GENERAL LEDGER NUMBER</th>
<th>PAY RATE</th>
<th>CONTRACT MAX HRS.</th>
<th>START DATE</th>
<th>END DATE</th>
<th>CONTRACT AMOUNT</th>
<th>ASSIGNMENT / ACTIVITY LOCATION, SEMESTER, COURSE, SECTION</th>
</tr>
</thead>
</table>

CALCULATION/COMMENTS:

TO BE COMPLETED/VERIFIED BY THE EMPLOYEE: Please contact your primary Human Resources Office if any information is incorrect.

Administrator:  □ Full-time  Faculty:  □ Full-time  □ Part-time  Professional Support Staff:  □ Full-time  □ Part-time

Please verify your Social Security No. ____________________________ Correct □ Incorrect □ Primary DCCCD Paystation: ____________________________

Are you currently teaching additional courses for DCCCD? YES □ No □ If yes, please check location: BHC □ BJP □ CVC □ EFC □ ECC □ LCET □ MVC □ NLC □ RLC □

Are you currently employed Full-time elsewhere and participating in Teachers Retirement System? YES □ No □ If yes, list the School District ____________________________

Are you retired from TRS or ORP: YES □ NO □ If yes, list retirement date: ____________________________

EMPLOYEE SIGNATURE / DATE ____________________________ LOCATION APPROVAL / DATE ____________________________

IMMEDIATE SUPERVISOR SIGNATURE / DATE ____________________________ INPUT BY / DATE ____________________________
GENERAL RESPONSIBILITIES

The general responsibilities of adjunct instructors are defined in the Dallas County Community District Board of Trustees Policies and Administrative Procedures Manual, Policy DJ (Local)

1. To meet all classes at the place and time specified.
   a. The instructor must notify the appropriate office if the class meets at an alternate location.
2. To be well prepared for each class session.
3. To develop a college syllabus for each course section to be taught. A copy of the syllabus will be supplied for division records and made available to students. The instructor should use the college template for a course syllabus. Each syllabus should contain at least the following information:
   a. Course name, number and section.
   b. Instructor’s name.
   c. Means available for the student to contact the instructor:
      i. Instructor’s DCCCD e-mail address
      ii. Division Office or other appropriate administrative office information. Notes and/or telephone messages will be placed in instructor’s mailbox.
   d. Required materials, including textbook to be used
   e. Description of class attendance policy
   f. Description of grade determination procedure
   g. Description of the number and type of examinations to be given
   h. Description of other assignments, when due and how the assignments will be evaluated
      i. Statement of course outcomes/objectives
   j. Other information required by the college or division
4. To check the assigned mailbox and DCCCD e-mail before each class period.
5. To certify student attendance by the appropriate deadline.
6. To certify and submit final grades in accordance with the deadlines and guidelines established by the Registrar.
7. To maintain accurate gradebooks in accordance with the guidelines established by the academic Vice President and to file the grade books with the appropriate office by the established deadline.
8. To be familiar with the contents of handbooks, instructional resource guides, pertinent federal and local policies, and other items of information which are distributed for faculty use, including:
   b. FERPA, located at https://www1.dcccd.edu/cat06/08/about/privacy.cfm.
9. To enforce district and college policies and procedures.
10. To participate in staff development activities that are agreed upon by you and your supervisor.
11. If the instructor is unable to attend class, the faculty member must notify the appropriate office. The instructor will be required to arrange for class assignments and/or instruction in consultation with the appropriate supervisor.
   a. The instructor under contract is responsible for handling any financial compensation of a substitute, should a substitute be required.
   b. Under unusual and exceptional situations, the college may pay the substitute. In those situations, the pay of the instructor under contract would be reduced by the amount of the substitute pay.
   c. In all cases where substitutes are used, the individual engaged is required to have the minimum teaching credentials for the subject area.
12. The Teacher Retirement System will not pay retirement benefits to a retired Employee if the Employee works full-time hours under this Agreement. A retired employee is solely responsible for maintaining his/her part-time status and this is not the responsibility of the Employer.
13. Surcharges: Pension and TRS-Care surcharges (as applicable) will be paid to TRS by those retirees who 1) retired under TRS after September 1, 2005, 2) are currently receiving a TRS annuity and 3) are returning to work in a TRS-eligible position (half-time or more). It is the retiree’s responsibility to be aware of surcharges and the amounts due. Refer to the Human Resources Operational Guidelines- Guideline for TRS Working Retirees for surcharge percentages and rates.
14. TRS Reporting Hours: All TRS working retirees must report total hours worked each calendar month to the location Human Resources Office no later than the 2nd of the following month. The location Human Resources Office will report part-time hours to District Service Center Payroll office. If a retiree elects not to report total hours, the District will report to TRS that the TRS retiree worked the maximum number of hours. Failure to report all hours worked by the TRS retiree by the 2nd of the following month may result in jeopardizing continued employment with the District.
15. Per District policy: All TRS working retirees and adjuncts can not exceed the maximum work hours of 1014 per fiscal year (9/1/xx – 8/31/xx). Once the maximum work hours have been reached that employee must discontinue working during the current fiscal year.

My initials indicate that I have read and agree to the above statements.
FACULTY APPRAISAL REPORT SUMMARY

Name________________________________________ Job Title__________________________________ Review Period________________________________
Division__________________________________________________________________________________ College____________________________________

The ratings which follow describe performance in areas of responsibility as described in the appropriate position description, the individual action plan, faculty profile, and statement of responsibilities.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds Standards of Performance</th>
<th>Meets Standards of Performance</th>
<th>Below Standards of Performance</th>
<th>Unacceptable Performance</th>
</tr>
</thead>
<tbody>
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<tr>
<td>VII</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>

Supervisor Comments:

Faculty Comments:

Overall Performance Evaluation: ☐ Exceeds Standards of Performance ☐ Meets Standards of Performance ☐ Below Standards of Performance ☐ Unacceptable Performance

Supervisor Date President Date
Vice President Date Faculty Member Date

Original: President, 1st Copy: Vice President, 2nd Copy: Supervisor, 3rd Copy: Faculty Member
NAME: ID#: PAY STATION:

LATEST HIRE DATE: FULL-TIME HIRE DATE:

DIVISION NAME:

CURRENT RANGE: STATUS:

CURRENT CONTRACT: ___ YEAR OF A ___ YEAR CONTRACT

OVERALL PERFORMANCE EVALUATION:

☐ EXCEEDS STANDARDS OF PERFORMANCE
☐ MEETS STANDARDS OF PERFORMANCE
☐ BELOW STANDARDS OF PERFORMANCE
☐ UNACCEPTABLE PERFORMANCE
☐ FACULTY MEMBER NOT FORMALLY EVALUATED THIS YEAR

COMMENTS: (REQUIRED IF RATINGS ARE “BELOW STANDARDS OF PERFORMANCE” OR “UNACCEPTABLE PERFORMANCE”)

IT IS RECOMMENDED THAT:

☐ A ONE-YEAR CONTRACT BE OFFERED
☐ A THREE-YEAR CONTRACT BE OFFERED
☐ THE CURRENT MULTI-YEAR CONTRACT BE CONTINUED TO
  ☐ SECOND OF THREE ☐ THIRD OF THREE
☐ THE CONTRACT NOT BE RENEWED. (IN THIS CASE OF NON-RENEWAL, COPIES OF ALL EVALUATION FORMS, CONFERENCE SUMMARIES, AND APPRAISALS MUST ACCOMPANY THIS REPORT.)

Supervisor ______________________ Date ______________

President ______________________ Date ______________

Vice-President __________________ Date ______________

Faculty Member __________________ Date ______________

Distribution: Original: District Human Resources and copy for:
1st: College President
2nd: Supervisor
3rd: Faculty Member
Faculty Credential Inventory Form

(Faculty Applicant complete ONLY first section of form, excluding FOR OFFICE USE ONLY portion.)

<table>
<thead>
<tr>
<th>NAME: ___________________________</th>
<th>SSN: XXX-XX-______</th>
<th>☐ Full-time</th>
<th>☐ Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIVISION: ________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATTACH: ☐ Official Transcript(s)</td>
<td>☐ License/Certification documentation</td>
<td></td>
<td></td>
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</tbody>
</table>

DEGREE(S) HELD:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Discipline</th>
<th>Institution</th>
<th>Year Earned</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

APPLICANT SIGNATURE: __________________________________________ DATE: ________________

(Program/Discipline COORDINATOR and/or Division DEAN completes REMAINDER OF FORM)

Are degree/credit-granting institutions regionally accredited? _______

(Note: International institutions require additional verification procedures)

ACADEMIC TRANSFER FACULTY CREDENTIALS

TEACHING FIELD(S): ___________________________________________

☐ Master’s and/or Doctorate with major in this teaching field
☐ Master’s and/or Doctorate with major in another discipline, but with 18 graduate semester hours in the teaching field
Graduate Hrs. in teaching field_______
Institution__________________________________ Year_________

(WORKFORCE EDUCATION FACULTY CREDENTIALS

COURSES TO BE TAUGHT: _________________________________

☐ Associate’s degree or higher with appropriate work experience
(If only one of following checked, complete “Exceptions/Deficiency Section also)
☐ Exceptional experience in lieu of qualifying degree
☐ Deficiency in academic credential being corrected by Deficiency

DEVELOPMENTAL EDUCATION or ESOL CREDENTIALS

COURSES TO BE TAUGHT: _________________________________

☐ Bachelor’s degree in related teaching field
AND EITHER
☐ Teaching experience OR ☐ Graduate training in remedial education or ESOL
(If one of the following checked, complete “Exceptions/Deficiency Section also)
☐ Exceptional experience in lieu of qualifying degree
☐ Deficiency in academic credential being corrected by Deficiency

PHYSICAL EDUCATION FACULTY CREDENTIALS

☐ Master’s degree or higher with major in teaching field
(If one of the following checked, complete “Exceptions/Deficiency Section also)
☐ Exceptional experience in lieu of qualifying degree
☐ Deficiency in academic credential being corrected by Deficiency Plan
# DCCC – Individual Action Plan/Profile

## TEACHING

### Initial Document Approval

**Faculty:**

**Date:**

**Supervisor:**

**Date:**

### Academic Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Indicate % for each area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>I.<em><strong><strong>% II.</strong></strong></em>% III.<em><strong><strong>% IV.</strong></strong></em>% V.<em><strong><strong>% VI.</strong></strong></em>%</td>
</tr>
<tr>
<td>2nd Year</td>
<td>I.<em><strong><strong>% II.</strong></strong></em>% III.<em><strong><strong>% IV.</strong></strong></em>%</td>
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</tbody>
</table>

=100%

% Required Formal Year Only

### Primary Area of Responsibility:

#### TEACHING

<table>
<thead>
<tr>
<th>1st Year</th>
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<tbody>
<tr>
<td>Evaluation Cycle: 1 Yr.________ 2-yr.,________</td>
</tr>
<tr>
<td>For 2-yr. Cycle: Formal________ Informal________</td>
</tr>
<tr>
<td>Mid-Year Review Formal Only</td>
</tr>
<tr>
<td>Fall Courses Taught:__________________________ Class Hours Per Week:______________</td>
</tr>
<tr>
<td>Number of Different Course Preparations:________ New Courses:_______ Student Load:______</td>
</tr>
<tr>
<td>Instructional Methods (Mark those which apply) Lecture____ Seminar____ Large Group Instruction____ Fasttrack______</td>
</tr>
<tr>
<td>Field Course____ Self-Paced____ Telecourse____ Laboratory____ Other/Describe________</td>
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<tr>
<td>Special Assignments (e.g. Co-op, International Education, Leave, etc.)</td>
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<tr>
<td><strong><strong>Courses taught for extra-service (list):</strong></strong>______________________</td>
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<table>
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<tr>
<th>End-of-Year Review, All</th>
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<tr>
<td>Spr Courses Taught:__________________________ Class Hours Per Week:______________</td>
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<tr>
<td>Number of Different Course Preparations:________ New Courses:_______</td>
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<tr>
<td>Instructional Methods (Mark those which apply) Lecture____ Seminar____ Large Group Instruction____ Fasttrack______</td>
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<tr>
<td>Field Course____ Self-Paced____ Telecourse____ Laboratory____ Other/Describe________</td>
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<tr>
<td>Special Assignments (e.g. Co-op, International Education, Leave, etc.)</td>
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</tr>
<tr>
<td>For 2-yr. Cycle: Formal________ Informal________</td>
</tr>
<tr>
<td>Mid-Year Review Formal Only</td>
</tr>
<tr>
<td>Fall Courses Taught:__________________________ Class Hours Per Week:______________</td>
</tr>
<tr>
<td>Number of Different Course Preparations:________ New Courses:_______</td>
</tr>
<tr>
<td>Instructional Methods (Mark those which apply) Lecture____ Seminar____ Large Group Instruction____ Fasttrack______</td>
</tr>
<tr>
<td>Field Course____ Self-Paced____ Telecourse____ Laboratory____ Other/Describe________</td>
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<td>Special Assignments (e.g. Co-op, International Education, Leave, etc.)</td>
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<tr>
<td><strong><strong>Courses taught for extra-service (list):</strong></strong>______________________</td>
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</table>

<table>
<thead>
<tr>
<th>End-of-Year Review, All</th>
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<tbody>
<tr>
<td>Spr Courses Taught:__________________________ Class Hours Per Week:______________</td>
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<tr>
<td>Number of Different Course Preparations:________ New Courses:_______</td>
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<tr>
<td>Instructional Methods (Mark those which apply) Lecture____ Seminar____ Large Group Instruction____ Fasttrack______</td>
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<tr>
<td>Field Course____ Self-Paced____ Telecourse____ Laboratory____ Other/Describe________</td>
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<td>Special Assignments (e.g. Co-op, International Education, Leave, etc.)</td>
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<td>Academic Years</td>
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<tr>
<td>I.</td>
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<td>II.</td>
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<td>III.</td>
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<td>IV.</td>
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<tr>
<td>V.</td>
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<tr>
<td>VI.</td>
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<tr>
<td>VII, if used</td>
</tr>
</tbody>
</table>

1st Year

Primary Area of Responsibility: LRC

Evaluation Cycle: 1 Yr. __________ 2-yr. __________

For 2-yr. Cycle: Formal ________ Informal ________

Mid-Year Review Formally Only

Fall

Weekly Hours: ______
Number of hours spent: ______
Reference Desk: ______
Materials Selection: ______
Consultations: ______
Cataloging of materials: ______
Other/Describe: ________________________

Faculty: ________________________ Date: __________
Supervisor: ________________________ Date: __________

Number of Projects: ______
Number of lectures given: ______
Number of workshops given: ______
Number of Courses Taught: ______
Courses taught for extra-service (list): ________________________

End-of-Year Review, All Spr

Weekly Hours: ______
Number of hours spent: ______
Reference Desk: ______
Materials Selection: ______
Consultations: ______
Cataloging of materials: ______
Other/Describe: ________________________

Faculty: ________________________ Date: __________
Supervisor: ________________________ Date: __________

Number of Projects: ______
Number of lectures given: ______
Number of workshops given: ______
Number of Courses Taught: ______
Courses taught for extra-service (list): ________________________

2nd Year

Evaluation Cycle: 1 Yr. __________ 2-yr. __________

For 2-yr. Cycle: Formal ________ Informal ________

Mid-Year Review Formally Only

Fall

Weekly Hours: ______
Number of hours spent: ______
Reference Desk: ______
Materials Selection: ______
Consultations: ______
Cataloging of materials: ______
Other/Describe: ________________________

Faculty: ________________________ Date: __________
Supervisor: ________________________ Date: __________

Number of Projects: ______
Number of lectures given: ______
Number of workshops given: ______
Number of Courses Taught: ______
Courses taught for extra-service (list): ________________________

End-of-Year Review, All Spr

Weekly Hours: ______
Number of hours spent: ______
Reference Desk: ______
Materials Selection: ______
Consultations: ______
Cataloging of materials: ______
Other/Describe: ________________________

Faculty: ________________________ Date: __________
Supervisor: ________________________ Date: __________

Number of Projects: ______
Number of lectures given: ______
Number of workshops given: ______
Number of Courses Taught: ______
Courses taught for extra-service (list): ________________________
Name: ________________________________
College: ______________________________
Division: ______________________________
Academic Years: ______________________________

DCCC – Individual Action Plan/Profile

Primary Area of Responsibility:
COUNSELING

I._______% II.______% III.______% IV______% I._______% II.______% III.______% IV______%
Indicate % for each area
V._______% VI.______% (VII, if used)________% V._______% VI.______% (VII, if used)________%

1st Year
Evaluation Cycle: 1 Yr. _________ 2-yr._________ 
For 2-yr. Cycle: Formal_________ Informal_______
Mid-Year Review Formal Only Fall Routine responsibilities as described in Position Description
Faculty:______________________ Date:__________ Special Counseling Assignments (e.g., special projects, decentralized assignment, etc.)
Supervisor:___________________ Date:__________

Courses taught for extra-service (list): ___________________

________________________________________
_________________________________________
2nd Year
Evaluation Cycle: 1 Yr. _________ 2-yr._________ 
For 2-yr. Cycle: Formal_________ Informal_______
Mid-Year Review Formal Only Fall Routine responsibilities as described in Position Description
Faculty:______________________ Date:__________ Special Counseling Assignments (e.g., special projects, decentralized assignment, etc.)
Supervisor:___________________ Date:__________

Courses taught for extra-service (list):

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<th>Comments 1st Year</th>
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<td>Annual or formal biennial only</td>
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<td>II. Institutional Service Responsibilities %</td>
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<td>On-going responsibilities</td>
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<td>III. Student Service Responsibilities %</td>
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<td>On-going responsibilities</td>
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<td>E=Exceeds Standards</td>
<td>M=Meets Standards</td>
<td>B=Below Standards</td>
<td>U=Unacceptable</td>
<td>I=In Progress</td>
<td>R=Renegotiated</td>
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<td><strong>IV. Community</strong></td>
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<td>Annual or formal biennial only</td>
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<td>On-going responsibilities</td>
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<td><strong>V. Professional Growth Responsibilities</strong></td>
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<td>On-going responsibilities</td>
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<td><strong>VI. Job Related Personal Qualities</strong></td>
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<td>On-going responsibilities</td>
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### VII. Other

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<tr>
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<th>F</th>
<th>S</th>
<th>Comments 1st Year: Annual or formal biennial only</th>
<th>F</th>
<th>S</th>
<th>Comments 2nd Year: Annual or formal biennial only</th>
</tr>
</thead>
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</tbody>
</table>
This agreement is made and entered into between the Dallas County Community College District (DCCCD), as Employer, and the undersigned Employee for the term, purpose and consideration herein stated.

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Employee ID #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>Department:</td>
</tr>
<tr>
<td></td>
<td>Division:</td>
</tr>
<tr>
<td>Employee Telephone Number:</td>
<td>Employee Email Address:</td>
</tr>
<tr>
<td>( )</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACT/C/PROG</th>
<th>BEGIN DATE</th>
<th>END DATE</th>
<th>AMOUNT BANKED</th>
<th>PERCENTAGE BANKED*</th>
<th>ASSIGNMENT/ACTIVITY (SEMESTER/COURSE/SECTION)</th>
</tr>
</thead>
</table>

Calculations based on Chapter IV/C Board of Trustees Policy and Procedures manual, and confirmed by Faculty Load Report on official class day for semester in which work is performed. One Semester of banked leave equals 120% of full-time faculty load earned through extra service. Partial (reduced) loads are calculated as a percentage of 120%.

Faculty may participate in FACULTY LEAVE BANKING after three years of continuous full-time faculty service. However, a minimum of seven years of accumulated full-time faculty service in the DCCD must be met before any reduced load or professional leave earned under this program may be taken. (Refer to Administrative memorandum IV/C-01.e (3) and (4)). (Will update the appropriate reference)

THE AGREEMENT is subject to schedule changes, sufficient enrollment and/or personnel changes based upon administrative decisions. THE OBLIGATIONS of the Employer are conditioned upon the faithful and timely performance by the Employee of duties herein described and such other duties and requirements as may be specified by the attachments hereto and subject to the “General Responsibilities" listed on the reverse side of this agreement.

<table>
<thead>
<tr>
<th>EMPLOYEE’S SIGNATURE</th>
<th>DATE</th>
<th>VICE-PRESIDENT OF INSTRUCTION</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMMEDIATE SUPERVISOR’S INITIALS</td>
<td>DATE</td>
<td>HUMAN RESOURCE AUDIT</td>
<td>DATE</td>
</tr>
</tbody>
</table>
REQUEST FOR APPROVAL TO TAKE BANKED LEAVE
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT (DCCCD)

<table>
<thead>
<tr>
<th>Name: (Last, First, MI)</th>
<th>Employee ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College:</td>
<td>Department:</td>
</tr>
<tr>
<td></td>
<td>Division:</td>
</tr>
</tbody>
</table>

I hereby certify that I am qualified to participate in the faculty leave banking program and have completed banking the required credit as summarized below (contract copies may be attached in lieu of summary if available):

<table>
<thead>
<tr>
<th>Semester/Yr:</th>
<th>Semester/Yr:</th>
<th>Semester/Yr:</th>
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<tbody>
<tr>
<td>Class or Activity:</td>
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<td>Percentage Banked:</td>
<td>Percentage Banked:</td>
<td>Percentage Banked:</td>
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<tr>
<td>Completion:</td>
<td>Completion:</td>
<td>Completion:</td>
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<th>Semester/Yr:</th>
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<td>Percentage Banked:</td>
<td>Percentage Banked:</td>
<td>Percentage Banked:</td>
</tr>
<tr>
<td>Completion:</td>
<td>Completion:</td>
<td>Completion:</td>
</tr>
</tbody>
</table>

I am requesting _______ full leave _______ partial leave (reducing teaching) for the period of _______.

I certify that this request is being made at least one long semester or two consecutive summer sessions in advance.

**Personal/Professional Development Plan:**

<table>
<thead>
<tr>
<th>How Would This Benefit College and Students:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Applicants Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Division Dean: Approved: Date:

Vice President: Approved: Date:

President: Approved: Date:

EB:tls
DRAFT
DHR: 7/12/07
# SABBATICAL LEAVE REQUEST

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

## PERSONAL INFORMATION

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<tr>
<th>NAME</th>
<th>SOCIAL SECURITY NUMBER</th>
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<table>
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<th>COLLEGE</th>
<th>DIVISION</th>
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<th>PRIMARY DUTIES</th>
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<table>
<thead>
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<th>DATE OF FULL-TIME EMPLOYMENT</th>
<th>OFFICE PHONE NUMBER</th>
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## SABBATICAL INFORMATION

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<tr>
<th>YEAR OF PROPOSED SABBATICAL</th>
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<table>
<thead>
<tr>
<th>SEMESTER (CHECK ONE)</th>
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</thead>
<tbody>
<tr>
<td>FALL &amp; SPRING</td>
</tr>
<tr>
<td>FALL</td>
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<tr>
<td>SPRING</td>
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<tr>
<td>SUMMER I</td>
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<tr>
<td>SUMMER II</td>
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<tr>
<td>OTHER</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>DATES OF ALL PREVIOUS SABBATICALS (IF ANY)</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>ADDITIONAL FUNDING SOURCES TO SUPPORT SABBATICAL (IF ANY)</th>
</tr>
</thead>
</table>

## PROCEDURAL INFORMATION

**CHECK TO INDICATE UNDERSTANDING AND COMPLIANCE.**

- [ ] 1. I understand Administrative Memorandum IV/H-01.2b entitled “Sabbatical Leave.”

- [ ] 2. I have read the attached Sabbatical Proposal Guidelines prepared by the Faculty Council.

- [ ] 3. I have submitted Sabbatical Proposal to College Sabbatical Committee.

- [ ] 4. I understand that any changes to the Sabbatical Proposal will nullify approval, if granted, and will require re-application.

- [ ] 5. I understand that the Sabbatical Proposal Summary on page two of this Form will be submitted to the Board if my Proposal is recommended for funding.

<table>
<thead>
<tr>
<th>EMPLOYEE SIGNATURE</th>
<th>DATE</th>
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<thead>
<tr>
<th>SUPERVISING DEAN SIGNATURE</th>
<th>DATE</th>
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<tr>
<th>VICE PRESIDENT OF INSTRUCTION</th>
<th>DATE</th>
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</table>

**FORM NO. 0684-08/96**
# SABBATICAL PROPOSAL SUMMARY

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

**PREPARED FOR THE CHANCELLOR AND BOARD OF TRUSTEES**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR</th>
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</table>

## I. PURPOSE

## II. GOALS AND OBJECTIVES

## III. SPECIFIC PLAN OF ACTIVITIES

## IV. EXPECTED OUTCOMES

## V. SCHEDULE

## VI. RESOURCES

## VII. BUDGET (if applicable)
The Sabbatical Proposal Guidelines provide additional information to facilitate the process for you and for the reviewers of your Sabbatical Proposal. The following summarizes the information requested by the Sabbatical Leave Request Form:

Page one requires your responses to personal, sabbatical, and procedural Information verified by your signature.

Page two requests a one-page summary of your Sabbatical Proposal for presentation to the DCCCD Board of Trustees if your Proposal is approved for funding.

Page three details the order of your sabbatical materials for submission.

Page four explains the information required in the text of the Proposal itself and clarifies/elaborates the subheading information requested for your Sabbatical Proposal.

Page five delineates the criteria used by the Faculty Council to evaluate each Proposal. The actual form is reproduced and the scoring is clarified.

Order of Sabbatical Materials for Submission to College President:

1. Sabbatical Leave Request Form with Signature

2. Sabbatical Proposal Summary

3. Sabbatical Proposal Title Page with Name and College

4. Sabbatical Proposal Narrative [Submit maximum of five (5) single-spaced, computer generated or typed pages.]

5. Resume with Name and College (include information on teaching, committee work, community service, professional activities and honors/awards.)

Note: The Colleges may set due dates prior to the date Proposals are submitted to the office of the Executive Vice Chancellor of Educational Affairs.
Sabbatical Proposal Narrative:

Write the text of your Sabbatical Proposal; remember to limit the text to five (5) single-spaced, computer-generated or typed pages.

Section I  Purpose:

- Explain fully the rationale underlying your Proposal: What is the primary reason for completing your project? How will this project benefit DCCCD students, your college, yourself?

Section II  Goals and Objectives:

- Explain the specific reason for your project. Demonstrate the need or justification for your sabbatical. Why is this project needed by your college, your students and so on?

Section III  Specific Plan of Activities:

- Detail the activities you plan to accomplish your goals. What procedures and/or methods do you plan to follow during your sabbatical? Do you plan to travel? How will these planned activities benefit you and/or your students?

Section IV  Expected Outcomes:

- Discuss the Outcomes you envision as a result or your sabbatical. How will your sabbatical project contribute to your and/or your students’ intellectual growth and development? What tangible products, if any, do you expect?

Section V  Schedule:

- List the specific dates you plan the activities listed in Section III.

Section VI  Resources:

- Delineate resources which you plan to use during sabbatical. What support, if any, will you need to accomplish your sabbatical project?

Section VII  Budget:

(if applicable)

Section VIII  Other Relevant Information:
Instructions to the Faculty Council: Use this Evaluation Form to evaluate each of the Sabbatical Proposals. Rate each one according to the four criteria listed below.

Indicate a score of 1 to 8 (8 represents the highest score) for criteria one, three, and four on the blank space provided; indicate a score of 1 to 4 (4 represents the highest score) for criterion two. The highest total score is 28.

<table>
<thead>
<tr>
<th>One</th>
<th>INSTRUCTIONAL VALUE (1 – 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Indicates potential improvement of instruction.</td>
<td></td>
</tr>
<tr>
<td>- Plans to develop innovative or improved teaching methods.</td>
<td></td>
</tr>
<tr>
<td>- Contributes to DCCCD instructional goals.</td>
<td></td>
</tr>
<tr>
<td>- Includes activities to develop instructor qualifications.</td>
<td></td>
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<tr>
<td>- Demonstrates potential for instructor renewal and/or for career advancement.</td>
<td></td>
</tr>
</tbody>
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<thead>
<tr>
<th>Two</th>
<th>REALISTIC GOALS (1 – 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Indicates appropriate amount of activity to justify a sabbatical.</td>
<td></td>
</tr>
<tr>
<td>- Develops or explores innovative or improved teaching methods.</td>
<td></td>
</tr>
<tr>
<td>- Includes a clear and achievable schedule for planned activities.</td>
<td></td>
</tr>
<tr>
<td>- Presents a proposed budget, if applicable, adequate to achieve Proposal objectives.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Three</th>
<th>PROFESSIONAL SERVICE (1 – 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resume</td>
<td></td>
</tr>
<tr>
<td>- Includes district service activities.</td>
<td></td>
</tr>
<tr>
<td>- Delineates institutional service activities.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates community service activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four</th>
<th>LONGEVITY (1 – 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Employment (as a full-time faculty member and/or number of years since last sabbatical)</td>
<td></td>
</tr>
<tr>
<td>- Indicates minimum 7 years of service = 1</td>
<td></td>
</tr>
<tr>
<td>- 8 – 15 years of service = 3</td>
<td></td>
</tr>
<tr>
<td>- 16 – 20 years of service = 5</td>
<td></td>
</tr>
<tr>
<td>- 21 + years of service = 8</td>
<td></td>
</tr>
</tbody>
</table>
Honors College at Cedar Valley College
Contract
This written agreement must be typed and filled out by both student and instructor.

Step 1: Identification

Student Name: __________________________ I.D. Number: ________________

Student’s E-mail: ________________________ Phone number: ________________________

Course I.D.: _______ Section number: _______ Units: _______

For (term):

Step 2: Study Proposal

Description of the project. (Following the new guidelines, please attach the description on a separate sheet of paper). Attach the Course syllabus

Step 3: Agreement

I agree to the terms of the contract, and I will complete the study during the current semester.

Student’s name in print: __________________________

Student’s Signature __________________________ Date: __________

The instructor agrees to the terms of the contract.
Instructor’s name in print: __________________________

Instructor’s Consultation Hours: __________________________ Phone Extension: __________________________

Instructor’s Signature __________________________ Date: __________

Step 4: Approval

This Honors Contract has been approved by the Honors Program Committee: Yes: ☐ No: ☐

Signature of the Honors Program Committee Chair __________________________ Date: __________

Step 5: Completion

The student has completed the course with a grade of: _______ Date: __________

Instructor Signature
Honors Program Contract General Guidelines
To be filled out by Faculty and Student

1. **Type** all information on the **contract form**.
   - **Describe** the special project (Step 2 on contract form) on a **separate sheet** (sample on back of this page).
   - **At the top of the page, please stipulate the following**:
     - Honors Contract Semester or Term
     - Student’s name and ID #
     - The class and instructor’s name
   - **Suggested Guidelines for Honors Projects**:
     - The student must show development of advanced writing skills through synthesis and original thought in expanded **writing projects, research papers, and critical essays**. This should entail a minimum of ten pages in writing.
     - In describing the honors enhancement, please include substantially more **reading** and **utilization of primary materials**.
     - The student must show **enhancement and enrichment** through an **outside-class activity**.
     - The student must show development of **oral skills**. This requires a **10-minute (minimum) presentation to the class**.
     - Other activities assigned by the instructor.
   - **Learning methods and evaluation techniques used by instructor**.

2. If **more than one student** is completing the same contract, the same explanatory material may be attached to each contract.

3. Also, **attach** the course **syllabus** to the contract to demonstrate the way in which the honors contract is an addition to the regular course material. The contract you submit is the **only** document Cedar Valley College has to substantiate your course as an honors course.

4. **Submit the proposed contract to the Honors Chair for approval** by the Honors Program Advisory Committee by no later than Thursday of First Week Back.

5. After the proposed contract is approved, it will be returned to the professor. The instructor will receive written notification of acceptance.

6. Completed contracts with student information **must be turned in by September 15 in fall semesters and February 5 in spring semesters**.

7. At the end of the semester, the professor needs to **complete the contract** (recording the student’s grade). The grade is the student’s **grade for the course**, which should be a combination of work completed for the honors contract and for the core course. The student must earn an A or B in the course and fulfill the requirements of the Honors Contract. Then resubmit it to the Honors chair.

For additional information, please contact the Honors Program Coordinators: cvc-honorscollege@dcccdd.edu or (972) 860-8272. Co-coordinators: Dr. Tommy Thompson and Professor Andrea Haga.
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
CEDAR VALLEY COLLEGE
INCOMPLETE GRADE CONTRACT

NAME OF STUDENT

SOCIAL SECURITY NUMBER

ADDRESS

CITY

STATE

ZIP

Received Incomplete in the following course:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE</th>
<th>SECTION</th>
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</thead>
<tbody>
<tr>
<td>☐ Spring</td>
<td>☐ Summer</td>
<td>☐ Fall 19</td>
</tr>
</tbody>
</table>

TITLE

REG. NO.

CREDIT HR.

INSTRUCTOR'S NAME

The following conditions must be met before the student may receive a grade in the course listed.
(Indicate specific objectives, term papers, assignments, examinations to be completed, and proposed completion date.)

The following conditions must be met before the student may receive a grade in the course listed.
(Indicate specific objectives, term papers, assignments, examinations to be completed, and proposed completion date.)

All conditions for the removal of the incomplete and the assigning of a course grade must be met by
(No later than 90 days following the first day of the next semester.)

The instructor must file a "Change of Grade" form with the Registrar upon completion of work or end of contract.

Indicate the performance grade that should be assigned the student if the conditions of this contract are not met.
"W" is not a performance grade.

Grade

APPROVALS

SIGNATURE OF INSTRUCTOR

DATE

SIGNATURE OF STUDENT

DATE

SIGNATURE OF DIVISION CHAIRPERSON

DATE

Distribution: White - Dean  Canary - Instructor  Pink - Student
Instructional Visitation Appraisal

1. A date and time for the instructional visitation is to be established by the instructor and supervisor.

2. Part I is to be filled out by the instructor and given to the supervisor at least 24 hours in advance of the visit.

3. At the request of either the instructor or supervisor, an instructional visitation may be preceded by a conference for discussion on the instructional visitation process.

4. Part II is to be filled out by the supervisor and returned to the instructor within one week of the visit.

5. A follow-up conference to evaluate strengths, weaknesses, and directions for future growth will be held within two weeks after the visit, or with the agreement of both instructor and supervisor, may be held at the time of the Mid-Year Review.

6. Part III is completed by the instructor after reviewing the supervisor’s comments and/or discussing the class visitation with the supervisor.

7. Signatures are to be added after completion of Parts I, II, and III and the follow-up conference.

Name __________________________________________________________________________

College __________________________

Division _______________ Date of Visit _______________ Time _______________

Location __________________________ Course __________________________

Part I: Class Session /Learning Experience Description (Instructor Completes)
1. Briefly describe your objectives for this class session/learning experience in relation to the overall course plan.

2. Describe the method of instruction to achieve these objectives.

3. How will the students participate?
Part II: Class Session/Learning Experience Review (Supervisor's Comments)

1. The instructor clarified the objectives for the students.
   Comments:

2. The method of instruction was appropriate in meeting the objectives.
   Comments:

3. The instructor was well prepared for the class session/learning experience.
   Comments:

4. The instructor communicated effectively with students.
   Comments:

5. Students participated in activities as expected by the instructor.
   Comments:

6. Support materials (media, manuals, equipment) were appropriately and effectively utilized.
   (Note if not applicable)
   Comments:

7. The objectives for the class session/learning experience were achieved.
   Comments:

Part III. Instructor's Comments

Date of Follow-up
Conference:

Supervisor __________________________ Date __________________________

Instructor __________________________ Date __________________________

Division Dean ______________________ Date __________________________
Online Instructional Visitation Appraisal

1. Every full-time instructor will have a visitation review once every two years either in the classroom or online as identified by the faculty member.
2. Every adjunct instructor will have a visitation review once per academic year.
3. A date and time for the visitation review is to be established by the instructor and supervisor. PART I is to be filled out by the instructor and given to the supervisor at least 24 hours in advance of the review. The instructor has the choice during the visitation review to show a unit/segment/module of an online course or the entire online course environment.
4. PART II is to be filled out by the supervisor and returned to the instructor within one week of the review.
5. A follow-up conference to evaluate strengths, weaknesses, and directions for future growth will be held within two weeks after the review, or with the agreement of both instructor and supervisor, may be held at the time of the Mid-Year Review for full-time faculty.
6. PART III may be completed by the instructor after reviewing the supervisor's comments and/or discussing the online course review with the supervisor.
7. Signatures are to be added after completion of Parts I, II, and III and the follow-up conference.

NAME ______________________ COLLEGE ______________________

DIVISION ___________ DATE OF REVIEW _____ COURSE ______________

PART I: ONLINE CLASS SESSION/LEARNING EXPERIENCE DESCRIPTION. This portion filled out prior to review visitation.

1. Briefly describe your objectives for the online evaluation visit. For example: objectives in regard to the chapter, module, learning unit experience or the entire online course.

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

3. How will the students participate with course material and content?

4. Identify the communication that occurs (in regard to the chapter, module, learning unit experience or the entire online course) between students and between faculty and students.
PART II: CLASS SESSION/LEARNING EXPERIENCE REVIEW (Supervisor's Comments)

1. The outcomes/objectives (in regard to the chapter, module, learning unit experience or the entire online course) were made clear.
   □ YES □ NO
   COMMENTS:

2. The methods of instruction were appropriate in meeting the objectives.
   □ YES □ NO
   COMMENTS:

3. The instructor utilized a variety of presentation modalities consistent with course objectives to enhance the student’s learning experience.
   □ YES □ NO □ N/A
   COMMENTS:

4. The instructor communicated effectively and responded to students in a timely manner. For example: feedback on assignments, emails, announcements, etc.
   □ YES □ NO
   COMMENTS:

5. Students communicated with each other as expected by the instructor. For example: discussion boards, group work, live classroom, chat, online video sharing, etc.
   □ YES □ NO
   COMMENTS:

6. Students participated with the course material and content as required by the instructor. For example: assignments, discussion boards, assessments, etc.
   □ YES □ NO
   COMMENTS:

7. Instructional support materials were appropriately and effectively utilized.
   □ YES □ NO
COMMENTS:
PART III: INSTRUCTOR'S COMMENTS

DATE OF FOLLOW-UP CONFERENCE: ________________________________

Supervisor __________________ Date __________________
Instructor __________________ Date __________________
APPLICANT NAME

JUSTIFICATION FOR EXCEPTION

In lieu of qualifying degree applicant is credentialed based on an exception from outstanding professional experience and demonstrated contributions to the teaching discipline. Official documentation of professional work experience, technical and performance competency, records of publications, certifications and other qualifications are documented below (Attach any additional documents necessary).

A) Formal college level education, licensure, certification, or other academic preparation include:

B) Related professional work experience includes:

C) Professional awards and/or recognition include:

D) Other contributions to the teaching discipline include:

DEFICIENCY PLAN

Specify plan to remediate deficiency including courses to be completed and date of completion (Attach any additional documents necessary).

CERTIFICATION

After reviewing this individual’s credentials including official transcripts, I certify that this applicant meets Texas Higher Education Coordinating Board and SACS criteria for teaching assigned courses:

Check one:

☐ Applicant meets credentialing guidelines based on possession of required degree, credit, and/or work or teaching experience.
☐ Applicant meets credentialing guidelines based on an exception
☐ Applicant meets credentialing guidelines based on a Deficiency Plan

Hiring Dean’s Signature ______________________ Date __________

Vice President of Student Learning (Required for Exception/Deficiency) ______________________ Date __________
Request for Exemption from Immunizations for Reasons of Conscience

Date: ____________________

I wish to obtain an Exemption from Immunizations for Reasons of Conscience Affidavit Form. Please provide me with an exemption affidavit form for each of my children listed below (maximum 5 forms per child):

Name of Parent/Legal Guardian: ________________________________________________

Mailing address: ______________________________________________________________

Apartment Number: _____________________________________________________________

City/State/Zip: _________________________________________________________________

Telephone Number (Needed for faxed requests) _______________________________________

Signature of Parent or Legal Guardian
__________________________________________________________________________

Important note: No requests will be filled at the time of hand-delivery.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Birth date (mm/dd/yyyy)</th>
<th>Number of forms</th>
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Please mail, fax, or hand deliver your request to:

Mailing Address:
Department of State Health Services
Immunization Branch (MC 1946)
P.O. Box 149347
Austin, TX 78714-9347

Hand Deliver:
Department of State Health Services
Immunization Branch (MC 1946)
1100 West 49th Street
Austin, TX 78756

Fax (512) 776-7544

Please provide all information requested to expedite your request. Thank you.
Bacterial Meningitis Vaccination Exemption Form  
(For New and Returning Students under the Age of 30)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DCCCD ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Email Address:</td>
</tr>
</tbody>
</table>

Please read and place an “X” next to the exemption you are requesting, sign, date, and submit to your Campus Registrar.

- □ I am claiming a Bacterial Meningitis Vaccine (MV) exemption due to health reasons. Attached is a signed affidavit or certificate from a United States licensed or registered physician, nurse practitioner or physician assistant that states the vaccination would be injurious to my health.

- □ I am claiming a Meningococcal Vaccine exemption due to reasons of conscience. A notarized Texas Department of State Health exemption is attached. I understand that this exemption expires after two years.

  - The link to the Conscientious Exemption form is https://webds.dshs.state.tx.us/immco/affidavit.shtm  
    Note: It may take up to 30 days to receive your Conscientious Exemption form in the mail.
  - I understand that I will not be allowed to register for courses at DCCCD without a completed State of Texas certified Conscientious Exemption form on file with college Admissions Office.
  - I understand that I must submit the Conscientious Exemption form prior to registering for classes.

<table>
<thead>
<tr>
<th>Student Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

************************************************************************************************************
# Bacterial Meningitis Vaccination Verification Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>DCCCD ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Email Address:</td>
</tr>
</tbody>
</table>

Please read and place an “X” next to the section that applies, sign, date, and submit to your DCCCD Campus Registrar by mail, fax or in person.

- □ I am declaring a conscientious exemption, and am attaching the notarized Department of State Health Services affidavit form.
  - The link to the Conscientious Exemption form is [https://webds.dshs.state.tx.us/immco/affidavit.shtml](https://webds.dshs.state.tx.us/immco/affidavit.shtml)

- □ I have received the Bacterial Meningitis Vaccine within the last 5 years and am attaching an official vaccination record in English or serologic test of immunity.
  - The link to the DSHS immunization records is [http://www.dshs.state.tx.us/immunize/immtrac/imm_providers.shtm](http://www.dshs.state.tx.us/immunize/immtrac/imm_providers.shtm)

- □ My Physician or health care professional has documented my meningococcal vaccine at the bottom of this form.
  - I understand that the vaccination must be administered before I register for classes.
  - I understand that I must obtain the bacterial meningitis vaccination at least 10 days before the first day of class.
  - I understand that I will not be allowed to register for courses at DCCCD without the Meningococcal Vaccine
  - I understand that proof of the vaccination must include the physician or health care professional’s signature, the date the vaccination was administered, the medical facility’s stamp and seal, and contact information.

---

**Vaccine Verification and Medical Facility Information (Completed by Physician/Health Professional)**

<table>
<thead>
<tr>
<th>Name of Administering Medical Facility:</th>
<th>Phone #:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Administering/Verifying Physician or Healthcare Professional:</td>
<td></td>
</tr>
<tr>
<td>Type of Vaccination: □ MCV4 □ MPSV4 □ Other:</td>
<td></td>
</tr>
<tr>
<td>Date meningitis vaccination was administered:</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Vaccine must be proven effective against Bacterial Meningitis and must be approved by Center for Disease Control (CDC). Please visit: [www.cdc.gov/meningitis/vaccine-info.html](http://www.cdc.gov/meningitis/vaccine-info.html)*

I hereby verify/confirm that the above named student received the mandated Bacterial Meningitis vaccine as required, and that the information provided on this form is true and accurate.

**Signature of Physician/Healthcare Provider: Date:**

---

Place Official Stamp Here

Place Official Seal Here
## OFF CAMPUS / TEMPORARY USE OF EQUIPMENT
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

### GENERAL INFORMATION
<table>
<thead>
<tr>
<th>DESCRIPTION OF EQUIPMENT</th>
<th>SERIAL NUMBER</th>
<th>DECAL / BAR CODE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCATION FOR EQUIPMENT USE</td>
<td>REQUIRED RETURN DATE</td>
<td></td>
</tr>
<tr>
<td>REASON FOR EQUIPMENT USE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### BORROWER INFORMATION
I certify that I have received the equipment described above in good operational condition (unless otherwise noted under comments) and agree to reimburse the college for any negligent loss or damage to same.

<table>
<thead>
<tr>
<th>PRINT BORROWER'S NAME</th>
<th>BORROWER'S SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BORROWER'S DIVISION NAME</td>
<td>GL NUMBER (FF-LL-DIVISION-ACCT)</td>
</tr>
<tr>
<td>BORROWER'S HOME ADDRESS (Required for off campus use)</td>
<td>CITY</td>
</tr>
</tbody>
</table>

| COMMENTS |

### APPROVAL
LENDING DIVISION CHAIR / SUPERVISOR SIGNATURE: DATE

**SIGNATURE FOR EXTENDED USE**: DATE

* If return date is to be scheduled beyond the current semester or session, authorization must be obtained from either the College President, appropriate Vice President, Chancellor, Vice Chancellor, or Associate Vice Chancellor.

All items on extended use must be verified at the beginning of each fiscal year (September 1). A new form and appropriate authorization must be obtained if additional use of equipment is requested.

### ACKNOWLEDGMENT OF RETURN
LENDING DIVISION: DATE

| COMMENTS |

The lending division should inform the Campus Inventory Control Officer / Designee by E-Mail, or other written means of the date the equipment was returned.

**Distribution:**
- **Original** - Campus Inventory Control Officer / Designee
- **Canary** - Lending Division
- **Pink** - Borrower

FORM NO. 0315-1098
Employees who work less than 12 months per year may be paid over 12 months. This is called “annualized compensation.” Annualized compensation gives you income during the summer months and makes it easy to pay your summer benefit premiums.

Due to IRS regulations, you must make a written election annually to receive annualized compensation. Please circle your selection, sign, and return this form before your first day of work. *If you fail to return this election before you begin work for the school year, the district will not annualize your compensation.*

IRS regulations provide that once you have made an election, you may not revoke it. As with any income tax matter, please contact your personal tax counselor if you have questions. If you are an at-will employee, nothing in this form changes or alters that status.

Please circle your election below, sign and return this form to your location HR Office:

9 month 10 month 11 month 12 month

Employee Signature: _______________________________________________________

Printed name: ____________________________________________________________

Colleague ID #: __________________________________________________________

Date signed: _____________________________________________________________

EB5/16/08
Posted 5/16/08-ds
### AWARD GUIDELINES FOR MINNIE STEVENS PIPER PROFESSOR/MILES PRODUCTION COMPANY AWARD

<table>
<thead>
<tr>
<th>Purpose of the award</th>
<th>The DCCCD Minnie Stevens Piper/Miles Production Company Award nominations are determined annually at each of the DCCCD colleges. One of the seven Piper nominees is selected for the Miles Production Company Outstanding Faculty Award of the DCCCD Foundation (also referred to as the Full-time Excellence in Teaching Award).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eligibility for nomination</td>
<td>Full-time DCCCD Faculty members are eligible for nomination for this award based on the identified nomination criteria. Previous award winners may be re-nominated each year but a new nomination form must be completed.</td>
</tr>
<tr>
<td>Location Committee Appointment and Responsibilities information</td>
<td>The location committee will be appointed by the location cabinet member based on location-specific protocol.</td>
</tr>
<tr>
<td>Award Nomination Process</td>
<td>The location awards coordinators will distribute guidelines to as appropriate at their location in adherence to specific deadlines. Please refer to the District Awards website for awards coordinators at each location.</td>
</tr>
<tr>
<td>Location Selection Process</td>
<td>From nominations received, the location selection committee will determine the location winner using the established criteria for this award. Note: The location selection committee will review and rank all nominations that meet the eligibility requirements. Nominees will be ranked as follows: Teaching experience = 50 points max. Effectiveness in Classroom = 25 points max. Community Involvement = 15 points max. Honors Received = 5 points max. Additional Training = 15 points max.</td>
</tr>
<tr>
<td>Merit of Nominations Disclaimer</td>
<td>To maintain the merit of this award and the district-wide awards processes, if a location President determines that nominations received do not exceptionally exhibit the criteria of the award, no nomination from that location will be submitted to the District Office for consideration of the District-wide award for the category. Locations are not bound to submit nominations if none are received that strongly reflect the required criteria.</td>
</tr>
<tr>
<td>Official Award Nomination Criteria</td>
<td><strong>Calling for Nominations</strong>—the nomination materials for the Location Minnie Stevens Piper Professor/Miles Production Company Award are very specific and must be strictly adhered to.</td>
</tr>
</tbody>
</table>
| Information regarding the process for submission of materials for the District-wide Award and the Selection of the District-wide Award Winner | Each location award coordinator will provide to the District Office a confidential copy of the location’s awardee materials/paperwork to distribute for consideration of the District-wide award for that category.

The Faculty Cabinet is responsible for selecting the District-wide Adjunct Faculty of the Year award recipient. The District Office awards staff will serve as a liaison to the faculty council. Each location award coordinator should assure that 8 copies of their location adjunct faculty award recipient’s nomination materials are submitted to the District Human Resources Office for distribution to the Faculty Council.

Confidentiality—The DCCCD awards selection processes is classified as confidential processes. The location selection committee and the district-wide selection committees are expected to maintain the strictest confidentiality of all award winner names and information. |
| --- | --- |
| Award Prize and Recognition | Each of the location **Full-time Excellence in Teaching** and also the District-wide recipient will be recognized at a reception to be held in early Spring. The logistics of this event will be posted on the Awards web page in early January of each year.

Certificates, Plaques & Monetary awards:

Each location award recipient in this category will receive a location-based type of memento to commemorate their selection; in addition a framed certificate from the District Office will be presented to each awardee. Each location awardee will also receive a monetary award of $1000 in restricted monies from the respective location budget.

Piper nominees will receive a $500 check from the Chancellor’s Fund of the DCCCD Foundation, in addition the Miles Production Company Outstanding Faculty recipient will received $1000 from the Chancellor’s Fund of the DCCCD Foundation. |
The District-wide awardee will also receive a plaque from the District Office commemorating their selection as the district-wide awardee and the district-wide awardee’s name will be added to a plaque displayed at district office.
Professional Development Activity Form

Please use this form to record your professional development activity. Forms should be submitted within 30 days of the event. (NOTE: Professional development activities not identified on form can be counted with prior approval of the employee’s supervisor for the time agreed upon by the employee and supervisor).

<table>
<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee ID:</td>
<td>Work Phone:</td>
</tr>
</tbody>
</table>

Description of activity:

Date of Activity*:  # of Hours:

Location of Activity:

Please mark the Development Category of the requested credit activity:

- Student Success
- Sustainability
- SACS
- Inclusiveness
- Customer Service/Communication
- Leadership
- Continuous Improvement
- Facilitating/Training
- DCCCD Board Meeting
- Technical Training
- Miscellaneous (i.e. job related)

_________________________________                __________________ ___________________
Employee Signature/Date                                           Supervisor Signature/Date

Please return to -  HR (Professional Development)     Room A-103
Dallas County Community College District  
PROFESSIONAL ENHANCEMENT PROGRAM FUND (PEP)  
(Formerly Renewal Program Fund – Revised May 14, 2010- Revised August 30, 2013- New Guideline are effective September 1, 2013)  

GUIDELINES  
The Professional Enhancement Program Fund (PEP) was initiated to encourage and support the renewal and professional development of long-term Dallas County Community College District (DCCCD) employees. The program provides financial support for activities enhancing an employee’s work in the DCCCD. Funding requests must be for a minimum of $100.00 and a maximum of $800.00.  

Eligible employees may apply to use Professional Enhancement Program funds for a developmental activity, which may include travel. Examples of such activities include, but are not limited to, workshops, institutes, and conventions. Please be aware that Professional Enhancement Program dollars cannot be used for the DCCCD Renewal Week program.  

ELIGIBILITY  
To be eligible an employee must:  

- Be currently employed in a full-time faculty, administrator or PSS position.  
- Have five (5) years of full-time employment with the District prior to the beginning of the proposed activity.  

All participants may re-apply for funding every third academic year; i.e. an employee originally funded in 2010-2011 is again eligible in 2013-2014.  

Priority for approval of individual applications will be based on the frequency of individual prior usage of PEP funds. This means that employees who submit an application for the first time will be given higher consideration than employees who have previously received PEP funds.  

APPLICATION PROCESS  
Employees meeting the above requirements are to complete the Professional Enhancement Program Fund application along with a Professional Leave & Travel Request and submit both for approval through standard location approval channels. All forms must be thoroughly completed, including all signatures.  

Applicants are required to identify the following:  

- Purpose  
- What professional enhancement is anticipated to be gained, and ;  
- How the activity enhancement will be of benefit to both the employee’s job performance and the DCCCD.
Information related to the request, i.e. travel itineraries, registration materials, advance requests, etc. must be forwarded with the forms.

**APPROVAL PROCESS AND TIMELINE**

Applications to the Professional Enhancement Fund are reviewed by District Human Resources to assure a fair, consistent and accountable approval process. District Human Resources will review requests on an as needed basis. *Completed, signed applications and copies of travel forms are required for Professional Enhancement Fund dollars and must be received by District Human Resources a minimum of 30 days prior to the start of the proposed professional development activity.*

To encourage participation among all employee groups, funds for the current academic year will be distributed in the following manner:

- **Administrators** – 20%
- **Faculty** – 50%
- **Professional Support Staff** – 30%

On June 1, as the end of each fiscal year approaches, funds remaining in the three employee funds listed above will be “co-mingled” in hopes of accommodating employees who signed up on a “wait” basis, based on cancellations.

**ACTIVITY FOLLOW-UP**

In order to continue to maintain this program as a non-taxable activity to the employee, and so that renewal funding will not be confused with salary on your annual W-2 form, it is imperative that the Post-Project Evaluation Form be completed and returned within **ten (10) days** following the activity. Non-return of the evaluation form may also influence future funding approval. Completed forms are required for auditing purposes.

Fund recipients attending programs that could be beneficial and of interest to other district employees may be asked to share their program experience at a future date. Your consideration of a workshop or similar style presentation is appreciated.
Dallas County Community College District
PROFESSIONAL ENHANCEMENT PROGRAM FUND (PEP)
(Formerly Renewal Program Fund – Revised September 1, 2013)

APPLICATION FOR FUNDING

PLEASE NOTE: No request will be considered unless this form is thoroughly completed and all required documentation is attached. It is recommended that requests for funding and required paperwork be submitted a minimum of 30 days prior to the start of the proposed professional development experience.

Name: [ ] Employee #: [ ]

Academic Year: [ ] Date of Application: [ ]

Location: [ ] Division: [ ]

DCCCD Extension: [ ] Supervisor: [ ]

Years Employed with DCCCD: [ ]

<table>
<thead>
<tr>
<th>Current full-time Employment Category: (check one)</th>
<th>Administrator</th>
<th>Faculty</th>
<th>Professional Support Staff</th>
</tr>
</thead>
</table>

Title of Activity: [ ]

Dates of Activity: From: [ ] To: [ ] Amount Requested: [ ]

Will Additional District/Campus Funding be used? Yes: [ ] No: [ ]

If yes, Check Source of Funding: District: [ ] Campus: [ ]

Is this your First Application for Funds? Yes: [ ] No: [ ]

If No, List Year(s) Funding was Previously Received: [ ]

-1-
Describe your proposal for the Professional Enhancement Program Funding, including the title of your program.

Provide dates and location. All out-of-county travel must be documented and an itinerary included. A copy of seminars/symposium registrations must also be included. If you are requesting any pre-pays for registrations, the completed original registration form must be submitted.

<table>
<thead>
<tr>
<th>DATE(S):</th>
<th>LOCATION(S):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

What professional enhancement tools and goals do you hope to attain? How will this experience enhance your work with the DCCCD?
### PROFESSIONAL ENHANCEMENT PROGRAM REQUEST CHECKLIST

*(Please check boxes on left to confirm that you understand and will provide the forms listed below)*

<table>
<thead>
<tr>
<th><strong>PROFESSIONAL LEAVE AND TRAVEL REQUEST FORM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide detailed estimated expenses and other required forms. If other location funding has been applied for, <em>all original paperwork</em> must be supplied with the application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INFORMATION SUBMITTED IN SUPPORT OF THIS APPLICATION IS TRUE AND CORRECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I fully understand that the submittal of an application does not assure automatic approval of the request.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>POST-PROJECT EVALUATION FORM COMPLETED</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand that the post-project evaluation form must be completed in order to protect the non-taxable status of this award. I also understand that I may be requested present a future workshop or similar session to other District employees.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicant:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>Date:</td>
</tr>
<tr>
<td>President, Vice Chancellor or Chancellor’s:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TO BE COMPLETED BY DHR</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>State reason if not approved:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signed (DHR):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Processed/Date:</td>
<td></td>
</tr>
<tr>
<td>Reimbursement Processed/Date:</td>
<td></td>
</tr>
<tr>
<td>Post-Project Evaluation Form Received/Date:</td>
<td></td>
</tr>
</tbody>
</table>

DHR: 09/01/2013
I Want to Print my Class Roster

Class rosters can be viewed and printed from eConnect. The roster screen can also be used to email the class members.

View my Class Rosters

1. Log in to eConnect if not already logged in.
2. From the eConnect Faculty menu choose “My Class Roster (XROP)”.
3. Select the current term.
4. Press “Submit”.

Select a Class to View the Roster

1. Select the box next to the desired course.
2. Press “Submit”.
**My Class Roster: Results**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course Name and Title</th>
<th>Term</th>
<th>Certification Status</th>
<th>Census Date</th>
<th>Drop Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Cren</td>
<td>ENGL-1301-4444 Composition I</td>
<td>2012SP</td>
<td>Not Certified</td>
<td>01/30/2012</td>
<td>04/12/2012</td>
</tr>
</tbody>
</table>

ENGL-1301-4444 Composition I

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Contact Information</th>
<th>Never Attended</th>
<th>Course Status</th>
<th>Term Status</th>
<th>Repeated Course</th>
<th>TSI M</th>
<th>TSI W</th>
<th>TSI E</th>
<th>Withdraw History</th>
<th>Probation Status</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1855280</td>
<td>Student1, Test A</td>
<td><a href="mailto:tstudent1@email.com">tstudent1@email.com</a></td>
<td>Yes</td>
<td>New</td>
<td>Preregistered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1855284</td>
<td>Student2, Test B</td>
<td><a href="mailto:tstudent2@email.com">tstudent2@email.com</a></td>
<td>Yes</td>
<td>New</td>
<td>Preregistered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2172382</td>
<td>Student3, Test C</td>
<td><a href="mailto:tstudent3@email.com">tstudent3@email.com</a></td>
<td>Yes</td>
<td>New</td>
<td>Preregistered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1855285</td>
<td>Student4, Test D</td>
<td><a href="mailto:tstudent4@email.com">tstudent4@email.com</a></td>
<td>Yes</td>
<td>New</td>
<td>Preregistered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**TSI Status Codes**

- NT - Not Taken
- NM - Not Met
- NMR - Not Met, Retest Required

**ST Code**

- F1 - International Student

Please dispose of confidential information in a security-conscious manner.

---

1. To print the roster, press **Print Results**.
2. Select the desired printer in the Print Dialog box.
3. Press **Print**.

**Email my Class**

- To email the students on the roster, select **Email Your Class**.

The default email program on your computer will populate a new email with the students’ email addresses in the BC box. This is the email address from their student record. If the email address is not current, the student will not receive the email.

**NOTE:** If there is no default email program on your computer, you will not be able to use this feature.
PROFESSIONAL LEAVE AND TRAVEL REQUEST
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

NAME:
SOCIAL SECURITY NO:
DATE:
CONFERENCE OR MEETING TITLE:
CITY, STATE:

IS SUBSTITUTE REQUIRED: IF "YES", NAME:
AMOUNT FOR SUBST.:
REIMBURSE BY OUTSIDE AGENCY — IF "YES", NAME, AMT. OR %:

ESIMTED DEPARTURE:
ESTIMATED RETURN:
ACTUAL DEPARTURE:
ACTUAL RETURN:
TOTAL PROFESSIONAL DAYS LEAVE:

1. $ (PREPAY) 2. $ (ADVANCE)
3a. $ (ADVANCE)
3b. $ 
4. 
5. 
6. 
7. 
8. $

NOTE:
REGISTRATION FORM (IF ANY) MUST BE ATTACHED IN ORDER TO PROCESS PREPAID EXPENSE.

RECONCILE WITH "ACTUALS" WITHIN 10 DAYS OF TRIP.

CASH RECEIPT NUMBER:

PLEASE PROCESS THIS PAYMENT AS FOLLOWS: (PLEASE TYPE OR PRINT)

ADV 114581 INVOICE DATE (MDY) VENDOR ID #
PRICE
REMITTANCE COMMENTS
DESCRIPTION ADVANCE GL ACCOUNT # 11- 00000-72110 GL AMOUNT $

PPE 114581 INVOICE DATE (MDY) VENDOR ID #
PRICE
REMITTANCE COMMENTS
DESCRIPTION / INVOICE GL ACCOUNT NUMBER GL AMOUNT $

PLT 114581 INVOICE DATE (MDY) VENDOR ID #
PRICE
REMITTANCE COMMENTS
DESCRIPTION / INVOICE GL ACCOUNT NUMBER GL AMOUNT $

Check Disbursement: □ Mail Check □ Return Remittance Enc. □ Return to Campus □ Hold for Pickup

ESTIMATED
EMPLOYEE: DATE:
DIVISION APPROVAL: DATE:
BUSINESS OFFICE APPROVAL: DATE:

ACTUAL
EMPLOYEE: DATE:
DIVISION APPROVAL: DATE:
BUSINESS OFFICE APPROVAL: DATE:

FORM NO. 0005-04/02

RECONCILIATION REQUEST
**Please leave this column blank**

<table>
<thead>
<tr>
<th>Common Course #</th>
<th>Lab/ Lec. Number</th>
<th>Section Number</th>
<th>**Reg. Number</th>
<th>Start Date</th>
<th>End Date</th>
<th>Instructor</th>
<th>Pay Code: 1 2 3 4 1MT 2MT 3MT 4MT</th>
<th>Room #</th>
<th>Start Time</th>
<th>End Time</th>
<th>Days of Week</th>
<th>Schedule Type</th>
<th>E-Campus: Yes/No</th>
<th>Number Students</th>
<th>**Dept. Number</th>
<th>Cross-List Codes: Primary or Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17/12</td>
<td></td>
<td></td>
<td></td>
<td>5/10/12</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Please see Dean for approval. ****

Dean’s Approval: ____________________________
<table>
<thead>
<tr>
<th>Course Name and Section #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Welcome to Cedar Valley College’s Service Learning program. You have made a decision like thousands of college and university students all over the United States to become involved in service projects designed to enhance classroom learning, foster social and civic responsibility, and meet community needs. Although we realize that your service learning project will require commitment, time, and effort, we are confident that the experience will provide a significant contribution to your learning experience. On behalf of Cedar Valley College, Service Learning, and the agencies you will contribute your time and talents, we offer our heartfelt admiration and encouragement for your success.

What Is Service Learning?

- Service learning involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic and social responsibility, and sense of belonging to a community.
- Service Learning relates the meaning of the service with the academic experience.
- Service learning is an effective, non-paid teaching and learning tool.
- Service learning can work anywhere - in rural as well as urban areas, in all types of curricula, in large and small colleges.
- Service Learning gives an opportunity to serve their chosen field of study or apply knowledge to not-for-profit organizations.
- Service Learning sustains communities. Community colleges are ideal locations for service learning programs because community service is a part of their mission.
- Service Learning is more than just volunteering. It enriches the academic and co-curricular Cedar Valley College experience.

Benefits of Service Learning

- Explore majors and careers that interest you.
- Build your resume and gain valuable work experience.
- Gain a better understanding of what you are learning in the classroom.
- Improve your scholarship and employment eligibility.
- Develop new skills and experiences that will benefit you for the rest of your life.
- Improve your self-esteem and sense of personal satisfaction.
- Meet new people, make new friends, and build valuable contacts.
- Contribute to your community and education.
### Service Learning Program Application for Enrollment

**College** ____________________________  **Instructor’s Name** ____________________________  

**Course** ____________________________  **Section** ___________  **Meeting time** ___________  

Name (last) ___________________________ (first) ___________________________ (mi) ___________  

Address ___________________________________________________________________  **Apt.** ___________  

City ___________________________  **State** _________  **Zip Code** ___________  

Phone (home) ___________._________._________._________._________._________. (work) __________._________._________  

Email address ___________________________________________________________________  

**Date of Birth** *(month / day / year)* ________________  **Sex:** Male / Female  

**Colleague ID number** *(student number)* ___________  **Under 18 years of age** *(yes or no)*  

**Agency Selection:**  

**Agency Name** ___________________________________________________________________  

You MUST have permission from your instructor and the Service Learning Coordinator at your college to work at a site OTHER than one listed on the Service Learning Web site — visit www.dcccd.edu/Service-Learning for the complete listing. If you have done so, please fill out the information below:  

**Agency Name:** ___________________________________________________________________  

**Contact Person:** ___________________________________________________________________  

**Phone Number:** ___________________________________________________________________  

---

**IMPORTANT!**  
YOU MUST FULLY COMPLETE AND SIGN THE **RELEASE OF LIABILITY FORM** FOR ENROLLMENT IN THE SERVICE LEARNING PROGRAM.  

*If you are under the age of **18**, **YOUR PARENT OR LEGAL GUARDIAN MUST SIGN THE RELEASE OF LIABILITY FORM** BEFORE YOU CAN PARTICIPATE IN THE SERVICE LEARNING PROGRAM.*
IMPORTANT! YOU MUST FULLY COMPLETE AND SIGN

If student is under 18, parent or legal guardian must sign this form for student to participate in Service Learning.

RELEASE OF LIABILITY FOR (Student Name) ___________________________________________ Sex: Male/Female

Colleague ID Number (Student number) ____________________________________________ Under 18 Years of Age (yes or no) ____

I, __________________________________________, a student of Dallas Community College District at its ______________________________________ College (referred to as College), hereby acknowledge that I freely and voluntarily have registered for the following academic course, __________________________________________________ (referred to herein as the “Course”), for the _____ Semester of 20_____

at College. The term College also includes its trustees, employees, agents and assigns. I registered for the Course understanding that I would be required to sign this Release of Liability, as the Course is structured to include off-campus activities for which College cannot exercise control or provide the same protections as it does in an on-campus setting. I understand that the off-campus activities are included in the Course structure to enhance my educational experience in ways not available through study solely on the College Campus. I further state that I am at least 18 years of age and competent to sign this affirmation and release.

I fully understand and agree that certain elements of the Course, including the Off-Campus Activities, are physically and emotionally demanding and that by participation in the Off-Campus Activities in a locale(s) not under the control of College, there are risks of accidental or other physical or emotional injury. These risks may include, but are not limited to, loss or damage to personal property injury or death due to (1) travel to and from the Off-Campus Activities, (2) the condition of facilities where the Off-Campus Activities will occur which are not under the control and maintenance of College, and/or (3) potential criminal activity in the area of the Off-Campus Activities, among others. I agree to advise the Course instructor at any point when I question my ability to participate in any activity related to the Course.

I have fully investigated the nature of the Course and the Off-Campus Activities and I understand and assume the risks of my participation in them. I further represent that I do not possess, nor am I aware of, any physical or mental disabilities which will limit my participation in the Off-Campus Activities, or that I have asked for and received reasonable accommodation, allowing me to participate in the Course and the Off-Campus Activities.

I EXPRESSLY AGREE AND INTEND THAT MY PARTICIPATION IN THE OFF-CAMPUS ACTIVITIES SHALL BE UNDERTAKEN BY ME AT MY OWN RISK AND THAT COLLEGE SHALL NOT BE LIABLE FOR ANY INJURIES, DAMAGES, CLAIMS, DEMANDS, ACTIONS OR CAUSE OF ACTION WHATSOEVER WHICH MAY ARISE OUT OF OR IN CONNECTION WITH MY PARTICIPATION IN THE OFF-CAMPUS ACTIVITIES, WHETHER FROM ACTS OF ACTIVE OR PASSIVE NEGLIGENCE ON MY PART, OR THE PART OF THE COLLEGE FOR ANY SUCH INJURIES, DAMAGES, CLAIMS, DEMANDS, ACTIONS OR CAUSES OF ACTION. IN EXCHANGE FOR MY PARTICIPATION IN THIS COURSE, IT IS, THEREFORE, MY SPECIFIC AND EXPRESS INTENT THAT IN THE EVENT THE COLLEGE, SHOULD CAUSE, EITHER DIRECTLY OR INDIRECTLY, LOSS, DESTRUCTION (INCLUDING DEATH), LIABILITY, OR CLAIMS AGAINST ME AS A RESULT OF INTENTIONAL CONDUCT, NEGLIGENCE OR OTHERWISE, I WILL HOLD THE COLLEGE HARMLESS AND INDEMNIFY COLLEGE FROM ANY AND ALL OBLIGATIONS, LIABILITIES, CAUSES OF ACTION, LAWSUITS, DAMAGES, AND ASSESSMENTS, INCLUDING LEGAL FEES, ETC., THAT RESULT FROM COLLEGE'S INTENTIONAL ACTIONS OR NEGLIGENCE.

THE TERMS OF THIS RELEASE OF LIABILITY ARE TO BE GOVERNED BY AND CONSTRUED UNDER THE LAWS OF THE STATE OF TEXAS, SHOULD ANY TERM OR PROVISION OF THIS RELEASE OF LIABILITY BE FOUND TO BE UNENFORCEABLE TO THE MAXIMUM EXTENT PERMITTED BY LAW, AND THE BALANCE OF THIS RELEASE OF LIABILITY SHALL REMAIN IN FULL FORCE AND EFFECT. I AGREE THAT EXCLUSIVE VENUE FOR ANY DISPUTE ARISING BETWEEN COLLEGE AND ME INVOLVING THIS RELEASE OF LIABILITY IN ANY WAY SHALL BE IN DALLAS COUNTY, TEXAS.

ACCEPTED AND AGREED:

By: ________________________________ Date: ________________________________

(Signature of student or parent/guardian) Phone: ________________________________

Address: ____________________________________________________________________

City: _____________________________ State: _________ Zip Code: ____________________
**Service Learning Program**

**Time Sheet**

---

**2014 - 2015**

**IMPORTANT!** You must fully complete and sign. Only (1) Reflection Group per semester.

<table>
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<tr>
<th>Name</th>
<th>(Last) _____________________________________________________ (First) ______________________________</th>
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<tr>
<td>Address</td>
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<td>(Home) ______________________________ (Cell) _______________________ (Work) _________________________</td>
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<tr>
<td>Student ID</td>
<td>(Number) ______________________________ Email (Use to Communicate) ___________________________________</td>
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<tr>
<td>Instructor</td>
<td>(Name) _______________________________<em><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong><strong>(Course)</strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></strong></em></td>
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| Name of agency where you are serving | __________________________________________ (Telephone) _______________________
| Address | (Street) ___________________________ (City) _____________________ (State) __________ (Zip Code) _____________ |

**Requirements of Service Learning Program**

- You must serve a minimum of 15 hours plus complete (1) one Reflection Exercise to receive service learning credit for each term. Orientation and reflection meetings do not apply toward service hours. If an agency requires more than 15 hours to serve, then you must meet their requirement for completion.

**Deadline to Complete Service Hours**

- Your time sheet must be completed and submitted by the following dates.

  - **Fall 2014**- Dec. 5, 2014
  - **Spring 2015** - May 5, 2015
  - **Summer 1** – July 1, 2015
  - **Summer 2** – Aug. 5, 2015

**Cedar Valley College Contact Information**

- Service Learning Office; Location: A206, Phone # 972-860-8153.

  When filling out your timesheet, 15 minutes = .25 hours; 30 minutes = .50 hours; 45 minutes = .75 hours.

  **Please total all hours before submitting.**

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<th>SIGNATURE (Student)</th>
<th>SIGNATURE (Supervisor)</th>
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**Cedar Valley College**

**Dallas County Community College District**

**Smart Starts Here.**
Cedar Valley College
Student Progress Report

Student Name __________________________ ID ______________ Phone ______________ Semester ____________

The progress of this student is being monitored to promote his/her success. Instructors, please assist us by completing the information below on the student enrolled in your class. Thank you for your cooperation and support.

CLASS #1

Instructor’s Name (Print) __________________________ Course Name __________ Course Number ___________ Section __________
Current Grade/Average ______________ Comments ________________________________

☐ The student has regular class attendance (no excessive absences).
☐ The instructor recommends individualized assistance for the student.

Instructor Signature __________________________ Date ______________

CLASS #2

Instructor’s Name (Print) __________________________ Course Name __________ Course Number ___________ Section __________
Current Grade/Average ______________ Comments ________________________________

☐ The student has regular class attendance (no excessive absences).
☐ The instructor recommends individualized assistance for the student.

Instructor Signature __________________________ Date ______________

CLASS #3

Instructor’s Name (Print) __________________________ Course Name __________ Course Number ___________ Section __________
Current Grade/Average ______________ Comments ________________________________

☐ The student has regular class attendance (no excessive absences).
☐ The instructor recommends individualized assistance for the student.

Instructor Signature __________________________ Date ______________

CLASS #4

Instructor’s Name (Print) __________________________ Course Name __________ Course Number ___________ Section __________
Current Grade/Average ______________ Comments ________________________________

☐ The student has regular class attendance (no excessive absences).
☐ The instructor recommends individualized assistance for the student.

Instructor Signature __________________________ Date ______________

FOR OFFICE USE ONLY

Advisor __________________________ Ph. Ext. ______________
Advisor Comments ________________________________________________________________

Who’s Next Updated ___________ Estudias Updated ___________ E-Campus Updated ___________
Cedar Valley College
Registration Form / Information Sheet

(Please Print)

Name: _________________________________________________________________________

Last    First    MI

Check Term of Enrollment:  [ ] Fall    [ ] Winter (Mini-semester)    [ ] Spring    [ ] May (Mini-Semester)    [ ] Summer I    [ ] Summer II    [ ] Flex-Term_______

Are you a New Student?  Yes___   No ___                Transfer Student    Yes ___   No ___         Veteran Affairs   Yes___ No___

Reason for attending: (Mark All That Apply)

[ ] Non-degree or Personal Interest  [ ] Certificate  [ ] Associate Degree  [ ] Job Related
[ ] Transfer for Bachelor’s Degree  [ ] Uncertain  [ ] Continuing Education

Fill out course prefix and number, section number, and registration number before you meet with an advisor.

<table>
<thead>
<tr>
<th>Course Name &amp; Number</th>
<th>Section #</th>
<th>Registration #</th>
<th>Time</th>
<th>Day</th>
<th>Instr./Dean Approval</th>
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<tr>
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<td>3001</td>
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<td>9:00am – 10:20am</td>
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</table>

It is the STUDENT’S responsibility to register for the proper classes, to ensure that there are no errors in scheduling, and to satisfy all PRE-CORE and course prerequisites, including required remediation. I acknowledge and agree to the following:

I am provisionally enrolled in a course for the ________ semester. If it is determined that I have not successfully met the prerequisite, even if I have attended class meetings of the course requiring the prerequisites, I will be subject to administrative withdrawal from the class. Failure to successfully complete PRE-CORE courses will result in a Pre-CORE Block placed on my record. If I fail to enroll in the course, I will not be allowed to register for any other courses until I do so.

Pre-CORE Courses Needed:

[ ] EDUC 1300  [ ] Computer Literacy

Students who enroll in DCCCD with fewer than 12 college-level credit hours will be required to enroll in EDUC 1300 Learning Framework, and students with fewer than 12 credit hours are required to take a computer literacy assessment test, unless they’ve earned college credit for an appropriate computer course. Waivers are given to current Dual Credit students, students in Certificate or AAS degree programs, over 65 years of age, and transfer students with 12 hours or more core college credit and CVC students who completed HDEV 0100 or HDEV 1300.
**Student Survey of Instruction**

General Procedures for Faculty in Administering the Survey.

1. Instructors should pick up their envelopes in the division office. Envelopes are labeled by name and class section.

2. Some locations may recycle envelopes for use in future years. Envelopes should not be marked by the faculty member in any way.

3. Other necessary materials (i.e. pencils, blank paper) are available in the division office on the date of use.

4. The evaluation should be conducted during the first 15 minutes of the assigned class, unless the instructor determines that a later time would work better for students as a whole. The faculty member should provide the students with the faculty member's full name and seven-digit course identification number.

5. The instructor should ensure that an appropriate number of forms are available and that students understand the necessity and importance of the course identification number in accumulating the results.

6. The instructor must confirm to the students that the results of the survey are shared anonymously - and only after the completion of the course. The instructor should identify the student who will present the instructions, gather the scantrons/comments, and deliver to the designated location as soon as completed. Unused scantrons should be collected and returned as well.

7. The instructor must leave the classroom during the completion of the survey.

8. For classes evaluated after division offices have closed, each college will advise of proper handling of survey data and unused forms.
Student Survey of Instruction

1. I enrolled in this course:
   a. For a degree or certificate requirement
   b. As a college requirement (developmental studies, ESOL)
   c. As an elective
   d. For self-improvement
   e. To develop a job skill

Section I. Use the scale below to indicate your agreement with the following statements. Each statement will have 5 possible responses:

A – Strongly Agreed  B- Agree  C- Disagree  D- Strongly Disagree  E- Does Not Apply

2. The written course outline/syllabus serves as a worthwhile guide to the course.
3. The course activities and materials are helpful.
4. The instructions for tests and/or assignments are clear.
5. The tests and/or assignments cover the course content.
6. The grading method for student tests and assignments has been defined and explained.
7. The method for determining final course grade is clearly defined.
8. The instructor is knowledgeable about the subject.
9. The instructor shows enthusiasm for the subject.
10. The instructor is courteous and considerate.
11. The instructor is prepared for each class session.
12. The instructor makes this course challenging.
13. I can get individual help outside of class when I need it.
14. I would recommend this instructor to another student.
15. I have learned a lot from this instructor.
16. I have learned a lot from this course.
17. Students are encouraged to ask questions and express their ideas.
18. Students are informed of grades on class tests and assignments in a timely manner.

Section II. Instructors may add further questions to fit their own needs.
Section III. Instructors may ask for additional comments.
Student Survey of Instruction (Non-classroom Based)

1. I enrolled in this course:
   a. For a degree or certificate requirement
   b. As a college requirement (i.e. developmental studies, ESOL)
   c. As an elective
   d. For self-improvement
   e. To develop a job skill

Section I. Use the scale below to indicate your agreement with the following statements. Each statement will have 5 possible responses:

A – Strongly
B – Agree
C – Disagree
D – Strongly
E – Does Not Agree

Apply

2. The course outline/syllabus serves as a worthwhile guide to the course.
3. The course activities and/or materials were helpful.
4. The instructions for tests and/or assignments are clear.
5. The tests and/or assignments cover the course content.
6. The grading method for student tests and assignments has been defined and explained.
7. The method for determining final course grade is clearly defined.
8. The instructor is knowledgeable about the subject.
9. The instructor is courteous and considerate.
10. The instructor and/or materials make this course challenging.
11. I can get individual help when I need it in this course.
12. I would recommend this instructor to another student.
13. I have learned a lot from this instructor.
14. I have learned a lot from this course.
15. Students are encouraged to ask questions and express their ideas.
16. Students are informed of grades on class tests and assignments in a timely manner.

Section II. Instructors may add further questions to fit their own needs.

Section III. Instructors may ask for additional comments.
The Student Travel Advance And Approval Request is submitted twice (estimated and actual basis). Attach list of student names and identification numbers.

**Voucher ID #** 30900

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### Actual Expenses

8. $9.00

### Total Expense

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<td>LESS: Amount Charged to District</td>
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<td>LESS: Prepay</td>
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<td>LESS: Advances</td>
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<td>TOTAL REIMBURSEMENT</td>
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<td>TOTAL DUE DDCCD</td>
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**Note:**

Registration form (if any) must be attached in order to process prepaid expense. Reconcile with "actuals" within 10 days of trip.

Cash Receipt Number:

Original receipts or sponsor's (Supervisor approved) statement must be attached (See #3 on the back of this form).
Submitting Grades Online Through eConnect

April 12, 2007
Introduction

This manual describes the steps necessary for DCCCD faculty members to submit class grades online through eConnect. Faculty should have active accounts and be familiar with the basic features of eConnect before attempting to submit grades online. A video/audio presentation of this manual will be available online through a link within eConnect.

Log in to Faculty section of eConnect

1. Log in to the faculty section of eConnect with your username/password.  
   http://econnect.dcccd.edu
2. Log in under the faculty menu.

3. Enter your Employee I.D. and password.
4. Select the Grade My Classes link.

5. Select the Current term from the drop down menu. Then click SUBMIT.
6. **A list of your classes eligible for grading will be visible.** Choose the class for which you wish to enter final grades. Then click on the **Submit** button.

If you are teaching more than one class, you will have to return to this screen to enter grades for other classes.

*Note* - Classes are visible three business days before the official final day of each class. Grades **must** be entered by the end of the third business day after the official final class day. Students without grades by the end of the third business day will automatically be assigned a grade of NR (not-reported). To change NR grades, you must submit a grade change form to the Registrar's Office for each student.
7. Entering grades:
   x You have only 15 minutes to input and submit your final grades. If you have not submitted your final grades within the 15 minute time period, you will be logged out of this screen and all additions will be lost. You do not have to enter all grades for this class in one session (see step 8 for details).
   x If a grade of I or WX is assigned, an Incomplete or WX Contract with appropriate signatures must be submitted to your Registrar's Office. Not all colleges grant WX grades. Please check with your Registrar's Office for more details.
   x “E” grades are only to be given in developmental coursework.

Valid Grades
   x A, B, C, D, F
   x E (Developmental classes only)
   x A#, B#, C#, D#, F# (Honors/Credit Only)
   x N (Failed to participate in the class)
   x CP, NC (CE classes Only)
   x WX (Not at all Colleges)
   x I (Requires incomplete contract)

Caution:
Corrections to grades may only be made prior to submitting. Once you click SUBMIT, you cannot go back and change a grade on this screen. If you find that an input error was made after grades have been submitted, you will need to send a grade change form to the Registrar's Office.

You cannot enter or remove a grade of “W”
You can print your results. Please remember to safeguard this private information.

If you do not wish to make any changes you can return to the course list, search for another term or return to the faculty menu. You must SUBMIT this page for your grade entries to be saved.

If the grade entered is not valid for the academic level, such as a CR section trying to enter a grade of CP, you will see this error:

Class Name ACCT-2302-7001
Title     Prin Acct II
Location  North Lake College
Term      2007 Spring
Instructors Test ID G. Cren

Student ID Grade Credits CEUs
Hun, Attila T. 1923504 A 3.00
Mouse, Mighty 1988329 B 3.00
Shakira, Singer 2122958 C 3.00

SUBMIT

Your Next Step - Choose One:
Note: All changes will be lost unless you submit this page.
Print Results Return to List Search Again Faculty Menu

Not valid
8. Confirmation

You do not have to enter all grades in one session. Don’t forget, un-graded students will receive an “NR” grade if a grade is not entered by the third business day after the class ending date. If you enter some but not all grades for one class, you will get a partial completion notice as seen below.

You will see a confirmation screen indicating that you have partially or completely submitted final grades for this course. You can now choose another class to enter grades, or return to the faculty menu.

Partial completion:

![Partial completion screen]

Full completion:

![Full completion screen]
You will also receive an E-mail confirmation notice. This e-mail is sent to all instructors listed for this class.

You should print or save this message for your records.
April 23, 2014

To: Full Time Faculty, Adjunct Faculty, Coordinators, Deans, and Division Office Staff
From: Nancy Cure'
Re: New Syllabus Template, HB2504, and Core Assessment Requirements

New Syllabus Template
Attached is the New Syllabus Template for Cedar Valley College credit courses. We have made major modifications to reflect the new Core 2014 which goes into effect for fall 2014. Please note that you need to update the core competencies and learning outcomes, and instructions are provided in that section of the template. This syllabus template is provided for your convenience to comply with Cedar Valley and HB 2504 requirements. All faculty should use this template. Your full syllabus should be available on Blackboard by the start of your course.

HB 2504
Syllabi and instructor vita must be posted to the website for Cedar Valley to be in compliance with HB2504 requirements. Through discussions in Instructional Council, we are piloting the use of an abbreviated syllabus. The abbreviated syllabus is the first page of the syllabus template. A copy is attached for your use. You have two options: you can post your complete syllabus or the abbreviated syllabus.

Please submit either your full syllabus or the abbreviated syllabus (sample attached) to your Division office by June 2.

Fall registration begins June 10 and our staff needs time to upload all of the syllabi.

Blackboard Shell
Every section will be provided a Blackboard shell. At the minimum, your full syllabus should be posted in the shell and provided to students. Please remember that we agreed that all sections would have a Blackboard site so that instructions could continue in case of emergency closings. Blackboard training is available through the Teaching and Learning Center.

Fall Core 2014 Assessment Requirements
Please remember that the THECB Core Objective for Communication is our required assessment for fall 2014 in all disciplines and in technical programs. Each of our District Disciplines Committee has adopted minimum standards for an assessment assignment or assignments to address two types of communication as specified in the attachment. You want to be sure an assignment in your course will comply with these requirements. Your coordinator can provide you with additional information.
Texas Core Objectives for Student Learning

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

**NOTE TO INSTRUCTOR:** (ADD FROM BELOW THE TWO ADDITIONAL SKILLS AS IDENTIFIED BY YOUR COORDINATOR AND DELETE THOSE THAT DO NOT APPLY)

3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Student Learning Outcomes**

Instructor: Enter SLOs for this course as defined by the Lower Division Academic Course Guide Manual

http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm

Alternatively, use the SLOs provided by the Coordinator. In some cases distinct SLOs may be used according to a map that matches the SLOs to the ACGM.
<table>
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<tr>
<th>Course Information</th>
<th>Instructor Information</th>
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</thead>
<tbody>
<tr>
<td>Insert Course Title</td>
<td>Insert Name</td>
</tr>
<tr>
<td>Insert Term and Year</td>
<td>Preferred Email Address</td>
</tr>
<tr>
<td>Course and Section Number</td>
<td>Primary Telephone Contact</td>
</tr>
<tr>
<td>Insert Class Meeting Time and Location</td>
<td>Office Location and Hours</td>
</tr>
</tbody>
</table>

**Course Description**

Required Materials Including Textbooks (include ISBN)

*Note: A minimum of 9 hours per week should be devoted to course material outside of class time*

**Course Prerequisites**

**Disclaimer** – The instructor reserves the right to amend this syllabus as necessary.

---

**Texas Core Objectives for Student Learning**

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

*NOTE TO INSTRUCTOR: (ADD FROM BELOW THE TWO ADDITIONAL SKILLS AS IDENTIFIED BY YOUR COORDINATOR AND DELETE THOSE THAT DO NOT APPLY)*

3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Student Learning Outcomes  Instructor: Enter SLOs for this course as defined by the Lower Division Academic Course Guide Manual http://www.thecb.state.tx.us/AAR/UndergraduateEd/WorkforceEd/acgm.htm
Alternatively, use the SLOs provided by the Coordinator. In some cases distinct SLOs may be used according to a map that matches the SLOs to the ACGM.

CVC Learning Signature  CVC’s Learning Signature is One College Transforming Lives. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

CVC Faculty and Staff expect students to:
- take responsibility for their own learning
- commit to achieving high academic performance
- be meaningfully engaged in the campus community

CVC Faculty and Staff expect to:
- provide students a clear pathway of instruction
- establish clear learning outcomes
- serve as role models and mentors for students

Course Outline  For maximum success in this course you should spend a minimum of 9 hours per week working on course material.

<table>
<thead>
<tr>
<th>Week</th>
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<td>14</td>
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</table>

Evaluation Procedures  At the beginning of the course, the instructor provides a schedule of examinations and assignments that contribute to the final grade in the course for each student.

Insert your grading scale or indicate that 90 percent of total points possible will result in an A; 80% of the total will result in a B; 70% of the total possible will result in a C; 60% of total will result in a D. Below 60% = F
Exams and Assignments  The final grade for the course reflects evaluation of the student’s work on the following assignments that are calculated as follows:

(Instructor; Insert the information for your course. Sample follows:)
The course will include the following elements:
- 3 examinations, each valued at 25% of the grade
- 1 research project valued at 25% of the grade
The average score on these four elements determines the final grade.

Honors Credit Availability
  Instructors: Insert and customize if applicable. You can earn Honors Credit in this course that will show the completion of an Honors Course on your transcript. Honors credit is important in transfer evaluation for graduation with both Associates and Bachelor degrees with honors.

  To qualify for Honors credit, you must sign an Honors Contract at the beginning of the semester. Meet with me to design your program and complete the contract form. You must earn an A or B in the course in order to receive Honors Credit.

Service Learning
  The College offers a Service Learning Program that allows students to earn recognition for hours worked in a volunteer program with a local organization. See the Cedar Valley College web site for additional information.
  http://www.cedarvalleycollege.edu/CommunityMembers/Lists/WebPages/DispForm2.aspx?List=4910a51c%2D65b2%2D4293%2D9ecd%2D5f5aa383b44d&ID=17

  INSTRUCTORS; IF YOU INCLUDE A SERVICE LEARNING REQUIREMENT OR BONUS CREDIT YOU SHOULD INSERT ADDITIONAL INFORMATION.

Stop Before you Drop  Under a Texas law (TEC Section 51.907), if you drop too many classes without having an acceptable reason, your GPA could be affected. Be sure you understand how this law may affect you before you drop a class.

  The law applies to students who enroll in a Texas public institution of higher education (including the colleges of DCCCD) for the first time in fall 2007 or later. Under this law, you may not drop more than six classes without an acceptable reason during your entire undergraduate career without penalty. For more information, please see our catalog or read Facts About Dropping Classes.

  If you drop or withdraw before the official drop/withdrawal deadline, you will receive a grade of W (Withdraw) in each class dropped until the seventh unacceptable drop. You will earn a
grade of WF for the seventh unacceptable drop, and each unacceptable drop after that. A grade of WF will be calculated in your GPA as an F.

The deadline for receiving a W is indicated on the academic calendar and the current class schedule. For more information, you may access:
http://www.dcccd.edu/Why/Reg/Registration/Pages/DropWithdraw.aspx

The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. More information is available at:
http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Attendance Policy
In general, daily class attendance enhances student achievement of an A, B or C in the course. Students should advise instructors of illness, work or family situations that may require absence from a class. Instructor's may modify or include other information as applicable to their course.

Classroom Policies
Optional for Instructors: enter your specific classroom policies (e.g., food, drink, cell phone, etiquette, etc). Remove this text if you have no policies to add.

Tutoring Services
All tutoring is available on a "drop in" basis; however, if you would like to make an appointment for a specific time, please call 972-860-2974. We encourage you to make an appointment for all written assignments. During each visit to the center, you will use your student ID# to sign in and out on our computer at the front desk. More information is available at:
http://www.cedarvalleycollege.edu/FutureStudents/StudentServices/TutoringServices/default.aspx

QUALITY ENHANCEMENT PLAN
Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at:
http://www.cedarvalleycollege.edu/QEP/default.aspx
<table>
<thead>
<tr>
<th>INSTITUTIONAL POLICIES</th>
<th>Academic Advising</th>
<th>Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting the students' academic, personal, and career goals. This partnership is a process that is built over the student’s entire educational career at Cedar Valley College.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Educational planning is available to all students. First time in college students must meet with academic advisors prior to enrolling in classes; however, continuing students may choose to see faculty advisors, faculty counselors, and/or program coordinators after classes begin. All parties have clear responsibilities for ensuring a successful partnership. For more information, you may access: <a href="https://www.cedarvalleycollege.edu/FutureStudents/StudentServices/AcademicAdvising/Pictures/AdvisingSyllabus.pdf">https://www.cedarvalleycollege.edu/FutureStudents/StudentServices/AcademicAdvising/Pictures/AdvisingSyllabus.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. See Also Student Code of Conduct. <a href="https://www1.dcccd.edu/catalog/ss/code.cfm?loc=CVC">https://www1.dcccd.edu/catalog/ss/code.cfm?loc=CVC</a></td>
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</tr>
<tr>
<td>ADA Statement</td>
<td>If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-860-8119.</td>
<td></td>
</tr>
<tr>
<td>Emergency Alert</td>
<td>Sign up for DCCCD Emergency Alerts to receive a text-message, e-mail and/or phone call when there is an unscheduled evacuation or closure of a DCCCD campus or office because of weather closures, utility outages, police or other emergencies. Subscribing is free, but standard text message charges from your cell phone provider will apply. Please refer to: <a href="http://www.dcccd.edu/SS/OnlineSvs/EmergAlerts/Pages/default.aspx">http://www.dcccd.edu/SS/OnlineSvs/EmergAlerts/Pages/default.aspx</a></td>
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</tr>
<tr>
<td>Financial Aid</td>
<td>Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.</td>
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<tr>
<td>Health Center Services</td>
<td>Basic first aid for minor cuts, scrapes, insect stings, and heat, etc.</td>
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<tr>
<td></td>
<td>• Over-the-counter medications for headaches, fever, seasonal allergies, and colds</td>
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<tr>
<td></td>
<td>• Over-the-counter medications for mild allergic reactions</td>
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</tbody>
</table>
• Emergency sanitary pads
• Blood Pressure check
• Coordination with outside health agencies such as Carter Blood Care; Dallas County Health Dept. (HIV/STD testing--free, twice a semester); UT Southwestern mobile mammography; Immunizations once a month for children <19 y.o. from the DCDHHS; Agape Massage; and Employee Wellness Screening
• Rest area for stress relief, migraine headaches, post seizure activity
• AED (Automatic External Defibrillator) for CPR
• Student Health101, e-magazine
• Confidential "talks"
• Assists with health related club activities when asked and time permits

Religious Holidays

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.
# Dallas County Community College
## Employee Status Maintenance

### Termination: [ ]  Transfer: [ ]  Retirement: [ ]  FT: [ ]  PT: [ ]

<table>
<thead>
<tr>
<th>Name (Last, First, MI):</th>
<th>Employee ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
<td>Job Title:</td>
</tr>
</tbody>
</table>

**Faculty:** [ ]  **Professional Support Staff:** [ ]  **Administrator:** [ ]

<table>
<thead>
<tr>
<th>Department:</th>
<th>Location:</th>
<th>Reason for Termination/Code:</th>
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</table>

<table>
<thead>
<tr>
<th>Date of Hire:</th>
<th>Date of Benefits:</th>
<th>Termination Date:</th>
<th>Transfer Date:</th>
<th>Retirement Date:</th>
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</table>

Transfer to (Location/Department):

## Property Clearance

<table>
<thead>
<tr>
<th>Items Returned/Cleared</th>
<th>Date</th>
<th>Cleared By</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building./Office Key(s)/Card(s)</td>
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<td></td>
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<tr>
<td>Employee ID Card</td>
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<tr>
<td>Accounting Services (i.e. blocks, travel reimbursements, etc.)</td>
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<td>Traffic Fines</td>
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<td>Library Materials</td>
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<tr>
<td>Colleague</td>
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<td>LAN</td>
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<td>GroupWise</td>
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<tr>
<td>Tools/Equipment (i.e. laptops, printers etc.) (specify below):</td>
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Additional Comments:

Employee Signature: [ ]  Date: [ ]  HR Signature: [ ]  Date: [ ]

Input By: [ ]  Date: [ ]

DISTRIBUTION: ORIGINAL: HR

Form NO: 0669-01/2012
<table>
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<th>FIRST BOOK</th>
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<th>THIRD BOOK</th>
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<tbody>
<tr>
<td>COURSE#</td>
<td>COURSE#</td>
<td>COURSE#</td>
</tr>
<tr>
<td>ALL SECTIONS USING THIS BOOK:</td>
<td>ALL SECTIONS USING THIS BOOK:</td>
<td>ALL SECTIONS USING THIS BOOK:</td>
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<tr>
<td>TITLE</td>
<td>TITLE</td>
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<td>AUTHOR</td>
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<td>COPYRIGHT YEAR</td>
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<td>TEXT BOOK REQUIRED</td>
<td>TEXT BOOK REQUIRED</td>
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<td>COMMENTS</td>
<td>COMMENTS</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>DATE INPUT</td>
<td>INITIALS</td>
<td>DATE TO BOOKSTORE</td>
</tr>
</tbody>
</table>
WAIVER OF LIABILITY/PARTICIPATION CONSENT
DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

I, the undersigned, a private person, for and in consideration of the privilege of participating in any event sponsored and sanctioned by Cedar Valley College, and in recognition that such participation involves certain inherent dangers, do hereby agree to assume the recognized risk in such participation, to include but not be limited to, personal injury and even death, and hereby release the Dallas County Community College District (DCCCD), its officers and employees, Cedar Valley College, its administrators, agents, and employees in both their public and private capacity from any and all liabilities, claims, suits, demands, or causes of action which might arise from my participation as aforementioned. I fully acknowledge that I am responsible for any injury, loss, or damage to property, to myself and to others. I recognize that the liabilities, claims, suits, demands, and causes of action which I am waiving have not yet arisen, and I am making this agreement as a promise to waive all and all said liabilities, claims, suits, demands, and causes of action if and when they do arise in the future, with said agreement supported by the consideration of allowing me to participate in the Field/International Course on the following date(s) and times

Known hazards may include, but not be limited to:

I hereby represent that I will obey and uphold all the rules and requirements established by the DCCCD, observe all program schedules and follow all directives given to me by supervisory personnel in all matters pertaining to such Field/International Course events. I grant to the DCCCD the right to terminate my participation in the Field/International Course if it is determined that my conduct is detrimental to or in conflict with the program or out of harmony with the best interests of the group as a whole, in which event I shall be sent home at my own expense. I further realize that any violation of these rules or regulations may be just cause for suspension or expulsion from the College.

I understand and acknowledge that a very important rule of the course is that the illegal use or possession of alcohol or drugs as defined by the law during such Field/International Course is strictly forbidden. The legal use of alcohol during class activities also is prohibited.

I fully recognize and agree that the DCCCD cannot and will not be held responsible in any way for my safety, my needs, or my well being, during any period in which I am not directly participating in such Field/International Course and under the direct supervision of supervisory personnel of DCCCD.

I grant to DCCCD or any of its representatives, full authority to take any action deemed necessary to protect my health and safety at my expense, to include but not be limited to placing me under the care of a doctor or in a hospital at any place for medical examination and/or treatment, or return me at my expense if such return is deemed necessary after consultation with medical authorities.

This release shall be binding upon my successors and heirs.

I have read the foregoing and understand its terms, and I freely agree to all the provisions set forth therein.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Social Security Number</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Signature of Parent or Guardian (if under 18)</td>
<td></td>
<td>Date</td>
</tr>
</tbody>
</table>

-32-
CEDAR VALLEY COLLEGE

"W" Grade Request

Date: __________________________

To: Vice President of Instruction

From: __________________________

I recommend a grade of "W" for:

_________________________________  ________________________________
Student's Name  Social Security No.

_________________________________  ____________________________  ____________
Course  Section  Semester

_________________________________
Comments/Attach any necessary paperwork, medical records, etc.

________________________________
Division Chair

******************************************************************************

Approved:

________________________________
Vice President of Instruction

This form is to be filled out and attached to the "Change of Grade" form when a request for "W" grade is made after the official drop date.
**DALLAS COUNTY COMMUNITY COLLEGE DISTRICT**

**WX GRADE CONTRACT**

<table>
<thead>
<tr>
<th>NAME (Last, First, M)</th>
<th>SOCIAL SECURITY NUMBER</th>
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</thead>
</table>

**received WX grade in the following course:**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE</td>
<td>SECTION</td>
<td>TITLE</td>
<td>SEQUENCE NUMBER</td>
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</table>

To complete this course the student must fulfill the following requirements:

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</table>

The following is the Performance Grade the student will receive if he/she fails to re-enroll in the course during the next regular semester:

**PERFORMANCE GRADE**

**STUDENT AGREEMENT**

I understand that I will receive the Performance Grade stated above unless I re-enroll and pay for this course in the semester, and successfully complete the remaining course requirements.

<table>
<thead>
<tr>
<th>SIGNATURE OF STUDENT</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIGNATURE OF INSTRUCTOR</td>
<td>DATE</td>
</tr>
<tr>
<td>SIGNATURE OF DIVISION CHAIR</td>
<td>DATE</td>
</tr>
</tbody>
</table>

Distribution: *Original - Registrar, Canary - Student, Pink - Division Chair, Goldenrod - Instructor*