



**CISCO COLLEGE**

**2024-2025**

***NOTE:*** This handbook serves as a quick reference for full- and part-time faculty. All faculty are responsible for maintaining sufficient knowledge of current college procedures and policies as outlined in the college policy manual, and college educational programs as outlined in the college catalog.

**Cisco College—101 College Heights—Cisco, TX 76437 254.442.5000—  
254.442.5100 (fax)**

**Abilene Educational Center—717 E. Industrial Blvd.—Abilene, TX 79602  
325.794.4400—254.442.5100 (fax)**

**[www.cisco.edu](http://www.cisco.edu)**

**FACULTY HANDBOOK**

# TABLE OF CONTENTS

TABLE OF CONTENTS..... 2

## I. MISSION

8

## II. COLLEGE STATEMENTS

..... 10

ACCREDITATION ..... 10

    Note..... 10

NOTICE OF NONDISCRIMINATION ..... 10

STUDENT RIGHTS AND RESPONSIBILITIES..... 10

## III. COLLEGE INFORMATION

..... 12

CAMPUS SAFETY..... 12

    Emergency Notification System ..... 12

    Policy and Procedure on Sexual Misconduct ..... 12

COLLEGE OFFICE HOURS OF OPERATION..... 12

COMMUNICATION ..... 13

DEGREES AND CERTIFICATES ..... 13

    Curriculum Integrity ..... 13

    Early Alert..... 14

    Faculty Resources..... 14

    Information Technology..... 14

    Learning Management System (LMS) ..... 14

    Print Shop/Copy Machines ..... 14

    Testing Center ..... 14

    Tutoring & Math Center..... 15

    Upswing..... 16

    Writing Center..... 16

LIBRARY SERVICES..... 16

MARKETING & PUBLIC RELATIONS .....	17
Communication Consistency.....	17
Publication Request and Media Relations .....	17
Website .....	17
Policy and Guidelines for College Website .....	18
Social Media .....	18
VEHICLE USE AND SCHOOL TRIPS .....	18

## IV. COURSE INFORMATION

.....	19
ADA CLASSROOM GUIDELINES .....	19
ADA Accommodations / Disability Services .....	19
Disability Services Coordinators.....	19
Academic Accommodations Requests.....	19
Accommodation Letters.....	20
Best Practices .....	20
Confidentiality.....	21
Rights & Responsibilities .....	21
Reasonable Accommodations.....	21
Unreasonable Accommodations.....	22
Grading Students with Accommodations .....	22
Flexibility with Attendance/Assignments .....	22
Determining How Many Disability-Related Absences are Reasonable .....	23
Process for implementing Flexible Attendance/Assignments Accommodation: .....	23
ADA Syllabus Statement.....	24
ATTENDANCE .....	24
Catalog Attendance Policy .....	24
Excused Absences .....	26
Establishing Attendance in Distance Education Course Formats .....	26
Remote Courses .....	26
Online Courses .....	26
Hybrid Courses .....	26
Sample Syllabi Statements.....	27

CENSUS DATE & CERTIFICATION OF THE OFFICIAL CLASS ROSTER.....	27
Census Date.....	28
Certifying Class Rosters.....	28
COURSE PROCEDURES & SUBMITTING COURSE RECORDS .....	29
Prior to the start of classes, faculty should:.....	29
During the first week of classes, faculty should: .....	30
On the census date, faculty should:.....	30
During the entirety of each semester, faculty should: .....	30
At mid-semester, faculty should:.....	30
On or before the last day to drop with a 'W,' faculty should: .....	31
During the week prior to final exams and final exam week, faculty should: .....	31
At the end of the semester, faculty should: .....	31
COURSE SYLLABUS .....	31
DEATH OF A STUDENT.....	32
DROPPING OR WITHDRAWING STUDENTS.....	32
Drop Forms.....	32
Dropping Students for Non-attendance .....	32
Drop or Withdrawal Requests by Phone or Email .....	33
Last Date to Drop with a Grade of 'W' .....	33
Withdrawal.....	33
Administrative Withdrawal.....	33
Official Withdrawal .....	33
FERPA & STUDENT PRIVACY.....	34
Student Passwords & IDs .....	34
FINAL EXAMINATIONS.....	34
Final Exam Exemptions for Graduating Sophomores .....	34
GRADING .....	35
Grade of Incomplete .....	35
INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT .....	35
Assessment Spreadsheet Instructions: .....	36
Student Learning Outcomes .....	37
STUDENT CONDUCT .....	37
THECB COURSE INFORMATION.....	37

TEXTBOOKS AND SUPPLIES ..... 37

## V. Distance Learning Faculty & Course Information

..... 39

LEARNING MANAGEMENT SYSTEM (LMS)..... 39

Training ..... 39

    Sandbox and Master Shells ..... 40

ADA INFORMATION..... 40

ATTENDANCE AND ATTENDANCE RECORDS..... 40

CANVAS COURSES ..... 41

Access to Canvas courses..... 41

Cross-Listing Canvas Courses ..... 41

Incomplete Courses in Canvas ..... 41

Publishing Canvas Courses ..... 41

Records of Canvas Courses ..... 42

COMMUNICATING WITH STUDENTS ..... 42

COURSE OFFERINGS & SCHEDULES..... 42

COURSE STANDARDS..... 42

DELIVERY METHODS..... 42

FACILITATORS & OBSERVERS ..... 43

FACULTY LOAD & OVERLOAD..... 44

FACULTY RESOURCES ..... 44

Grades & Substantive Feedback ..... 44

    Substantive Feedback ..... 44

INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT ..... 45

INSTRUCTOR ABSENCES ..... 45

Online Course Design Checklist..... 45

OPEN EDUCATIONAL RESOURCES AND COPYRIGHT..... 46

STUDENT CONDUCT ..... 47

SYLLABI ..... 47

TECHNICAL DIFFICULTIES ..... 47

    Helping Students with Technical Difficulties..... 47

## VI. DIVISION CHAIRPERSON INFORMATION

.....	48
10 Month Contract.....	48
Hiring Responsibilities & Procedures.....	49
Hiring Process for Full-Time Faculty:.....	49
Hiring Process for Adjunct Faculty:.....	50
On-Boarding Process for New Full-time and Part-time Faculty.....	51
Exit Procedures.....	51
Scheduling.....	52
Dual Credit.....	54
Scheduling.....	54
Hiring High School Personnel Employed as Adjunct Faculty.....	55
Faculty Evaluations.....	55
Faculty Training & Development.....	55
Payroll.....	55
Payroll Spreadsheet Instructions.....	56
Professional Development Requests.....	57
Institutional Effectiveness / Assessment of Student Learning.....	57
Curriculum Changes.....	57
Curriculum Committee Submission Guidelines.....	57

## VII. DUAL CREDIT FACULTY & COURSE INFORMATION

.....	59
ATTENDANCE AND EXCUSED ABSENCES.....	59
CLASS STANDARDS.....	59
COMMUNICATING WITH HIGH SCHOOLS AND PARENTS.....	60
COURSE OFFERINGS AND SCHEDULES.....	60
DISTRIBUTION OF MATERIALS.....	60
FACILITATORS.....	61
FACULTY LOAD & OVERLOAD COMPENSATION.....	61
GRADES.....	61

INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT .....	62
INSTRUCTOR ABSENCES .....	62
MILEAGE REIMBURSEMENT .....	62
REGISTRATION, PAYMENT & ROSTERS .....	62
STUDENT CONDUCT .....	62
SYLLABI .....	63
TECHNICAL DIFFICULTIES .....	63

## VIII. FACULTY INFORMATION

.....	64
CLASSROOM MANAGEMENT .....	64
DUTIES AND RESPONSIBILITIES OF A FACULTY MEMBER .....	64
FACULTY ATTENDANCE .....	64
FACULTY CREDENTIAL FORMS & CVs .....	65
FACULTY EVALUATION .....	66
FACULTY INFORMATION FORMS .....	66
FACULTY TEACHING LOAD .....	66
Full-Time Faculty .....	66
Overload Limits & Compensation .....	66
Part-Time Faculty .....	66
Mileage Reimbursement.....	67
Travel-Time Stipend .....	67
OFFICE HOURS.....	67
OFFICE SPACE .....	67
PAY SCHEDULES AND BENEFITS .....	67
TENURE.....	68
TRAVEL COSTS ADVANCE/REIMBURSEMENT .....	68
Course Travel.....	68
Professional Development and Other Travel.....	69

## I. MISSION

The Mission of Cisco College is to provide quality, affordable, educational opportunities to meet the diverse academic, technical and career needs of the students and communities we serve.

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

### **Core Values**

Cisco College facilitates **Student Success** by ensuring open-door access to diverse educational opportunities, embracing innovation and best practices, and providing effective student support.

Cisco College insists on **Excellence** in our programs, instruction, services, management and learning environment.

### **Ethics and Philosophy**

At Cisco College, ethical standards and a commitment to excellence are the foundations for creating an environment of life-long learning.

The college is committed to fulfilling its mission by providing a positive, encouraging and success oriented environment. All members of the college community are encouraged to act with mutual respect, integrity and professionalism towards one another and when representing the college to the greater community.

College policies that support innovation, sponsor collaboration, maintain open communication, encourage students and employees to adapt to change, call for efficient and effective use of college resources, and promote and protect the rights of each individual in the college community are enforced. This includes freedom from harassment and freedom for students and employees to develop and learn.

Cisco College adheres to both state and federal regulations and policies and accepts its responsibilities to students, employees, and the taxpaying citizens of Texas. The college strives to meet these responsibilities with fairness, accountability and integrity.

### **Guiding Principles**

The principles that guide our expectations of learning and working together at Cisco College reflect our values as a community of learners and educators. The college's commitment to ethical standards is demonstrated through these principles.

1. **Learning:** We believe an emphasis on teaching and learning should be the guiding force behind everything we do at Cisco College.



2. **Respect:** We respect and value each and every student and employee as a unique individual making an important contribution to the College.
3. **Integrity:** We work and interact with honesty, integrity, and mutual trust—looking beyond self-interests and without hidden agendas.
4. **Communication:** We listen carefully and communicate respectfully, giving genuine consideration to multiple perspectives and diversity of thought.
5. **Cooperation:** We work together to achieve common goals, offering support and building consensus.
6. **Joy:** We encourage fun and laughter, taking joy in our work and our learning while celebrating our successes.
7. **Innovation:** Always striving to improve, we encourage innovation and risk taking without the fear of consequences for unsuccessful endeavors.

## II. COLLEGE STATEMENTS

### **ACCREDITATION**

Cisco College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate-level degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Cisco College.

**Note:** 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.

### **NOTICE OF NONDISCRIMINATION**

The College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Lori Grubbs, Ed.D.  
Title IX Coordinator  
101 College Heights  
Student Life Building – Cisco Campus  
Cisco, Texas 76437  
254-442-5022

Leigh Dycus  
Disability Services Coordinator  
101 College Heights  
Vo-Tech I Rm 31 – Cisco Campus  
Cisco, Texas 76437  
254-442-5023

Christina Mendenhall  
Disability Services  
Coordinator 717 E.  
Industrial Blvd.  
Office 5– Abilene Educational Center  
Abilene, Texas 79602  
325-794-4406

### **STUDENT RIGHTS AND RESPONSIBILITIES**

Students' rights are a source of concern at Cisco College as are the rights of all individuals. Faculty play an integral role in ensuring students' rights and assisting them toward fulfilling their responsibilities. Faculty should be familiar with the Student Handbook, and encourage students' familiarity with it also.

## **Student Rights**

Each student at Cisco College has the right to quality education and the commensurate freedoms to pursue his/her educational goals, objectives, and program. These include the right:

- To be informed at the outset of the course of the instructor's policies and performance expectations of the student.
- To be held to reasonable standards given the academic latitude which instructors have to make decisions.
- To be graded on performance standards as established by the instructor and not to be graded on the basis of age, race, sex, disability, or political beliefs.
- To be treated with respect.
- To confidentiality regarding performance in the class.
- To reasonable access to instructors for academic assistance.

Each student at Cisco College has the right to enjoy the amenities of the college and to be treated with courtesy and respect by all members of the college community. These include the right:

- To a safe environment in which to study.
- To due process if they believe that their rights have been violated. (The process for appeal may be found in the Student Handbook.)

## **Student Responsibilities**

- Each student at Cisco College has the obligation to be fully acquainted with the published regulations of the college and to comply with them.
- Each student at Cisco College has the obligation to become fully acquainted with the policies and procedures of the classes in which they enroll at the outset of the class.
- Each student at Cisco College has the obligation to follow tenets of common decency and behavior acceptable in education and in polite society, especially respect for the rights and property of others.
- Each student at Cisco College has the obligation to respect others' rights to learn in a classroom without distraction.

## III. COLLEGE INFORMATION

### **CAMPUS SAFETY**

The Campus Safety Department works to provide students and employees a safe working and learning environment. The department assists both the Cisco campus and the Abilene Educational Center (AEC) in meeting this goal. It is the intention of the department to meet this goal with health and safety planning and training at both facilities for students, faculty and staff. The Campus Safety Department also provides security staffing at the Cisco campus and assists the off-duty officers at the AEC. The Campus Safety Department does not replace other emergency response organizations; it works with them to enhance their ability to provide service to our campus communities.

IF YOU HAVE A FIRE, POLICE, OR MEDICAL EMERGENCY, DIAL 911.

Be prepared to give the operator the following information:

- Type of emergency (fire, police, medical)
- Location of the emergency
- Your name and a phone number where you may be contacted

Stay on the phone with the 911 operator and follow his/her instructions. Anytime you call 911, please contact the Campus Safety Office as soon as it is safe to do so (254) 442-5034.

Campus Safety Reporting Guidelines are included in the appendix. Faculty should be familiar with college policy 1.5 Campus Safety published in the college policy manual.

### **Emergency Notification System**

The Omnilert Campus Notification System will notify employees, students, and staff in emergency or weather-related closings. To sign-up for the emergency notifications, go to E2campus.Alerts on the Campus Safety webpage under Student Life. Faculty must remember to update contact and personal information with Human Resources when changes occur (Name change, address, new cell number, new email, etc.) to avoid difficulty receiving notifications. Faculty should encourage students to register for Omnilert.

Faculty should contact the Director of Campus Safety at 254-442-5034 with any questions regarding campus safety or difficulties with the E2Campus Alert system.

### **Policy and Procedure on Sexual Misconduct**

Faculty should be familiar with college policies on Title IX and non-discrimination. The full policy and procedure on sexual misconduct is available under [Campus Safety](#) on the college website. All new faculty will be required to complete Title IX training.

### **COLLEGE OFFICE HOURS OF OPERATION**

College office hours during the Fall and Spring Semesters are:

- Central Offices on the Cisco campus: 8:00 a.m. to 4:30 p.m., Monday – Thursday and 8:00 a.m. – 2:00 p.m. on Friday. Special events such as registration and holidays may result in different hours.

- Offices at the Abilene Education Center: 8:00 a.m. to 6:30 p.m., Monday – Thursday, and 8:00 a.m. – 2:00 p.m. on Friday. Special events such as registration and holidays may result in different hours.

When classes are canceled due to inclement weather, the college will notify employees through the E2Campus Alert system and will attempt to notify local television and radio stations. The information will also be posted on the home page of the college website and via social media. If you have questions concerning the cancellation of classes during inclement weather, please call the main number in Cisco (254-442-5000) or the front desk in Abilene (325-794-4400). At least one office at each location will attempt to remain open until all persons have had ample time to inquire about cancellations.

## **COMMUNICATION**

The Cisco College website is the primary official publication of the college. Faculty should refer to the website for common information or document needs such as the catalog, policy manual, office and department information, contact information, committee information, and forms.

Communication with college faculty is primarily through email. All employees are assigned Cisco College email accounts: `firstname.lastname@cisco.edu`. Written memoranda and telephone may also be used. Faculty mailboxes are located in the mailroom on each campus.

Contact the Information Technology Help Desk at ext. 5010 or `helpdesk@cisco.edu` regarding problems with email, computer, printer, or telephone.

## **DEGREES AND CERTIFICATES**

Cisco College offers four associate degrees and a variety of certificates. Requirements for all college educational programs are available in the catalog on the college website under Degrees and Programs.

### **Curriculum Integrity**

Per college policy 5.6, primary responsibility for the content, quality, and effectiveness of the curriculum is given to the faculty. This responsibility includes maintaining familiarity with the college programs and understanding the role and purpose of the courses faculty teach within the educational programs. Faculty should consider how course changes, revisions, additions, and deletions might affect educational programs.

Faculty should consult policy 5.6 for the procedure to recommend curriculum revisions. The Curriculum Committee guidelines are explained in the annual Standing Committees List, and curriculum change forms are available from the Curriculum Committee chairperson.

Faculty should consult the college catalog regularly to remain informed of changes to educational programs and ensure that accurate course and program information is published in the catalog and on the college website. All divisions and departments should undertake an annual review of the catalog and website as it pertains to the division and department faculty, programs and degrees, courses and any related support services or resources. Requests for changes to the college website should be directed to the Director of Marketing and Public Relations.

## **Early Alert**

The Early Alert program is designed to allow instructors to report students who are falling behind in class or who they believe need some help in reaching their goals. When an instructor submits a student's name through the Early Alert program, academic support personnel will immediately attempt to contact that student and offer any assistance available. Academic support personnel will make the instructor aware of all relevant information provided by the student. Should the situation warrant, academic support personnel will make additional follow-ups with both the student and the instructor. The [Early Alert form](#) is available on the college website under Academic Support.

Faculty may submit Early Alerts at any point during the semester; however, the earlier faculty submit alerts, the better chance a student has of academic recovery.

## **Faculty Resources**

Faculty Resources are maintained on Canvas and routinely updated with links to policies, forms, information, and tools to promote effective teaching and learning in distance education and web-enhanced in-person courses. To access resources, login to Canvas and locate the Resources folder in the Global Navigation menu. Requests for updates or additions to faculty resources may be sent to the Director of Distance Education. Faculty should review the Canvas Instructor Training Course annually for updated resources and information on new Canvas features.

## **Information Technology**

Computer and Internet resources are provided for students, faculty and staff. Information Technology (IT) provides the tools necessary to enhance learning, efficiency, and productivity. The use of these resources requires that a set of standards must be established for its management. Faculty must adhere to the terms and conditions of the Acceptable Use Policy for Computer and Internet Services published on the college website under Information Technology.

## **Learning Management System (LMS)**

Cisco College uses a Learning Management System (LMS) to facilitate and assess student learning. Canvas by Instructure is the approved college LMS. See additional information regarding the LMS under Distance Learning Faculty & Course Information.

## **Print Shop/Copy Machines**

Copy machines and materials are located on the Cisco Campus in the print shop in Memorial Hall and in the faculty workroom in Vo. Tech II. At the AEC, copy machines and materials are located in the faculty workroom. Faculty should plan to type and copy all of their own course materials. Print shop hours for Cisco are 8:00 am to 4:30 pm, Monday through Thursday and 8:00 am – 2:00 pm on Friday. Keys for access to the faculty copiers in the Cisco campus print shop are located in key safes in all faculty office buildings. Faculty should contact their division chairpersons to receive the key safe code.

## **Testing Center**

Testing Centers provide a proctored testing environment for instructional and assessment testing services including: TSIA2 Assessment (both locations), HESI A2 (Abilene Only). GED (Cisco only), make-up and accommodated tests, and Virtual College of Texas (VCT) testing. Testing

centers are located in Vo. Tech I Room 31 in Cisco and office 9 at the AEC. Testing Center hours vary by semester and location, and some dates are reserved for specific testing such as the GED or HESI A2.

A Faculty Information Form must be filled out by the instructor and accompany each test received by the Testing Center. A Faculty Information Form will be emailed to all faculty at the beginning of each fall and spring semester. The Testing Center will adhere strictly to the open and close dates and all other information indicated on the Faculty Information Form. Testing Center personnel will adhere strictly to the instructions given by the faculty in the Information Form.

Make-up tests for online and on-campus classes should be referred to the Testing Center only when course or work conflicts prevent an instructor and student from scheduling a make-up test together. Faculty should be responsible for administering their own make-up tests in most circumstances.

Accommodated students should only be referred to the Testing Center if the Center is listed as an approved accommodation on the form provided by the Disability Services Coordinator. Students should not be referred to the Center based on preference to test in a different format than the class or outside of the scheduled exam time.

Instructors & students should not assume the Testing Center is appropriate if approved accommodations specify a quiet or less distracting place to test. The Center may be busy with testers entering or exiting, and noisy because of testers typing. Please arrange tests requiring a quiet/less distracting place through the Disability Services Coordinators on the appropriate campus.

The Testing Center Policy Manual is available on the [Testing webpage](#) under Academic Support or Admissions. Faculty may also contact the centers at [testing@cisco.edu](mailto:testing@cisco.edu).

### **Tutoring & Math Center**

Tutoring & Math Centers are located in room 114 on the Abilene campus and in Schafer Hall Room 2 on the Cisco campus. The tutoring center's staff tutors students for all levels of math and science, as well as other high demand subjects. Tutoring schedules are posted on each campus, are sent to faculty, staff and students by email, and are available under Academic Support on the college website. Faculty members are encouraged to refer students to the Tutoring and Math Centers whenever tutors are available. There is no fee for students to use the centers, and no appointment is necessary.

In addition to student tutors, the centers are partially staffed by math faculty members who provide additional instruction to students during set hours each week. The division chairperson for math and science oversees staffing for the math faculty in the Math Centers, and interested faculty members should speak to the division chairperson.

Faculty are urged to recommend potential tutors for the centers by filling out the faculty recommendation form attached to a potential tutor's application, or by recommending a student

directly to the center director. Student tutors must have completed the class they wish to tutor with a grade of B or higher. By recommending a potential tutor, faculty can help ensure the center is staffed with student tutors who provide high-quality instruction to students.

Faculty members with questions regarding student visits to the Tutoring and Math Centers, or who wish to view compiled end-of-semester reports from past semesters, may contact the center director.

### **Upswing**

Free, online tutoring is available 24/7 to students through Upswing. Students can schedule sessions with tutors in most college subjects. Instructions for accessing Upswing are available at [www.cisco.edu/onlinetutoring](http://www.cisco.edu/onlinetutoring). A direct link to Upswing is provided in the Resources folder in the Canvas Global Navigation Menu. Faculty are encouraged to refer students to Upswing by including it in their syllabi and posting announcements in Canvas.

### **Writing Center**

Writing Centers are staffed with experienced adjunct instructors and accept students on a walk-in basis for help with any aspect of writing assignments for any class or discipline. Semester hours are posted on the college website and at the center locations: AEC 121 and Maner Library. Faculty are encouraged to notify their students and classes about the center and direct struggling students to the center for additional assistance. Students may access the center and related resources on Canvas.

Faculty are encouraged to contact the English Department or the center director with assignment information or resources that they would like available to their students upon visiting the center.

## **INSTITUTIONAL REVIEW BOARD**

The Institutional Review Board (IRB) at Cisco College is responsible for overseeing procedures designed to support the college commitment to protect human subjects in research. The IRB does not evaluate the quality or value of the research project. It is authorized to review, approve, require modifications or disapprove research activities based on the proposed project's compliance with ethical standards regarding issues such as informed consent, confidentiality and risk to the participants. The Executive Council of Cisco College, along with any individual appointed by the Executive Council for the review of a particular project, serves as the IRB for Cisco College. (Appendix B-13 of College Policy Manual).

## **LIBRARY SERVICES**

Full details of library services available at both campuses' libraries are available on the college website. Access to library databases and research resources are available to all students, faculty, and staff via Canvas.

**Cisco:** The Maner Memorial Library is centrally located on the Cisco campus and contains more than 30,000 print, microform, and audiovisual items. The library includes two unique collections: the growing Texas Collection, consisting of nearly 5,000 books on Texas and the Southwest; and



the Randy Steffen Collection, consisting of books and materials on the Old West, Native Americans, and the Civil War.

Library online information resources are accessible across the campus network and include the online catalog and an online search service featuring more than eighty-five databases, including the full text of periodical articles and books. The library's participation in regional, state, national, and international resource sharing initiatives also significantly broadens access to information resources for the Cisco College community.

**Abilene:** The Abilene Educational Center provides library services through a staffed Reference Room and virtual library that includes a small print collection, electronic databases, DVDs, and availability of circulating books within 24 hours from the Maner Library.

**Text-a-Librarian:** Free online reference assistance to all faculty, staff, and students is available through the Library webpage by texting 66746. Response time depends on library hours but is usually within 24 hours. For patrons unable to ask a librarian in-person or online, or who prefer texting, the Text-a-Librarian service provides a convenient option for getting information on their phone from the helpful reference team.

## **MARKETING & PUBLIC RELATIONS**

Communication is a key component in achieving the Cisco College Mission and Vision. The Comprehensive Communication Plan is an evolving document, which outlines objectives and tactics to facilitate effective exchange of information between Cisco College, students, prospective students, faculty, staff, families and community stakeholders.

Cisco College strives to establish and maintain a positive image and identity. The organization embraces the college image by providing management and educational tools for staff. The Marketing and Public Relations Department is responsible for administering the Cisco College Style Guide, which ensures the college's brand is used appropriately and consistently across all communications platforms. To access the Cisco College Style Guide, along with copies of the approved Cisco College Logo, Letterhead and presentations please visit the Marketing webpage at [www.cisco.edu/about/offices/marketing](http://www.cisco.edu/about/offices/marketing).

### **Communication Consistency**

It is essential to communicate both internally and externally in a timely, reliable, and accurate manner.

### **Publication Request and Media Relations**

Local media rely on a strict publication schedule, which results in the need to promote and announce upcoming projects and events in a timely fashion. The Publication Request and Media Relations Guidelines outlines a schedule for information publication in addition to giving staff guidelines on how to interact appropriately with the media. See Publication Request and Media Relations Guidelines at [www.cisco.edu/about/offices/marketing](http://www.cisco.edu/about/offices/marketing).

### **Website**

The Cisco College website, [www.cisco.edu](http://www.cisco.edu), is the college's main information portal. It is the responsibility of chairpersons and program directors to review and provide updated site

information. Department staff may be trained as needed to ensure content is up-to-date. Content is maintained through a Craft content management system with assistance from Mighty Citizen.

### **Policy and Guidelines for College Website**

To ensure that information posted to the website is current and up to date, an annual review will be conducted each July. The Cisco College Website Audit Procedure has established guidelines and deadlines that will hold departments accountable while ensuring website content is posted in an engaging, timely, and accurate manner. See Website Audit Procedure - A How to on Updating the Website at [www.cisco.edu/about/offices/marketing](http://www.cisco.edu/about/offices/marketing).

### **Social Media**

Any faculty member using social media for a course, department, program, activity, or student club, group, or organization should adhere to the guidelines explained in the college Social Media Guide.

Authorized employees who are responsible for developing, maintaining and monitoring social media applications should be designated by the President or Director of Marketing and Public Relations. The President shall be the final authority on content published to social media applications.

These guidelines and policies are applicable to all Cisco College employees, elected and appointed officers, and officials who utilize any social media directly or indirectly on behalf of the college. This policy also applies to all college personnel who personally utilize any social media or other Internet activity that may impact the college's credibility, reputation, employee morale, service, or goals of Cisco College. These guidelines apply without regard to whether the use of social media occurs during working or non-working time, or on duty or off duty use. Similarly, the policy applies regardless whether college equipment or college time is used.

See Cisco College Social Media Guide at [www.cisco.edu/about/offices/marketing](http://www.cisco.edu/about/offices/marketing).

### **VEHICLE USE AND SCHOOL TRIPS**

The College contracts with Enterprise to provide vehicles for college use. All full-time employees must complete the college driver certification through the Fleet Manager in order to drive Enterprise vehicles. Vehicles are only delivered to the main campus and must be picked up and returned there. Vehicle requests must be made through the Fleet Manager in the Cisco Campus Business Office, ext. 5123. One week notice is required.

Student trips or other off-campus activities must have prior approval from the appropriate instructional administrator. Faculty must accompany students on trips and other off-campus activities.

## IV. COURSE INFORMATION

### ADA CLASSROOM GUIDELINES

Faculty should be familiar with college policy 1.4 Americans with Disabilities Act, Reasonable Accommodation, which is published in the college policy manual.

### ADA Accommodations / Disability Services

Cisco College provides appropriate accommodations to qualified students in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities (ADA) act of 1990.

Accommodations are made on a case-by-case basis. Students are encouraged to contact the Disability Services Coordinator as early as possible. Early notice is required to prepare for and provide special accommodations by the first week of class. All requests for special accommodations due to a disability must be accompanied by appropriate and acceptable documentation. It is the responsibility of the student to provide documentation that qualifies the student as an individual with a disability, as defined by law, and supports the requested accommodation. The student is also responsible for providing current and accurate contact information and for meeting with the Disability Services Coordinator to sign paperwork and receive instructor letters / forms before any accommodations are made.

### Disability Services Coordinators

Cisco Campus

Michaela Bradford

Counselor/Disability Services Coord.

Michaela.bradford@cisco.edu

254-442-5023 (office)

254-442-5100 (fax)

101 College Heights

Cisco, TX 76437

Abilene Campus

Renee Leath

Counselor/Disability Services

Renee.leath@cisco.edu

325-794-4406 (office)

254-442-5100 (fax)

717 E. Industrial Blvd.

Abilene, TX 79602

### Academic Accommodations Requests

Students who believe they would benefit from environmental adjustments as a way to address the impact of a disability are encouraged to contact a Disability Services Coordinator; the Disability Services Coordinator assesses and reviews all documentation to ensure that accommodations are reasonable and appropriate.

Disability (ADA) Accommodations:

- Accessible Formats (Braille, CD-ROM, large print, etc.)
- Accessible Furniture
- Alternative Testing
- Assistive Listening Devices
- Notetaking
- On-Campus Housing Accommodations
- Sign Language Interpreters

## **Accommodation Letters**

At the student's request, the Disability Services Coordinator will complete an "Accommodation Letter / Form" which the student should present to the professor for acknowledgement and signature. The student will then return the form to the disability services coordinator. Accommodation letters are usually completed at the beginning of a term; however, some students do not request accommodations until after classes have started, at which point the Disability Services Coordinator will work with the student and professor to determine how to best implement accommodations. Accommodations are not retroactive.

Faculty should direct any student who requests accommodations or reports a disability without an accompanying accommodation letter/form to the disability services coordinator. If the faculty member has not signed an accommodation letter / form from the disability services coordinator, then the student has not formally requested to receive approved accommodations. If a student is currently receiving accommodations in a course, faculty have the freedom to offer additional accommodations to the student, but should copy the Disability Services Coordinator on any such agreements in order to ensure that the college has a record of the additional accommodations. Additional accommodations should in no way change the course goals or alter the academic requirements.

Faculty are encouraged to communicate with the Disability Services Coordinators to discuss accommodations, and should always contact the Coordinators with questions or concerns about implementing accommodations.

## **Best Practices**

The following are examples of teaching techniques that benefit all students but are especially useful for students who have disabilities:

- Make short assignment sheets.
- Provide reading lists available in electronic format (e.g., email, Canvas).
- Face the class when speaking.
- Repeat discussion questions.
- Verbally describe pictures and graphs.
- Turn on captions for all videos, regardless of the presence of hearing-impaired students.
- Adopt principles of universal design to make course content accessible to all learners. Information about universal design is available in the Faculty Resources on Canvas.
- Write key phrases and lecture outlines on the board or overhead projector.
- Put the person first when describing individuals with disabilities. People are people, first; they may happen to experience one or more functional limitations, second.
- Refer to students as "students with disabilities," rather than "disabled students."
- Avoid terms such as "handicapped," "victim," "special needs," and "normal students."
- Keep all discussions with students private and confidential. Students may be uncomfortable contacting faculty to discuss their accommodation needs.

## **Confidentiality**

The Disability Services Coordinator cannot share information about a student's disability with college faculty and staff unless the student has granted permission to share this information or there is a demonstrated institutional need to know. With the student's permission, designated faculty and staff will be advised only of the information they need to know in order to accommodate the student or to protect the safety and health of the student or others.

Faculty may not request information regarding a disability nor require a student to disclose the nature of a disability.

Consider all communication regarding a student's disability confidential.

## **Rights & Responsibilities**

Faculty members have the right to:

- Request written notification from the Disability Services Coordinator of a student's need for accommodation.
- Contact the Disability Services Coordinator to clarify student requests for accommodations, academic adjustments, and/or auxiliary aids and services.
- Maintain Cisco College's academic and institutional standards; the accommodations should not fundamentally alter the course content.

Faculty members have the responsibility to:

- Support Cisco College's mission in providing equal access to all students by providing reasonable accommodations in a timely manner.
- Be available to students to discuss accommodations.
- Contact the Disability Services Coordinator to request clarification or support with accommodations.
- Maintain the confidentiality of information regarding disability issues.
- Refer to the Disability Services Coordinator any student who requests accommodations but has not set up accommodations.

Students have the responsibility to:

- Take the lead in coordinating the accommodation process.
- Connect with the course instructor about reasonable accommodations before accommodations are implemented.
- Disclose any other academic, health, or personal concerns if appropriate that may impact the student's participation in courses or otherwise due to personal or environmental variables.
- Contact the Disability Services Coordinator as soon as possible should any problems with the accommodation process arise; delays in contact can limit resolutions.

## **Reasonable Accommodations**

Accommodations are modifications to the usual course environment or procedures. Effective accommodations provide students with disabilities an equal opportunity to participate and benefit from college. The following are examples of the most common accommodations that permit a student with a disability to participate effectively in the educational process:

- Changes to a classroom environment or task: i.e. extended time for an exam, isolated testing location;
- Removal of physical barriers: i.e. adapting a classroom to meet the needs of a student who uses a wheelchair;
- Exceptions to policies, practices or procedures: i.e. priority registration or accessing assignments early;
- Provision of auxiliary aids and services: i.e. providing a sign language interpreter, or providing a note-taker or scribe.

### **Unreasonable Accommodations**

Cisco College is not required to offer or provide an accommodation, to admit or continue to admit an individual with a disability to any course, program, service or activity, or to provide educational opportunities and other services when:

- The educational standards or mission of Cisco College would be substantially altered;
- The nature of the course, program, service or activity would be fundamentally altered;
- The student is not otherwise qualified (with or without accommodations) to meet the academic and technical standards required for admission or participation in an education course, program, service or activity;
- An undue financial or administrative hardship (college-wide) would be caused by the accommodation;
- The individual would pose a direct threat to the health or safety of self or others.
- The accommodations would be of a personal nature, such as a personal care attendant or personal use equipment.

Cisco College faculty and staff have a responsibility to satisfy obligations of compliance under ADA statutes and regulations. Accommodations must be requested within a reasonable timeframe and must be reasonable given the situation. When reasonableness clearly exists, instructors must coordinate the appropriate accommodation. When questions about reasonableness exist, instructors should consult with the Disability Services Coordinator about how to best address the situation.

### **Grading Students with Accommodations**

Accommodations remove classroom barriers and provide equal access, allowing students to demonstrate their learning. Faculty should not grade a student with disabilities differently from any other student. The integrity of the course should not be compromised; the student is expected to meet the objectives of the course and to submit quality work. Reasonable accommodations do not weaken academic standards or the overall integrity of the course. Accommodations allow students to accomplish the course requirements by eliminating or reducing barriers within the environment that impact the disability.

### **Flexibility with Attendance/Assignments**

Students with disabilities are expected and encouraged to attend class and meet deadlines for assignments and tests. Faculty have the right to establish attendance and late work policies. However, if a student has a disability with random or cyclical acute episodes that may occasionally impact his/her ability to attend class and complete tests or assignments at the

scheduled time, flexibility in attendance/assignments may be considered a reasonable accommodation. The number of allowable absences and length of assignment extensions depends on the interactive or participatory nature of a course, or is based on department, college or accrediting agency rules.

### **Determining How Many Disability-Related Absences are Reasonable**

The Office of Civil Rights (OCR) provided the following guidelines to consider whether attendance is an essential element of a course:

1. Is there classroom interaction between the instructor and students and among students?
2. Do student contributions constitute a significant component of the learning process?
3. Does the fundamental nature of the course rely on student participation as an essential method for learning?
4. To what degree does a student's failure to attend constitute a significant loss to the educational experience of other students in the class?
5. What do the course description and syllabus say?
6. Which method is used to calculate the final grade?
7. What are the classroom practices and policies regarding attendance?

The accommodation should be provided unless the accommodation threatens the integrity of the course as offered. It is important that the student and faculty member discuss the issue so that the student can make an informed decision regarding alternatives. Requests for accommodations for absences due to a disability should be considered on an individual and course-by-course basis.

### **Process for implementing Flexible Attendance/Assignments Accommodation:**

1. The Disability Services Coordinator determines that the accommodation is reasonable based upon a documented disability. The coordinator explains to students that this does not mean that they can miss as many classes as they want, and they are responsible for completing all coursework.
2. The Disability Services Coordinator will include Disability Related Flexibility in Attendance/Assignments as an accommodation on the ADA accommodation letter /form only if it has been deemed reasonable given the nature of the documented disability.
3. The Disability Services Coordinator will meet with the student to discuss any questions they have regarding this accommodation.
4. Issues regarding Flexibility in Attendance /Assignments Accommodations will be resolved with conversations between faculty and/or students.

### **Important Information Related to Flexibility in Attendance/ Assignments:**

- This accommodation is not a blanket reason to miss class.
- At no time is the student required to present the faculty member with medical documentation verifying his/her disability related absence for this accommodation.
- If the absences meet or exceed those agreed upon in the Accommodations Letter, the Disability Services Coordinator should be informed.
- Absences not related to the effects of a disability are not included in this accommodation (i.e. absences due to a common illness, car trouble, etc.) and should be addressed

according to the syllabus attendance policy. The student is responsible for following the syllabus regarding absences due to non-disability related issues.

- Attendance accommodations are not reasonable if regular attendance is essential to the course.
- Faculty are not obligated to re-teach material missed due to not attending class.
- Not every course component can be provided an extension.
- Students are responsible for completing all class work.
- Students should be held to the same standard as all other students.

### **ADA Syllabus Statement**

Faculty should ensure that all course syllabi include the ADA Accommodations statement included in the college [syllabus plan](#).

### **ATTENDANCE**

The attendance policy published in the college catalog and student handbook identifies the allowed number of absences students may accrue during a term. Faculty are responsible for keeping an accurate attendance record identifying the first and last dates of attendance and dates of absences for all courses regardless of location or format. Eligibility for federal student aid is based in part on enrollment status documented by attendance records.

Faculty are required to enter attendance weekly on Canvas for all courses, regardless of location or format, so that students may remain aware of their status in the class and their compliance with course policies. If faculty include attendance in their grading policy, attendance records should be kept on Canvas along with the gradebook so accurate attendance credit is available to students.

Faculty must provide full attendance records for all courses, regardless of location or format, to the Registrar in order to verify first and last dates of attendance in the event of student appeals or discrepancies.

### **Catalog Attendance Policy**

Prompt and regular class attendance is considered necessary for satisfactory work. It is the responsibility of the professor to certify course rosters and keep an accurate and comprehensive record of attendance including first and last dates of attendance. Attendance is defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination or participation in group or online discussion. For Health Sciences/Allied Health Certificate and Degree programs, please refer to each program's student handbook regarding attendance and grades in respective areas.

Eligibility for federal student aid is, in part, based on the student's enrollment status for the term in which they are enrolled. Federal regulations require that students attend all classes in order to receive federal financial aid funds.

A student receiving no grade higher than "F" due to non-attendance will be required to repay a portion of federal financial aid unless the instructor can document that the student attended class through the 60 % date of the enrollment period. It is important to consult the Financial Aid Office before dropping or stopping attendance in class. The 60%



dates for the current academic year can be viewed by clicking the Loan Disbursement & Refund Dates link on the Cisco College financial aid webpage.

Any student who ceases to attend class without officially withdrawing through the Admissions Office is subject to a grade of "F." The student will receive a grade of "W" for the course if withdrawn before the "last day to drop with a "W," and an "F" if withdrawn after "the last day to drop with a "W."

Cisco College recognizes that absence from class may occur due to illness or major injury, hospitalization, bereavement, death or illness in the immediate family, observance of a religious holiday, or participation in a college-sponsored activity authorized by the Vice President of Instruction. When absences occur due to the above-stated reasons, the student must alert the professor immediately and is allowed to make up work missed; the professor may require the work to be made up within two weeks from its original due date. If a student misses one more than the allowed number of absences, the professor may drop a student from the class if the professor deems the student to be failing due to excessive absences and/or failure to make up work due to absences.

During a regular Fall or Spring semester, the following allowances apply:

- For a class that meets three times per week, a student is allowed six absences.
- For a class that meets two times per week, a student is allowed four absences.
- For a class that meets one time per week, a student is allowed two absences.
- For an online or hybrid class, a student may be dropped after he/she fails to access the course web site and/or participate in the class for a two-week period, and the professor deems the student to be failing.

During a summer I, summer II, eight-week semester, or mini-semester the following allowances apply:

- During a summer I or II face-to-face class, a student is allowed two absences. Upon the third absence, he/she may be dropped from the class if the professor deems the student to be failing due to excessive absences and/or failure to make up work due to absences.
- During a summer I or II online or hybrid course, a student may be dropped after he/she fails to access the course web site and/or participate in the class after one week, and the professor deems the student to be failing.
- During a Fall or Spring eight-week course, a student is allowed two absences. Upon the third absence, he/she may be dropped from the class if the professor deems the student to be failing due to excessive absences and/or failure to make up work due to absences
- During any mini-semester face-to-face or summer night class, a student is allowed one absence. Upon the second absence, he/she may be dropped from the class if the professor deems the student to be failing due to excessive absences and/or failure to make up work due to absences.

- During any mini-semester online or hybrid courses, a student may be dropped after he/she fails to access the course web site and/or participate in the class after three days, and the professor deems the student to be failing.

Three tardies may constitute an absence. Absences immediately before or after a holiday may be counted as double absences.

### **Excused Absences**

Excused absences occur when students miss classes due to illness or major injury, hospitalization, bereavement, death or illness in the immediate family, observance of religious holiday, or participation in a college-sponsored activity authorized by the Vice President of Instruction. Lists of students authorized for a college-sponsored activity absence are distributed by the Vice President of Instruction via email. Faculty may ask students for excused absence documentation. Faculty must provide a policy in course syllabi for students to make up work due to excused absences, as well as include the college attendance policy or reference to the college catalog.

### **Establishing Attendance in Distance Education Course Formats**

#### **Remote Courses**

Students must join and remain in a class meeting to be considered as having attended a remote class (i.e. Zoom, Canvas conferences, Microsoft Teams). Instructors may ask students to verbally or visually document attendance at the beginning and/or at any time during a remote class.

Instructors should communicate individually with students who express a preference to remain off-camera and be aware that factors such as connection type/signal strength, visible disabilities, or socio-economic context may impact a student's ability or willingness to be on-camera. Faculty are encouraged to work with students to manage limited on-camera time using chat, non-verbal responses (i.e. thumbs up, yes/no replies), or shortened on-camera appearances.

#### **Online Courses**

A student must be required to do more than login or access Canvas to be considered as having attended an online class and students should establish online attendance weekly. An access date, date of last activity, last request date, or last login date is not sufficient by itself to establish attendance. Students should be required to complete at least one academic-related activity each week such as: submission of an assignment, quiz/survey or exam; documented participation in an interactive tutorial or computer-assisted instruction (i.e. virtual simulation); posting in a collaboration, chat, or discussion related to course content; communication from the student to the instructor related to the class or an academic activity (i.e. reply to instructor feedback, announcement, email or Canvas message; phone call, or web meeting).

#### **Hybrid Courses**

A student must participate in both the in-person and online portion to be considered as having attended a hybrid course. Faculty may have either in-person or online attendance required each week, or may require both each week. See the previous section for information regarding establishing online attendance.

## Sample Syllabi Statements

The course syllabus should explain how attendance will be tracked and what constitutes an absence. Below are example syllabi statements related to distance education course absences and attendance:

- Attendance is taken on a weekly basis. Any student who does not submit any assignments or communicate directly with me for a week (Mon-Fri) will be counted absent for that week. Attendance will be entered each Monday for the previous week.
- An assignment, discussion, or quiz is due weekly. Any missed item will be given a grade of zero and will equal one absence. Students will be considered over the absence limit after two zeros for non-submissions and may be dropped from the class.
- Each module ends with a quiz due at 11:59pm Sunday evening. Students must complete the quiz with a grade of 50 or higher to proceed to the next module. A missed quiz equals an absence and students must contact me to regain access to the remaining course content. Students scoring below 50 after two attempts must set up a meeting with me before proceeding to the next module.
- Absences are counted from the start date of the semester (Jan 18). Your attendance is determined by participation in weekly discussion forums. Discussions open at 8am on Monday and close at 6pm on Friday. Late discussion posts are not possible, missed discussions may not be made up, and discussions will not be re-opened.
- Each module covers multiple chapters, contains multiple assignments for each chapter, and extends for 2 weeks or more. All work is due by the module close date. Any student who does not submit any work for a module will be considered to have excessive absences and be dropped from the course if they have not communicated directly with me about plans to submit the module assignments.
- Attendance is counted weekly in this hybrid course; you must attend the in-class meeting and submit the online weekly assignment to be counted present for the week.
- Students must join and remain in each Zoom meeting to be counted present. If you must leave a Zoom meeting early, please notify me in the chat or by email before the start of class. Students must be on-camera for the start of class and when called on for a response. If you have a reason to remain off camera, please email or call me to discuss it.

## CENSUS DATE & CERTIFICATION OF THE OFFICIAL CLASS ROSTER

Official class rosters are maintained on Campus Connect/FAS. Faculty may access course rosters within 24 hours after being listed as the instructor of record in Campus Connect/FAS. Faculty can access Campus Connect/FAS via a link on the homepage of the college website. The login username is the same as the network login user named: first initial and last name. Faculty should contact the helpdesk at ext. 5010 or [helpdesk@cisco.edu](mailto:helpdesk@cisco.edu) for login/password help.

Faculty should check official class rosters regularly throughout the semester.

- Faculty should direct any student attending class whose name does not appear on the official roster to the Business Office immediately.
- Faculty should direct any student attending class and on the official roster whose name does not appear on the Canvas roster to [online@cisco.edu](mailto:online@cisco.edu).

Faculty should contact the registrar at ext. 5134 if a course roster is not listed in Campus Connect/FAS.

**Census Date**

The official census day is the twelfth day after classes start in the fall and spring semesters and the fourth day after classes start in the summer sessions. Rosters for all courses, regardless of location or format, must be certified as correct on the census date. Certified rosters determine the certified enrollment reported by the college.

Census dates for each semester are shown on the academic calendar available on the college website. The college may be required to return federal funds for any student who never attends an in-person class or never participates in an online course.

**Certifying Class Rosters**

An official class roster is correct when it contains the names of all students registered for the course and only the names of those students registered for the course, and indicates the attendance status of each student at the census date.

Faculty must login to Campus Connect/FAS on the census date to certify course rosters by indicating the attendance status of each student. Students’ attendance status at the census date may be marked in one of four ways:

<b>Attendance Status</b>	<b>Description/Definition</b>
Attending	Student is regularly attending in-person class meetings, or is participating in an online course, or is regularly attending in-person meetings <i>and</i> participating in the online portion of a hybrid course.
Stopped attending	<p>Student may have initially attended or participated in the first week of the semester or first 1-2 days of a mini-term, but attendance or participation has ceased.</p> <p>Student may have attended the initial in-person class meeting, participated in the initial online portion of a hybrid course, or completed the first assignment/activity in an online course or online portion of a hybrid course, but attendance and participation have ceased.</p>
Never attended or logged in	<p>Student is on the roster but never attended an in-person class meeting, never participated in an online course, or never an attended in-person meeting nor participated in the online portion of a hybrid course.</p> <p><b>PLEASE NOTE: students marked as never attended or logged in will be dropped by the Registrar’s office, effective Fall 2021.</b></p>

Excessive absences	Student has missed multiple in-person class meetings, has not participated for 1-2 weeks in an online course, or has missed both in-person <i>and</i> online portions of a hybrid course.
--------------------	---

## COURSE PROCEDURES & SUBMITTING COURSE RECORDS

Campus Connect/FAS gives faculty and staff the ability to view all available classes and to manage assigned courses. Managing courses includes certifying the class roster, regularly checking Campus Connect rosters, and entering midterm and final grades. Faculty can access Campus Connect/FAS via a link on the homepage of the college website. The login username is the same as the network login user name: first initial and last name. Faculty should contact the helpdesk at ext. 5010 or [helpdesk@cisco.edu](mailto:helpdesk@cisco.edu) for login/password help.

Canvas gives faculty and staff the ability to communicate with students via an attendance record and a spreadsheet-based gradebook regarding the students' performance in the course and compliance with course policies.

### Prior to the start of classes, faculty should:

1. Verify Campus Connect/FAS login info. Contact [helpdesk@cisco.edu](mailto:helpdesk@cisco.edu) for login assistance.
2. Verify that all classes appear on Canvas. If a course does not appear on Canvas, verify that Campus Connect/FAS lists the correct instructor for the course.
  - a. If the correct instructor is not listed in Campus Connect/FAS, contact the division chairperson.
  - b. If the correct instructor is listed in Campus Connect/FAS but courses do not appear in Canvas, contact [Online@cisco.edu](mailto:Online@cisco.edu).
3. Verify that syllabi align with the college Syllabus Plan and submit syllabi as a pdf file to [Syllabi@cisco.edu](mailto:Syllabi@cisco.edu) for publication on the college website.
4. Complete the Canvas Instructor Training Course (if not already completed). Faculty are encouraged to review the training course annually to learn about Canvas updates and new faculty resources.
5. Verify that online classes align with the best practices identified in the [Online Course Design Checklist](#) (available under Evaluation Documents on the Current Employees webpage).
6. Post the course syllabus, instructor contact information, and availability/office hours on Canvas for each course and publish all Canvas courses. Students should be able to access the syllabus and instructor contact information on Canvas *by 8:00am on the first date of the semester for all courses regardless of location or format.*
7. Verify the division or department assessment plan and coordinate with peer faculty and the division chairperson to ensure the necessary assessment methods are incorporated into courses. Division chairpersons may require faculty to use specific or common assessment methods and record student success data related to the assessment plan.
8. Post class schedule and office hours at office location and distribute to the chairperson as required.

**During the first week of classes, faculty should:**

1. Verify that all students attending classes are on the course rosters. If students are attending class but do not appear on the roster, direct them to the Business Office immediately. If the course rosters are not listed in Campus Connect/FAS, contact the registrar at ext. 5134.
2. Communicate with online students by sending a welcome message or posting an announcement in Canvas, and provide a non-graded or low-stakes opportunity for students to interact with each other and the instructor.
3. Publish and grade an academically-related assignment or activity in online courses to establish attendance through student participation.

**On the census date, faculty should:**

1. Certify course rosters in Campus Connect/FAS. See information under Certifying Class Rosters. **PLEASE NOTE: Students marked as Never attended or logged in will be dropped by the Registrar's office, effective Fall 2021.**
2. Communicate with non-attending students, or students who have stopped attending or participating. Faculty may also refer these students to counseling via the [early alert form](#) under Academic Support on the college website.

**During the entirety of each semester, faculty should:**

1. Check official rosters regularly. Do not assume that students who have stopped attending or participating in an online class have dropped the class.
2. Enter grades and attendance weekly for each class on Canvas. Faculty are required to maintain attendance and grade records on Canvas so that students may remain aware of their status in the class and compliance with course policies.
3. Drop students who have exceeded the absences allowed by the attendance policy and who are failing.
4. Implement the division or department assessment plan.
5. Maintain posted office hours and availability. Faculty should notify their students of any deviation or absence from office hours and post the deviation or absence on Canvas and at their offices.
6. Full-time faculty should submit absences reports to the chairperson for any missed/cancelled courses. (Absence report is available on the [Current Employees webpage.](#))

**At mid-semester, faculty should:**

1. Cisco College provides for the submission of mid-term grades on Campus Connect/FAS. All faculty may provide their students with this helpful learning tool. Faculty teaching developmental or dual credit courses are encouraged to provide midterm grades.
2. Review attendance records and be aware of the last day to withdraw from a course. Faculty should engage students approaching or in excess of the absence but who are still passing to plan accordingly for the student's best chance of successfully completing the course.
3. Drop students who have exceeded the absences allowed by the attendance policy and who are failing.

**On or before the last day to drop with a 'W,' faculty should:**

1. Verify that all students who have exceeded the absences allowed by the attendance policy and who are failing have been dropped. Faculty should not wait until the W date to drop all students who have exceeded the absence limit; students who are failing due to excessive absences and/or failure to make up work should be dropped once they have exceeded the absence limit.

**During the week prior to final exams and final exam week, faculty should:**

1. Ensure that students can see their accurate course standing (i.e. current grade).
2. Verify that final exam exemptions are applied only to sophomores who are passing and appear on the list provided by the Registrar.
3. Communicate availability to students, including on-campus and virtual times and communication methods and availability/communication method during the exam time for online classes.

**At the end of the semester, faculty should:**

1. Submit students' final grades on Campus Connect/FAS. For a dropped student w, a "W" will show as the course grade. Final grades may be entered as letter grades only, and they will not have pluses or minuses. Faculty must enter the last date of attendance for all students receiving an 'F' in order for the grade sheet to be considered complete. For dual credit students, faculty must enter a numeric grade in addition to the letter grade.
2. Print and sign the automatic email receipt from Campus Connect/FAS showing the submitted final course grades.
3. Submit course attendance record, course grade book, and signed final course grade sheet to the Admissions Office. Canvas gradebooks may be exported as spreadsheets and printed. All gradebooks should be clearly marked with the course name, course number/section, and faculty member name. Submitted final grade screens or confirmation final grade emails may be printed and signed. Documents should be free of staples so they may be scanned and digitally archived.
4. Submit assessment spreadsheets to the division chairperson or maintain assessment artifacts and results for annual submission within the college Institutional Effectiveness (I.E.) plan.
5. File original or copies of all final exams for all students and course gradebooks for all courses. Exams must be kept on file for one year for the purpose of evaluating student work pursuant to grade appeals.

## **COURSE SYLLABUS**

All courses, regardless of location or format, require a published syllabus. Faculty should prepare syllabi according to the college [syllabus plan](#) available on the college website under Current Employees and located in the Faculty Resources on Canvas. Faculty for all courses regardless of format or location should ensure that the syllabus is available to students on the first class day and on Canvas for the duration of the term.

When there are multiple sections of a class, a common syllabus may be used, and all course sections must have the same course title, number, description, and student learning outcomes.

The syllabus should include all section numbers and course format or meeting times. Division or department faculty members, in coordination with the division chairperson, may decide where variations in course content and/or assessment methods may occur.

All faculty must submit a pdf file of each course syllabus to the division chairperson and to [tSyllabi@cisco.edu](mailto:tSyllabi@cisco.edu) before the start of the semester for publication to the college website as required by Chapter 4 of the Texas Administrative Code.

## **DEATH OF A STUDENT**

Faculty are often the first college personnel to become aware of the loss of a student during a semester. If a student passes away during a term, faculty should ensure that the college administration is made aware.

## **DROPPING OR WITHDRAWING STUDENTS**

### **Drop Forms**

Drop forms are located in the Admissions office on both campuses, and at the front desk in Abilene. Faculty must include on the drop form the reason for the drop and the last date that the student attended an in-person class or participated in an online class on the drop form. Drop forms submitted by faculty do not require a student signature. Submit drop forms to the Registrar or Abilene Admissions Office.

### **Dropping Students for Non-attendance**

The college is required to submit a return of Title IV funds for all students receiving federal aid who receive no grade higher than 'F' due to non-attendance unless faculty can document that the student attended class through the 60% date of the enrollment period. Faculty must maintain accurate attendance records including first and last dates of attendance for all courses regardless of location or format.

Roster certification occurs, and course procedures are in place, to minimize the amount of Title IV returns. See information under Census Date & Certification of the Official Class Roster, and under Course Procedures & Submitting Course Records.

Faculty should drop students who have exceeded the absences allowed by the attendance policy published in the college catalog *and* who are failing. Drops should occur at the point in the semester that a student exceeds the allowed number of absences. Faculty should ensure that all students in excess of allowed absences *and* failing have been dropped by the W date for each term; but faculty should not wait until the W date to enter drops cumulatively for the term.

Faculty are not required to drop students who are failing but have not exceeded the absences allowed by the attendance policy. Faculty should engage students who are failing and approaching the allowed number of absences to plan accordingly for the student's best chance of successfully completing the course.

Faculty should consult the division chairperson regarding any issues regarding the decision to drop a student.

Faculty should notify the Dual Credit office of any dual credit students not attending class, in danger of being dropped due to non-attendance, or that have been dropped.



### **Drop or Withdrawal Requests by Phone or Email**

Students may contact a counselor by email or phone for assistance with dropping a course or withdrawing from the college. All phone requests to drop a class or to withdraw from school must be verified with a letter signed by the student. A request is not processed until the written request is received in the Admissions Office.

### **Last Date to Drop with a Grade of 'W'**

Faculty should be aware of the last date to drop students with a grade of 'W,' and regularly review attendance and grade records up to this date. Faculty should not wait until the last date to drop with a grade of 'W' to submit drop slips for all students who have exceeded the allowed number of absences up to that point. **Drops for students who are failing due to nonattendance should occur at the point in the semester that the student exceeds the allowed number of absences or quickly thereafter.**

The last date to drop with a grade of 'W' is shown on the [Board-approved academic calendar](#) available on the college website.

### **Withdrawal**

#### **Administrative Withdrawal**

Cisco College reserves the right to administratively withdraw a student from a class, a program, or from the College for circumstances such as:

- Unmet financial obligation(s) to the College.
- Health reasons that constitute a danger to self, to others, pending the outcome of competent medical evaluation and/or treatment
- Threats to the safety, life or property of members of the academic community, including act(s) in violation of federal, state, civil, or criminal laws or city ordinances, regardless of whether the act occurred on or off campus and regardless of whether the individual is ultimately convicted of the act
- Disruption of the educational process
- Suspension or expulsion from the College
- Failure to respond to an official summons from a College official

The withdrawn student may also be removed from the campus and barred from re-enrollment until such time as specific conditions have been met. The penalty may be imposed effective with the date of the circumstance and/or violation, or as otherwise appropriate.

To initiate an administrative withdrawal, a faculty member should contact the Dean of Students or the Vice President of Instruction.

#### **Official Withdrawal**

Should circumstances require that a student totally withdraw from the college prior to final examinations, he/she must officially withdraw through the admissions office. Students withdrawing from the college prior to the official drop date will receive grades of "W." Any student who ceases to attend classes without officially withdrawing through the Admissions Office will receive a grade of "F" in each course for which he/she is registered. Application for withdrawal from the college must be obtained from a counselor.

## **FERPA & STUDENT PRIVACY**

In compliance with the Family Educational Rights & Privacy Act (FERPA), Cisco College cannot, except in certain limited situations, release grades or other personally identifiable information to any person other than the student without a written release from the student. A student may authorize release of information by signing an Education Records Information Release form in-person at the Business Office. Forms may not be submitted electronically nor by anyone other than the student. Students are not required to submit this form.

### **Student Passwords & IDs**

Faculty should not display student identification numbers during class, nor give out student ID numbers verbally in front of other students. Student ID numbers may not be given out by email or phone. Faculty should direct students to Campus Connect to locate their ID numbers.

Faculty should not display the Canvas roster during class, nor give out Canvas login information by email or phone. Faculty should remind students of the Cisco student Gmail format (first.last1234@students.cisco.edu), and direct them to Campus Connect to locate their ID number.

Faculty should never ask for a student password, nor login to Campus Connect or Canvas as a student, even upon student request.

## **FINAL EXAMINATIONS**

The final examination schedule will be posted on the college website each semester and distributed to faculty at the Fall and Spring kick-off meetings. Final exams should cover the work of the entire semester and should assess the student's ability and growth. Faculty should take every precaution to ensure that all exams are fairly given and that the students do their work without inappropriate assistance. Exam length should be planned so that students can finish in approximately two hours.

Deviation from the published final exam schedule is not allowed without approval of the Vice President of Instruction. Students seeking to take a final exam outside of the scheduled exam time are responsible for providing appropriate justification to the faculty member to be included in the request for approval from the Vice President of Instruction.

### **Final Exam Exemptions for Graduating Sophomores**

Final examinations for the spring semester will be waived for sophomores who meet graduation requirements, are passing the course, and who participate in the graduation exercises. The Director of Enrollment Services/Registrar will provide a list of graduating sophomores prior to final exam week and commencement exercises. Faculty should verify that students are passing the course and communicate final exam requirements to any graduating sophomore who is not passing.

Final exam exemptions are available only for students in academic program courses. Exemptions are not available for students in Health Science programs.

Faculty should note the exemption in the course gradebook; a grade for the final exam for exempt students should not be recorded and final course averages should be calculated without the final

exam credit or weight. Any exempt student who applies for graduation but does not participate in graduation exercises and does not take the final exam will receive an 'F' for the final exam grade. Exempt students may opt to take any final exam to improve their course grade.

## **GRADING**

Faculty are responsible for assessing student learning and objective grading. A grade is used to represent the learning that takes place in the course. Both the faculty member and the student should be aware of a student's progress. Faculty should implement and publish a grading system that includes sufficient recorded grades to support the final grade assigned. Assignment feedback and grades should be communicated to students as quickly as possible and prior to any subsequent major assignments or exams. Selection of assessment and grading methods and grading standards should be discussed with division chairpersons so that grade misunderstandings can be kept to a minimum. Faculty are encouraged to utilize Canvas for assignments, feedback and grading, and to maintain grade records for all courses.

Faculty are required to maintain an electronic gradebook on Canvas for each class regardless of location or format each term and to enter grades weekly. Faculty members may use a plus or minus after a grade to indicate the upper or lower part of the letter range, but such additional marks are not recorded on permanent records. All course syllabi should include course grading policies and assessment methods, per the college syllabus plan that is available under Current Employee forms on the college website and in the Faculty Resources on Canvas.

### **Grade of Incomplete**

"I" (Incomplete) should be given only in extenuating circumstances (sickness, death in family, etc.). Failing to turn in assigned work is not a valid reason for an incomplete. A grade of "I" must be removed during the next long semester, or it becomes an "F." The form for submitting an "I" grade is included in the appendix or can be requested from division chairpersons. An Incomplete Form does not have to be signed by a student, but should be on file with the faculty member and the registrar as part of the course gradebook.

## **INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT**

The college engages in annual, institution-wide, data-driven assessment and improvement processes that incorporate a systematic review of student learning outcomes (SLOs) and services. College planning units, which include programs, divisions, and departments, evaluate the strengths and weakness of student learning by assessing the extent to which students achieve SLOs for all college courses. Faculty should be familiar with the college Institutional Effectiveness (I.E.) Plan available on the college website under [Institutional Effectiveness, Research and Planning](#).

All faculty are required to follow the assessment plan established by their department, division, or program. The assessment plan should require that faculty implement approved or common assessment methods to track students' success as measured against defined benchmarks. Faculty must track data related to the required SLOs and report their data to the division chairperson. Faculty may also be required to define individual improvement plans as per the department,

division, or program assessment plan. Faculty should confer with the division chairperson for assistance in fulfilling the assessment plan requirements.

Division chairpersons are responsible for coordinating and implementing assessment plans, and should determine which SLOs are being assessed, and how the SLOs will be assessed. Division chairpersons are also responsible for approving faculty improvement plans or determining department, division, or program improvement plans. Division chairpersons may require faculty to report assessment results by semester or year using the assessment spreadsheet. Division chairpersons are responsible for compiling faculty assessment results, analyzing the results from a department, division, or program perspective.

Please contact the SACSCOC Liaison for questions about the IE process or the assessment spreadsheet.

### **Assessment Spreadsheet Instructions:**

Please follow the steps below to complete and submit the assessment spreadsheet. All faculty members are required to submit a spreadsheet with assessment data & improvement plans. Contact your chairperson if you are unsure which courses or SLOs are being assessed this semester. Please submit spreadsheets to the chairperson and SACSCOC Liaison along with final grades each Fall and Spring semester.

1. Download the spreadsheet and open in Excel (do not use Google sheets).
2. Enter name and Fall 2020 in the cells F3 and F4 at the top.
3. Scroll to your course (all courses and SLOs are pre-filled in the spreadsheet). DO NOT delete
  1. rows – leave rows blank for any courses not taught or SLOs not assessed.
4. Click cell to use the drop-down menu in column G to select the core objective appropriate for
  2. the SLO.
5. Enter info in each of the following columns:
  - H. Assessment method (enter text)
    - Definition of success (enter number)
  - J. Success target (enter number)
  - K. Click cell to use the drop-down menu to select Fall
  - L. Click cell to use the drop-down menu to select 2020
  - M. # of students assessed for all sections taught combined (enter number)
  - N. # of students successful for all sections taught combined (enter number)
  - O. Column O will calculate percent automatically.
  - P. Identify specific actions or changes that you'll make next time you teach the course to address the reasons students were unsuccessful and to improve the success rate (enter text). Info must be entered if the success target was not met.
6. 'Save As' with your last name added to the file name. For example: AGRI\_Fall 2020\_Terry.xlsx
7. Attach the spreadsheet to an email to: heather.hicks@cisco.edu and copy to your chairperson.

## **Student Learning Outcomes**

The Texas Higher Education Coordinating Board identifies student learning outcomes (SLOs) for academic courses in the Lower Division Academic Course Guide Manual (ACGM), and end-of-course outcomes for career and technical courses in the Workforce Education Course Manual (WECM). Course syllabi must include ACGM or WECM outcomes per the college syllabus plan that is available under Current Employee forms on the college website and in the Faculty Resources on Canvas.

Faculty must ensure that all course assignments and activities can be tied to the course SLOs. Instructional IE planning units must ensure that department, division, or program assessment plans use assessment methods appropriate to the discipline or field, and that they measure students' success against defined benchmarks related to the course SLOs. Division chairpersons are responsible for coordinating with faculty to determine how the department, division, or program will ensure that all SLOs are regularly assessed within the assessment plan.

## **STUDENT CONDUCT**

Students are expected to follow all classroom policies listed in the course syllabus. Students are also expected to be familiar with the College Catalog and Student Handbook. Faculty should encourage students to consult these official college publications and be familiar with them. The Student Handbook contains detailed information regarding the code of conduct, student regulations, academic integrity violations, and disciplinary actions and procedures.

## **THECB COURSE INFORMATION**

All courses pre-approved by the Texas Higher Education Coordinating Board (THECB) have mandated course descriptions and student learning outcomes determined by the THECB. The THECB publishes and updates course information in the Lower Division Academic Course Guide Manual (ACGM) and the Workforce Education Course Manual (WECM). Career and technical education courses may also have learning outcomes determined by program accrediting bodies, or developed by department faculty. Division chairpersons should coordinate with faculty regularly to consult the ACGM and/or the WECM to stay informed of changes to course descriptions, student learning outcomes, and contact hour requirements. All course syllabi should include accurate course titles, descriptions, and student learning outcomes, per college syllabus plan that is available under Current Employee forms on the college website and in the Faculty Resources on Canvas.

## **TEXTBOOKS AND SUPPLIES**

Per Policy 5.11, without compromising academic standards or academic freedom, instructors and departments, when selecting textbooks and other instructional materials, should try to minimize the cost to students. Instructors will make an effort to maintain an adoption for an extended period of time. Faculty should consider the cost of textbooks in the interest of students: allow used texts whenever possible; consider open educational resources and public domain information.

The selection of textbooks and other instructional materials is the responsibility of each division chair or department head subject to the guidelines set forth in Policy 5.11.

- A Division Chair or Department Head may choose to allow full-time instructors to select their own textbooks or other instructional materials. If a full-time instructor has not chosen textbooks or other instructional materials, the relevant Division Chair shall ensure that such materials are made available.
- A part-time instructor is required to utilize the current textbooks and other instructional materials already in use by the department.

An apparent conflict of interest may be present when textbooks and other educational materials produced by an instructor are required for a section that the instructor teaches, and where the sale of such materials produces financial gain for the instructor. In such a circumstance, the instructor and the department must act as follows:

- The instructor must inform the department chairperson about the selection and the chairperson must inform the provost.
- The instructor must disclose this issue to students along with the efforts taken to address and mitigate the same.
- The instructor should accommodate students who choose not to purchase the materials by placing copies on reserve in the library.

An instructor shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity which would influence in the selection of textbook or other instructional materials.

The college bookstore sells textbooks for all courses offered by the college. All course syllabi should list required and optional textbooks and supplies. All faculty are expected to use division- or department-adopted textbooks unless prior approval is granted from the division chairperson.

All faculty will need to submit the ISBN number of required or optional texts and supplies to the bookstore by the dates indicated below for each semester:

October 15 for Spring adoptions

March 1 for Summer adoptions

March 15 for Fall adoptions

## V. Distance Learning Faculty & Course Information

In distance education courses, there is a separation in time or location between the instructor and student. Students and faculty use technology for teaching, learning, and interaction. In support of college's Mission, the Distance Education Program:

- offers flexible delivery methods for students unable to attend in-person, on-campus classes because of work, location, or other circumstances.
- ensures compliance with college, state, and federal policies.
- establishes best practices and review standards that maintain rigor, quality instruction, and comparability to in-person, on-campus courses.
- promotes principles of universal design.
- collaborates with and advises college departments to develop and deliver online support services to all students.

Distance education guidelines apply to any course delivered entirely or partially via the LMS, and any in-person course using the LMS for enhancement and/or support.

### **LEARNING MANAGEMENT SYSTEM (LMS)**

Cisco College uses a Learning Management System (LMS) to facilitate and assess student learning. LMS users will adhere to all college, state, and federal policies, including but not limited to:

- Cisco College's Acceptable Use Policy for Computer and Internet Services.
- Copyright and Fair Use.
- FERPA.
- Americans with Disabilities Act.
- Section 508 of the Rehabilitation Act of 1973.

Canvas by Instructure is the approved college LMS. Canvas is a secure learning platform that requires password protection to access course materials, communication, and grades. For more information, users may visit Canvas' privacy policy at <https://www.canvaslms.com/policies/privacy>.

Faculty using supplemental electronic educational resources (Pearson MyLab, Cengage, etc.) are required to link these resources with Canvas to provide consistency for students. Faculty should consider LMS compatibility and/or integration when choosing textbooks and resources.

### **Training**

Current faculty teaching their first online or hybrid course and all new faculty are required to complete the online LMS Instructor Training course. Participants of the course will learn LMS navigation, communication features, methods for organizing course shells, how to create assignments, gradebook components, and other basic tools.

Chairpersons should notify [Online@cisco.edu](mailto:Online@cisco.edu) after scheduling current faculty to teach their first online or hybrid course or hiring new faculty to provide sufficient time for the course to be completed with at least a score of 80% before the semester begins.

Faculty are encouraged to contact the Director of Distance Education for individual training sessions, peer reviews and mentorships, and group discussions about the LMS and distance education best practices.

### **Sandbox and Master Shells**

Faculty are encouraged to use sandbox and master shells. These are permanent, empty shells without enrolled students that allow instructors to practice with the LMS and prepare for courses. All faculty enrolled in the online LMS training course will automatically receive a sandbox practice shell. For a master shell, faculty may send a request to [Online@cisco.edu](mailto:Online@cisco.edu). Instructors typically request a master shell for each course they teach. Master shells are also useful for collaboration between instructors.

### **ADA INFORMATION**

All ADA classroom guidelines under [Section IV. Course Information](#) apply to distance education courses. Faculty should follow the [Online Course Design Checklist](#) (under Evaluation Documents on the Current Employees webpage) and refer to the materials in the Faculty Resources on Canvas. Following principles of universal design will fulfill ADA requirements and improve the learning experience for all students.

### **ATTENDANCE AND ATTENDANCE RECORDS**

All attendance guidelines under [Section IV. Course Information](#) apply to distance education courses. All online and hybrid course syllabi must have a description of course participation that aligns with the college attendance policy. The college attendance policy determines attendance in online and hybrid classes by participating in an academically-related activity or assignment. In online and hybrid courses, attendance should be documented through participation, which includes submitting assignments, completing quizzes, and/or discussion participation.

Faculty must require students to participate in and/or complete academically-related activities before the census date to document attendance in online and hybrid courses. Faculty must report students who do not complete this activity by the census date, or who do not notify faculty of circumstances that prevent participation, as not attending when certifying rosters in Campus Connect/FAS.

After the census date, faculty should require course activities that document weekly student attendance to adhere to the college attendance policy. **Courses that allow students to submit all course work by the end date of the semester are prohibited.**

Faculty must include the dates, times, and locations of required in-person class meetings and/or proctored exams in the course syllabus, and communicate in-person meeting requirements through reminders such as announcements and emails.



Faculty are encouraged to maintain attendance records on Canvas for all courses, regardless of location or format, so that students may remain aware of their status in the class and their compliance with course policies. Canvas attendance records provide consistency across the college. Instructors can record attendance for in-person classes on Canvas via the classroom computer or Canvas app during class, or record attendance manually to enter into Canvas later.

## **CANVAS COURSES**

### **Access to Canvas courses**

Course shells are created for all college courses when registration begins each semester. Faculty are enrolled in Canvas course shells within 24 hours of being listed as instructor of record in Campus Connect/ FAS. Students are enrolled in Canvas within 24 hours after registration or adding the course in Campus Connect/FAS. After a semester ends, faculty will have access to course shells for six months, and students will have access for two weeks.

### **Cross-Listing Canvas Courses**

Faculty may cross-list sections of the same course on Canvas for reasons of pedagogy and course management. Cross-listing sections copies the students from one Canvas course to another Canvas course, merges the Canvas rosters for both courses, and allows students in both courses to view and interact with each other. To ensure FERPA compliance, the syllabi for cross-listed sections must include the Cross-Listed Course Sections notice included on the college syllabus plan, which is available on the college website under Current Employees and located in Faculty Resources on Canvas.

### **Incomplete Courses in Canvas**

If faculty and students need access to a course shell for longer than one month after a semester ends, such as for a grade of Incomplete, faculty should fill out the Canvas Access for Incomplete Google Form. The form can be accessed in the Faculty Resources on Canvas. Faculty will receive an email from [online@cisco.edu](mailto:online@cisco.edu) confirming when access has been extended. Students will have extended access to Incomplete courses until the end of the next long semester.

### **Publishing Canvas Courses**

All faculty, regardless of modality, are required to publish their Canvas courses by 8am of the semester start date. Faculty are encouraged to publish 1-3 days prior to the semester start date if possible. The Course Settings in Canvas may be edited to select the “Students can only participate in the course between these dates” option to allow students review materials but prevent them from submitting work.

In-person courses should be published with the full-text of the syllabi, including instructor contact information, provided under the Syllabus link in the Course Navigation Menu. The homepage should be a Pages homepage with a message to welcome students and explain how Canvas will be used during the semester. Faculty teaching in-person classes are encouraged to use Canvas tools to augment course content (i.e., study guides, PowerPoints, Internet links), extend classroom activities (i.e., discussion, quizzes, collaboration), provide substantive and efficient feedback on student work, and facilitate communication (i.e., announcements, messages). LMS features such as the gradebook and messages ensure documented communication and records and provide consistency across the college.

Online and hybrid course should be published with the full text of the syllabi, including instructor contact information, provided under the Syllabus link in the Course Navigation Menu. Additional requirements are located in the Online Course Design Checklist.

### **Records of Canvas Courses**

Course shells are maintained in Canvas for approximately two years. After two years, courses will be archived for three years before permanent deletion.

## **COMMUNICATING WITH STUDENTS**

All communication guidelines under Course Information and Dual Credit Faculty & Course Information apply to distance education courses and resources. Additional communication recommendations are provided in the Online Course Design Checklist available in Faculty Resources on Canvas.

## **COURSE OFFERINGS & SCHEDULES**

Cisco College strives to offer as many distance education academic courses as possible in support of the college Mission. Division chairpersons schedule distance education courses in coordination with the Director of Dual Credit and the Director of Distance Education. ITV or off-campus courses may be scheduled at times that do not exactly correspond to the regular college course schedule to accommodate high school schedules. Online, Hybrid, and ITV courses may include dual credit students from one or more high schools and Cisco College students. Every effort will be made to adhere to class limits. Faculty should ensure that online courses require work and activities sufficient to fulfill course contact hours.

## **COURSE STANDARDS**

Distance education classes are equivalent to in-person, on-campus college courses in content and rigor. Faculty and division chairpersons assess and evaluate distance education courses within the college Institutional Effectiveness and evaluation plans. The same academic standards and expectations apply to distance education courses as for classes taught in-person on-campus. Faculty should consider including the online or hybrid course statement from the college syllabus plan in the syllabi for distance education courses.

## **DELIVERY METHODS**

To meet the diverse needs of students, the course schedule includes courses in multiple distance education formats:

Online (ONL)	Instruction is delivered asynchronously (anytime) online using distance education resources including Canvas. Online classes may include regular or periodic optional synchronous (live) opportunities for student and instructor interaction. Online classes may require online or in-person proctored exams or lab attendance. Online classes will be unchanged in the event of campus closure. Online courses use the college's Learning Management System (LMS). Students access course content, interact with their instructors and peers, and submit assignments through the
--------------	--

	LMS. A minimum of 85% of instruction takes place online. (Course schedule abbreviation: ONL)
Remote (REM)	Live instruction will be delivered online via Zoom (or similar service) on the days and at the times listed in the course schedule. Attendance during live instruction is required. Remote classes are web-enhanced to include supplemental use of distance education Resources, including Canvas. Remote classes may require proctored exams. Remote classes will be unchanged in the event of campus closure. (Course schedule abbreviation: REM)
Hybrid (HYB)	Hybrid courses provide a blended learning experience for instruction, homework, and exams. Approximately 50-85% of the course will take place asynchronously using distance education resources including Canvas. The remaining portion will take place in-person on campus or at a high school on the days and at the time listed in the course schedule. Participation in the online portion and in-person attendance are both required. Exams may be online or in-person. Hybrid classes may transition to remote if required for safety measures or in the event of campus closure. (Course schedule abbreviation: HYB)
Web-Enhanced	Many in-person classes at Cisco College are web-enhanced and will include supplemental use of distance education resources including Canvas. Instructors may provide electronic copies of the syllabus and course materials, ask for online submissions, and use Canvas grading features. Instructors will notify students during the first week of class if or how they will be using Canvas. All faculty are encouraged to design an in-person course as web-enhanced. (Identified on the Course Schedule by meeting day(s), time, and in-person location.)
Interactive Television (ITV)	ITV courses use video conferencing tools such as cameras and microphones to provide real-time instruction at multiple locations simultaneously. ITV courses may also include an LMS or web component.
Off-site instructional locations	Cisco College partners with more than 40 regional high schools to offer in-person courses for dual enrollment where students earn high school and college credit simultaneously.

## **FACILITATORS & OBSERVERS**

High schools may provide a facilitator for distance education courses or request to add an observer to online courses. Only one facilitator or observer is allowed for each high school in a Canvas course. All dual credit guidelines for facilitators apply to distance education course facilitators and observers. Faculty should fill out the Dual Credit Observer Request Google Form to add high school facilitators or observers to their classes. The form can be accessed in the Faculty Resources on Canvas. Faculty will receive an email from [Online@cisco.edu](mailto:Online@cisco.edu) confirming when the observer has been enrolled.

Facilitator or observer roles are allowed under the Memorandum of Understanding agreed upon by the College and the High School; as such, faculty are not authorized to decline or disallow a facilitator or observer.

Faculty are encouraged to review the Dual Credit Handbook which includes a facilitator job description with enumerated duties.

## **FACULTY LOAD & OVERLOAD**

Full-time faculty may be assigned an online, hybrid, ITV, or off-site course in any instructional mode as part of the contract faculty load. A distance education course offered to full-time faculty as overload will be paid according to the adjunct/overload rate published in the policy manual. A distance education class offered to part-time faculty will be paid according to the adjunct/overload rate published in the policy manual. All faculty load guidelines under Faculty Information apply to distance education courses.

## **FACULTY RESOURCES**

Faculty Resources are maintained on Canvas and routinely updated with links to policies, forms, information, and tools to promote effective teaching and learning in distance education and web enhanced in-person courses. To access resources, login to Canvas and locate the Resources folder in the Global Navigation menu. Requests for updates or additions to faculty resources may be sent to the Director of Distance Education.

## **Grades & Substantive Feedback**

All grading guidelines under [Section IV. Course Information](#) and [Section VI. Dual Credit Faculty & Course Information](#) apply to distance education courses. Faculty are encouraged to maintain grade records on Canvas for all courses, regardless of location or format, so that students may remain aware of their status in the class and their compliance with course policies. Suggested strategies include returning substantive feedback and recording grades within one week of submission, entering zeroes for non-submissions, utilizing gradebook features to message students with late or missing assignments, adding question feedback for incorrect quiz answers, communicating general findings or common errors to a class as a whole.

Faculty should ensure that feedback and grades for major assignments or exams are available to students prior to the due date of subsequent major assignments or exams. Faculty may contact the Director of Distance Education for a consultation to ensure gradebook accuracy to aid instructor efficiency and reduce student questions.

Canvas gradebooks may be exported as spreadsheets, labeled (instructor name, course, section and semester), printed, signed and submitted along with final, signed grade sheet at the end of each semester.

## **Substantive Feedback**

Substantive feedback ensures that students understand the reasons for a grade, not just the numeric or letter grade awarded. Suggested strategies include:

- including instructive responses for incorrect quiz answers;

- including validating responses with critical thinking prompts for correct quiz answers;
- using quizzes or surveys where students can check their own understanding prior to a major assignment or assessment;
- using mark-up tools for uploaded documents;
- including references to specific course content (readings, chapters, resources) in general feedback comments to individual students or in messages to the class;
- posting announcements or sending a message to the class discussing the most common errors or missed items from an assignment, or a list of improvement goals for upcoming assignments based on student performance;
- following up on particularly low grades with an email to invite discussion and questions or suggest a meeting.

## **INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT**

All Institutional Effectiveness guidelines under [Section IV. Course Information](#) apply to distance education courses. Faculty should confer with division chairpersons to ensure familiarity with the department, division, or program assessment plan, and that appropriate or required assessment methods are incorporated into all courses. Division chairpersons may require faculty to use specific or common assessment methods and record student success data related to the assessment plan.

## **INSTRUCTOR ABSENCES**

All faculty attendance guidelines under [Section VII. Faculty Information](#) and [Section VI. Dual Credit Faculty & Course Information](#) apply to distance education courses. Faculty are considered absent from an online course if they do not participate in the course on multiple days on a weekly basis. For online courses, faculty attendance is documented by participation within the LMS, which may include:

- posting announcements.
- contributing to discussion forums.
- holding office hours via LMS chat forums or video conferencing.
- providing substantive feedback on student submissions.
- sending messages to the entire class and individual students.

Faculty should consult the Faculty Resources on Canvas for additional ways to maintain an active presence in distance education courses.

## **Online Course Design Checklist**

Research in distance education demonstrates that applying specific course design strategies will enhance teaching and learning effectiveness. In response to this research, the Distance Education Program has adopted an Online Course Design Checklist that addresses six key areas:

- Course Overview and Information
- Course Technology & Tools
- Design & Layout
- Content & Activities
- Interaction

- Assessment & Feedback

The checklist is interactive, and faculty may click on checklist item for additional explanation and examples. Faculty are encouraged to collaborate with the Director of Distance Education, division chairpersons, peers, and all other applicable individuals to fulfill the checklist. The Online Course Design Checklist is located on the college website under [Current Employees](#), as well as Faculty Resources in Canvas.

## **OPEN EDUCATIONAL RESOURCES AND COPYRIGHT**

Copyright regulations apply to all courses, regardless of location or format, using the LMS. Faculty are encouraged to use Open Educational Resources (OERs) whenever possible. OERs are educational materials that are in the public domain or have a Creative Commons (CC) license. Examples include textbooks, assignments, syllabi. Faculty may legally and freely copy, use, adapt, and re-share OERs.

Faculty are encouraged to provide links to materials already legally available online if copyrighted materials will be used, rather than uploading a copy to the LMS. Faculty have access to copyrighted material under Fair Use. Copyrighted material includes written, visual, and/or audio materials. Defined in Section 107 of the U.S. Copyright Act, fair use is permitted in the following cases:

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The TEACH Act (Technology, Education, and Copyright Harmonization) provides additional copyright guidance specifically for academic institutions. Under the TEACH Act, it may be permissible to make some copyrighted materials available to students if they are:

- directly related to the course content.
- accessible only by students enrolled in the course.
- available only for the duration of the class.

If faculty use copyrighted material under fair use and the TEACH Act, digital copies of the material should only be provided in the LMS (not via email). Faculty may not require students to print or redistribute these materials. All materials uploaded to the LMS should include citation, attribution, and/or copyright information.

Further information about copyright and OERs, including direct links to laws and materials, is located in the Faculty Resources on Canvas.

## **STUDENT CONDUCT**

All college catalog and student handbook guidelines and policies regarding student conduct apply to distance education courses and resources. Faculty using distance education resources in their course are encouraged to include a netiquette policy in the course syllabus. A sample netiquette policy is located under Faculty Resources on Canvas.

## **SYLLABI**

All syllabus guidelines under [Section IV. Course Information](#) and [Section VI. Dual Credit Faculty & Course Information](#) apply to distance education syllabi.

## **TECHNICAL DIFFICULTIES**

In the event of technical difficulties with Canvas, faculty should reach out to [Online@cisco.edu](mailto:Online@cisco.edu). For technical assistance with ITV courses, faculty should contact the Information Technology Help Desk at [helpdesk@cisco.edu](mailto:helpdesk@cisco.edu).

Faculty teaching off-campus and ITV courses are encouraged to utilize Canvas so that they may easily and quickly communicate with students and supplement any missed class time with out-of-class or online work. Dual credit faculty should ensure they have correct high school and facilitator contact information prior to the start of class.

### **Helping Students with Technical Difficulties**

Faculty should direct students experiencing technical difficulties to [Online@cisco.edu](mailto:Online@cisco.edu) or the Canvas Help page of the college website. Faculty may include the Student Help & Resources Statement from the Syllabus plan in their syllabi.

Faculty are also encouraged to be proactive to reduce students' technical difficulties in distance education courses by verifying that courses, modules, and assignments/materials are published; available dates for modules and assignments are correct; and links are working. Faculty should specify technical requirements for their courses, such as using Google Chrome as the preferred web browser, in the course syllabus.

## VI. DIVISION CHAIRPERSON INFORMATION

Division Chairs assist the Chief Instructional Officer in carrying out the instructional mission and policies of Cisco College. Chairpersons have teaching and supervisory responsibilities and are expected to have a presence at all Cisco College locations. Chairpersons are appointed by the Vice President of Instruction. The Chairperson may be a rotating assignment. Chairpersons have direct supervision over a Division comprised of multiple departments that deliver or support multiple educational programs and encompass one or more Career Pathways.

It is expected that the Division Chairs will accomplish assigned duties in an efficient, effective and competent manner, and will strive for improvement and excellence in all work performed. Additionally, the Chair must demonstrate a commitment to the comprehensive role of the community college as described in the Cisco College mission statement and the institutional goals. The Chair must cooperate and work harmoniously with college personnel and the public, and must follow all College policies, rules, regulations and guidelines as they relate to this position. Chairpersons are expected to have a broad understanding of all College educational programs, curricula/degree plans, and Career Pathways, and a detailed knowledge of their Division's courses and curricula/degree plans.

Information and guidance in this handbook section is intended to assist chairpersons in completing their supervisory responsibilities. Chairpersons should contact the Vice President of Instruction if they have questions about supervisory duties or requests for updates or additions to this handbook section.

### **10 Month Contract**

Chairpersons are offered a reduced teaching load to provide release time to accomplish their duties during the academic year; teaching loads may vary to account for the division size and number of full- and part-time faculty in the chair's supervision.

Chairpersons are also offered a 10-month contract and a stipend to account for the approximate amount of time which chairperson duties may extend into the summer months. While chairpersons may not work a specific 31-day period in the summer, chairs are expected to complete critical duties and functions as needed beyond the end of Spring and prior to the start of Fall.

Such critical duties may include:

- hiring and on-boarding new faculty
- supporting and assisting faculty teaching during the summer
- responding to student complaints
- managing the summer schedule including adding/closing courses and facilitating notification to students
- assisting dual credit with schedule needs including adding courses
- chair meetings scheduled between the end of Spring and the start of Fall
- the annual adjunct meeting



- monitoring Canvas instructor training
- responding to requests from administration, distance education, counseling, & the bookstore
- regularly checking email and voicemail
- periodic travel between campuses for any of the above duties.

Chairpersons are expected to return to regular on-campus business hours 2-3 weeks prior to the start of Fall.

Chairpersons should consult with the Vice President of Instruction to discuss work completed during the summer months in excess or beyond the scope of the critical duties listed above.

### **Hiring Responsibilities & Procedures**

Chairs are responsible for requesting new faculty positions as part of the annual budget process. Chairs should utilize program evaluation data (provided each Spring by the IR office and includes expenses, SCH totals and revenue) and any other relevant data such as overloads, travel needs, numbers of sections, etc. to support the request.

To fill a vacant position, chairs will:

- develop or update a job description and submit to HR for posting to the college website.
- seat a search committee comprised of 4-7 faculty, academic support staff (counselor or advisor), relevant directors (Dual Credit, Academic Support, or Distance Education, and administration. The committee may be made up of a majority of faculty from the hiring department, but may also include faculty from other division departments and/or related disciplines.
- coordinate the search process including scheduling committee meetings, developing interview questions, communicating interview requirements to candidates, scheduling interviews and campus visits, checking references or assigning a committee member to check references, requesting a background check from HR for the committee's recommended candidate, and communicating the committee's hiring recommendation to the VPI.

### **Hiring Process for Full-Time Faculty:**

1. Applicants must submit a completed application/resume packet to HR - HR will forward to the packet to the appropriate chair and administrators. The packet must include unofficial transcripts (official transcripts to follow the hiring decision).
2. Chairs should forward all applications to the committee for review; the committee will determine which applicants to interview.
  - a. In-person interviews on the position's base campus are preferred, although preliminary web-conferencing interviews are acceptable to vet a candidate before asking them to travel a significant distance.
  - b. Interviews should include a question portion, a teaching demonstration on a topic of the committee's or candidate's choosing, an opportunity for the candidate to ask questions about the college or position, and brief individual meeting with the VPI, and a campus tour. Committee's may also ask a candidate for instructional artifacts such as a portfolio, assignments, student evaluations, online course materials, etc.

- c. The chair should ask all candidates interviewed if they are a TRS retiree from higher ed or an ISD. This has a significant impact on penalties/surcharges the employee must pay. Cisco College requires the retiree to pay the full amount of the penalty/surcharge as Cisco College does not cover this.
  - d. The VPI will communicate the position salary to the candidate during their individual meeting, but chairs should discuss the salary with the VPI prior to interviews. Chairs may provide the current salary or salary range to a candidate when they invite them for an interview but should note that the official salary amount and any salary negotiation will come from the VPI.
3. **Before** an offer of full-time employment can be made, a background check must be requested from the HR office.
  4. **Following the required background check**, Chairs should send a brief memo of hire to the VPI who will share the recommendation with the President for approval. Once approved, the memo will be shared with HR and the Board of Regents and the Chair may begin the on-boarding process with the new faculty member.
  5. The VPI will submit the official position salary to HR and the President's office to be included on the faculty member's contract. Chairs should consult with the VPI if special duties or considerations are required for the contract (i.e. program activity director, teaching duties split between departments, etc.).
  6. Chairs should coordinate with the VPI to identify office space on the home campus for the new faculty member.
    - a. Contact Dean of Students about office keys for the Cisco campus.
    - b. Contact Tracey Roeder about office keys for the Abilene campus.

**Note:** *If an instructor is switching from an adjunct to full-time, they MUST complete new paperwork to the HR office. There are several different forms and payroll deductions that need to be updated to make this switch.*

### **Hiring Process for Adjunct Faculty:**

Chairs are responsible for hiring new part-time faculty to maintain a pool of qualified adjunct instructors. Adjunct faculty should be vetted and interviewed but do not require a committee interview process nor a background check.

1. Applicants must submit a completed application/resume packet to HR - HR will forward to the packet to the appropriate chair and administrators. The packet must include unofficial transcripts (official transcripts to follow the hiring decision).
2. Chairs should ask all candidates interviewed if they are a TRS retiree from higher ed or an ISD. This has a significant impact on penalties/surcharges the employee must pay. Cisco College requires the retiree to pay the full amount of the penalty/surcharge as Cisco College does not cover this.
3. Chairs should contact qualified applicants for an interview. In-person interviews with the chair are preferred, but web-conferencing interviews are acceptable if a candidate does not live within a reasonable travel distance. Chairs should feel confident that the candidate can develop and deliver quality content and instruction; a teaching demonstration is not required but may be requested at the chairs' preference.
4. Chairs should submit the names of any new adjuncts to the VPI as soon as they have

agreed to accept a class so they may be submitted to the Board at the next upcoming Board meeting.

5. Chairs may offer a new adjunct classes on an as-available basis.

### **On-Boarding Process for New Full-time and Part-time Faculty**

1. Complete the appropriate New Hire Packet (available on the [New Employees webpage](#)) and submit to HR.
2. Submit a CV and Faculty Credential Form (templates are available on the Current Employees webpage under Forms) to the Administrative Assistant for Instruction and the SACSCOC Liaison.
3. Remind applicant to send official transcripts (ALL of them) to Human Resources. Make sure they will be marked ATTN: HR so that they do not accidentally get sent to Admissions.
4. Director of HR will add the new employee to the system and alert the Chair.
5. Chair should notify the Registrar to enter the new employee in the Instructor Database and request that the Registrar notify them once this step is complete.
6. Chair will request email account, computer login, and Campus Connect account from IT by emailing the new employee's name and social security number to [helpdesk@cisco.edu](mailto:helpdesk@cisco.edu).
7. Chair will schedule the instructor for classes in Campus Connect. Once the new employee is listed as the instructor of record, email [online@cisco.edu](mailto:online@cisco.edu) to request a Canvas account, enrollment in Canvas Training, and access to the Canvas Course Template. Canvas classes will automatically populate for the new employee once they are listed as instructor. Please note: Distance education cannot create classes for anyone unless they are listed as the instructor in Campus Connect.
8. Chair assists new employee in preparing for classes, including:
  - a. Syllabus plan and sample syllabi.
  - b. Textbook (if a book has already been ordered for a course, the new employee should use that book if at all possible and may change the book for future terms).
  - c. Course assignments and content as needed.
  - d. assessment/IE spreadsheet and any relevant department or division requirements (i.e. pre/post test, common exam, embedded exam questions, etc.)

### **Exit Procedures**

Chairs should conduct exit interviews with full-time faculty that are separating from the college due to retirement, relocation, or other employment. An exit interview should give the chair an opportunity to gather feedback from a faculty member on the following topics:

- Accuracy of job description.
- Details about job duties that were surprising, difficult, or that changed.
- Department needs to support courses and students.
- Common or recurring issues that could be addressed or improved.

Chairs should request official notification of resignation, retirement, or intention not to renew a contract in the form of a memo or email, which will be shared with the Board of Regents.

Chairs should coordinate the following exit steps with the faculty member:

- Clear out office space.
- Submit any relevant course or student files, ensuring that any files required by accrediting agencies are complete and accessible to the chair and including keys to desks, file cabinets, and/or other storage locations.
- Return keys to the appropriate campus office: Dean of Students in Cisco, Director of AEC Operations in Abilene.
- Ensure college technology is left in the faculty member's office space including laptops, chargers, etc.
- Ensure department supplies are left in the faculty member's office space including instructor textbook copies or other instructional resources.

Exit interviews with faculty that are not receiving contracts or that have been released from contracts should take place with HR only.

### **Scheduling**

To assist students in completing their educational programs in a timely manner and support full-program advising, divisions will maintain and publish an academic year schedule that includes all terms within the year. Chairs will utilize the Course Management system within Campus Connect/FAS to create and update the annual schedule during each Spring semester.

To ensure a course schedule with a consistent approach and language on Campus Connect that counselors and students can rely on to get the information they need to pick classes, chairs should:

- familiarize faculty with and ensure courses align with the course format definitions.
- create & edit remote & hybrid courses carefully and consistently in the course management system (CMS). Contact the Registrar with any questions about how to enter a course in CMS.
- manage the percentage of sections offered in each format based on enrollment patterns and consult with the Director of Academic Support about schedule or campus needs.
- stagger classes across time periods and days so students have options.
- Manage staff assignments, course limits, permission required flags, and days/times in POISE as changes are necessary.

Chairs should consider the following information and guidance when creating course schedules:

	<b>In-person</b>	<b>Remote</b>	<b>Online</b>	<b>Hybrid</b>
<b>COURSE FORMAT DEFINITIONS</b>	<p>Instruction will be on campus or at a high school on the days and at the time listed in the course schedule. In-person classes may transition to online or remote if required for safety measures. In-person classes may be web-enhanced to include supplemental use of distance education resources, including Canvas.</p>	<p>Live instruction will be delivered online via Zoom (or similar service) on the days and at the time listed in the course schedule. Attendance during live instruction is required. Remote classes are web-enhanced to include supplemental use of distance education resources including Canvas. Remote classes may require proctored exams. Remote classes will be unchanged in the event of campus closure.</p>	<p>Instruction will be delivered asynchronously online using distance education resources including Canvas. Online classes may include regular or periodic optional synchronous opportunities for student and instructor interaction. Online classes may require proctored exams. Online classes will be unchanged in the event of campus closure</p>	<p>Approximately 50-85% of the course will take place asynchronously using distance education resources including Canvas. The remaining portion will take place in-person on campus or at a high school on the days and at the time listed in the course schedule. Participation in the online portion and in-person attendance are both required. Exams may be online or in-person. Hybrid classes may transition to remote if required for safety measures.</p>
<b>DELIVERY EMPHASIS</b>	<p>In-person classes should have consistent in-person instruction. Content primarily delivered in class. In-person classes may also include supplemental online materials and assignments may be submitted on Canvas or in person.</p>	<p>Remote classes should have consistent live instruction. Content is primarily delivered in live, remote meetings. Remote classes may also include supplemental online materials and assignments will be submitted on Canvas.</p>	<p>Online classes should have only asynchronous elements required. All instruction, materials, and assignments completed on Canvas. Any synchronous live or in-person activity or meeting must be optional.</p>	<p>Hybrid classes blend in-person with asynchronous online work. Hybrid classes have a defined schedule of in-person meetings in the syllabus that must occur on days/times shown in the schedule.</p>
<b>CONTACT HOURS</b>	<p>In-person classes are generally scheduled 1 day per week for 3 hours, or 2 days per week equaling 3 hours.</p>	<p>Remote classes should be scheduled 2 days per week equaling 3 hours; avoid required live virtual meetings beyond 90 minutes.</p>		<p>Hybrid classes are generally scheduled 1 evening per week for 3 hours, or 1 day per week for 90 minutes. In-person meetings may occur weekly, biweekly, or at defined times during the semester; asynchronous online work occurs weekly.</p>

<b>CMS DETAILS</b>	<p>In-person class should have:</p> <ul style="list-style-type: none"> <li>• day(s)</li> <li>• time,</li> <li>• classroom or HS location</li> <li>• Cisco, AEC, or a HS as the campus</li> </ul>	<p>Remote class should have:</p> <ul style="list-style-type: none"> <li>• day(s)</li> <li>• time,</li> <li>• Remote location (<i>new CMS option</i>)</li> <li>• Cisco, AEC, or a HS as the campus</li> <li>• Online type</li> <li>• Electronic instruction type</li> <li>• Fully distance education instruction mode</li> </ul>	<p>Online class should have:</p> <ul style="list-style-type: none"> <li>• No day or time</li> <li>• ONL location</li> <li>• ONLINE as the campus</li> </ul>	<p>Hybrid class should have:</p> <ul style="list-style-type: none"> <li>• day(s)</li> <li>• time,</li> <li>• classroom or HS location,</li> <li>• Cisco, AEC, or a HS as the campus</li> </ul>
<b>CMS NOTE</b>	<p>CMS notes indicates required specialized technology or materials.</p>	<p>CMS note indicates live meetings will be virtual (i.e. online), required specialized technology, and proctored exams.</p>	<p>CMS note indicates required specialized technology and proctored exams.</p>	<p>CMS note explains in-person &amp; online schedule or states that schedule of in-person meetings will be provided during the first week of class.</p>
<b># of SECTIONS &amp; LIMITS</b>	<p>In-person class limit may be adjusted for social distancing in the Spring 2021 term. Largest class space available must be used to set limit. 1-2 in-person sections for core classes suggested in Cisco, 2-3 in Abilene. Spread them across days, times, &amp; evenings; do not overlap with hybrid sections if possible. (<i>SCIENCE LABS TBD!</i>)</p>	<p>Remote class limit should be consistent across department and with traditional in-person class limit.</p>	<p>Online class limit should be consistent across department and with traditional in-person class limit.</p>	<p>In-person class limit may be adjusted for social distancing in the Spring 2021 term. Largest class space available must be used to set limit. 1-2 hybrid sections for core classes suggested in Cisco, 2-3 in Abilene. Spread them across days, times, &amp; evenings; do not overlap with in-person sections if possible. (<i>SCIENCE LABS TBD!</i>)</p>
<b>FACULTY SCHEDULES</b>	<p>Share in-person courses across faculty. Do not assign multiple limit-adjusted sections to the same faculty member.</p>	<p>Ideally, faculty will not have fully remote loads unless they are documented as unable to work on-campus, in-person.</p>	<p>Ideally, faculty will not have fully online loads unless they are documented as unable to work on-campus, in-person.</p>	<p>Share hybrid courses across faculty. Do not assign multiple limit-adjusted sections to the same faculty member.</p>

## Dual Credit Scheduling

Chairpersons should utilize and regularly check the Course Offerings spreadsheet maintained by the Dual Credit Office to review high school course requests. Chairs should communicate regularly with the Dual Credit Office to discuss course requests including ensuring classes

scheduled on high school campuses fulfill contact hours. To schedule and staff courses on high school campuses, chairpersons should coordinate with the Dual Credit Office to ensure sufficient facilities and resources are available at the high school (classroom, classroom technology, lab resources, etc.).

### **Hiring High School Personnel Employed as Adjunct Faculty**

Chairs should adhere to the Hiring Process for Adjunct Faculty and direct all high school personnel to complete an employment application and submit unofficial transcripts to be considered for teaching dual credit courses.

In order to preserve relationships with high school partners and ensure the quality of college courses, chairs should ensure that high school personnel are provided internal training when necessary. A training plan might include:

- Increased class observations during the first year or as needed;
- Using department syllabi, major assignments, and/or exams;
- Observing on-campus or online courses taught by senior faculty;
- Regular meetings with the chair or mentor faculty.
- Suggested professional development including discipline resources or conferences;

### **Faculty Evaluations**

Faculty evaluations are completed annually and apply to all FT and PT faculty. Chairs should consider the number of faculty within their division and organize evaluations throughout the year so that all evaluations are completed prior to April. Chairs may assign faculty to complete peer observations as part of an evaluation. Chairs should remind faculty to include professional development, assessment spreadsheets, and student evaluations with the evaluation forms so that information becomes part of their personnel file. Completed, signed evaluations are submitted to the Vice President of Instruction.

### **Faculty Training & Development**

#### **Payroll**

Chairpersons should refer to the faculty load formula in [Appendix B-5 of the policy manual](#) for contract load totals, contact hour rates, minimum course limits, and pro-rating information. Chairpersons should refer to salary schedules in Appendix A-1 of the policy manual to determine flat rates for clinical, practicums, internships, and cooperatives courses taught with indirect supervision. Contact the Vice President of Instruction or the Chief Financial Officer for verification of policy manual information if necessary.

Chairs utilize a common spreadsheet to verify faculty contract loads and calculate overload pay for each term (Fall, Spring, 8-weeks, mini-terms, summer sessions). Spreadsheets are disseminated by email from the President of Instruction's office. The spreadsheet should be completed according to the following instructions and returned to the Assistant for the Vice President of Instruction by the requested date. Chairs should contact the Vice President of Instruction with questions about overloads and pro-rating as necessary. The VPI may request a meeting with a chair to review contract load calculations, overload pay, and pro-rating.

### Payroll Spreadsheet Instructions

All contact hours for all courses are shown in Column X – overload hours – by default.

1. Type contact hour amount into Column W – contract hours – if a course **is not** an overload. The amounts in Columns X through AB will automatically calculate or zero out. **Do not type in columns X, AA or AB.**
2. Contact hours can be split between load and overload. Type the number of contract load hours you want into Column W. Column X will auto-calculate the remaining amount. **Do not type in Column X.**
3. If a course is combined with another course, enter 0 in Column W. Column X will zero out automatically and columns Y through AB will go blank. When combining small courses to pay as one class, enter the hours as contract in Column W or overload in Column X for the section with the largest enrollment. Courses combined with other sections to pay as one class should show 0 for contract in Column W and 0 for overload in Column X.
4. Type \$700 dual credit stipend in Column Z (if applicable).
5. If a course is prorated or paid at a flat rate, type that amount into Column Y to override the auto-calculate. Columns AA and AB will auto-calculate. **Do not type in columns AA or AB.** (See prorate scale distributed by Audra Taylor for amounts.)
6. Columns AA and AB will auto-sum below each instructor’s course list. **Do not type in columns AA or AB.**
7. Type a budget number in Column AD **for each course** with overload hours. If an additional duty is paid as an overload (writing center hours, lab manager, etc.), add a row for that faculty member.
  - Click number of the last course row to highlight row.
  - Right mouse click > Insert.
  - Type the name of the duty in Column I.
  - Type amount in Column Y.
  - Type amount in Column AA. This is the only time you should type in Column AA!
  - Divide the amount in Column AA by the number of months & type amount in Column AB. (Or drag down formula from cell above in Column AB: click cell, put cursor on green box in bottom right corner of cell to turn it into a black cross, drag down.)

Sums for Columns AA and AB will still auto-calculate. **Do not type over the sums in Columns AA and AB beneath the instructor’s section.**



### **Professional Development Requests**

Chairpersons should direct faculty to complete the Professional Development Request form available on the [Current Employees webpage](#). Chairpersons should approve all development requests to ensure they align with college policy. Signed development requests forms are submitted to the VPI for final approval.

### **Institutional Effectiveness / Assessment of Student Learning**

All faculty submit assessment of student learning results to the chairperson and to the SACSCOC liaison each Fall and Spring semester. Chairpersons are responsible for ensuring that each department has an assessment plan in place that explains which SLOs are assessed each year and how the SLOs will be assessed; an assessment plan should ensure that all SLOs are assessed within a reasonable time period.

Chairs will receive assessment spreadsheets from the SACSCOC Liaison and should disseminate them to all faculty for completion and return along with final grades.

The SACSCOC Liaison will hold an online training workshop on the assessment process and spreadsheet each Fall semester during kick-off week. Chairs should direct new faculty or faculty struggling with the assessment process to attend this workshop. Chairs may request the SACSCOC Liaison hold meetings with individual faculty or departments for assessment or spreadsheet assistance.

### **Curriculum Changes**

Chairs are responsible for coordinating curriculum changes originating from a department or program within their division and should work with full-time faculty to complete the change request forms and process.

### **Curriculum Committee Submission Guidelines**

A curriculum change may be requested by any full-time faculty member and should be based on best practices within the program or discipline, align with THECB and college policies and requirements, and reviewed for need and appropriateness by the Division Chair and appropriate administrator prior to submission to the Curriculum Committee.

All change requests must be complete and include all necessary documents. **An incomplete change request will not be added to the committee agenda and may delay approval of a change for up to 1 academic year.** All changes requested to be effective by Fall of the next year should be approved by the curriculum committee by May. Curriculum Committee meetings are not regularly scheduled during the summer months.

- Request the curriculum change forms from committee chair or Assistant to the VPI.
- Use the checkboxes at the top of the form to identify and indicate all documentation that should be attached to change from.
  - Course information should be printed from the catalog and ACGM/WECM.

- Requested catalog changes may be written on printed catalog pages, or new pages may be typed and clearly marked as “New” or “Updated” and attached to current pages.
- Requested changes may be written on printed marketing materials or new text may be typed, clearly marked as “New” or “Updated” and attached to current materials.
- Include all necessary change information and a clear explanation of why the change is necessary.
  - Contact the chairperson for ACGM or WECM assistance.
  - Contact the committee chair to verify if a change request is eligible for the consent agenda (i.e. the change is required to align with THECB or college policies, ACGM or WECM updates).
  - Contact the SACSCOC Liaison for substantive change assistance.
  - Attach an additional page if form space is not adequate to explain the need for the change or necessary resources.
- Complete separate change forms if requesting changes to more than one course or program or adding multiple new courses.
- All items under a Course change are required. Contact the chairperson for assistance.
  - Core curriculum changes are only submitted to the THECB in the summer and may only take effect in a Fall semester.
- Changes to multiple awards within a program may be included on a single change request form if the change is the same across each award (i.e. new Level I certificate course also added to the Level II certificate and AAS degree).
- Multiple fee or program requirement changes may be included on a single curriculum change form.
- Present the change request to the Chairperson and appropriate administration for review and signature *prior* to submitting the request to the curriculum committee.

Submit completed change form and documentation to the Assistant to the VPI:

[Austin.Postuma@cisco.edu](mailto:Austin.Postuma@cisco.edu)

## VII. DUAL CREDIT FACULTY & COURSE INFORMATION

Dual credit allows high school students to earn college credit and high school credit concurrently. Cisco College partners with more than 40 regional high schools to deliver college courses and curriculum for a fraction of typical college and university tuition costs. Dual credit expands academic options for college-bound students and familiarizes them early with college curriculum and expectations.

Dual credit courses are offered in-person on-campus, in-person off-site, hybrid, remote and online. A list of high school dual credit partners is located on the college website under Dual Credit. Policies regarding disclosure of information regarding student performance, withdrawing from a class, and student support services may be found on the webpage and in the Dual Credit Handbook.

### **ATTENDANCE AND EXCUSED ABSENCES**

All Attendance guidelines under [Section IV. Course Information](#) and the catalog attendance policy apply to dual credit courses, including weekly attendance and grades on Canvas. However, excused absences for dual credit courses also include UIL extracurricular activities and high school events such as testing, assemblies, and campus-wide drills. Faculty may require dual credit students to provide a high school-approved activity or team schedule in order to verify excused absences. Faculty are encouraged to consult high school websites for calendars and activity or team schedules. Faculty may request that the Office of Dual Credit contact high schools to verify a student or class absence.

The catalog attendance policy allows students to make up work missed due to an excused absence. Faculty should ensure that syllabus attendance and make-up work policies align with the catalog attendance policy. Faculty may require that students submit work early for excused absences that students are aware of in advance. Faculty may not prohibit students from securing equivalent credit for work missed due to excused absences including in-class work. However, alternate assignments or alternate assignment submission methods may be used such as different exam or quiz versions, or online assignments or quizzes. Syllabus policies should notify students if alternate assignments will or may be required for work missed due to excused absences.

Faculty are encouraged to have students enter high school activities and events on the Canvas course calendar to support time management and facilitate notification to the instructor of upcoming absences and conflict, and for facilitators to easily verify or monitor conflicts and absences.

### **CLASS STANDARDS**

Dual credit classes are equivalent to regular college courses in content and rigor. Faculty and division chairpersons assess and evaluate dual credit courses within the college Institutional Effectiveness and evaluation plans. The same academic standards and expectations apply to dual

credit courses as for classes taught only for college credit. Faculty should ensure that dual credit notices from the college syllabus plan are included in the syllabi for dual credit courses.

## **COMMUNICATING WITH HIGH SCHOOLS AND PARENTS**

All communication regarding dual credit courses, student performance, or student records should be between the instructor, student, high school counseling staff or administration, and the Office of Dual Credit. The Dual Credit Handbook requires that an Education Record Information Release Form must be completed in-person at the Business Office before student information or records may be released to anyone other than the student. Students are not required to complete an Education Record Information Release Form. If you have any concerns about parental involvement or communication, please contact the Director of Dual Credit Programs and the division chairperson for assistance.

Faculty may attach a parent letter to the course syllabus that reinforces the course rigor, college level expectations, and course policies such as grading, late work, attendance, and parent instructor communication. The division chairperson should review any letter or document added to the syllabus.

## **COURSE OFFERINGS AND SCHEDULES**

Cisco College offers dual credit courses in the general education core curriculum and in career/technology programs. A list of general course offerings is available in the Dual Credit Handbook located on the college website under Dual Credit. The high school, the dual credit office, and division chairpersons coordinate dual credit schedules.

Dual credit classes may be scheduled at times that do not exactly correspond to the regular college course schedule to help accommodate high school schedules. All dual credit course should indicate the course format and meeting days and times in Campus Connect. Instructors should contact their chairperson if a dual credit course has TBD or missing information on the course schedule. If an in-person dual credit course on-campus or at an off-site instructional location cannot meet for the required amount of contact hours weekly, the course must be scheduled and taught as a hybrid (HYB).

Dual credit courses may include both high school students and Cisco College students. To accommodate high schools when possible and to manage schedule demands, faculty may be assigned courses that combine dual credit schools or dual credit and non-dual credit sections. Dual credit sections may not always correspond to common class size.

## **DISTRIBUTION OF MATERIALS**

Faculty should utilize Canvas to distribute course materials to dual credit students to ensure fast, secure and recorded transmission and communication. In cases where print or non-electronic materials are required, postal distribution or delivery may be necessary. Faculty should allow appropriate time to mail or deliver materials.

Faculty should deliver or mail print exams to the high school counselor or the facilitator. Faculty may enlist the assistance of other faculty members who travel to the high school in the distribution or receipt of course materials.

## **FACILITATORS**

High schools may provide a facilitator for dual credit courses. Facilitator or observer roles are allowed under the Memorandum of Understanding agreed upon by the College and the High School; as such, faculty are not authorized to decline or disallow a facilitator or observer.

Faculty are encouraged to review the Dual Credit Handbook which includes a facilitator job description with enumerated duties. Faculty are encouraged to communicate with the high school facilitator about the duties assigned to them by the high school and the instructor expectations. Faculty should contact the Director of Dual Credit to discuss any difficulties encountered with a high school facilitator. Facilitators should maintain their classrooms with regard to the needs of academic integrity during exams and other assigned work, assure appropriate behavior, effectively operate ITV equipment, and keep open communication lines with faculty. Faculty may discuss student performance and grades with high school facilitators. Facilitators are not paid by Cisco College.

## **FACULTY LOAD & OVERLOAD COMPENSATION**

Faculty may be assigned a dual credit course in any instructional mode or at an off-site instructional location as part of the contract faculty load. A dual credit class offered to full-time faculty as overload will be paid according to the adjunct/overload rate published in the policy manual. A dual credit class offered to part-time faculty will be paid according to the adjunct/overload rate published in the policy manual.

Dual credit courses taught by full-time high school staff employed as adjunct faculty will be paid according to the adjunct/overload rate available in the policy manual.

Facilitators are not paid by Cisco College.

## **GRADES**

All grading guidelines under [Section IV. Course Information](#) apply to dual credit courses. Dual credit course faculty are required to utilize the Canvas gradebook for all courses so that students are apprised of their course standing and able to communicate that information with their high school and/or parents. Assignment feedback and grades should be communicated to students as quickly as possible and prior to any subsequent major assignments or exams.

Faculty should include the Office of Dual Credit in any communication with the high schools regarding grades or student performance. Faculty may request that the Office of Dual Credit communicate with a high school regarding numeric grades.

Numeric final course grades must be submitted for all dual credit courses on Campus Connect/FAS according to the college-wide deadline established by the Registrar.

All dual credit courses including those taught by high school personnel employed as adjunct faculty must conclude on the term end date specified on the academic calendar so that grades are reported on time.

## **INSTITUTIONAL EFFECTIVENESS & S.L.O. ASSESSMENT**

All Institutional Effectiveness guidelines under [Section IV. Course Information](#) apply to dual credit courses. Faculty should confer with division chairpersons to ensure familiarity with the department, division, or program assessment plan, and that appropriate or required assessment methods are incorporated into all courses. Division chairpersons may require faculty to use specific or common assessment methods and record student success data related to the assessment plan.

## **INSTRUCTOR ABSENCES**

All faculty attendance guidelines under [Section VII. Faculty Information](#) apply to dual credit courses. However, State law requires minor students to have supervision during their time on the high school campus. In the event of instructor illness or emergency, faculty should contact the high school or facilitator. If a faculty member is unable to reach the high school or facilitator, he/she should contact the Dual Credit office immediately. Faculty are encouraged to utilize Canvas so that they may easily and quickly communicate with students and supplement any missed class time with out-of-class or online work.

## **MILEAGE REIMBURSEMENT**

Full-time and adjunct faculty are eligible for mileage reimbursement for travel to deliver dual credit courses at a high school. Reimbursement requests may be submitted for payment according to the travel costs advance/reimbursement procedure under Faculty Information. High School staff employed as adjunct faculty are not eligible for mileage reimbursement.

## **REGISTRATION, PAYMENT & ROSTERS**

All college policies and procedures apply to dual enrollment courses. Dual Credit program personnel register all dual credit students. Faculty can access rosters for dual credit classes on Campus Connect/FAS. Faculty should check course rosters regularly during the semester. Faculty should direct any students who are attending class but do not appear on the roster by the end of the second week of class to the Office of Dual Credit. Questions from students or parents regarding admissions and required paperwork should be directed to the Office of Dual Credit at ext. 4503 or ext. 4510. Questions regarding tuition, financial aid or payments should be directed to the Business office.

## **STUDENT CONDUCT**

All college catalog and student handbook guidelines and policies regarding student conduct apply to dual credit courses. Faculty should first speak to the student to clarify appropriate and inappropriate classroom conduct. Faculty should also communicate with high school facilitators, when available, about any classroom conduct concerns or violations with particular students. Faculty should notify The Office of Dual Credit and the division chairperson after speaking to a student about classroom conduct. Both the Dual Credit office and the chairperson should be

included in any further communication regarding student conduct. For dual credit courses without a facilitator, faculty should report student conduct concerns or violations to the high school administration and the Director of Dual Credit Programs.

For courses taught on a high school campus, faculty should bring student conduct concerns or violations to the immediate attention of the high school principal, counselor, or administration/staff. If a faculty member requests that a student leave the classroom due to student conduct violations, the student should be directed or escorted to the high school office.

## **SYLLABI**

All syllabus guidelines under [Section IV. Course Information](#) apply to dual credit courses. Faculty should ensure that dual credit notices from the college syllabus plan are included in the syllabi for dual credit courses. Faculty may attach a parent letter to the course syllabus that reinforces the course rigor, college-level expectations, and course policies such as grading, late work, attendance, and parent-instructor communication. The division chairperson should review any letter or document added to the syllabus.

Since dual credit classes are the first experience with college-level work and college processes, syllabus policies and notices must be clear and as comprehensive as possible. The following policies and notices are of particular importance because dual credit students may not have faced the responsibilities of communicating with instructors, managing a semester-long calendar in advance, or a semester-based grading scheme not broken into six-week blocks: attendance policy, grading policy, late work policy, cross-listed course sections notice, course content notice, and academic integrity notice. Faculty should take extra care to ensure these syllabus items align with the college catalog and college syllabus plan, but also fully develop the instructor's specific requirements, prohibitions, and processes.

## **TECHNICAL DIFFICULTIES**

In the event of technical difficulties with dual credit online or ITV courses, faculty should contact the high school or the facilitator as quickly as possible. Faculty are encouraged to utilize Canvas so that they may easily and quickly communicate with students and supplement any missed class time with out-of-class or online work. Faculty should ensure they have correct high school and facilitator contact information prior to the start of class. Faculty also should notify the Director of Distance Education of any technical difficulties.

## VIII. FACULTY INFORMATION

### **CLASSROOM MANAGEMENT**

Classroom management is the key component in any educational setting. Maintaining a safe learning environment is the foundation of ensuring all students have the opportunity to be successful. Checking attendance regularly and getting to know your students is critical. *To maintain the integrity of the course, faculty should avoid allowing any visitors other than those addressing content related material during a specific class session.*

Establishing expectations, setting the tone, engaging students in their learning reduces behavioral problems and classroom disruptions. In the event disruptions become unmanageable or situations are deemed to be violations of the Student Code of Conduct, faculty should contact the Vice President for Student Services and the Dean of Students. Faculty are obligated to report situations of probable abuse or those involving written or verbal threats to oneself or others. Faculty should be familiar with Student Handbook, Student Code of Conduct and disciplinary procedures.

### **DUTIES AND RESPONSIBILITIES OF A FACULTY MEMBER**

Policy 5.2 Duties and Responsibilities of a Faculty Member requires all faculty members to be responsible for maintaining sufficient knowledge of current college procedures and policies as outlined in the college [policy manual](#). Policy 5.2 is available in the appendix and the college policy manual.

All faculty should be familiar with section 5 of the college policy manual, Relationship of Full-time Faculty to Cisco College. Part-time faculty should also be familiar with section 8 of the college policy manual, Relationship of Part-Time Employees to Cisco College.

### **FACULTY ATTENDANCE**

Faculty are expected to attend each class meeting. All faculty absences must be reported via the absence form located on the college website under [Current Employees](#).

All classes will meet at the scheduled day, time, and location unless an emergency occurs. Faculty who find it necessary to be absent from class should notify the division chairperson and the Office of the Vice President of Instruction immediately. If an emergency occurs, faculty should arrange to cover the material planned for that day or allow for out-of-class student participation and work, or allow students to participate and submit work via Canvas. If more than one day must be missed due to unavoidable circumstances such as jury duty, the division chairperson and the faculty member should coordinate to provide students with the expected learning opportunities.

Faculty members should begin their classes promptly at the scheduled time and avoid dismissing class early except on rare occasions when the professor finds it necessary. An example of this would be exam days when students may be dismissed individually as they complete their exams.



A class should not be cancelled unless all avenues for providing them the learning experience scheduled for that class period have been exhausted.

Faculty missing one week of classes may make arrangements for students to participate in non-classroom activities related to the course material as long as those activities are of significant value to the students' learning experience.

If a faculty member will be unable to meet his/her classes for more than one week, arrangements should be made to conduct the course so that no more than one week of the class is cancelled or accounted for with non-classroom activities. If the division chairperson approves an extended absence, a substitute instructor may need to be scheduled and approved by the division chairperson and the Vice President of Instruction.

If a substitute instructor must be hired, the college will compensate the individual(s) serving in the capacity of substitute instructor beginning with the third week of an extended absence. If a substitute instructor will be covering one half or more of an adjunct faculty member's course, that percentage of the original faculty member's semester pay will be deducted to cover the costs of the substitute.

All faculty members are expected to support the continued delivery of instruction by assisting in short term (1 to 2 weeks) coverage of approved absences of professors within their departments.

All full-time faculty members are required to attend the initial in-service meeting held at the beginning of each fall and spring semester. All full-time faculty members are required to attend spring associate degree graduation ceremonies and are strongly encouraged to attend health science and certificate ceremonies. Permission to miss spring commencement must come from the college president. Faculty members should notify division chairpersons in advance if they intend to seek such permission.

## **FACULTY CREDENTIAL FORMS & CVs**

Cisco College adheres to SACS-COC faculty credentials guidelines for all faculty and programs. To fulfill compliance requirements, faculty credentials for all faculty, current and past, must be kept on file. All faculty members must complete the faculty credential form located on the [Current Employees webpage](#) under Forms. Faculty credential forms should be updated as faculty members complete additional graduate-level coursework, experience, credentials, licensure, and/or certifications, or as faculty teach new course for the college. Faculty should submit a separate faculty credential form for each discipline in which he or she teaches courses for the college. Faculty should contact the Accreditation Liaison at ext. 4460 for assistance locating or completing the faculty credentials form.

All full- and part-time faculty should maintain a current curriculum vita or resume for publication in the [Faculty & Staff Directory](#). A CV template is available on the [Current Employees webpage](#) under Forms. Submit new or updated CVs to the Director of Marketing for publication in the directory.

## **FACULTY EVALUATION**

Faculty evaluations take place annually for the primary purpose of improvement of instruction. The faculty evaluation plan is available in the college policy manual and on the college website under Current Employees.

Students complete course evaluations for all courses online in Canvas at the end of each semester. Course evaluation results are available to division chairpersons and instructional administrators the day after evaluations close; results are available to faculty the day after final course grades are submitted. A tutorial that explains how to access the results is located in the Faculty Resources folder in Canvas. A link to this tutorial is also provided when faculty are notified about the results. Faculty should contact [CourseEvaluations@cisco.edu](mailto:CourseEvaluations@cisco.edu) if assistance accessing student course evaluation results is needed.

## **FACULTY INFORMATION FORMS**

All faculty members must complete the [Employee Information Change Form](#) and update any information that changes throughout the year. The forms are located on the college website under Current Employees. Information contained in the form is used by a variety of departments, including determining overloads and mileage.

Faculty should ensure current information is always on file with the Human Resources office.

## **FACULTY TEACHING LOAD**

### **Full-Time Faculty**

The basic load for a professor is 240 load contact hours per academic semester. The basic load for a non-tenure track instructor is 192 load contact hours per semester. Faculty may be assigned in-person, hybrid, online, or dual credit courses in any instructional format or at an off-site instructional location as part of the contract faculty load.

One contact hour per week of lecture equals 1.0 load contact hour. One contact hour per week of lab equals 0.66 load contact hours. When two or more courses are taught concurrently (in the same time period), load credit is given for only one course.

Division chairpersons may use the Overload for Full-time Faculty form included in the appendix to record overload schedules and acceptance.

### **Overload Limits & Compensation**

Courses in any format, including dual credit courses in any format or at off-site instructional locations, may be offered to full-time faculty as an additional load, or overload. Any course offered to full-time faculty as overload will be compensated according to the adjunct/overload pay rate published in the college policy manual. The Vice President of Instruction must approve overload assignments beyond 96 load contact hours (336 total load contact hours per semester for professors and 288 total load contact hours per semester for instructors).

### **Part-Time Faculty**

Part-time faculty are limited to a maximum of 144 load contact hours per academic semester. When semesters run concurrently, (example: an eight-week semester that runs during the first eight weeks of a fall semester), load contact hours must be figured in total for both semesters.

Division chairpersons may use a Teaching Assignment for Adjunct Faculty form to record adjunct loads and acceptance. Contact the Assistant to the Vice President of Instruction for the form.

### **Mileage Reimbursement**

Full-time and adjunct faculty are eligible for mileage reimbursement for travel to deliver courses at an off-site instructional location. Reimbursement requests may be submitted for payment according to the travel costs advance/reimbursement procedure under Faculty Information.

High School staff employed as adjunct faculty are not eligible for mileage reimbursement.

### **Travel-Time Stipend**

Faculty may receive a \$700 travel-time stipend to deliver courses at an off-site location more than 20 miles away from their home campus. The stipend is applied by location, not per course taught at the off-site location.

### **OFFICE HOURS**

Faculty should designate a minimum of 5 hours per week as office hours for meeting with students. Faculty members should also be available by appointment outside of designated office hours. Office hours forms should be posted on office doors and submitted electronically to the division chairperson and to the Administrative Assistant of Instruction at the beginning of each semester as a word or pdf file. The office hours form is available on the college website under [Current Employees](#) and under Faculty Resources on Canvas.

### **OFFICE SPACE**

Full-time faculty are assigned office space at the designated home campus. Shared offices are set aside for visiting and adjunct faculty use on both campuses. Information concerning office space and computers assigned for use by visiting faculty and by adjuncts is available from division chairpersons.

### **PAY SCHEDULES AND BENEFITS**

Faculty paychecks are disbursed on the 25<sup>th</sup> of the month, primarily by direct deposit. If the 25<sup>th</sup> falls on a weekend or holiday, the checks will be available on the last working day prior to the holiday or weekend.

Overload and Adjunct faculty will be paid in four equal monthly payments for Spring and Fall.

Spring	Pay date	Feb, Mar, Apr & May 25 <sup>th</sup>
Spring 2 <sup>nd</sup> 7 weeks	Pay date	Apr & May 25 <sup>th</sup>
Maymester	Pay date	May 25 <sup>th</sup>
Long Summer	Pay date	Jun & Jul 25 <sup>th</sup>
Summer I	Pay date	Jun 25 <sup>th</sup>
Summer II	Pay date	July 25 <sup>th</sup>
Julymester	Pay date	Jul 25 <sup>th</sup>
Augustmester	Pay date	Aug 25 <sup>th</sup>
Fall	Pay date	Sep, Oct, Nov & Dec 25 <sup>th</sup>

Fall 2 <sup>nd</sup> 7 weeks	Pay date	Nov & Dec 25 <sup>th</sup>
Wintermester	Pay date	Dec 25 <sup>th</sup>

Direct deposit forms are located on college website under Current Employees. If faculty participate in direct deposit, paystubs will not be mailed to home addresses. Paystubs are available via Campus Connect Pay Stub on the college website under [Current Employees](#). Login is the payee’s social security number; password is the payee’s birthdate. Faculty experiencing login problems should contact Human Resources at (254) 442-5121 or (254) 442-5107.

By law, all adjunct faculty are required to participate in a retirement program. For a faculty member who is:

- currently a member of TRS and not retired, Cisco College is required to take TRS out of the paycheck.
- not a member of TRS or who is a TRS retiree, the law allows the choice between Social Security or an alternate retirement plan used by the college. The college is required to report hours to TRS for TRS retirees.

Full-time faculty should consult with Human Resources regarding retirement benefits. An overview of retirement options is available on the college website under Current Employees.

## TENURE

The college provides a tenure system that undergirds the integrity of the institution. The administrative regulations regarding tenure are located in the college [policy manual](#). The Tenure Application is available on the college website under [Current Employees](#) and in the college policy manual.

## TRAVEL COSTS ADVANCE/REIMBURSEMENT

Faculty may be reimbursed for travel costs approved for professional development or college business, or to deliver courses at an off-site instructional location. Mileage is reimbursed at a rate of \$0.40 cents per mile.

### Course Travel

Full-time faculty members may receive mileage reimbursement for course-related travel to offsite instructional locations in one of two methods:

1. Faculty members report travel dates and total amounts to the division chairperson. The chair enters a Travel Requisition into DPS for Purchasing and Payment Services approval and dispersal. Payments will be dispersed by mail as they are received. This is the preferred travel pay method.
2. Division chairpersons report semester-total travel amounts to the Vice President of Instruction, which are forwarded to Purchasing and Payment Services. Payment will be dispersed by mail monthly on the Tuesday before the 25<sup>th</sup> monthly pay date.

Adjunct faculty whose address of record is in a city different from the city of their teaching assignment will receive mileage reimbursement. Division chairpersons will request mileage

reimbursement for total travel amounts at the start of each semester. Payments will be dispersed monthly by mail.

### **Professional Development and Other Travel**

Faculty members may use a college PCard for travel expenses for approved travel and according to the Cisco College Citi PCard Policy available on the college website under Purchasing and Payment Services. Faculty must submit itemized receipts for all PCard charges with the appropriate monthly expense report.

Faculty members without a PCard and traveling for approved professional development or college business may request travel pay in advance or as a reimbursement by submitting the Travel Reconciliation form available on the college website under [Purchasing and Payment Services](#) to the division chairperson for approval. The chair will forward the form to Purchasing and Payment Services. Expense guidelines and allowable amounts are included on the bottom of the reconciliation form. For travel advances received, faculty should submit itemized receipts for all travel expenses directly to Purchasing and Payment Services immediately following the travel dates.

For travel reimbursements, itemized receipts for all travel expenses must be attached to the completed and signed Travel Reconciliation form and submitted to the division chairperson. The chair will forward the reimbursement to Purchasing and Payment Services for dispersal by mail on the next regular check dispersal date.

Faculty should consult the additional travel-related college forms on the college website under Purchasing and Payment Services.

**THIS PAGE INTENTIONALLY LEFT BLANK**