



Faculty Handbook

2018-19

DEDICATED TO STUDENT SUCCESS AND INSTITUTIONAL EXCELLENCE

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INTRODUCTION TO NCTC

North Central Texas College (NCTC) is established by state statute (Texas Education Code, Section 130.003) that governs public community colleges. NCTC is a two-year institution primarily serving residents of Cooke, Denton, and Montague counties and Graham Independent School District and offers academic courses and courses in career and technical education; continuing education; remedial and compensatory education consistent with open-admissions policies; and programs of counseling and guidance.

NCTC is an equal opportunity institution that provides educational and employment opportunities without discrimination on the basis of race, color, religion, gender, gender expression, national origin, age, disability, or veteran status.

MISSION STATEMENT

NCTC is dedicated to student success and institutional excellence. NCTC encourages student achievement by providing affordable, quality learning environments, and comprehensive student and public support services. NCTC fulfills its mission by offering programs leading to associate degrees and certificates and by providing:

- University Transfer Education
- General Education
- Workforce and Technical Education
- Developmental Education
- Student Development
- Continuing Education
- Community Education
- Competent Faculty, Staff and Administration
- Adequate Physical and Financial Resources

VISION

NCTC will be a recognized leader in higher education and a catalyst for economic, cultural, and community development.

VALUES

NCTC is accountable to its students, colleagues, and the community and holds the following values to be fundamental:

- *Affordable, Quality Education:* NCTC is passionate about providing access to higher education. Its highly qualified faculty and staff and student-centered programs and services reflect NCTC’s commitment to excellence.
- *Stimulating Learning Environments:* NCTC fosters diverse, challenging, and engaging learning environments to empower its students to impact a global society as creative problem solvers, critical thinkers, and dynamic leaders.
- *Integrity:* NCTC faculty, staff, Board of Regents and students act in an ethical, honest, and responsible manner.
- *Innovation:* NCTC embraces creative ideas and challenging initiatives.
- *Cohesive Relationships:* NCTC cultivates productive partnerships through teamwork, personalized attention, and open communication.
- *Encouragement:* NCTC supports students, faculty, and staff by welcoming diversity and promoting mutual respect.

North Central Texas College operates under an adopted Strategic Plan. This plan addresses key goals and provides a framework for institutional decisions. In order to fulfill its mission, NCTC has identified three priority goals and the “will” statements that describe the College’s commitment in each area:

1) Foster Student Success

a. NCTC will:

- i. Improve student retention at the program and course level, term to term
- ii. Improve student completion rates from Fall to Spring
- iii. Provide learning and career pathways to foster continuous learning
- iv. Align courses and programs with external standards and professional requirements

2) Meet Community Needs

a. NCTC will:

- i. Identify and respond quickly to the existing and changing needs of our regional economy
- ii. Partner with businesses, ISDs, municipalities and higher education institutions
- iii. Offer events that improve community life and foster institutional support

3) Ensure Institutional Excellence

a. NCTC will:

- i. Strive for further efficiencies in the corporate function of the institution

- ii. Maintain our physical, equipment and technology infrastructure to meet the needs of students, employees, and community
- iii. Provide professional development to improve performance of employees and work groups

ACCREDITATION

North Central Texas Community College District is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of NCTC. The Commission is to be contacted only if there is evidence that appears to support the institution's significant non-compliance with a requirement or standard.

FACULTY CODE OF PROFESSIONAL ETHICS

STATEMENT OF ETHICS AND PHILOSOPHY

The College District is dedicated to providing quality educational opportunities to all students and community within the service area. The College District is aware of the complexity of challenges facing the citizens and industries of an increasingly technologically demanding society; therefore, it pledges commitment of its Regents, administration, faculty, and staff to education programs of excellence and flexibility for a constituency of diverse needs and backgrounds. In order to provide its students with the opportunity to improve their quality of life the College is dedicated to providing dynamic, responsive, and quality services.

The College District seeks to treat each person of the community as a unique individual to whom the College District provides a positive, encouraging, and success-oriented environment. Policies and practices are designed to protect the rights and development of each individual in the College. Protection from unlawful discrimination, including conduct that constitutes sexual harassment and freedom to develop as a student and/or employee, shall be promoted.

The College District is committed to meeting responsibilities with balance, fairness, accountability, and ethical integrity. It is the policy of the College District to apply the highest ethical standards to all members of the College community including Regents, administration, staff, and faculty in achieving its mission and in managing its resources efficiently and effectively. The College District includes a code of ethics for Board members, administration, staff, and faculty in its Policy Manual.

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 shall 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 shall strive to help each student realize his or her full potential as a learner and as a human being.
3. The Professional Educator shall 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 shall work to enhance cooperation and collegiality among students, faculty, administrators, and other personnel.
5. The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.
6. The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.
7. The Professional Educator shall make the most judicious and effective use of the college's time and resources.
8. The Professional Educator shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified, nor assign tasks to unqualified persons.
9. The Professional Educator shall support the goals and ideals of the college and shall act in public and private affairs in such a manner as to bring credit to the college.
10. The Professional Educator shall not engage in sexual harassment of students or colleagues and shall adhere to the college's policy on sexual conduct.
11. The Professional Educator shall observe the stated policies and procedures of the college, reserving the right to seek revision in a judicious and appropriate manner.

12. The Professional Educator shall participate in the governance of the college by accepting a fair share of committee and institutional responsibilities.
13. The Professional Educator shall 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 shall not support a colleague whose persistently unethical conduct or professional incompetence has been demonstrated through due process.
15. The Professional Educator shall accept all rights and responsibilities of citizenship, always avoiding use of the privileges of his or her public position for private or partisan advantage.

*In this Code the term "colleague" refers to all persons employed by colleges in the educational enterprise.

REFERENCE: TEXAS COMMUNITY COLLEGE TEACHERS ASSOCIATION, FEBRUARY 20, 1997, CODE OF PROFESSIONAL ETHICS.

Academic Freedom and Responsibility

NCTC Board of Regents Policy EJA (LOCAL) states:

Institutions of higher education are conducted for the common good. The following statements rest upon the belief that the common good depends upon a free search for truth and its free expression without intent to do personal harm.

Each faculty member is entitled to full freedom in the classroom in discussing the subject which he/she teaches. Limitations to this basic statement exist only within the bounds of common decency and good taste. Each faculty member is also entitled to speak or write as a citizen of the nation, state and community without fear of institutional censorship or discipline.

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility shared by the Board, administration, and faculty members.

The fundamental responsibilities of faculty members as teachers and scholars include a maintenance of competence in their field of specialization and the exhibition of such competence in lectures and discussions. Although publishing is not a fundamental responsibility of a faculty member, it is encouraged by the College.

Exercise of professional integrity by a faculty member includes recognition that the public will judge the profession and the institution by his/her statements both in public and in private life. Therefore, he/she should strive to be accurate, to exercise appropriate restraint, to show respect for the opinions of others, and to avoid creating the impression that he/she speaks or acts for his/her College when he/she speaks or acts as a private person.

A faculty member should be selective in the use of controversial material in the classroom and should introduce such material only as it has clear relationship to the subject field.

COLLEGE DISTRICT

LOCATIONS

Gainesville Campus (District Office)
1525 West California Street
Gainesville, Texas 76240-4699
940-668-7731

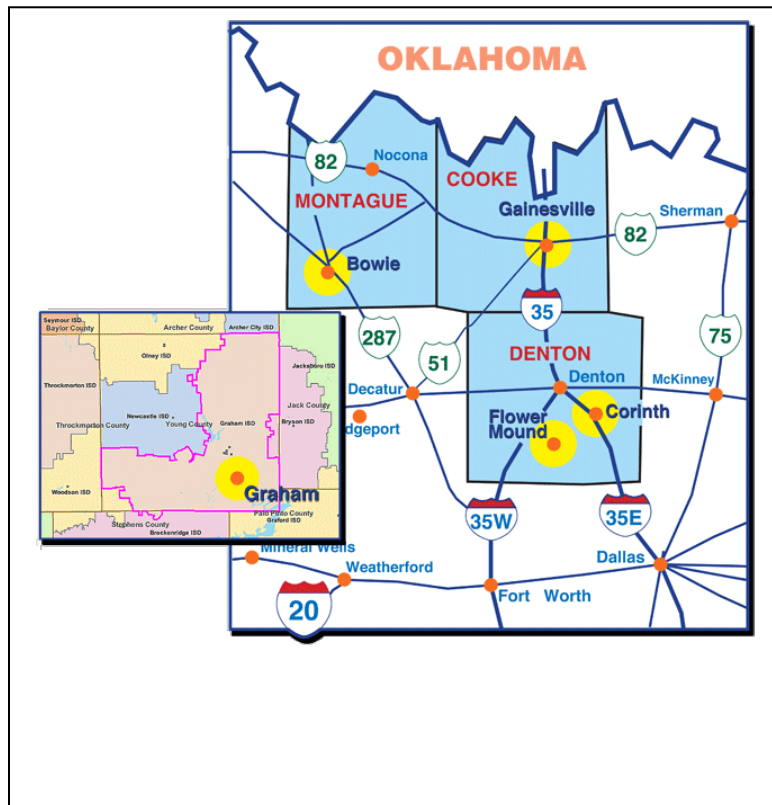
Bowie Campus
810 South Mill Street
Bowie, Texas 76230
940-872-4002

Corinth Campus
1500 North Corinth Street
Corinth, Texas 76208
940-498-6282

Flower Mound Campus
1200 Parker Square
Flower Mound, Texas 75028
972-899-8400

Graham Campus
928 Cherry Street
Graham, Texas 76450
940-521-0720

Pinnell Square Annex
1404 N. Corinth Street
Corinth, Texas 76208



ENROLLMENT

Since its establishment in 1924, NCTC prides itself in being the *oldest continuously operating public two-year college in the state*. NCTC has grown and matured into a comprehensive, full services community college regional scope, serving over 14,000 credit and continuing education students each year. As the only community college in the service area, NCTC offers over 50 degrees and certificates in a wide variety of disciplines.

DEGREE AND CERTIFICATES

NCTC awards academic transfer degrees as well as technical workforce degrees and awards. Four types of associate level degrees are awarded: the Associate of Arts (A.A.), the Associate of Science (A.S.), the Associate of Arts in Teaching (A.A.T.), and the Associate of Applied Science (A.A.S). NCTC also awards Level One and Level Two Certificates in addition to Occupational Skills Awards (OSA).

FOUNDATION

The NCTC Foundation was incorporated in 1983 as a 501(c) (3) non-profit entity, its mission is to encourage, solicit, receive and administer gifts and bequests of property and funds for scholarships, programs, and activities that promote NCTC student success and institutional excellence. The NCTC Foundation awards scholarships for NCTC students. Students must complete an online scholarship application to apply. Please check the NCTC Foundation webpage for scholarship deadlines. Please encourage your students to apply for these scholarships. If you know someone that would like to make a donation to the college please refer them to the NCTC Foundation Office. For more information regarding the NCTC Foundation, please go to <http://www.nctc.edu/Foundation>.

HOURS OF OPERATION

Regular operating hours are Monday through Thursday 8am until 5pm; Fridays 8am until 12noon. Summer hours are Monday through Thursday 7:30am until 5:30pm. Regular board approved college closures can be found on the academic calendar and are published one academic year ahead of the current year.

LEARNING FACILITATION

COURSE DEVELOPMENT

CURRICULUM DEVELOPMENT

NCTC course offerings are governed by the Academic Course Guide Manual (ACGM), the Workforce Education Course Manual (WECM), and Guidelines for Instructional Programs in Workforce Education (GIPWE). Due to the nature of transfer and accountability issues, curriculum changes must be approved through the Instructional Council before filing with the Coordinating Board and subsequent implementation.

FIELD TRIPS

All field trips must have advanced approval and comply with Board Policies: CJ (LOCAL): Transportation, EDB (LOCAL): Instructional Resources, and DEE (LOCAL): Compensation and Benefits. Field trips must be justified as having a relevant contribution to the course objectives. Such trips should be included and described in the course syllabus. The scheduling of field trips should not require extra classroom activities that impose undue hardships on students or extend outside of the semester parameters adopted in the Academic Calendar. Faculty requesting approval of a field trip must complete the NCTC Transportation Request Form and attach documentation to indicate the purpose of the trip, itinerary, and a full list of participants by the 12th class day of the semester.

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT OF LEARNING

The Southern Association of Colleges and Schools Commission on Colleges says that:

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to

enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.
(Student achievement)
2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
 - a. Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)
 - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)
 - c. Academic and student services that support student success.
(Student outcomes: academic and student services)

Since 2007, NCTC has utilized multiple forms of assessment including both direct and indirect measures to determine effectiveness in instruction. Direct measures are linked to the students' achievement level work and the examination of their learning, whereas the indirect measures assessment include measures of success that sometimes are informed by supplementary information about NCTC students. Direct measures include standardized tests, specific multiple choice test questions, oral presentations, and essays. Indirect measures include course grades, surveys of current students including the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE).

Institutional Effectiveness plans are to be updated at least annually and outcomes reviewed by faculty and divisions frequently.

CLASS SCHEDULES

Class schedules are developed by instructional Deans in coordination with Division Chairs and are based on the needs of the college community. Faculty are assigned courses based on the number of credit hours required by contract and on the needs of the department. Classes may be scheduled in a variety of formats (distance, dual credit, weekend, 8 week, etc.) and during a variety of days and times in efforts to provide classes at times that students need. Individual class schedules are subject to change.

DJ (LOCAL): Assignment, Work Load, and Schedules for additional policy information.

CLASS CONTACT HOURS

Class contact hours are defined by the [Texas Administration Code](#). Generally speaking a 3 semester hour course listed at 48 class contact hours is expected to meet 150 minutes a week for the first 15 weeks and provide a 120 minute final exam during week 16. Online classes should require similar instructional time independent of any student work that would otherwise be designated as coursework.

Classes are expected to meet for the full time that they are scheduled. In order for full compliance regular and punctual attendance by faculty at all class meetings as scheduled in the semester's Schedule of Classes, is mandatory. Under no circumstances are the classes to be summarily dismissed by the instructor in anticipation of the foreseen absence. In the event that an emergency arises and a faculty member cannot meet for class, the Division Chair must be notified immediately so that arrangements can be made for a substitute. Often times the Completion Center can provide supplemental instruction on skills that are demonstrated to support student success in the classroom environment if they are notified with sufficient time ahead of the scheduled class. A Class Cancellation Form should be filled out and submitted to the appropriate Division Chair's office.

SYLLABI AND CVS

Texas [House Bill 2504](#), passed by the state legislature and signed by the Governor in 2009 required each institution of higher education to make available to the public on the institution's public website each faculty member's CV and syllabus for each course offered by the institution. Information must be within three clicks from the home page, and can be found by following the HB2504 link on the main page.

- a) Syllabi
 - i) All syllabi must:
 - (1) Satisfy any standards adopted by the institution;
 - (2) Provide a brief description of each major course requirement, including each major assignment and examination;
 - (3) List any required or recommend reading and;
 - (4) Provide a general description of the subject matter of each lecture or discussion.

- ii) Information required by NCTC for syllabi can be found in the NCTC Course Syllabi Template. These templates are found in Canvas under the Instructional Council group. As well, a template is posted in MyNCTC>Faculty and Staff>Faculty>Syllabus Template.
 - iii) The student learning outcomes (SLOs) that appear on each syllabus must be the same as those adopted by the department.
 - iv) Since the syllabus will be posted on the Internet, faculty members are encouraged to carefully proofread their syllabi, including the overall tone of the syllabi. Instructions for posting a course syllabus can be found in MyNCTC>Faculty and Staff>Faculty>How to Upload Syllabus to MyNCTC. If more support or help is needed, please reach out to Division Assistants.
- b) Curriculum Vitae
- i) Faculty's CVs must also be posted online as mandated by the HB2504 and must list postsecondary education, teaching experience, and significant professional publications.
- c) Faculty/Course Evaluations
- i) Faculty/Course evaluations can be found through your faculty Canvas account and also open to the public.

INSTRUCTIONAL MATERIALS

College District employees must also comply with the following policies related to instructional resources and materials:

- CT(LOCAL): Intellectual Property
- EDA (LOCAL): Instructional Resources

COURSE MANAGEMENT

CENSUS DATE AND CLASS ROSTERS

The census date is the twelfth (12th) class day in a regular 16 week semester or the fourth (4th) class day in a short summer session. In addition to this, the census date during a flex-term, and eight week session in a regular 16 week semester is the sixth (6th) class day. Census dates vary for mini-semester courses. Faculty will have access to the class rosters before the term begins and continually during the semester through MyNCTC in the Faculty Dashboard. Faculty are encouraged to check these rosters every class period up to the census date and regularly throughout the semester. If a student attending class does not appear on the roll, or is indicated as having been withdrawn, alert the student and send him/her to the Admissions/Registrar's Office immediately to rectify the situation. Any student who is not on the class rosters should not be allowed to attend class until the situation is resolved and the student's name appears on the roster.

Many problems with students attending the wrong class or being dropped from class can be prevented by instructors who regularly check class rosters and use sign-in sheets or small graded assignments early in the semester to help identify missing students. Students will not receive credit for the class without being officially enrolled through the Admission/Registrar's Office.

DROPS AND WITHDRAWALS

DROPPING OR WITHDRAWING FROM CLASS

Students may drop classes any time prior to the census date at the beginning of every term without a grade of "W" appearing on their transcripts. After the census date, students who withdraw will receive a grade of "W" on their transcript. Students who have attended a Texas public institution of higher education on or after Fall 2007 are limited to a total of 6 withdrawals over the course of their academic careers (exceptions are made for extenuating circumstances necessitating withdrawal from a course). Students who wish to withdraw must initiate withdrawal procedures themselves. Instructors may drop a student for excessive absences, but are not required to do so.

- ECC(Legal): Instructional Arrangements
- ECC(Local): Instructional Arrangements

MEDICAL WITHDRAWAL

The Registrar (or designated representative) may grant medical withdrawals to students who must withdraw for medical reasons from all courses for which they are registered at NCTC. It is expected that the appeal will be filed as soon as possible, no later than a week prior to final exams.

Students who receive medical withdrawals after the last day to withdraw without receiving a grade shall receive a “W” in each course for which they were registered.

Students (or their appointed representatives if they are unable to act for themselves) who seek to withdraw for medical reasons from all courses for which they are registered at NCTC shall, as soon as possible, request medical withdrawals in writing from the Registrar, submitting all appropriate documentation, including a statement from a physician or psychologist, with their written requests.

The documentation will be sent to the appropriate Deans of the subject areas involved within the appeal. If the appeal involves multiple disciplines then the request will be sent to the Deans to discuss collaboratively providing a recommendation to the Registrar’s Office.

The Deans will be responsible of the validation of documentation. The Registrar will inform the student and instructor of the decision in writing if the request is approved.

COURSE RECORDS

The custodians of student and course records are as follows:

1. Academic Records:
 - a. Admissions records and documents, transcripts and permanent records of grades earned, hours completed - Director of Admissions and Registrar.
 - b. Adult vocational and avocation (non-credit) program records, community records - Dean of Adult and Continuing Education.
2. Student Affairs Records - Vice-Chancellor of Student Services, Associate Dean of Student Services (Corinth), and Sr. Director of Counseling/Testing.
3. Financial Records – Vice-Chancellor of Financial Services and Director of Student Financial Aid.

Address for the custodians of records shall be included in the Annual Notice of Students Rights under 20 U.S.C. 1232g.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (also known as the “Buckley Amendment” or FERPA) is a federal law that allows students the right to inspect and review their own educational records. Student grades and exam scores constitute confidential information. Under the act, FERPA prohibits grades for public view, providing grades over the telephone or through email correspondence. Information about grades and class attendance cannot be shared with anyone other than the student concerned, including parents, spouses, other students, or other family members. This is true even if the student is a minor. Faculty must be cautious not to discuss or comment upon student grades within the hearing of others and to avoid distributing graded assignments in such a way that they can be viewed by anyone except the student receiving the grade. The departmental offices and the department chairs have guidelines and other documentation regarding FERPA requirements. It is vital for every instructor to be familiar with FERPA regulations as the failure to follow them may result in serious sanctions for the college as a whole. Demographic information is not protected under FERPA guidelines.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They include:

- Right to Review Records – NCTC students have the right to inspect and review their education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the students of the time and place where the records may be inspected.
- Right to Correct Errors – NCTC students have the right to request the amendment of their educational records that they believe are inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Registrar decides not to amend the record as requested by the student, the Registrar will notify the student of the decision and advise the student of his or her 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.
- Right to Disclose Information – NCTC students have 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 NCTC in an administrative, supervisory, academic or research, or support staff position; a person or company with whom NCTC has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board

of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- Right to File Complaint – Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by North Central Texas College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

- FJ(Legal): Student Records
- FJ(Local): Student Records
- FJ(Exhibit): Student Records

EMAIL CORRESPONDENCE WITH STUDENTS

All official correspondence from the college will be through the NCTC email. Therefore, faculty should continually check their NCTC email. Faculty should use only their official college email and the student's official college email address when communicating with students for official business. This permits NCTC to protect both the faculty member's and the student's rights should any issues arise. Faculty should respond promptly to emails from students, Division Chairs, other Faculty Members and Administrators. In addition, Faculty should continue to check email for a week or so after grades are due at the end of every term in order to promptly address student questions and concerns.

In order to meet the needs of students with regards to communication it is recommended that faculty members be responsive enough to return email communication from students within 24 hours of receipt during week days, and 48 hours on weekends. This ensures that students are provided timely communication.

STUDENT ATTENDANCE

While NCTC does not have a uniform and mandatory attendance policy, general regulations regarding class attendance at NCTC are defined by the Chancellor and Provost. They include the following provisions and guidelines:

1. Regular and punctual attendance is expected of all students in all classes for which they have registered.
2. All absences are considered to be unauthorized unless the student is absent due to illness or emergencies. It is the student's responsibility to provide documentation as to the emergency for approval by the faculty member.
3. Approved college sponsored activities are excused absences.
4. The instructor is responsible for judging the validity of reasons provided for an absence. Valid reasons for absence, however, do not relieve the student of the responsibility for making up required work.
5. Students will not be allowed to make up an examination missed due to absence unless they have reasons acceptable to the instructor. A student who is compelled to be absent when a test is given should petition the instructor, in advance if possible, for permission to postpone or reschedule the exam.
6. Persistent, unjustified absences from classes or laboratories will be considered sufficient cause for College officials to drop a student from the rolls of the College.

- FC (LOCAL): Attendance.

STUDENT CONDUCT AND DISCIPLINE

Policies and procedures governing student conduct and discipline are outlined in the Student Handbook, which is available on the College webpage under the Catalog tab.

Issues regarding student conduct and/or discipline should go directly to the Division Chair who can help ensure that the correct parties are involved should intervention be required by the situation.

- FLD(Local): Student Complaints
- FM(Local): Discipline and Penalties
- FMA(Local): Discipline Procedures

COURSE COMPLETION

FINAL EXAMS

A dedicated period for final exams is a part of every semester at NCTC. At the end of each long semester a Final Exam Week Schedule is assigned for all courses based on the day and time the class meets. Faculty members are expected to meet with the class during the final exam time, even if a final exam

is not given. Early exams or modifications to the class level assessment must be approved through the office of the Provost. Early testing provisions for an entire class will not be approved under any circumstance.

GRADES

Grades are reported electronically through MyNCTC and made a part of the official records at the end of each semester. Grades must be submitted by the appointed deadline. A grade of NR is recorded for every student for which grades were not submitted. If this happens, the faculty member must complete a paper Grade Change Form for every student grade not reported in the class and then submit the form to the Student, the Division Chair, Dean, and then to the Provost for approval and signature.

Grades for all activities and assessments in a course must also be recorded in Canvas. This includes on-campus, online, and hybrid courses. Letter grades are given as final course grades; however, instructors of dual credit students provide both letter grades and numerical grades. Numerical grades may be issued for tests, papers, etc. but these numbers must be converted to letter grades when final grades are reported at the end of the semester in a manner consistent with generally adopted practices.

The grades of Dual Credit students should also be reported using the same approved format at mid-term. These mid-term grades are then provided to the High School Counselors as part of the student's high school record and are used for eligibility.

The standing of a student in each course expressed by the following grades, which are assigned for class work, examinations and general classroom performance according to criteria set by the instructor. Interpretations of these grades are:

	Rating	GPA Points
A	Excellent	4
B	Good	3
C	Average	2
D	Poor	1
F	Failure	0
I	Incomplete	-
W	Withdrew	-
P	Pass	-
IP	In Progress	-
NR	Not Recorded	-

Courses with a grade of 'P', 'W', 'I', or 'IP' are not assigned grade point values and are not considered in computing grade point average (GPA); however are included for financial aid purposes when calculating Satisfactory Academic Progress (SAP). When a course is repeated, the higher grade earned is included in the computation of the GPA.

Grades of "IP" are used only in College Preparatory courses-when student is making progress toward meeting the objectives of the course, and the student must re-enroll in the course until it is successfully completed.

If a student receives an "F" in the course the last date of attendance will be reported through MyNCTC.

In issues of grade attribution for academic dishonesty, resolution defaults to the adopted course syllabus.

GRADE APPEALS

Any student wishing to appeal the final grade received in any course may do so according to the following procedure, from FLD (LOCAL): Students Rights and Complaints.

The College District encourages students to discuss their concerns with the appropriate instructor or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolutions at the lowest possible administrative level. Informal resolution shall be encouraged but shall not extend any deadlines in policy. A student may initiate the formal process by timely filing a written complaint form. Even after initiating the formal process, students are encouraged to seek informal resolution of their concerns. A student whose concerns are resolved may withdraw a formal complaint at any time. The process in the policy does not allow for additional rights to be afforded any party.

Any student wishing to appeal the final grade received in any course may do so according to the following procedure:

1. Collect all tests, assignments, class notes and other relevant materials and request a conference in writing with the instructor of the course in question. The same materials collected must be presented at each stage of the appeal process, with no addition or omission of items.
2. Present the case for grade appeal directly to the instructor.
3. If not satisfied with the decision of the instructor, the student has 10 calendar days to appeal in writing to the instructor's Division Chair or Program Coordinator (see listing in College Personnel section of the

Catalog). All tests, assignments, class notes and other relevant materials must be presented to the Division Chair or Program Coordinator.

4. If not satisfied with the decision of the Division Chair or Program Coordinator, the student has 10 calendar days to appeal in writing to the Academic Appeals Committee. All tests, assignments, class notes and other relevant materials must be presented to the Committee.
5. Committee receives grade appeal from student, including all tests, assignments, class notes and other relevant materials.
6. Chair assigns an Information Officer to the appeal based upon geography and/or discipline.
7. The Information Officer reviews all data, conducts interviews as needed and ultimately provides an impartial findings report to the committee for consideration of the case including all discovery and how the process of the appeal was handled before reaching the AAC. (Note: Information officer will request all relevant materials from the instructor such as grading rubric, grading scale, exam key, etc.)
8. Committee meets and determines a recommendation for the appeal.
9. Recommendation is provided to Instructional Dean.
Instructional Dean completes the appropriate Grade Change Form and then forwards to the Provost for final review and signature.

Assignment of Information Officer will be made on a rotating basis, and/or may be determined based upon discipline and campus location.

Grade appeals may only be considered if the procedure has been followed explicitly in the order outlined. The grade appeal process must be initiated by the end of the sixth week of the next long semester. Grade appeals after the deadline will not be considered. For more information students can consult Board Policy FLD(Local).

Grade appeals will be evaluated for substance and for process at each level.

INCOMPLETE GRADES

A grade of “I” signifies incomplete course work. The intent of an “I” is to allow a student to complete a course when unforeseen circumstances hinder the student from being able to complete the course during the regular semester. The student must follow the following procedures:

1. To receive an “I” in any course, a student must be in good standing in the course through the last day to drop.
2. The student must petition the instructor in writing, and if the instructor agrees that the incomplete grade is reasonable, he or she will detail in

writing on the Petition for Change of Grade Form the requirements necessary to complete the course

3. It is the student's responsibility to comply before the end of the next Fall or Spring semester, or the grade will revert to "F".
4. In the Campus Connect Final Grade Submission process, the option of issuing the grade of "I" will not be available.
 - a. Instructors who wish to issue a grade of "I" must submit the Petition for Change of Grade with appropriate documentation to the Division Chair for approval.
 - b. Once an Incomplete course is finished, the instructor must submit a new Petition for Change of Grade.

DUAL CREDIT

The Dual Credit program at NCTC provides an opportunity for eligible high school students to enroll in college-level courses to earn both college credit and high school credit simultaneously. Students may take NCTC classes at any NCTC campus, at their high schools, online or any combination thereof. Refer to Admissions Information for eligibility requirements.

Dual credit instructors are employees of NCTC, regardless of whether they are also on the faculty rosters of a high school. All instructors teaching dual credit courses must complete an NCTC job application, supply the college with official university transcripts, and work with their NCTC department on all instructional issues related to the college course and will undergo evaluation and qualification by a Dean and HR under the direction of the NCTC Faculty Credential Manual.

In turn, the college will compensate a dual credit instructor at the standard rate of NCTC adjunct faculty. If a full-time NCTC faculty member teaches dual credit, it will be considered part of the faculty's regular duties or as an overload. North Central Texas College (NCTC) is an equal opportunity employer. NCTC does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, genetics, gender expression, equal pay, or any other legally protected characteristic. Faculty members teaching courses should meet the eligibility requirements published in the Faculty Credential Manual.

As NCTC employees, dual credit instructors are required to participate in Professional Development activities. The dual credit instructor is subject to departmental evaluations and, should performance be sub-standard, procedure for dismissal will be the same as that of any other faculty member.

Communication between NCTC, faculty members, and high school liaisons is essential to ensure a successful semester. Before the beginning of each semester, the relationship should be established and all expectations explained.

A NCTC Division Chair will provide information related to textbooks, syllabi requirements, class roll sheets, meeting times, evaluations, and grade reports. The appropriate dual credit coordinator will provide contact information for the high school liaison. The Division Chair may visit an off-campus site to observe a dual credit class and evaluate a dual credit instructor. To increase communication a dual credit coordinator can facilitate questions or complaints between faculty, the high school liaison, and students.

The high school liaison will prepare classrooms to meet technological requirements and establish communication with the faculty member. The liaison will provide the faculty member with information concerning high school calendar, parking, restroom facilities, availability of photocopy facilities, and audio-visual equipment. The liaison should communicate with the faculty member any high school reporting requirements. The high school may provide an on-site facilitator to provide classroom support. Academic freedom is an integral part of a college education. High schools, students, and parents must be made aware of this statement.

A syllabus is required for every course taught for NCTC. A copy of the current syllabus should be filed with the Division Chair before the beginning of each semester and given to the high school counselor/liaison. The faculty member will file a syllabus with the department and high school liaison before the beginning of each semester, meet with the high school liaison to exchange phone numbers and e-mail addresses, inspect meeting facilities, and discuss necessary technological support.

Attendance records must be carefully kept by faculty in order to comply with Coordinating Board rules in dual credit classes. State funding is determined from reports which are based on the class rolls. It is important NCTC receives these records in a timely manner and that they are accurate. If a student's name is not on a course roster, contact the high school counselor/liaison and/or the Dual Credit Coordinator immediately. Dual credit students may need to complete the enrollment process and/or clear up any issues. Schedule additions and changes must be made before the Twelfth Day Class Roll, or the "official date of record."

If a dual credit instructor is unable to attend a scheduled class due to illness, car trouble, hazardous road conditions, or some unforeseen circumstance,

notify the host school liaison ASAP. Please also notify the dual credit coordinator and the NCTC department in a timely manner.

Each faculty member will be required by the department to provide dual credit students the opportunity to evaluate the course by completion of the Instructor/Course Evaluation. Instructions for conducting the evaluation will be provided by the NCTC department.

Midterm grade submission is required for dual credit students through MyNCTC. Please adhere to local instructions for deadlines and potential stipulations. A final grade report including numeric and letter grades is made each semester and the grade entered will appear on a student's transcript. Dual credit instructors must enter final grades by the date provided in the academic calendar. Faculty must keep a record of grades for at least five years. The Dual Credit Coordinator will provide each high school with an official grade report at the end of each semester.

Parents are concerned about the educational progress of their child and sometimes want to discuss student complaints or other issues with an instructor. Due to FERPA laws, an instructor may not speak directly with a parent about these concerns unless the student gives permission. A release of information form can be provided by the Dual Credit Coordinator, if necessary.

If a faculty member has a problem or concern in a dual credit course or with a dual credit student, he/she should notify the Dual Credit Coordinator, NCTC Division Chair and then the appropriate Instructional Dean. If the high school liaison has concern about an instructor, the liaison will contact the Dual Credit Coordinator, NCTC Division Chair and then the appropriate Instructional Dean.

INSTRUCTIONAL COUNCIL

The Instructional Council is charged with the role of ensuring educational integrity at North Central Texas College. It is a standing committee comprised of faculty, staff and administrators who have direct instructional responsibilities.

The duties of the Instructional Council include:

- 1) Reviewing and acting upon proposals to establish or revise educational courses and programs.
- 2) Monitoring curriculum regulations drawn from the Academic Course Guide Manual and the Workforce Education Course Manual.

- 3) Facilitating and coordinating communication among various committees, task forces, and groups that relate to instructional matters.

Further, the Instructional Council:

- 1) Acts as the representative of the faculty on matters related to instruction.
- 2) Provides leadership among instructional departments for the institution.
- 3) Ensures that the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) requirements have been met.
- 4) Ensures that NCTC instructional guidelines and policies have been met.
- 5) Serves as the clearinghouse for instructional issues at North Central Texas College.

AUXILIARY AND SUPPORT PROGRAMS AND SERVICES

LIBRARY

The primary mission of the NCTC Libraries is to support the instructional programs and institutional goals of NCTC. NCTC Libraries strive to provide resources and services that stimulate intellectual curiosity and facilitate learning and research within the academic community. NCTC Libraries are dedicated to assisting students, faculty, and community members in meeting and exceeding their educational, instructional, professional, and life-enriching goals.

HOURS OF OPERATION

Library hours are established at each campus as appropriate to support educational offerings at that site and may vary by semester and location. Current hours may be found for each campus under the Contact Information and Hours on the Library webpage. Library hours are shortened during summer sessions and mini-mesters.

ORIENTATION TO LIBRARY/LRC RESOURCES AND SERVICES

Faculty members are encouraged to schedule classes for tour, bibliographic instruction and orientation to resources by contacting a librarian at the appropriate campus. Please schedule at least one week prior to the occurrence in the course calendar. Individual assistance in using Library/LRC resources is also available to faculty and students during hours of operation.

LOCATING LIBRARY RESOURCES

NCTC's online public access catalog (OPAC) contains information about holdings of books (print and electronic), journals (paper and electronic), and audiovisual materials. The OPAC is searchable by title, author, subject, and keyword. The catalog is accessible from any computer connected to the World Wide Web through NCTC's home page (www.NCTC.edu) by clicking on the Library link.

Several electronic databases are available from any computer on NCTC's intranet. Databases include an electronic periodical index which includes bibliographic citations, abstracts, and full-text articles from journals and other periodicals. For the latest news on databases available, check with the librarian at the nearest campus or access the Library at and click on "Research Databases." Electronic databases are accessible from any workstation on

NCTC's intranet as well as from off-campus. Remote access is also available to the NCTC E-books Collection of digital books. For more information about remote access to Library databases, please contact the campus librarian or visit the Research Database page on the Library website.

CIRCULATION OF MATERIALS

In order to make materials available to as many patrons as possible, circulation policy for checking out items varies according to material type and patron type. To extend use of materials beyond the normal circulation period, contact the librarian on duty at the campus Library where the material is obtained.

ID CARD

The NCTC identification card or a photo ID is required to check out materials. Overdue notices are sent as reminders of materials that may no longer be needed or of materials whose circulation periods need to be extended upon request of the faculty member.

INTRALIBRARY LOAN

To obtain materials from another campus, request the material through the Library at your campus, through e-mail to a librarian at the campus where the material is located, or through the OPAC. NCTC's courier service delivers materials Monday through Friday between Gainesville, Flower Mound and Corinth and Monday through Thursday between Gainesville and Bowie. Deliveries to and from Graham campus occur on Mondays and Thursdays. Check with a campus librarian concerning courier arrival and departure times.

INTERLIBRARY LOAN

Interlibrary loan services are provided at no charge for instructional materials--books and journal articles--within accepted interlibrary loan standards and copyright regulations. NCTC participates in Texpress, a twice a week courier service (Tuesday and Thursday) which operates among most academic and large public libraries in Texas. File an ILL request at the campus library,

through the OPAC, or by contacting Shedrick Pittman-Hassett at 940-668-4283, ext. 4325 or spittman-hassett@NCTC.edu.

TEXSHARE CARDS

NCTC belongs to a consortium of public and private academic institutions and large public libraries that attempt to share resources. A TexShare card issued by NCTC is required to check out materials from participating libraries. The lending library's policies concerning types of materials that circulate, circulation time period, and fines apply. Check with a librarian on your campus for more information.

RESERVE MATERIALS

Materials may be placed on reserve, in accordance with copyright restrictions, for student or faculty use. As well, the circulation of an item can be restricted for various periods of time. (For example: Library Use Only, Overnight Use, or One Week Checkout). Check with Michelle Greenwood (Gainesville 940-668-4283, ext. 4336 or) concerning reserve materials for Gainesville, Corinth, Flower Mound or Bowie campuses.

SCHEDULING AUDIOVISUAL EQUIPMENT

A variety of audiovisual equipment including digital media projectors, slide projectors, portable compact disc players, portable public address systems, camcorders, and digital cameras is available for instructional use. DVD players along with digital media projectors are mounted in many rooms at each campus. They are also available for check out. Please contact your campus librarian for more information.

GENERAL ACCESS COMPUTER LABS

NCTC Student General Access Computer Labs are available at each campus. A current Photo ID card may be required to enter the lab. At present, General Access Computer Lab hours correspond closely to Library hours at the Bowie and Corinth campus. Labs on the Gainesville campus usually close fifteen minutes before the Library. General Access Computer Labs are open during Finals' Week.

COLLECTION DEVELOPMENT

The subject area expertise of each faculty member is very important in maintaining a Library of relevant materials—books, journals, electronic, and audiovisual—to support research assignments. Recommendations and suggestions for additions or deletions to the collection of resources are always welcome. Contact Diane Roether at Gainesville (940-668-4283, ext. 4338 or droether@nctc.edu), Sabrina McKethan at Corinth (940-498-6231 or smckethan@nctc.edu), Dax Stokes at Flower Mound (972-899-8332 or dstokes@NCTC.edu) or Robin Studdard at Bowie (940-872-4002, ext. 5215 or rstuddard@NCTC.edu)

PHOTOCOPY SERVICES

Various photocopy services are available to faculty on all NCTC campuses. Faculty needing to make a copy from a book or journal in the Library collection should contact the librarian on duty for assistance. Photocopies are charged to department budgets, and a departmental code is required to operate these copiers. The code can be obtained from the Administration Assistant, and the same code may be used at each campus. Code-operated photocopiers are located in the Administrative Assistant office areas on the Bowie and Corinth campuses and a code-operated photocopier is located in the library on the Gainesville campus.

REPROGRAPHICS CENTER

The Print Shops at the Gainesville and Corinth campuses provide photocopying services for instructional programs. The following guidelines should facilitate instructional photocopying:

1. No minimum number of copies is required for copy-ready materials.
 - a. Faculty photocopiers are used to prepare copy-ready masters.
 - b. Utilizing features such as reduction and front/back copying helps reduce paper costs.
 - c. Leave items to be copied in the Print Shop or with the instructional Administrative Assistant according to the procedures of the division.
2. Faculty requests for tests are completed within twenty-four (24) hours.
3. Requests for other copy needs are usually completed within forty-eight (48) hours.
4. Please plan so that copy requests are made in an orderly, timely fashion.

5. Multiple requests may be prioritized according to date needed.

HONORS PROGRAM

The Honors Program at NCTC is an initiative designed to provide deserving area students with advanced learning and community leadership opportunities. Students in the program will be automatically considered for honors scholarships. Participating students will benefit from personalized learning plans, innovative and exemplary teaching, smaller class sizes, and guidance through the transfer process. Other advantages of honors study include service learning experiences and access to cultural and other special events. With completion of the requisite coursework, graduating and transferring students qualify to receive the Honors Program designation on transcripts, diplomas, and honors certificates.

Honors coursework emphasizes academic rigor and the development of both critical thinking and communication skills. Honors faculty develop courses in a variety of ways—course content can be organized topically or thematically, according to instructor expertise, and/or with an interdisciplinary focus. Regardless of approach, the instructional goal is to offer students competing perspectives within a global context, while engaging student intellectual curiosity. Honors subsections of core curriculum courses are offered each semester. Students who need coursework beyond what is offered may develop an even more personalized plan of study. Honors options can be created by contract with faculty and student collaboration. All honors coursework arrangements, whether contracts or subsections, need to be finalized by the second week of the semester. More information and the appropriate forms can be found in the Honors Handbook.

For more information, contact the Office of Honors Studies:

Jill Swarner
Honors Program Coordinator, Gainesville
Office 119, Gainesville Campus
(940) 498-4301 • jswarner@NCTC.edu

STUDENT ORGANIZATIONS

Student clubs and organizations are sanctioned by the college administration according to the belief that each renders a particular service to the college and to the student body.

New clubs and organizations are required to petition the Vice-Chancellor of Student Services for official recognition.

Specific questions regarding Student Activities and Organizations should be made to the Vice-Chancellor of Student Services or the Director of Student Life.

- FKL (LOCAL): Student Activities – Registered Student Organizations.

OFFICE FOR STUDENTS WITH DISABILITIES

The Office for Students with Disabilities provides support services for students with disabilities, students enrolled in technical areas of study, and students who are classified as special populations (i.e. single parents).

Support services for students with disabilities might include appropriate and reasonable accommodations, or they may be in the form of personal counseling, academic counseling, and career counseling. Furthermore, the OSD Counselors work with students to encourage self-advocacy and promote empowerment. The Counselors also provide resource information, disability-related information, and adaptive technology for students who qualify.

The Director of OSD, Wayne Smith, has an office located on the Corinth Campus in Room 170 and can be reached at 940-498-6207. An OSD Specialist, Yvonne Sandman, is located on the Gainesville Campus in Room 110 and can be reached at 940-668-4321.

- EFCA(LEGAL) – Special Populations – Students with Disabilities
- FFCA (LEGAL) – Student Support Services
- GL (LEGAL) – Access to Programs, FA (LEGAL) – Equal Education Opportunities

COUNSELING SERVICES

Advising and Counseling offices provide counselors who are qualified to assist students in identifying career interests, researching potential career fields, and assessing student potential for success and satisfaction in a given employment field. Testing resources are also available to support the career and employment selection process.

NCTC CARES

The NCTC CARES (Campus Assessment Response Evaluation Services) Team addresses students (or non-students on campus) whose behavior or mental, emotional or psychological health condition may be disruptive, harmful or pose a threat to themselves or to the health and safety of the NCTC community. The primary goal of the NCTC CARES Team is to provide early intervention before a crisis arises, and to address or redirect behavior that might otherwise undermine instruction and negatively impact student learning.

Depending on the nature and severity of the reported behavior, the referral may be addressed by the Behavioral Intervention Team (BIT), Offices for Students with Disabilities (OSD), or Early Alert (Counseling and Testing staff). The NCTC CARES Incident Reporting Form, along with guidelines and instructions for identifying concerning student behavior, is located in the FAC/STAFF section of MyNCTC.

NCTC CARES referrals are not a substitute for academic-based withdrawal or dismissal policies, and any Student Code of Conduct violations will be referred directly for disciplinary action.

COMPLETION CENTER

The Completion Center offers success coaching, career development, and job placement services for all new-to-college students. The Completion Center is here to empower student success.

SUCCESS COACHING SERVICES:

- Improve time management skills
- Demonstrate knowledge by improving test-taking strategies
- Study smarter with effective reading techniques
- Avoid procrastination and stress with goal setting
- Find community resources to support short and long term goals
- Prepare questions before meeting with professors

CAREER SERVICES:

- Career development services
- Creating an effective resume and cover letter
- Developing professional interviewing skills
- Career exploration and career assessments
- Deciding on degree or certificate
- Job fairs, career days, and employer information sessions
- Effective job search and networking skills

Completion Center staff are located in offices on Gainesville, Corinth, and Flower Mound campuses.

EARLY ALERT PROGRAM

If you are concerned about a student's academic performance (excessive absences, poor test grades, etc.) and feel this student could benefit from talking with an advisor or counselor about available on-campus support services, then please take the time to complete the online form located on the FAC/STAFF section of MyNCTC. The Counseling and Testing staff will follow up with you regarding each student referred as an Early Alert to let you know the outcome of any contact made. Early Alert should not be used in lieu of standard faculty/student conversations about attendance or classroom performance.

Faculty also have access to Dropout Detective via their Course Navigation menu in each online and hybrid course in Canvas. Dropout Detective is a student retention and success system that integrates directly in Canvas to provide a risk index of the likelihood an online student will succeed in his/her course(s). The system uses instances of past and current data generated by the student to calculate his or her risk index score. From the Dropout Detective dashboard an instructor can reach out to the at risk student using any of the contact methods associated with the student's account. Faculty are strongly encouraged to make Dropout Detective a part of their daily Canvas routine. More information about Dropout Detective is available in the Faculty Group in Canvas.

TUTORING

Tutoring is available to students who need assistance with their coursework. Please contact any campus Student Success Center for more information.

The Student Success Center is designed to help all students at NCTC develop tools to achieve their academic goals. The Center links students to free tutoring, including a Writing Center, a Math Lab, and free online tutoring in the evening.

STUDENT SUCCESS

The Department of Student Success provides a Math Lab, a Writing Center, and Study/Tutor Groups accessible for use by all NCTC students. The Math Lab is a drop-in lab. Tutors circulate among students and answer questions as students work through various algebraic or mathematical problems. The Writing Center is an appointment only center. Students make an appointment to meet with a writing tutor who can guide students through all stages of the writing process. Tutors can assist with structure, style, and grammar, and they empower students to become their own editors.

TESTING SERVICES

In addition to academic assessment tests, NCTC Advising, Counseling, and Testing Center personnel also administer other types of tests to students on a request basis. Such tests can be scheduled at the student's convenience. Examples of tests include: achievement, aptitude, personal interest inventories, personality profiles, reading, study skills, and advanced standing examinations. Test results are confidential and interpretations of scores are used only for counseling purposes.

BOOKSTORE

All NCTC Bookstores are now under private management, operated by Follett Corporation. Outside of campus based stores, Follett's virtual bookstores provide online ordering of textbooks and other educational materials and merchandise.

FACULTY RESOURCES

DEVELOPMENT RESOURCES

Professional employees are expected to remain current in their respective disciplines. The District provides professional development opportunities for all employees. Professional development is viewed as a joint responsibility between the employee and the College District. Any full-time professional employee who has been employed by the College District a minimum of three years is eligible to apply for educational assistance that may cover reimbursement for specified costs for completion of courses approved in advance by the College District. Financial assistance toward tuition, registration, instructional fees, and required textbooks to which the individual is entitled under federal, state, or local legislation or from other sources shall be applied toward payment first. The College District may reimburse eligible employees for a portion of the remainder of the costs of these items.

Request for educational assistance will be evaluated using the following criteria:

1. The value of the coursework in meeting the needs of the College.
2. Employee evaluations and participation in College committees, as well as other criteria that measure employee performance.
3. The availability of funds as determined by the College executive council.

Please contact HR for more information about the use of Professional Development funds.

PROFESSIONAL DEVELOPMENT

Professional Development is an integral part of the teaching experience at NCTC. All faculty members are expected to uphold high levels of professionalism and continued training in order to ensure that students have the best opportunities possible for success. To that end key aspects provide foundational support for Professional Development:

- 1) Professional development needs to be specifically germane to job performance duties and responsibilities of a faculty member.
- 2) Opportunities should come from a reputable source and are not limited by face-to-face options.
- 3) Total hours of professional development should combine to form a minimum of 16 hours per 9 month contract or 20 for a 12 month contract.

- 4) Part time faculty members should complete 4 hours in the semester in which they are teaching.

To document experiences, faculty members should keep copies of all certificates of attendance or conference agendas including name badges. Faculty members should submit professional development form to their Division Chair for signature attesting completion, and then on to their Academic Dean for final approval and ratification of obligation completion. All documentation is to be compiled by each faculty member and is their burden and should be maintained for at least the next two subsequent academic years.

Approved meetings as determined by your Academic Dean can be included in professional development opportunities. Faculty members should consult with their Dean before spending money on or committing to attend professional development. The decision of the Dean is final with regards to what can count for professional development in his/her divisions. The Dean, in consultation with the Division Chair, will determine how many hours each professional development opportunity may be worth if interpretation is needed (i.e. – overnight conferences). Travel time does not count towards professional development obligations.

Full time faculty failing to meet the minimum number of hours will be placed on a probationary contract for the next year and placed on a performance improvement plan and will be unable to teach overload courses. For full time faculty, two consecutive years of unsuccessful navigation of this process will result in automatic non-renewal. Part time faculty failing to meet the minimum number of hours will not be allowed to teach a course for the next academic year and will have to work out an individual plan for future opportunities with their Division Chair that is approved by their respective Dean.

GO FOR IT! GRANT

Go For IT! Grant represents a major investment by NCTC in the professional development of its most important resource: its faculty. Improving student learning and enhancing innovative teaching is the ultimate goal of the program, which also is intended to:

- Develop a “learning culture” throughout the NCTC system;
- Support faculty members in their endeavor to become better teachers and scholars;
- Provide opportunity for faculty to observe, assess, and practice innovative teaching and uses of technology;
- Engage instructional strategies that support student-centered learning environments;

- Provide financial support for individual investigations of teaching and learning problems and projects;
- Assist in the development of system-wide collegiality and networking;
- Support teaching productivity and faculty retention.

Go For IT! Grant aims to recognize exceptionally skilled faculty who are advocates of and consultants for innovation in teaching excellence at NCTC. Recipients of a *Go For IT!* Mini-grant may also be called upon to consult with instructional leadership members on ways to promote and ensure distinguished teaching in all areas of the college's educational endeavor.

For information regarding the *Go For It!* Grant please contact the office of the Provost.

TECHNOLOGY RESOURCES

NCTC ECAMPUS

SYSTEMS

NCTC eCampus is comprised of specialized systems and their users (e.g., students, faculty, and staff). The central platform to eCampus is the Canvas Learning Management System (LMS). Other systems, each providing a specific capability, integrate into Canvas, such as Respondus Lockdown Browser and Vericite Originality Check. Additionally, various publisher products, like McGraw-Hill Campus and Pearson MyLab and Mastering, integrate into Canvas, but are not supported by the eLearning Department.

Students, faculty, and staff in need of technical support with any of the systems administered by the eLearning Department should use the eCampus Help Desk. If a faculty member is experiencing a technical issue with an instructional systems that requires immediate support, they should call the eCampus Help Desk at (940) 668-3335.

The NCTC eLearning Department administers the following systems: Canvas, Respondus Lockdown Browser, Vericite. All other information technologies at NCTC are managed by the Information Technology Services Department. For technology support with any ITS system, like NetID login assistance, GoPrint, ShoreTel, campus hardware, MyNCTC and other network systems, please visit the ITS Department help page at https://my.nctc.edu/ICS/Need_Help/.

COURSES IN CANVAS

Every semester, all users, courses, sections, and enrollments are generated in MyNCTC (Jenzabar) then sent to Canvas. This data is updated every 8 hours.

The eLearning Department releases courses to students through an automated process. Courses are closed at the end of the semester through a related process. The eLearning Department uses these processes so that student access is uniform across the college. As a result, it is not necessary for instructors to set course start and end dates in Canvas. However, please remember that the instructor must publish his or her course prior to the semester start date, otherwise students will not be able to access the course. Publishing can be done at any point between when the instructor is granted access and the semester start date.

PUBLISHER MATERIALS

Wherever possible, students should use the associated publisher App (LTI) in Canvas to access any adopted publisher materials in their course(s). They should not login to these publisher materials through direct URL. Accessing via Canvas exclusively is optimal for students and faculty, as publisher Apps for Canvas are Single Sign-On (SSO) capable. SSO allows users to login to Canvas then click on the publisher link in their course and automatically log into the publisher site. A full list of publisher apps installed in Canvas is available at ecampushelpdesk.nctc.edu.

Faculty members are cautioned about overuse of publisher materials and potential surrender of academic freedom.

DISTANCE EDUCATION COMMITTEE

The Distance Education (DE) Committee is tasked with enhancing the quality and capacity of the college's distance education offerings. The committee's primary responsibility is creating and reviewing standards for distance education, including online faculty certification and approval for course development. The DE Committee coordinates with other committees across the college to ensure that standards for distance education courses result in high quality instruction and ultimately student success.

Faculty wanting to develop a new online or hybrid course should submit a proposal to the eLearning Department during the annual RFP (May – July). Proposal forms are available on the Faculty Resources page on the eLearning Department website. The RFP is announced every year via FACMAIL, and additional information concerning the development process is located in the Faculty Group in Canvas. Faculty are not compensated by the eLearning Department for the development of online and/or hybrid courses.

MYNCTC

MyNCTC is the portal for students, faculty, and staff to access various functions at the institution. For faculty, MyNCTC is the official portal for course syllabus posting, roster certification, and final grade entry. Additionally, on the “Fac-Staff” page, one will find important college forms, payroll information, vacation and leave balances, and electronic W-2 information. Help is available for this system by clicking the “Help” menu or contacting the ITS Helpdesk at 940-668-4284.

VERCITE

Vercite integrates directly in Canvas. It allows educators to detect plagiarism in student papers and provides an online platform for assessing plagiarism. Directions on setting up Vercite assignments are available in the Faculty Group in Canvas, as well as the eCampus Help Desk Knowledge Base.

EMERGENCY RESOURCES/INCLEMENT WEATHER

College closing due to inclement weather will be announced via LionAlert, on the NCTC website postings, and on local radio and television stations.

CAMPUS SAFETY/EMERGENCY PROCEDURES

LIONALERT

LionALERT is the NCTC Emergency Notification System. This service provides school closing information, notifications for weather emergencies and threats on or near our campuses. Notifications are sent via text message, email, Twitter, Facebook, campus network computers and, where available, emergency beacons and public address systems.

Students: Once per semester students will be prompted on their Student Dashboard to verify their mobile number or choose to opt-out of the system. All students are enrolled automatically in the dashboard and may choose to opt out of text message notifications there. We strongly encourage students remain in the system to receive important information in the event of an emergency or campus closing information.

Employees: All new employees will complete a form in their employment packet to provide their mobile phone number or choose to opt out of the system. All employees are enrolled via their assigned email address automatically. If you have not provided your information to Human Resources for LionALERT notifications, please complete the "Emergency Notification System" form on the Fac/Staff Forms page and return to HR.

As a school with a number of commuters between campuses, we broadcast notifications for the entire system. This informs those who are on campus and can update those who may be travelling to a campus experiencing an emergency situation.

ADDITIONAL RESOURCES

RESERVING COLLEGE FACILITIES

Employees who desire to reserve NCTC facilities for events should contact the following:

Gainesville Campus;

Board Room-Sandy Otto, sotto@nctc.edu

Field House/Gym-Van Hedrick, vhedrick@nctc.edu

Library-Diane Roether, droether@nctc.edu

Classrooms-Shawna Ayers, sayers@nctc.edu

Planetarium-Sara Flusche, sflusche@nctc.edu

Corinth Campus;

Classrooms-Cheryl Delucia-McDonald, cmcdonald@nctc.edu

Flower Mound;

Classrooms-Sara Kluth, skluth@nctc.edu

Bowie;

Classrooms-Karen Davis, kdavis@nctc.edu

Graham;

Classrooms-Kim Birdwell, kbirdwell@nctc.edu

USE OF COLLEGE VEHICLES

USE OF NORTH CENTRAL TEXAS COLLEGE VEHICLES

Employees using North Central Texas College-owned vehicles must follow these additional rules:

- Vehicles are to be operated in a safe manner and in accordance with all applicable laws and regulations.
- A North Central Texas College vehicle is not to be used when the employee is under the influence of alcohol or drugs. Use of alcohol and/or drugs when operating the vehicle is specifically prohibited.
- A vehicle check out card must be completed and submitted whenever a college car is used.
- No other passengers may be carried in the vehicle during the course of business unless their occupancy is directly related to the College.
- Lap and shoulder belts are to be used by every driver and all passengers.
- No hitchhikers may be picked up at any time.
- All safety and pollution control equipment installed by the automobile manufacturer is to be maintained and used as intended.
- Use of tobacco products is strictly prohibited in all North Central Texas College vehicles.
- Texting or use of cell phones while driving is strictly prohibited.
- No firearms are permitted in a college vehicle.

- Report needed maintenance upon return of vehicle.

BUSINESS USE OF PERSONAL CAR

If the employee is not provided with a North Central Texas College vehicle and uses a personal vehicle for a specific business purpose, mileage will be reimbursed at the then current amount allowed by North Central Texas College Travel Policy, plus related parking charges and tolls. The employee must have at minimum, liability insurance coverage that is required by the State of Texas.

See DEE (LOCAL): Compensation and Benefits – Expense Reimbursement

STUDENT DRIVERS

North Central Texas College students are permitted to drive North Central Texas College-owned vehicles, but only under exceptional circumstances and with prior approval.

The student driver must meet all requirements listed in this policy. Students performing valet parking for an NCTC sponsored event must meet all requirements in this policy.

RENTAL OF VEHICLES

When authorized to rent a vehicle, buy only physical damage insurance coverage on the rental car.

ACCIDENTS

All accidents incurred while on North Central Texas College business, no matter how minor, must be reported at once to the local authorities and the employee's supervisor.

Avoid discussion of an accident with anyone other than the police, the College's insurance carrier or a North Central Texas College official. Do not volunteer any admission of wrongdoing or fault while at the scene of an accident. A thorough investigation will be conducted to determine all relevant factors involved with the accident.

Get the other party's name, address, telephone number, car make, license number, and insurance coverage information. Do not sign anything other than a citation and/or police report.

Immediately refer any legal papers served in connection with the accident to the Vice Chancellor of Administrative Affairs.

REPORTING OF TRAFFIC VIOLATIONS AND ACCIDENTS

The employee who is on the authorized list to drive is required to report all vehicular accidents, moving violations, and any violation that results in a conviction for driving while intoxicated or under the influence of drugs (whether incurred on the job or not) within 72 hours of the accident or receiving the violation.

Failure to report accidents and/or moving violations (including DWI or DUI) may result in disciplinary action, up to and including termination.

EMPLOYEE FINANCIAL RESPONSIBILITY

If the employee driving a vehicle on North Central Texas College business is found to be at fault in an accident, and receives a parking ticket or moving violation ticket, the employee is responsible for all damage done to the vehicle if it is personally owned, leased or rented; and all traffic or parking tickets issued.

North Central Texas College employees that are found at fault in an auto accident while driving a North Central Texas College vehicle are required to successfully complete a Defensive Driving course within ninety (90) days of the accident. If ticketed, this course may remove the violation from the employee's record. It will also improve the safety of the employee's driving practices and could reduce the premium charged on personal auto insurance. The employee pays all costs for the course. Failure to complete the course will prohibit the employee from driving a North Central Texas College vehicle and the employee's vehicle on behalf of North Central Texas College.

FACULTY POLICIES, PROCEDURES

FACULTY CREDENTIALS

It is the policy and practice at NCTC to ensure that all faculty possess the appropriate academic preparation, training, and experience to teach in a community college setting. All faculty at NCTC will meet or exceed the minimum credentialing requirements of accrediting bodies and state agencies. This policy applies to all full-time and adjunct faculty on all campuses and in all learning environments (e.g. online, face-to-face, dual credit, off-campus, etc.). A Faculty Credential Manual is available through MyNCTC.

FACULTY CONTRACTS/RENEWALS

All contracts with regular full-time instructional personnel will be in writing, stating the title of the position, the term, and the salary, and shall be signed by the College Chancellor.

Faculty contracts shall be limited to a one-year term of employment and shall carry no implication of contract extension.

Newly employed faculty members or faculty members on growth plans designed to remedy performance issues will be offered Probationary Contracts. Probationary Contracts are for constructed for 1 year; however, separation may occur at the discretion of the supervisor. A faculty member may not be on a probationary contract for multiple years. If a faculty member is on growth plans for more than one year separation must occur.

Recommendations of the College Chancellor on the renewal of contracts for regular full-time instructional faculty personnel shall usually be considered no later than the regular February Board meeting each year.

Recommendations of the College Chancellor on the renewal of a contract for a full-time faculty member in his or her first year of employment shall be considered at the May Board meeting each year, or at the earliest convenience.

Termination of a contract can be executed for cause. Non-renewal of contract does not imply causal events, circumstances or situations.

Faculty report to work the week before the first day of the semester during the Fall and Spring semester or as specified in the provided faculty contract if different.

Employment Types:

1) Contractual – Exempt:

- 9 month term contract – Probationary and Standard
- 9 month plus 5 week term contract (program specific) – Probationary and Standard

- 9 month plus 10 week term contract (program specific) – Probationary and Standard
- 10 month term contract (Coaches) – Probationary and Standard
- 12 month term contract – Probationary and Standard

2) Non-Contractual:

- More than part time but less than full time (non-term and non-contract)
- Part time letter of agreement (non-term and non-contract)
- The designation of a Division Chair provides a 5 week extension and a decrease of teaching loads but is not contractual in nature

PERFORMANCE EVALUATION

The Faculty Evaluation Manual describes the evaluation process to ensure excellence in instruction and a high level of professionalism among faculty and can be found on MyNCTC. The process should be a catalyst for encouraging collaboration, innovation, enthusiasm, professional growth, and pride in and passion for the profession of teaching at the college level.

OFFICE HOURS

A full-time faculty member, in consultation with the Division Chair, shall schedule and maintain a minimum of ten office hours per week during a long semester or at a rate of 2 office hours per course taught. On-campus office hours shall be reduced two hours for each online class. Those office hours may be held online. Office hours should be increased proportionally with overload assignment.

Committee work included, a faculty member should expect to work 35 hours to complete work related activities, excluding overloads. Office hours should be documented through the office hour form. This should be posted in a publically accessible student area outside of faculty offices in a location where students can access the information. As well, a paper copy should be placed on file with the Provost's office. This will occur each semester.

Exceptions to this office hour requirement may be allowed for extenuating circumstances with approval by the Division Chair and appropriate Instructional Dean. Factors such as laboratory hours and the number of evening and/or multi-campus teaching assignments shall be considered in regard to possible exceptions.

Examples:

- A full time faculty member with a 5 class teaching load in a long semester means that the faculty member should teach 5 classes and should have 10 office hours where they are available to meet with students (2 hours per course). The faculty member is obligated to the institution for 35 hours, so in the difference of 10 hours should be spent in committee work, course development, and institutional support.
- A full time faculty member with a 7 class teaching load in a long semester means that the faculty member should teach 7 classes and should have 14 office hours where they are available to meet with students (2 hours per course). The faculty member is obligated to the institution for any additional work determined in the course of the position above the standard 35 hours without additional compensation as an exempt contractual employee.
- A part time faculty member teaching 2 classes should teach the requisite classes and also hold 2 office hours per course. If they be three hour courses, then the total institutional obligation is 10 hours.
- A part time faculty member teaching 4 classes will teach 12 hours (if a 3 hour course) and will hold 8 office hours for a total obligation of 20 hours.

See DJ (LOCAL): Assignment, Work Loads, and Schedules.

FACULTY APPEARANCE

Attire should project a professional image suited to the instructor's particular discipline and duties. All employees are expected to adhere to the same dress code policy published out of the human resources office regardless of position held at NCTC.

TEACHING LOAD

A full-time teaching load is defined as 30 load units per academic year 9 month contract. Load units are determined as follows:

1. One lecture hour per week during a long semester equals one load unit.
2. One laboratory hour per week during a long semester equals one-half load unit. For example, a course having a catalog description designating three lecture and two laboratory hours per week would be the equivalent of four load units.
3. There may be exceptions to the definition (as in the case of clock-hour programs, individual music lessons, unusual/extenuating circumstances and the like).
4. No faculty member should teach more than three distance education classes per long semester without special permission of the Provost. Division Chairs may reduce this provision in efforts to meet student needs.

5. The College District shall compensate full-time faculty for overload assignments in an equitable and expeditious manner. Such compensation shall be earned when an assignment exceeds 30 load units for one academic year and is based upon the salary rates specified in the College District salary schedule. Special assignments may be made for those faculty members teaching less than a full load. Payment of compensation for overload assignments shall be made as adjustments to regular salary checks and shall be disbursed according to the following:
 - a. Fall Semester – Faculty members whose fall semester assignments exceed 15 load units and whose anticipated assignment for the spring semester shall result in a new overload of more than 30 load units for the academic year shall be paid for overload hours attributable to the fall semester. Payment shall be made in four equal installments in September, October, November, and December.
 - b. Spring Semester – Faculty members whose spring semester assignments result in a net overload of more than 30 load units for the academic year shall be paid for previously uncompensated hours in the spring semester in four equal installments in February, March, April, and May.

A combination of Instructional Loads, Office Hours, and Institutional Commitment (including committee work) should result in a standard 35 hour work week during a 16 week semester for a full time faculty member. Part time instructors cannot have obligations to exceed 19 hours in a week.

For faculty members who have a 5 or 10 week extension, teaching loads expectations are 1 per 5 weeks. An extension should still cover the same amount of time per day/week as during a long semester.

LARGE GROUP INSTRUCTION

Large group instruction (LGI) is defined as instruction that takes place in specially designated classrooms designed to accommodate large numbers of students. The teaching load and overload compensation for faculty members teaching in an LGI-designated classroom shall be calculated using a minimum seating capacity of 65 students in an individual class section (yielding 4.25 load units). Loads and overloads for classes taught in LGI classrooms of greater/lesser seating capacity than 65 students shall be prorated according to student headcount in the class on the official date of record.

The Provost must approve requests to teach more than one LGI class.

RESOURCES

- Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook for College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993.
- Anson, Chris M., ed. *Writing and Response: Theory, Practice, and Research*. Urbana, IL: NCTE, 1989.
- Bodle, John V. "Evaluating Student Evaluations: The Search for Perspective." *Journalism Educator*, 49 (1): 76-81.
- Brookfield, Stephen D. *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francisco: Jossey-Bass, 1987.
- Cross, K. Patricia. *Adults as Learners: Increasing Participation and Facilitating Learning*. San Francisco: Jossey-Bass, 1992.
- Collin College Faculty Handbook*, 2012
- Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993.
- Eble, Kenneth, E. *The Craft of Teaching*. 2nd ed. San Francisco: Jossey-Bass, 1988.
- Reflections on the mythology of teaching, lecture as discourse, mentoring and teaching without teachers.
- Reflections on teaching without teachers, advising and mentoring, cheating, confrontations.
- Freedman, Sara Warshauer, et al. *Response to Student Writing*. Urbana, IL: NCTE, 1987.
- Frye, Bill., ed. *Teaching in College*. 3rd ed. Cleveland: Info-Tec. 1994.
- Goleman, Daniel, *Emotional Intelligence*. New York: Bantam, 1995.
- Goodsell, Anne et. Al. *Collaborative Learning: A Sourcebook for Higher Education*. University Park, PO: NCTLA, 1992.
- Grieve, Donald A. *Handbook for Adjunct/Part-Time Faculty and Teachers of Adults*. 3rd ed. Cleveland: Info-Tec, 1995.
- Teaching Strategies and Techniques for Adjunct Faculty*. Cleveland: Info-Tec, 1986. (pamphlet)

Halpern, Diane F. and Assoc. *Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World*. San Francisco: Jossey-Bass, 1994.

Jacobs, Lucy Cheser, and Clinton I. Chase. *Developing and Using Tests Effectively*. San Francisco: Jossey-Bass, 1992.

Johnson, Glenn Ross. *First Steps to Excellence in College Teaching*. Madison, WI: Magna, 1995.

Myers, Chet, and Thomas B. Jones. *Promoting Active Learning: Strategies for the College Classroom*. San Francisco: Jossey-Bass, 1993.

NCTLA. *Teaching Excellence Teleconference: Alternatives to the Lecture*. Brookdale Community College, 1991.

Neff, Rose Ann, and Maryellen Weimer. *Classroom Communication: Collected Readings for Effective Discussion and Questioning*. Madison, WI: Magna, 1989.

Paul, Richard. *How to Teach Through Socratic Questioning*. Foundation for Critical Thinking, 1995.

3-part video series (3.5 hrs.) that examines how to assess thinking and ask questions based on systems and domains.

Sego, Arlene F. *Cooperative Learning: A Classroom Guide*. Cleveland: Info-Tec, 1991.

Sutherland, Tracey E., and Charles C. Bonwell, eds. *Using Active Learning in College Classes: A Range of Options for Faculty*. San Francisco: Jossey-Bass, 1996.

Weimer, Maryellen et al. *Teaching Students At-Risk: An Annotated Bibliography for Faculty*. University Park, PA: NCTLA, 1993.

Weimer, Maryellen, and Rose Ann Neff. *Teaching College: Collected Readings for the New Instructor*. Madison, WI: Magna, 1990.

White, Edward M. *Teaching and Assessing Writing*. San Francisco: Jossey-Bass, 1985.

Wiggins, Grant. "Anchoring Assessment with Exemplars: Why Students and Teachers Need Models." *Gifted Child Quarterly*, 40 (2): 66-69.

Victoria College Faculty Handbook, 2012