



COLLIN
COUNTY
COMMUNITY
COLLEGE
DISTRICT

“EDUCATION *is simply the* SOUL
as it passes *of a society*
from ONE GENERATION
to another.”

G. K. CHESTERTON

“Education’s
PURPOSE
is to replace
an EMPTY
MIND with an
OPEN one.”

MALCOM S. FORBES

“The tough PROBLEM is
not in identifying winners:
it is in making winners out of
ordinary people.”

K. PATRICIA CROSS

“The BEST TEACHER
is the one who
suggests *rather than dogmatizes,*
and inspires his listener
with the wish to teach
HIMSELF.”

EDWARD BULWER-LUTTON

FACULTY

RESOURCE

GUIDE

2003-2004

■ WELCOME ■

Dear Colleagues:

Welcome to the faculty at CCCCD and 2003-2004!

Teaching and Learning is our role at CCCCD and we value all aspects of these endeavors. In support of teaching excellence in the classroom, we offer many options for support of instruction and faculty development.

The 2004 edition of the Faculty Resource Guide provides valuable information in pedagogy and learning theory. We also provide a listing of sound teaching and learning practices recognized nationally as well as much information regarding the use of technology in teaching.

Our Teaching/Learning Center was established in 2000 and now has a center on each campus for your convenience. The goal of the TLC is provide support to faculty who seek to increase their ability to facilitate student learning. Refer to their website (<http://iws2.ccccd.edu/tlc/index.asp>) for a wealth of information.

In this guide, we have a condensed section on policies and procedures in academics and human resources and a listing of academic and support staff to assist you. The Faculty Resource Guide is intended to be a supplement to, and not a substitute for, the Faculty and Staff Handbook.

We hope you find the Faculty Resource Guide useful in your teaching and continued professional development as a member of the academy. I look forward to working with you this year and wish you a meaningful teaching experience and a terrific year.



Sheryl Smith Kappus, Ph.D.
Vice President of Academic Affairs

skappus@cccd.edu

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■ 2003-2004 ACADEMIC CALENDAR ■

FALL 2003

Fall Classes Begin	August 25
Labor Day Holiday (Campuses Closed)	September 1
Fall Census Date	September 8
Fall Last Day to Withdraw	November 14
Thanksgiving Holiday (Campuses Closed)	November 26- November 30
Fall Final Exams	December 8-13
Winter Break (Campuses Closed)	December 24-January 4

WINTERMESTER 2004

Wintermester Classes Meet	December 15-19, 2003
Wintermester Census Date	December 16
Winter Break (Campuses Closed)	December 24-January 4
Wintermester Classes Resume	January 5
Wintermester Last Day to Withdraw	January 6
Wintermester Final Exams	January 9

SPRING 2004

MLK Holiday (Campuses Closed, except for community events at SCC)	January 19
Spring Classes Begin	January 20
Spring Census Date	February 2
Spring Break (No Classes)	March 15-19
Spring Holiday (Campuses Closed)	April 9-11
Spring Last Day to Withdraw	April 16
Spring Final Exams	May 10-15
2003-2004 Commencement 7:00 p.m.	May 13

MAYMESTER 2004

Maymester Classes Begin	May 17
Maymester Census Date	May 18
Maymester Last Day to Withdraw	May 25
Memorial Day Holiday (Campuses Closed)	May 31
Maymester Final Exams	June 1

SUMMER I AND III 2004

Summer I and III Classes Begin	June 7
Summer I Census Date	June 10
Summer III Census Date	June 16
Summer I Last Day to Withdraw	July 1
Independence Day Holiday (Campuses Closed)	July 2-4
Summer I Final Exams	July 8
Summer III Last Day to Withdraw	July 23
Summer III Final Exams	August 11-12

SUMMER II 2004

Summer II Classes Begin	July 12
Summer II Census Date	July 15
Summer II Last Day to Withdraw	August 6
Summer II Final Exams	August 12

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ABOUT COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

MISSION STATEMENT

Collin County Community College District is a student and community centered institution committed to developing skills, strengthening character, and challenging the intellect.

CORE VALUES

We have a passion for Learning, Service and Involvement, Creativity and Innovation, Academic Excellence, Dignity and Respect, and Integrity.

■ PHILOSOPHY

PHILOSOPHY AND PURPOSE

Through its campuses, centers and programs Collin County Community College District fulfills its statutory charge to provide:

- Academic courses in the arts and sciences to transfer to senior institutions.
- Technical programs, leading to associate degrees or certificates, designed to develop marketable skills and promote economic development.
- Continuing adult education programs for academic, professional, occupational and cultural enhancement.
- Developmental education and literacy programs designed to improve the basic skills of students.
- A program of student development services and learning resources designed to assist individuals in achieving their educational and career goals.
- Workforce, economic, and community development initiatives designed to meet local and statewide needs.
- Other purposes as may be directed by the CCCCD Board of Trustees and/or the laws of the State of Texas.

ACCREDITATION

CCCCD is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees and certificates.

OPEN DOOR POLICY

CCCCD operates under an “open door” admissions policy. Students who are 18 years of age or older with a high school diploma or equivalent are eligible for admission. Other students may be admitted under special admission requirements. The college reserves the right to guide the placement of students through assessment, which may include interviews and a review of past academic achievement.

MULTI-CAMPUS PHILOSOPHY

CCCCD operates as a single college, multi-campus district. All associate faculty are employees of CCCCD. Although a faculty member may be assigned to one campus, most will regularly teach courses at other campuses or instructional sites within the college district.

GENERAL EDUCATION CORE

The general education core required for an associate’s degree at CCCCD provides students with a focused, integrated

curriculum. Courses in the core curriculum establish a foundation for cultural understanding and lifelong learning. The core addresses skills in written and oral communication, mathematics, computer literacy, interpersonal relations, and critical and creative thinking. The core also fosters an appreciation of the natural and physical environment, historical and political perspectives, international and multicultural issues, and social, mental, and physical well being. The core emphasizes substantive knowledge and methods of inquiry, theory, and application, and promotes active participation in the learning process.

The general education core is an essential component of all degree programs offered at CCCCD because it transcends vocational and career training and provides students with the skills and knowledge to become active and productive members of the community.

LABORATORY EXPERIENCES

Virtually every discipline incorporates laboratory experiences within its curriculum, promoting cognitive, affective, and behavioral learning. The laboratory concentrates on the application of learning and on introducing students to various methods of inquiry in science, technical, and fine arts courses. Labs have also been developed and implemented in many liberal arts courses.

The methodology of the laboratory work varies across disciplines. For example, formally structured labs are used in the natural sciences, mathematics, psychology, art, and some technical and computer science courses. Drop-in and self-paced labs are being utilized in the social sciences, humanities, and some business and computer science courses. Each discipline coordinator ensures that the laboratory component is fully integrated into the discipline’s curriculum by incorporating laboratory experiences into competency-based course content. Requirements for participatory learning experiences vary among disciplines and flexibility is essential to student success.

■ RESOURCES TO ASSIST TEACHING AND LEARNING

LEARNING RESOURCE CENTERS

The Learning Resources Centers (LRC’s) house libraries, media collections and services, instructional design centers for faculty, open labs, media workshops for students, and much more. Located at the Central Park, Preston Ridge, and Spring Creek campuses, the LRC’s provide teaching and learning

materials and services to support the curriculum of the Collin County Community College District. The LRC's are open to all residents of Collin County.

LIBRARIES

The libraries house print collections (books and journals), media (music CDs, books on tape and CD, videos, DVDs, and software) and electronic resources (Internet access to eBooks and full-text subscription databases). Sophisticated research is more feasible than ever before. The subscription databases, such as Lexis-Nexis, and other electronic resources, are hosted remotely, providing users with "virtual library" capabilities on campus or from home.

Since library resources change quickly, it is essential that both faculty and students keep abreast of new developments. Customized or general library instruction is available for the individual or for classes. Trained reference librarians will teach your students how to access the electronic databases most relevant to your specific courses or even to a specific topic for a term paper. To schedule a session in one of the LRCs' new high-tech learning areas, call the LRC reference desk at any campus.

The libraries participate in several resource-sharing consortia that facilitate intellectual and physical access to the libraries of Collin County, the major universities of

Texas, and most college, university, and public library collections in the United States and the world!

TEACHING/LEARNING CENTER

The Teaching/Learning Center (TLC) at the Spring Creek Campus in room D133 provides assistance to faculty in designing instructional materials for distance learners and classroom use. Professors can create multimedia CD's, instructional web sites, conference and classroom presentations, and learn to offer successful on-line courses.

Powerful PC's, digital video and still cameras, CD burners and duplicators, scanners, and media converters are available. Current software for animation, web authoring, image manipulation, digital video editing, and audio creation is on hand as well. Friendly and knowledgeable instructional designers, as well as, graduate students in Instructional Design from the University of North Texas and the University of Texas at Dallas will guide you during most LRC hours, including evenings and weekends. Please refer to page 23 for more information.

MEDIA SERVICES

Media Services provided at each campus support the instructional programs of the college. Services include the provision and maintenance of a variety of audio/visual equipment and facilities, instruction on the use of equipment and facilities, in addition to the circulation of videotapes, slides, and other media.

The Media Services Department also offers expertise and services related to college programming on the area cable television system. Whether it is the production of a cable-based talk show, a live broadcast of college-related sports, or the provision of telecourses, Media Services will have the necessary capabilities.

Each campus has satellite downlink capabilities allowing for participation in live national or state teleconferences.

Video-conferencing is available between the campuses via the District's video network system. Students or staff may attend classes or meetings held at other campuses, sharing computer files, documents, and live video and audio, if scheduled with Media Services staff in advance.

LIBRARY COMPUTER WORKSTATIONS

A large number of high-speed networked computers are available in the libraries; software includes: Office 2000, Word, Excel, Front Page, and PowerPoint. Public-access computers are generally available for access to the LRC's electronic databases and for other academic purposes.

ALTERNATIVE LEARNING CENTERS

Alternative Learning Center (ALC) labs serve students who have papers to write or specific "lab component" exercises to complete. These exercises may be simulations, tutorials, or specific computer-based assignments. The ALCs differ on each campus, and have specific requirements and procedures best learned by visiting them. The ALC staff welcomes faculty suggestions for instructional software to be hosted on ALC computers.

MEDIAWORKSHOPS FOR STUDENTS

Students can be expected to produce PowerPoint presentations or web sites including graphics, audio, and video as part of assignments. At the Preston Ridge Campus LRC, the Digital Media Workshop in F116 provides the software, hardware, and assistance for students to create these materials and burn them to CD's or FTP them to servers.

The Student Media Workshop in the Spring Creek Campus LRC provides the tools for students to create professional-looking video presentations.

DISTANCE LEARNING

Distance Learning courses may be offered on-line via the web, between the campuses over the Vtel teleconferencing system, live via the area cable television system, or as videotape telecourses checked out from the LRCs.

Opportunities for faculty interested in offering courses at a distance should be discussed first with the appropriate division dean and then with the Coordinator of Distance Learning at 972.881.5828.

Professors wishing to utilize digital technologies to create distance learning courses, post their syllabi on-line, provide an e-mail link to students, or add multimedia components to classroom presentations should contact an Instructional Designer in the Teaching/Learning Center in D133 at Spring Creek Campus or call 972.881.5105. Professors may choose to create their own instructional web site by directly writing HTML code, using authoring software, or using the integrated, college-supported package WebCT. Visit <http://iws.ccccd.edu> to see what other professors are doing.

OPEN COMPUTER LABS

Open computer labs provide microcomputer workstations, laser printers, and software for students to complete their computer assignments. Each lab is staffed with assistants who provide guidance in the operation of the equipment and general information on the use of the software.

An orientation session for faculty on lab procedures and policies is given at each campus the week prior to the fall and spring semesters. This session will provide answers to many of your questions.

Faculty members may reserve a portion of the lab for a computer "orientation" session for their students. Session must be scheduled with the lab manager at least 24 hours in advance. Faculty may also request access to other devices to display computer output to a projection screen; however, these must also be scheduled in advance.

Students are required to bring their own diskettes to the computer labs to store their work (they may use 3.5" high density diskettes) and their student ID cards to use the lab. Each student is also required to obtain a user ID and password in order to access the system; this is provided to the faculty on the first day of the session. Associate faculty may obtain a user ID and password from the Helpdesk by calling 6655 or 972.548.6655, PRC at 972.377.1631, or SCC at 972.881.5877.

MATH LABS

The Math Labs assist students enrolled in developmental and college-level mathematics courses. Faculty and peer

tutoring along with videos, computer programs, and graphing calculators are used to help students complete lab assignments and to reinforce classroom lectures.

Lab hours are posted at each campus. For further information, call the CPC Math Lab at 972.548.6896; the PRC Math Lab at 972.377.1639; or SCC Math Lab at 972.881.5921. The SCC Math Lab is open Monday through Saturday.

WRITING CENTERS

In support of Writing-Across-the-Curriculum, CCCCD has established three Writing Centers located at Central Park, Preston Ridge, and Spring Creek campuses. English instructors staff the Writing Centers to assist students with writing assignments and term papers, regardless of the classes in which the students are enrolled.

All faculty are asked to encourage their students to seek assistance in the Writing Centers. Each Center's primary purpose is to help students become better writers by guiding them through the various stages of the writing process. Students can make appointments or drop in (at specific times) for consultation. Faculty whose students take advantage of the writing centers should see improvement in the quality of their students' written work.

For information about hours, services, or tours call the Writing Center at CPC, 972.548.6857; PRC, 972.377.1576; and SCC, 972.881.5843.

STUDENT ID CARDS

All credit students at CCCCD are required to have a Student ID Card to use services provided by college offices and labs including the College Bookstore, Career Services, Computer Lab, Fitness Center, Enrollment Management, LRC, Math Lab, Student Life and the Testing Center. ID cards are made by Student Life staff. Student ID office hours are listed in the *CCCCD Student Handbook* and below.

- Central Park Campus/D109
9:00 a.m.-4:30 p.m., Monday, Tuesday, Thursday
9:00 a.m.-7:00 p.m., Wednesday
9:00 a.m.-11:30 a.m., Friday
- Preston Ridge Campus/A185
9:00 a.m.-4:30 p.m., Monday, Wednesday, Thursday
9:00 a.m.-7:00 p.m., Tuesday
9:00 a.m.-11:30 a.m., Friday
- Spring Creek Campus/F130
9:00 a.m.-7:00 p.m., Monday-Thursday
9:00 a.m.-3:00 p.m., Friday

TESTING CENTERS

Testing Centers are located at CPC, PRC, and SCC. These centers provide proctored testing for all courses, basic skills assessments, and other testing. Regular and/or make-up exams may be brought to the Testing Center. Students can complete exams on a drop-in basis. Exams can be picked up when they are completed. Some faculty elect not to use class time at all for exams, but instead ask students to take exams in the Testing Center. Most faculty also find it convenient to schedule make-up exams in the center.

Successful use of the Testing Center requires that complete information is supplied by the faculty member. The instructions on the Testing Center Request form must be filled out clearly and completely. Instructor name and course information must appear on each test.

Note: Seating in the Testing Center is limited. Entire classes cannot be accommodated at once. The Testing Center will not substitute for a regular class meeting.

TESTING CENTER HOURS

Central Park Campus/B342	972.548.6849
Monday-Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 3:00 p.m.
Saturday	8:00 a.m. – noon
Preston Ridge Campus/F209	972.377.1522
Monday-Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 3:00 p.m.
Saturday	8:00 a.m. – noon
Spring Creek Campus/J232	972.881.5922
Monday-Thursday	8:00 a.m. – 9:00 p.m.
Friday	8:00 a.m. – 3:00 p.m.
Saturday	8:00 a.m. – 5:00 p.m.

Last test is given out one hour before closing. Students must present CCCCD Student ID (with picture) in order to take a test.

Other testing services offered by CCCCD include:

- Alternative TASP
- American College Testing (ACT)
- Automotive Service Excellence (ASE)
- College Level Examination Program (CLEP)
- Correspondence Testing
- Credit by Exam (subject tests designed by CCCCD faculty)
- Quick TASP
- Scholastic Aptitude Test (SAT)
- Texas Academic Skills Program (TASP)

For more information, contact the Director of Testing and Assessment, CPC/A111 at 972.548.6773.

CAREER SERVICES & COOPERATIVE WORK EXPERIENCE

Services are for students, alumni, and community members. Offices located at Central Park Campus, Preston Ridge Campus and Spring Creek Campus will provide resources for five major steps in career planning or job search.

- Step One—Self Assessment of interests, work values and personality (includes assessment and interpretations).
- Step Two—Career exploration and education planning (computer, print and professional career counseling resources).
- Step Three—Researching the job market (using the Internet, printed materials, and career counseling).
- Step Four—Preparation for job search (seminars/staff assistance in job search, resume writing, interviewing; counseling/job search assistance for technology near graduates/ graduates, web-based job bank/resume posting.)
- Step Five—Put learning to work through on-and off-campus employment (web-based job bank) or Cooperative Work Experience. Professional development seminars offered through Co-op are open to all students and community.

Faculty may contact CS & CWE for assistance with career information, classroom presentations (i.e., group career assessment/interpretations), and visits to a Career Lab.

COOPERATIVE WORK EXPERIENCE (CO-OP, INTERNSHIP, PRACTICUM)

This program is a structured, work-based learning experience for both transfer and career-oriented students who wish to apply classroom knowledge to the work place and validate career choice. Students receive academic credit, wages in most fields, and valuable work experience in this partnership with students, employers and faculty. Courses may be elective or required in certain disciplines. The Co-op Office manages some intern and practicum courses. Faculty who know of potential Co-op positions or who may wish to supervise Co-op students should contact the Co-op Program Manager/Assistant Director of Career Services & Co-op, 972.881.5781.

FACULTY ASSISTANCE

Career Services & Co-op is available to assist faculty members with career information, classroom presentations (i.e. group career assessments/interpretation), and visits to a Career Lab. Please reserve the date and request specific service at least two weeks in advance of date. Instructional staff is welcome to visit the Career Lab at any time. Call Spring Creek Campus: 972.881.5781, Central Park Campus: 972.548.6747, or Preston Ridge Campus: 972.377.1781.

TRANSFER PROGRAMS/TRANSFER LABS

Transfer services and resources are available to CCCCD students to ensure the smooth transfer of course credits from CCCCD to the college or university of their choice. Some of the resources include individual assistance from academic advisors who help students define short- and long-term transfer goals and assist with course selection.

Transfer Programs hosts CCCCD campus visits by college and university recruiting representatives within the fall and spring semesters in a College Fair format. University visits with our concurrent admission partners are scheduled throughout the fall, spring, and summer semesters. Schedules for these visits are posted on the Transfer News bulletin boards, located at each campus, and on the CCCCD website under Student Services–Transfer Information.

Transfer Labs are the source of information for the following:

- Course equivalencies between CCCCD and colleges and universities.
- Degree plans and transfer guides with CCCCD course equivalencies for colleges and universities.
- Transfer credit information.
- Concurrent university enrollment opportunities.
- College Directory/Information Guide listing addresses, phone numbers, application deadlines, and transfer admission requirements for the most-requested transfer colleges and universities.
- Library of catalogs for Texas and out-of-state colleges and universities.
- State of Texas Common Applications.
- Transfer Scholarship Information.

Transfer Labs are located in the Student Development Centers at each campus (CPC/A108, PRC/F135, SCC/G103, and CCCCD@Allen/A101). For additional information, please call Transfer Programs at 972.985.3734 (CYC/A312).

BASIC SKILLS ASSESSMENT

We recommend that students who have not previously enrolled in college complete all three assessments (reading, writing, and math) prior to registration. Assessment in writing or mathematics is required prior to enrollment in ENGL 1301 or any math course respectively.

TEXAS ACADEMIC SKILLS PROGRAM (TASP)

Beginning in the fall of 1989, all students enrolling in Texas public colleges and universities must complete the Texas Academic Skills Program examination prior to enrollment. The TASP exam is designed to assess reading, writing, and

mathematics skills. Students who fail to pass one or more sections of the test will be required to enroll in developmental education courses. CPC and SCC are official TASP testing sites. Dates of the exams are set by the state. Registration bulletins are available in the Testing Centers and Information Centers on all campuses. Students completing three hours of college-level work prior to fall semester 1989 are exempt from the TASP legislation. Students may also seek exemption based on specific ACT, SAT, TAAS scores, and other options. Refer students to the TASP Office at 972.881.5902 for further information. A Developmental Education Plan has been filed with the THECB and is available upon request from the dean of developmental education or the TASP Office at the SCC.

NON-COURSE BASED TASP DEVELOPMENT PROGRAM

The Non-Course Based TASP Development Program is a one-on-one tutoring program for students who must retake one or more portions of the TASP test. Permission to be in the program must be obtained from CCCCD's TASP Office and is generally granted to students who make 200 or above in writing and 210 or above in reading and mathematics, who do not need a three-hour developmental course, or who have a difficult schedule or situation. Tutors at Central Park, Preston Ridge, and Spring Creek campuses tutor TASP test content and provide flexible scheduling according to individual student needs. For further information, contact the TASP Office at 972.881.5902.

REGISTRATION

Registration times and locations are posted in the schedule of classes. Students are encouraged to apply and register early, using telephone or webline for the best choice of class times and locations. (See the current *Schedule of Classes* for dates and details). Students enrolled in prerequisite courses who wish to pre-register for the next level may do so according to proper procedures. See the Registrar or Director of Testing for details.

TUTORING PROGRAM

The college provides group, individual, and on-line tutoring for students currently enrolled at CCCCD. Faculty or students wanting information about tutoring services should contact the Advisor/Tutor Coordinator at 972.881.5128.

COUNSELING AND REFERRAL SERVICE

Students who have concerns of a personal or emotional nature should be referred to one of CCCCD's counselors at SCC, 972.881.5126; CPC, 972.548.6615; or at PRC, 972.377.1671.

DEVELOPMENTAL EDUCATION

Developmental Education courses are designed to provide students with the basic skills and self-confidence needed to successfully complete college-level courses. Currently, courses are offered in English as a Second Language (ESL), mathematics, reading, and writing. The instructional formats vary and include individualized, self-paced, web, online, and lecture approaches. If the basic skills assessment score indicates that a student needs extra preparation for a college-level course, the student must enroll in the developmental course. Courses in mathematics, reading, and writing are designed to provide the skills assessed on the TASP test. Students who do not successfully complete portions of the TASP test must be enrolled in a developmental course or in non-course based development. For more information, call the Developmental Education Office at 972.881.5720.

STUDY SKILLS SEMINARS

Free seminars on note-taking, test-taking, time management, math anxiety reduction, grammar, TASP writing and math preparation, and reading techniques are offered each semester. These two-hour sessions are free and open to all students, employees, and community members. Schedules are available from the Information Centers at each campus and from the Developmental Education Office at SCC/K104, 972.881.5720.

WORKFORCE DEVELOPMENT

The Continuing Education and Workforce Development Division provides lifelong learning opportunities for professional and personal growth and develops customized training programs for business and industry. Continuing Education works with academic departments in providing administrative services related to continuing education programs. The Business Solutions Group develops customized contract training courses to meet the needs of business and industry. We invite faculty to apply for part-time teaching positions and course development projects. For more information, call the Executive Director of Continuing Education and Workforce Development at 972.985.3751 or Business Solutions Group at 972.599.3130.

TECH PREP

Tech Prep allows students to earn college credit while in high school. The Tech Prep multi-year planned sequence of study for a technical field begins in high school and extends through one or two years of technical/workforce study at CCCCD.

Students who elected to take a college Tech Prep pathway in high school may be able to receive college credit for those courses if the criteria are met. "Criteria for Eligibility" is found in the current *CCCCD Catalog* under Tech Prep.

For more information contact the Tech Prep Global EDGE Office at 972.548.6723, or visit the Global EDGE Tech Prep website at ftp.ccccd.edu/globaledge.

ACCESS PROGRAM

The ACCESS Program (Services for Students with Disabilities) is committed to the improvement of the quality of academic life for students with a disability. Our goal is to assist in the enhancement of the student's college experience by providing academic advising, individual attention, appropriate accommodations, and self-advocacy support. Services are available to any student who has a documented disability as defined by the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973. The services and accommodations that are provided take into account each student's individual needs. Accommodations can include sign language interpreting, note-taking, extended testing time, etc.

ACCESS staff works with faculty, staff, and students for disability awareness and education regarding appropriate accommodations. The ACCESS Office is located at Spring Creek Campus in room G200, 972.881.5898. However, services are available at all our campus locations to eligible students.

ACADEMIC ADVISING

The Academic Advising Department provides a variety of services to students, including degree plans, course schedules, transfer requirements, and other academic services as needed. Each full-time advisor is assigned as a liaison to an instructional division. Information should be exchanged between the advising department and the division faculty via this liaison. Please contact your advising liaison if you or your students have any special advising needs or questions. (However, students with specific career advising questions should be referred to discipline coordinators).

Following is a list of the academic advisors and their corresponding divisions:

Carie Andrews	Education; Social Sciences, Health, and Public Services
SCC/G106	972.881.5773
Chrissy Benefield	Developmental Education
SCC/G202	972.881.5950

Terrence Brennan PRC/F136	Engineering Technology 972.377.1778
Rebecca Crowell Nilsen SCC/C225	International Students Advisor 972.516.5012
Todd Fields SCC/G105	Fine Arts 972.881.5903
Al Gober PRC/F143	Business and Computer Science 972.377.1780
Tori Hoffman PRC/F142	Communications and Humanities 972.377.1779
Norma Johnson, Director SCC/F135	Academic Advising 972.881.5847
Lynne Meyer SCC/G107	Social Sciences, Health and Public Services; and Nursing 972.881.5114
Audrey Newsome SCC/G104 CPC/A108B	Probation and Suspension, Pre-Law, and Athletic Advisor 972.881.5782 972.548.6779
Jyo Pai CCCCD @ Allen	Teacher Certification 214.491.6202
Windy Pitcock SCC/G104	Mathematics and Natural Sciences 972.881.5854
Suzon Schroeder CPC/A108B	Respiratory Care 972.548.6778
Tatiana Shehadeh SCC/C225	International Students Advisor 972.516.5093
Patricia Williams CPC/A108C	EMT/Fire Science 972.548.6778

The following advisors are located in the ACCESS Office:

Chrissy Benefield SCC /G205	Advisor, Disability Services 972.881.5950
Michele Boverie SCC/G204	Advisor, Tutor Coordinator 972.881.5128
Suzanne Chase SCC/G202	Educational Diagnostician/Advisor, Learning Disabilities 972.881.5109
Sharon Steel Blakeman SCC/G201	Director of ACCESS 972.881.5677

■ PROGRAM AND DISCIPLINE COORDINATORS/PROGRAM DIRECTORS

Coordinates an Associate of Arts, Associate of Science, or Associate of Applied Science/Certificate program. For accreditation purposes, faculty who coordinate Allied Health programs are referred to as Program Directors.

ASSOCIATE OF ARTS PROGRAMS AND RELATED AREAS

Accounting

Paula Miller SCC-J219972.881.5179

American Sign Language

Henry Whalen SCC-B135972.881.5152
(TTY) 972.881.5138

Anthropology

David Marble SCC-B116972.516.5051

Art

Art Appreciation/Art History

Betty Siber SCC-A248972.881.5158

Studio Art

Carter Scaggs SCC-A244972.881.5867

Business

Accounting Emphasis

Paula Miller SCC-J219972.881.5179

Business Emphasis

Peter Dawson SCC-K227972.881.5031

Economics Emphasis

Tom Hudgins SCC-G225972.516.5060

Criminal Justice

David Marble SCC-B116972.516.5051

Dance

Tiffanee Arnold SCC-B118972.881.5830

Economics

Tom Hudgins SCC-G225972.516.5060

Education

Elaine Boski-Wilkinson SCC-B132972.881.5967

Teacher Certification Program

Sabrina Belt AHS-Q101972.377.1066

English

Shirley McBride SCC-B193972.881.5675

Foreign Languages

Shirley McBride SCC-B193972.881.5675

Geography

Debbie White SCC-H221972.881.5163

Government

Lynn Jones SCC-B134972.881.5841

Debra St. John PRC-U147972.377.1617

History

Wendy Gunderson	PRC-F213	972.377.1536
David Cullen	SCC-J244	972.881.5965

Humanities

Joanne Stevens	SCC-J218	972.881.5129
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Music

Brian Allison	SCC-B182	972.881.5813
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Paralegal/Legal Assistant

Peter Dawson	SCC-K227	972.881.5031
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Philosophy

Joanne Stevens	SCC-J218	972.881.5129
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Photography

June Van Cleef (fall)	SCC-H206	972.881.5827
Gary Bishop (spring)	SCC-K119	972.881.5159

Psychology

Dan Lipscomb	SCC-H252	972.881.5715
Barbara Lusk	CPC-B252B	972.548.6809

Social Work

Debbie White	SCC-H221	972.881.5163
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Sociology

Debbie White	SCC-H221	972.881.5163
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Speech Communication

Sherry Rohdes	SCC-I206	972.516.5063
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Theatre

Brad Baker	SCC-C155	972.881.5679
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ASSOCIATE OF SCIENCE PROGRAMS**Biology**

David McCulloch	SCC-J220	972.881.5991
Donna White	SCC-J224	972.881.5889

Chemistry

Amina El-Ashmawy	SCC-I104	972.881.5961
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Computer Science

Bill Slater	SCC-J126	972.881.5976
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Engineering and Engineering Technology

Wayne Jones	PRC-H230A	972.377.1676
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Environmental Science

Daphne Hall-Babcock	SCC-I226	972.578.5518
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Geology

Robert Forester	SCC-B228	972.881.5712
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Mathematics

Nick Geller	PRC-F235	972.377.1674
Raja Khoury	SCC-J217	972.881.5909

Nursing

Nell Ard	CPC-E310	972.548.6883
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Physical Education

Sherry Schumann	SCC-A217A	972.516.5054
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Physics

Robert Forester	SCC-B228	972.881.5712
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PRE-PROFESSIONAL PROGRAMS**Pre-Architecture**

Warner Richeson	PRC H114	972.377.1689
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Pre-Business

Peter Dawson	SCC-K227	972.881.5031
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Pre-Chiropractic, Pre-Pharmacy, and Pre-Veterinary

Mary Weis	SCC-K244	972.881.5725
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Pre-Dental, Pre-Medicine

Jean Helgeson	SCC-J138	972.881.5885
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Pre-Education

Elaine Boski-Wilkinson	SCC-B132	972.881.5967
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Teacher Certification Program

Sabrina Belt	AHS-Q101	972.377.1066
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Pre-Law

Peter Dawson	SCC-K227	972.516.5031
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**ASSOCIATE OF APPLIED SCIENCE AND
CERTIFICATE PROGRAMS****Applied Graphic Design Technology**

Gaye Cooksey	SCC-A117	972.881.5107
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Biotechnology

Bridgette Kirkpatrick	SCC-I208	972.578.5513
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Child Development

Elaine Boski-Wilkinson	SCC-B132	972.881.5967
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Computer-Aided Drafting and Design

Warner Richeson	PRC-H114	972.377.1689
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Computer Information Systems**Computer Programming**

Bill Slater	SCC-J126	972.881.5976
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Computer Networking Technology

Wayne Jones	PRC-H230A	972.377.1676
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Dental Hygiene

Joanne Fletcher	CPC-A121	972.548.6535
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Dietary Management

Karen Musa	PRC-F112	972.377.1672
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E-Business Media**Electronic Engineering Technology**

Wayne Jones	PRC-H230A	972.377.1676
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Electronic Technology

Wayne Jones	PRC-H230A	972.377.1676
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Emergency Medical Services Professions

Robert Sherard	CPC-E307	972.548.6848
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Fire Science

Pat McAuliff	CPC-A206	972.548.6837
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Hotel/Restaurant Management

Karen Musa	PRC-F112	972.377.1672
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Interior and Architectural Design

Warner Richeson	PRC H114	972.377.1689
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Interpreter Preparation Program/Deaf

Henry Whalen SCC-B135972.881.5152
 (TTY) 972.881.5138

Management Development

Russell Kunz PRC-H230C972.377.1702

Marketing

Russell Kunz PRC-H230C972.377.1702

Music, Commercial

Brian Allison SCC-B182972.881.5813

Nursing

Nell Ard CPC-E310972.548.6883

Office Systems Technology

Mary Jane Tobaben SCC-J116972.881.5170

Paralegal/Legal Assistant

Peter Dawson SCC-K227972.516.5031

Real Estate

Mary Milford CYC-B325972.985.3709

Respiratory Care

David Gibson CPC-E306972.548.6870

Semiconductor Manufacturing Technology

Wayne Jones PRC-H230A972.377.1676

Telecommunications Technology

Wayne Jones PRC-H230A972.377.1676

NON-TRANSFERABLE AREAS**Academic and Personal Enhancement**

Linda Qualia SCC-K105972.881.5779

Developmental Mathematics

Eugene Foley SCC-J240972.881.5954

Developmental Reading

Marilyn Rice CPC-A308972.548.6578

Developmental Writing

Myrtle Hightower SCC-H220972.516.5042

English as a Second Language (ESL)

Donald Weasenforth SCC-I207972.881.5970

■ ACADEMIC DIVISION OFFICES

BUSINESS AND COMPUTER SCIENCE

(Dean, Bill Blitt)

CPC: B305, 972.548.6830

PRC: H245, 972.377.1731

SCC: J122, 972.881.5846

8 a.m. – 5 p.m. Monday – Friday

- Accounting
- Business Administration
- Business Law
- Computer Information Systems
- Computer Programming
- Computer Science
- E-Business Media
- Economics
- Hotel/Restaurant Management
- Management Development
- Marketing
- Medical Transcription
- Office Systems Technology
- Paralegal/Legal Assistant
- Pre-Law
- Real Estate

COMMUNICATIONS AND HUMANITIES

(Dean, Thomas Chesney, Ph.D.)

(Associate Dean, Shirley McBride)

CPC: B305, 972.548.6830

PRC: F210, 972.377.1585

SCC: B189, 972.881.5810

8 a.m. – 5 p.m. Monday – Friday

- American Sign Language
- Communications
- English
- Foreign Languages
Chinese, Italian, Japanese, Russian, French,
German and Spanish
- Humanities
- Interpreter Preparation Program/Deaf
- Philosophy
- Speech Communication

DEVELOPMENTAL EDUCATION

(Dean, Juanita Austin)

CPC: B336, 972.548.6894

PRC: F210, 972.377.1643

SCC: K104, 972.881.5720

8 a.m. – 5 p.m. Monday – Friday

- Developmental Mathematics
- Developmental Reading
- Developmental Writing
- English as a Second Language (ESL)
- Non-course Based TASP Development

EDUCATION

(Director, Brenda Kihl)

CCCCD@Allen, 972.377.1060

8 a.m. – 5 p.m. Monday – Friday

- Child Development
- Early Childhood-Grade 4 Certification
- Grades 4-8 Certification
- Grades 8-12 Certification

ENGINEERING TECHNOLOGY

(Dean, Ann Beheler)

PRC: H210, 972.377.1715

8 a.m. – 5 p.m. Monday – Friday

- Cisco Systems Networking Academy
- Computer-Aided Drafting and Design
- Computer Networking Technology
- Electronic Engineering Technology
- Electro-Optical Engineering
- Electronic Technology
- Engineering
- Engineering Technology
- Interior and Architectural Design
- Microsoft Certification Programs
- Pre-Architecture
- Security Technology
- Semiconductor Manufacturing Technology
- Telecommunications Technology

FINE ARTS

(Interim Dean, Gaye Cooksey)

CPC: B305, 972.548.6830

PRC: 972.377.1507

SCC: A177, 972.881.5107

8 a.m. – 5 p.m. Monday – Friday

- Applied Graphic Design Technology
- Art
- Commercial Music
- Dance
- Music
- Photography
- Theatre

MATHEMATICS AND NATURAL SCIENCES

(Dean, Cameron Neal, Ph.D.)

CPC: B305, 972.548.6830

PRC: F210, 972.377.1585

SCC: F134, 972.881.5880

8 a.m. – 5 p.m. Monday – Friday

- Biology
- Biotechnology
- Chemistry
- Environmental Science
- Geology
- Mathematics
- Physics
- Pre-Chiropractic
- Pre-Dental
- Pre-Medicine
- Pre-Pharmacy
- Pre-Veterinary Medicine

PHYSICAL EDUCATION, ATHLETICS, AND WELLNESS

(Associate Dean/Athletic Director, Susan Evans)

CPC: E123, 972.548.6891

PRC: A109, 972.377.1752

SCC: A218 Physical Education – 972.881.5925

A218 Athletics – 972.881.5888

8 a.m. – 5 p.m. Monday – Friday

- Athletics
- Physical Education
- Wellness

SOCIAL SCIENCES, HEALTH AND PUBLIC SERVICES

(Dean, Gary Hodge)

CPC: E302, 972.548.6677

PRC: F210, 972.377.1585

SCC: B240, 972.881.5800

8 a.m. – 5 p.m. Monday – Friday

- Anthropology
- Criminal Justice
- Dental Hygiene
- Emergency Medical Services
- Fire Science
- Geography
- Government
- Health Science
- History
- Nursing
- Psychology
- Respiratory Care
- Service-Learning
- Social Work
- Sociology

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Workshops featuring the teaching/learning process, computer skills, interpersonal relationships, diversity, and personal development are offered each semester and are open to all full-time and associate faculty. All full-time and associate faculty are encouraged to participate in these workshops. Division/department meetings, All-College meetings, and college-sponsored activities are open to all full-time and associate faculty. Brochures on these activities are distributed to division offices and to the associate faculty offices on all campuses.

Professional development funds are available to fulltime faculty through the Council on Excellence. Associate faculty are encouraged to attend the annual Texas Community College Teachers' Association (TCCTA) convention, and the college covers the registration fee. Limited staff development funds are available to associate faculty to develop innovative academic professional projects. For more information call the appropriate division dean.

FACULTY SENATE

The CCCC Faculty Senate is an elected body representing the college's full-time faculty and instructional associates. The faculty of each division elects members to the Senate. The number of Senate members per division is proportionate to the number of faculty. Members serve two-year terms.

The Senate speaks for the faculty on academic matters and fosters and protects academic freedom and the community of scholars. The Senate represents the faculty's interests, serves as an advocate on their behalf, promotes their professional wellbeing, and facilitates effective communication on critical issues.

FITNESS CENTER

Fitness facilities at Central Park, Preston Ridge, and Spring Creek Campuses are available free of charge for students, faculty, and staff who show their CCCC ID card.

Faculty and staff are welcome to use various activity areas of the Fitness Center and outdoor facilities during college hours when there are no formal activities scheduled, such as physical education classes, intercollegiate competition and/or practices, and special college-sponsored events. A daily schedule is posted at the Fitness Center desk.

Spring Creek Campus

- Gymnasium—basketball courts, volleyball courts, badminton courts, jogging/walking track
- Racquetball Courts (4)
- Dance Studio
- Weight Training Room
- Locker Room
- Training Rooms
- Lighted Tennis Courts (12)
- Baseball Field
- Aquatic Center (Use of Oak Point Center 8:00-6:00 p.m. Monday-Friday)

Central Park Campus

- Weight Training Room
- Dance Studio
- Racquetball Courts (3)
- Locker Rooms

Preston Ridge Campus

- Gymnasium
- Dance Studio
- Weight Training Room
- Natatorium
- Indoor Archery/Golf Range
- Velodrome
- Locker Rooms

FITNESS CENTER PROCEDURES

1. Lockers: Spring Creek Campus lockers are assigned by PHED office staff in the Men's and Women's Staff Locker Rooms. Central Park Campus and Preston Ridge Campus lockers are not assigned, and locks may not be left on the lockers overnight.
2. Equipment: Equipment will be issued to faculty and staff with a faculty ID card at the Fitness Center desk. The recipient is responsible for the condition and return of all issued equipment. All equipment items must be returned on the same day that they are issued.
3. Reservations: One-day advanced reservations are permitted at the Fitness Center desk, which will assure availability of tennis and racquetball courts. Reservations may be made in person or by calling CPC at 972.548.6892, PRC at 972.377.1752, or SCC at

972.881.5848. Weekend reservations must be made prior to 6 p.m. Friday. Weekday sign-in sheets will be available at the Fitness Center desk at 8:00 a.m. daily.

4. Guests: Immediate family members (17 years and older) of faculty and staff are welcome to use the facilities free of charge.
5. Gym Attire: Street clothes are prohibited. T-shirts and gym shorts or sweats and proper footwear are required. No black-soled waffle trainers will be allowed in the gym, dance studio, or racquetball courts.
6. All faculty and staff exercise at their own risk and must comply with decisions made by building supervisors.

A Membership Waiver Form must be completed and be on file, prior to CCCC employees and family members using the fitness facilities. The form is accessible from the CCCC Intranet, under Human Resources, Forms, and Membership Waiver Form. Complete and sign the form and return it to the fitness facility of your choice.

ABOUT TEACHING AND LEARNING

ABOUT YOUR STUDENTS

Today, many of our community college students are non-traditional students. “Non-traditional” refers to students who are not in the range of 18-24 years of age. These adult students view themselves as consumers of a product. They expect well-planned sessions with prepared goals and objectives. A few characteristics to be recognized in today’s students include:

- 1. They are more self-directed than their earlier counterparts. In other words, they generally know what they want and where they are going....*

2. They are highly demanding as consumers. They feel that they are paying for their education and are entitled to a good product.
3. They often come to the classroom with rich life and educational experiences. Many have read extensively and often have interesting employment and travel experiences they may wish to share.
4. They expect to be treated as adults. They want to be treated as equals and not as students or children.
5. They want to see relevance and immediate application; relevance for today's student, unlike the 1960s, is relevance toward achieving a goal or a career rather than social change.

Although students are more demanding, they can be interesting, more challenging, and contribute to a happy, optimistic learning experience if given the appropriate opportunity. (Grieve, 1991)

There is no such thing as a "typical" college student. Each student is different. Students come from different backgrounds, have different personalities, have different goals, have different expectations, and respond to different stimuli. The college professor must learn to recognize differences among students and respect those differences for what they really are—differences among human beings.

While we are talking about students, here are some areas worthy of note.

RESPECT FOR STUDENTS

One of CCCCD's core values states, "we have a passion for dignity and respect." Community colleges are places where diverse people gather together. The diversity of our students runs the gamut from language and religion to ability and intelligence to race, social class, and age. Classrooms are public places where people from numerous private worlds are brought together, where private perspectives and personal values are brought face-to-face with learning about a particular subject. The challenge for the college instructor is to build a climate where all students are comfortable learning. To build this climate the faculty member must show consideration for all students and provide equal opportunity for learning success. As an institution we do not tolerate students verbally attacking one another due to race, ethnicity, gender, disability, age, national origin, and/or religion. If this happens in your classroom, you should immediately intervene, stop the discussion, and explain why this behavior is unacceptable. If the problem persists, you may refer the student to the Dean of Students Office. Likewise, it is inappropriate for a faculty

member to make derogatory comments regarding a person or group of people due to race, ethnicity, color, gender, disability, age, and/or religion. The college will investigate all such behavior and take disciplinary action as needed.

We, at CCCCD, believe that the opportunity to attend college should be available to anyone regardless of race, color, gender, religion, national origin, age, or disability.

ENGAGED CAMPUS

Collin County Community College District has made a commitment to be an "engaged campus," with the vision of enhancing student learning through practices promoting democratic values and community building. The American Association of Higher Education in 1995 called for colleges and universities in the United States to take up the challenge of modeling and teaching civic responsibility and citizenship to all students. The core values of Collin County Community College District include "service and involvement." It is important that all college employees practice this value and that it is incorporated into the learning which takes place in all courses offered at the college. A critical element of becoming an educated citizen is to practice civic responsibility and citizenship through voting and serving the overall community in efforts aimed at enhancing the quality of life in our society.

CENTER FOR ADVANCED STUDY OF MATHEMATICS AND NATURAL SCIENCES (CASMNS)

The center has established a preferred curriculum for students preparing to enter professions in science or mathematics that require an extensive and advanced academic background in these areas. Based at the Spring Creek Campus, the new center includes advanced courses in biology, chemistry, physics, and calculus. These courses are noted in the College Catalog course descriptions and the fall and spring Schedule of Classes. Participation in the CASMNS will better prepare students for medical school, dental school, veterinary school, engineering, and other professional study. Students with at least a 3.0 GPA are eligible to enroll in CASMNS. Students intending graduate study in the included disciplines would greatly benefit from the CASMNS courses. Upon completion of 18 or more credit hours in the designated curriculum, the student will receive special recognition and will have a notation made on their official CCCCD transcript. For more information please contact Dr. Nelson Rich the CASMNS Director at 972.881.5874, at nrnich@cccd.edu, or the Mathematics and Natural Sciences Office at 972.881.5880.

EMERGING SCHOLARS

The Emerging Scholar Program recognizes committed and talented students for academic and personal achievement in a particular discipline. Professors nominate academically excellent students in their field who also represent the college's core values of integrity, creativity, dignity and respect. Emerging Scholars receive recognition by the college district and have been the recipients of prestigious university scholarships such as the Redman Scholarship at the University of Texas at Dallas.

THE HONORS INSTITUTE

The Honors Institute offers intellectually gifted and highly motivated students challenging core courses characterized by rigorous academic standards. Designed for small class settings, such courses are reading, writing, and discussion intensive. Honors courses create a community of motivated learners inside and outside the classroom by providing numerous opportunities for interaction between honors students and honors faculty.

The Honors Institute's reputation for academic excellence is derived from the quality of high-caliber students who participate. Students may take Honors Institute classes if they have a cumulative grade point average of 3.5 or better.

The Honors Institute faculty challenge their students to academic achievement by example. Individually, members of the honors faculty have published works in a number of scholarly journals or books as well as regularly presented papers at national and international academic conferences. Members of the honors faculty have earned such prestigious honors as the Rockefeller Grant, a Fulbright Grant, two national Endowment for the Humanities Grants, numerous citations in *Who's Who in College Teaching*, division Outstanding Faculty Member of the Year Awards, and Piper Professor nominations. Honors faculty have carried out field research or served as visiting professors in Australia, Kazakhstan, Madagascar, Thailand and Turkey, as well as in various countries in North, Central and South America.

To teach classes in the Honors Institute, faculty members submit course proposals to the Honors Council for review. The proposal forms may be obtained by calling 972.881.5803, 972.881.5808, or 972.881.5834.

LEARNING COMMUNITIES

A Learning Community is an innovative and exciting way to learn. At Collin County Community College District, we've integrated classes around an interdisciplinary theme or central question. This represents an intentional restructuring of student's time, credit, and learning experiences to foster more

explicit intellectual connections between students, between students and their faculty, and between disciplines. The course is offered in a block of time equivalent to that of two or more classes, with each faculty member present for the entire time. Students receive academic credit for each class. Learning Communities create opportunities for community building among faculty, overcoming the isolation imposed by discipline-bound structures. They facilitate new relationships among faculty, supporting and sustaining each other in collaborative learning. Faculty members also have an opportunity to work more closely with students in an academic setting.

Instructional techniques developed in Learning Communities at CCCCD have been utilized in other courses as well. These include collaborative learning projects, expanded use of the Internet, development of new research assignments, and improved delivery of the course content by the students and instructors. Examples of past Learning Communities at CCCCD include: "Rhetoric and the Republic" (combining ENGL 1301 and HIST 1302), "Exploring America's Communities Through the Internet" (combining GOVT 2301 and SOCI 1301), "Visual Anthropology: Photographing Cultural Diversity" (combining ANTH 2346 and ARTS 2356), "The City as Text: Prague, Czech Republic" (combining ENGL 2372 and HUMA 1302), "Crime and Punishment" (combining ENGL 1301 and SOCI 1301), "Political Fitness" (combining GOVT 2301 and PHED 1238), "Cybersociety" (combining SOCI 1301 and COSC 1300), "Editorial Imaging for Magazines" (combining ARTC 2305 and ARTS 2356), "The Road to the White House" (combining ENGL 1301, HIST 1301, and GOVT 2301), "The Politics of Liberation: Civil Rights, Civil Liberties, and Multiculturalism into the 21st Century" (combining GOVT 2302, HIST 1302, and SOCI 1301) "Sensational Trials in Modern American History: Lindbergh, O.J., and More" (combining HIST 1302 and CRIJ 1301), "Bad Boys, Bad Girls, What You Gonna Do: The Politics of Crime & Deviance in Society" (combining GOVT 2302 and SOCI 1306), "Fit Mind, Fit Body" (combining PSYC 2301 and PHED 1338), and "Human Rights: Can We Progress Beyond the Past?" (combining GOVT 2302, HIST 1302, and SOCI 1306). For information about Learning Communities, please contact Tracey Elliott at 972.377.1662.

SERVICE-LEARNING

The Service-Learning Program at Collin County Community College District continues an innovative trend in experiential learning that has grown dramatically in institutions of higher education across the country, especially in the last decade. Service-learning is a teaching method which integrates community service with academic instruction as it

focuses on critical, reflective thinking and civic responsibility. Service-learning involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. Involvement in service-learning at CCCCD is elective for both faculty and students, generally following a discipline-based model of service-learning, where students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding (Heffernan, 2001).

Faculty benefits include:

- increased ability to provide field experience to students, to enhance the application of course content
- increased access to a new teaching tool that both applies and extends what is taught in the classroom
- increased connection to both students and their community, as interaction increases as a result of participation
- increased opportunities for student-based instruction, as students integrate service-learning experiences into class discussions and/or presentations
- increased insight into how their discipline's theory and research are being applied currently in a variety of settings
- increased satisfaction in knowing that they can provide avenues of experience which offer a more well rounded education to their students
- increased insight into current applications of academic discipline
- increased satisfaction in knowing that in the process of contributing to their students' educational experience, they are contributing to the quality of their community, via their students and via the people served by community agencies.

Student benefits include:

- increased hands-on application of theory, research and principles of the discipline studied
- increased ability to check out personal suitability of possible career paths
- increased opportunities for interpersonal and communication skills development
- increased self-confidence as they learn that their skills and contributions are valued and appreciated
- increased understanding of how the discipline studied functions outside the classroom

- increased civic involvement, personal responsibility and pride
- increased ability to gain career experience and pursue networking opportunities in their field
- increased mastery of subject through integration of theory, application and direct experience
- increased satisfaction in knowing that they are making positive contributions to their community.

The Futures Assembly with the National Bellwether Award honored CCCCD's Service-Learning Program, along with CCCCD's Learning Communities Program, in 2001 for best instructional program among community colleges in the United States. In 2000, the college received the 2000 Service-Learning Collaboration Award by the Campus Compact National Center for Community College. And in 2003, National Campus Compact identified the college as having demonstrated "exemplary practices related to civic engagement." For more information, please contact Regina Hughes, Coordinator of Service-Learning at 972.548.6739.

STUDENT LEADERSHIP ACADEMY (SLA)

POTENTIAL — "The possibility, capability, and capacity for growth" captures the spirit of the Student Leadership Academy (SLA). The academy is a nine-month course (SPCH 2333) designed to promote leadership practices that foster teamwork and integrity in personal and professional development through scholarship and service.

The academy will consist of ten meetings over two semesters. Class meetings will rotate between the Courtyard Center and the Central Park, Preston Ridge, and Spring Creek campuses. The SLA will meet one Friday afternoon a month and one Saturday morning.

Topics to be studied include: Communication/Leadership Styles, Leading Through Diversity, Visioning and Strategic Planning, Relationship Building and Group Dynamics, Wellness and Stress Management, and Problem Solving and Decision-making. In addition, students will develop cumulative portfolios, deliver presentations, and work in teams. Guest speakers from business, industry, and academia will share their leadership experiences and the qualities they seek in potential leaders.

Students that have at least a 2.5 GPA, six completed credit hours, and a desire to work hard and explore their leadership potential are invited to fill out an application. A commitment to complete the nine-month academic year SLA program is required. For more information, please call 972.377.1749.

■ PEDAGOGICAL TECHNIQUES

While many faculty regard lectures as the most effective use of time, almost every publication on effective teaching suggests varying instructional methods and techniques. Just as students have different styles of learning, faculty members have different styles of teaching. It is important for a teacher to recognize his or her own teaching style and adapt teaching methods and strategies to enhance learning. Students' long-term retention improves with active learning teaching strategies. Some of the various pedagogical methods commonly used by teachers include:

cooperative learning	discussions
reaction papers	carefully designed projects
small group work	student panels or reports
videos and laser disks	case studies
field trips	computer-assisted instruction
role playing	guest lecturers
periodicals/newspapers	laboratory projects
research projects	demonstrations
debates	handouts
simulations	concept mapping
designing test questions	research

ACTIVE LEARNING

Active learning considers individual learning styles and cooperative learning. The concept connotes an array of learning situations in and out of the classroom in which students enjoy "hands-on" and "minds-on" experiences. Students learn through active participation in simulations, demonstrations, discussions, debates, games, problem solving, experiments, writing exercises, and interactive lectures.

Active participation by students is a key component of active learning, but other features must be present as well. Active learning should involve the entire class. As an example, demonstrations that involve a few students may be active learning for those students doing the activity, but not for the class as a whole. Active learning requires that all students have the opportunity for the complete experience. Active learning is most effective when students understand the relevance of the exercise to the subject matter at hand, to other course content, or to events in the students' everyday lives. Such activities should be flexible enough to encourage student-initiated learning.

Active learning stimulates learning at higher cognitive levels. These methods require students not only to know and comprehend, but also to apply, to analyze, to synthesize, and to

evaluate. Active learning methods vary in the time they require both in class and out of class. An instructor can design short activities for a few minutes of class time or design an entire course with active learning as the sole learning practice. Active learning exercises involve feedback (but not necessarily graded feedback) to the students. Such feedback can come from the instructor or from other students in the class, but it should be planned into the activity, ideally at the time of or soon after the learning experience. Out-of-class activities should involve feedback in a subsequent class.

Some classroom techniques used in active learning include focused listening, memory matrices, background knowledge probes, directed paraphrasing, documented problem-set solutions, dialectical notes, analytic memos, one-sentence summaries, concept maps, dual-viewpoint skills portraits, student-teacher electronic email messages, one-minute papers, and micro-themes. Tom D'Angelo and Pat Cross have provided seminal work in this area of teaching and learning.

COOPERATIVE LEARNING

Today's interdependent society, especially within the work environment, demands that students learn to function in teams and develop good social skills as a part of their higher education experience. Cooperative learning is a learning pedagogy that facilitates this need and serves as an excellent model of active learning.

Cooperative learning in the classroom is a structured, systematic learning strategy that involves members of small groups working together productively to achieve a mutual goal. These groups must be carefully structured to include positive interdependence, individual accountability, group processing, social skills, and proactive or face-to-face interaction.

Three major strategies for structuring cooperative learning experiences are formal groups for specific projects, informal groups for brief in-class exchanges, and long-term base groups for support and accountability. In the cooperative approach, each member of the learning team is responsible for the learning of the team as a whole. The teacher's role in cooperative learning is to facilitate the team experience by forming the groups, teaching the basic concepts, designing the learning activity and environment, monitoring the groups and intervening to provide assistance, and evaluating the groups' interactions. Assessing group effectiveness and providing feedback to group members are essential for this learning process.

Cooperative learning should begin slowly with about one project a week and use small groups of three to five students. Faculty must give clear expected behavior, use short period of time at first, such as fifteen to twenty minutes, teach

teamwork, and give feedback. Keeping track of individual contributions and staying on task until the work is complete are integral to cooperative learning. Each member of the group has an assigned role, so that all students participate. Strategies include pair readings, bookend approaches to a lecture, a jigsaw procedure of practice pairs, preparation pairs, and cooperative groups. The work of David Johnson and Roger Johnston at the University of Minnesota pioneered this pedagogy.

Research shows that cooperative learning experiences can promote higher academic achievement, positive relationships among students, and healthy psychological adjustment to college. Cooperative learning is an excellent umbrella for other learning strategies, such as individualistic and competitive. When properly used, cooperative learning should be a rewarding experience for students and faculty.

■ DOCUMENTATION AND ASSESSMENT OF LEARNING OUTCOMES

The Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), Collin County Community College District (CCCCD) and effective pedagogical practice demand that student learning outcomes be assessed in each course and that the results of the assessments be used not only to grade students, but to evaluate and improve the quality of instruction in the classroom.

For a college or university to maintain institutional accreditation, SACS' "Principles of Accreditation" require it to (1) "identify expected outcomes for its educational programs" and (2) demonstrate "that each educational program for which academic credit is awarded . . . establishes and evaluates program and learning outcomes." (page 11) These statements make clear that faculty members must:

- Clearly define expected learning outcomes for students in their own courses,
- Clearly define expected learning outcomes for their instructional programs as whole entities, and
- Develop assessments requiring students to demonstrate that they have attained the expected course and program learning outcomes.

Furthermore, assessments in core courses must demonstrate that students in those courses have attained the associated core competencies and learning objectives mandated by the THECB and CCCCCD. All expected learning outcomes as well as methods used to assess learning outcomes must clearly be documented in each course syllabus.

Based on results of their assessments of student learning outcomes, faculty members must document that they regularly evaluate learning outcomes in their courses. They must also document that their teaching and assessment methods address the current needs of students, transfer institutions, and the job market, as well as contemporary knowledge and skills within faculty members' own disciplines.

In addition to helping CCCCCD meet the demands summarized in the first paragraph of this section, faculty members will find that this documentation, if consistently and conscientiously prepared, provides excellent support for their own applications for contract renewal. The Institutional Research Office is a resource for faculty and instructional administrators who desire assistance in these activities.

■ PEDAGOGICAL USES OF TECHNOLOGY

Kenneth Green, in the 2000 National Survey of Information Technology in Higher Education, discovered that more college courses are using technology resources. Three-fifths (59.3 percent) of all college courses make use of electronic mail, up from 20.1 percent in 1995. The percentage of courses with Web resources in the syllabus rose from 10.9 percent in 1995 to 42.7 percent in 2000. Nearly one-third (30.7 percent) of all college courses have a Web page, compared to 9.2 percent in 1996.

There has been a dramatic increase in the percentage of students who own computers. Compared to 58.6 percent of all students owning computers in 2000, 71.5 percent of all students owned computers in 2001. In the past five years, The Claremont Graduate School's Campus Computing Project survey found that respondents across all sectors of higher education identified "assisting faculty integrate technology into instruction" as the single most important IT issue confronting their campuses "over the next two or three years."

In 2001-2002, 93 CCCCCD professors had web sites used for teaching. Fifty-three online courses were offered spring semester 2002 by a total of 45 professors. Half of the professors teaching online used the course management system WebCT. Fifteen hundred and three students enrolled in distance-learning classes in spring 2002, up 92.2 percent from the 782 students enrolled during spring 2001. In spring semester 2002, distance-learning students accounted for 128,528 contact hours, or 5.2 percent of the district's total enrollment.

Kozma and Johnston (1991) conceptualized ways in which instructional technology can support learning: enabling active

engagement in construction of knowledge, making available real-world situations, providing representations in multiple modalities (e.g., 3-D, auditory, graphic, text), drilling students on basic concepts to reach mastery, facilitating collaborative activity among students, seeing interconnections among concepts through hyperlinks, learning to use the tools of scholarship, and simulating laboratory work.

For assistance in preparing web sites, CDs, and multimedia presentations; contact The Teaching/Learning Center in D133 at the Spring Creek Campus or contact Francis Choy at 972.881.510, fchoy@ccccd.edu, or Barry Wagner at 972.881.5862, bwagner@ccccd.edu. For information in developing broadcast courses, live interactive courses, and instructional video; please contact Hector DeLuna at 972.881.5828 or hdeluna@ccccd.edu.

■ THE TEACHING/LEARNING CENTER

The mission of the Teaching/Learning Center (TLC) is to serve as a source of support for Collin County Community College District professors who wish to enhance their ability to increase student learning. We hope to assist CCCC faculty by achieving three goals:

1. Establish a venue whereby professors may communicate with their peers about their experiences with new ways of teaching.
2. Provide access to current instructional technologies and assist in their implementation.
3. Communicate the latest research regarding the theory and practice of education.

The TLC is located in room D133 at the Spring Creek Campus. Call 972.881.5105 or drop by from 9:00 a.m.-5:00 p.m. during weekdays. You may create an online course or a web site to supplement your classroom teaching by using the course management system WebCT or by using FrontPage, Dreamweaver, HTML, or other means. Please visit the TLC web site <http://iws2.ccccd.edu/tlc/index.asp>.

WEBCT

If you choose WebCT, please request a blank WebCT course by going to: <http://ftp.ccccd.edu/webforms/formwebctrequest.htm>. Contact the staff of the Teaching/Learning Center to get advice and assistance. You may wish to visit the TLC's online WebCT tutorials at <http://iws2.ccccd.edu/tlc/WebCT/index.asp>. These instructions, which include video clips, text, screen captures, and audio tutorials, can be burned to a CD at your request.

FRONTPAGE, DREAMWEAVER, HTML

If you choose to create an instructional web site or online course independently of WebCT, request a web site by going to <http://ftp.ccccd.edu/webforms/formwebsiterequest.htm>. Please contact the staff of the Teaching/Learning Center to get advice and assistance.

MULTIMEDIA CDS

A CD-ROM is inexpensive and can hold 650 MB of images, text, video, animation, or audio. CDs allow you to distribute information without the slow download times associated with modems and the Internet. If you want to distribute CDs to your students or to participants at a conference, multiple copies of your CD can be burned.

DIGITAL VIDEO

You may want to create videos to put on to a CD or a web site in order to appeal to visual learners. Demonstrations of technique, orientations, dramatic examples, and other video displays of information can be useful. Analog videotapes can be quickly digitized.

DIGITAL AUDIO

Audio materials such as lectures, debates, speeches, or music clips can be put on CDs so students can listen to them at home or in their cars. Some students are auditory learners and can benefit from hearing a lecture repeatedly.

FACULTY MENTORS

The Teaching/Learning Center can put you in touch with other CCCC professors who are successfully using instructional technology. You may find their experiences beneficial.

MULTIMEDIA

Multimedia materials can enhance classroom presentations. The effectiveness of websites, videotapes, slides, or PowerPoint presentations depends, to a large extent, on the way they are used. Here are a few helpful hints:

1. Before showing a PowerPoint presentation, video, slide, or segment of a video, consider your objective in showing the material.
2. Preview before you show any multimedia material in class!
3. Integrate the multimedia material into other activities during the class session.
4. Watching a video or PowerPoint presentation does not involve students any more than a lecture. Have students discuss, write, or break into small groups to analyze the material.

If you are designing a website or a computer-based multimedia or PowerPoint presentation:

1. Plan the content around the purpose for and audience of the presentation with specific learning objectives in mind.
2. Remember the basic design elements: keep it simple, use consistent backgrounds, color scheme, and font transitions; keep text brief with only essential words in large font size; and don't have more than four or five lines per screen.
3. Do not use too many animations or too many special effects. Save these for special explanations or emphasis (Emerson, 1994).

GOOD TEACHING PRACTICES

- Discuss points of view other than your own
- Discuss recent developments
- Summarize major points
- Identify what you consider important
- Present origins of ideas and concepts
- Give references to more interesting and involved points
- Present facts and concepts in related fields
- Have interest and concern about the quality of their teaching
- Are enthusiastic about the subject

CLASSROOM PRACTICES

- Give lectures that are easy to outline
- Encourage class discussion
- Invite criticism of your own ideas
- Know if the class is understanding you
- Give lectures that are easy to take notes in
- Be careful and precise in answering questions
- Summarize major points
- State objectives for each class session
- Identify what they consider important
- Encourage class discussion
- Clarify thinking by identifying reasons for questions
- Invite criticism of their own ideas
- Know if the class is understanding
- Have a sense of humor

STUDENT PARTICIPATION

- Invite students to share their knowledge and experiences
- Have students apply concepts
- Be accessible outside of class
- Give exams demonstrating student understanding
- Keep students informed of their progress
- Invite students to share their knowledge and experiences

- Know when students are bored or confused
- Have students apply concepts to demonstrate understanding
- Relate to and respect students as individuals

Sources -U. C. Berkeley sites:

<http://teaching.berkeley.edu/bgd/teaching.html>

<http://teaching.berkeley.edu/compendium/>

“Seven Principles for Good Practice in Undergraduate Education.”

- Encourage Contacts Between Students and Faculty
- Develop Reciprocity and Cooperation Among Students
- Use Active Learning Techniques
- Give Prompt Feedback
- Emphasize Time on Task
- Communicate High Expectations
- Respect Diverse Talents and Ways of Learning

Source:

American Association of Higher Education Bulletin, March 1987 Art Chickering and Zelda Gamson.

ELECTRONIC COMMUNICATION

Electronic communication, for this purpose, refers specifically to e-mail, electronic conferencing, electronic forums, and informal chat rooms. Some pedagogical enhancements to learning include:

1. Electronic communication is student-centered. Students are the active users of the technology. They construct what is said and actively synthesize the course material.
2. Electronic communication is student-controlled. Students decide when and where they interact with the course material and each other. This allows them to work when they work best and have the most time to devote to their work. Students are also in control of how much time they spend using it and when they make their communication public. This is particularly important with electronic conferencing, in that more reflective, introverted students can take as much time as they need to prepare what they want to say and post it when they are comfortable with what they have said. Since conversation is no longer in real time, the quick and assertive no longer dominate. This levels the playing field for individuals whose voices may not be heard in the traditional classroom discussion.
3. Electronic communication facilitates classroom assessment—monitoring an electronic conference gives invaluable feedback on what students are thinking about the subject matter, where they are having difficulty understanding key concepts and so on. Also, having students e-mail pre-class writing assignments a few hours before class meetings allows the instructor to go into

class knowing what students understand well and where more work is needed.

4. Electronic communication allows the instructor to structure when and how students interact with course material outside class. An electronic conference assignment between class meetings (particularly valuable with classes that meet infrequently) can ask students to make a posting one day, then respond to everyone else's postings the following day. Having students e-mail assignments a few hours before class not only assures that they are prepared, but that they have had a chance to let their ideas incubate before they arrive.

For assistance in preparing PC multimedia presentations, contact the graduate students at the Teaching/Learning Center in D133 at Spring Creek Campus; call 972.881.5105, or e-mail tlc@ccccd.edu.

■ TEACHING AND LEARNING PUBLICATIONS IN THE LEARNING RESOURCES CENTER

In addition to periodicals used in college teaching of specific subjects, the LRCs offer the following teaching publications:

Amada, Gerald. *Coping with Misconduct in the College Classroom*. Ashville, N.C.: College Administration Publications, 1999.

Bartalome, Lilia. *Misteaching of Academic Discourses: The Politics of Language in the Classroom*. Boulder Colo.: Westview Press, 1998.

Brinkley, Alan. *Chicago Handbook for Teachers: A Practical Guide to the College Classroom*. Chicago: University of Chicago, 1999.

Bowe, Frank. *Universal Design in Education: Teaching Nontraditional Students*. Westport, Conn.: Bergin Garvey, 2000.

Dilg, Mary. *Race and Culture in the Classroom: Teaching and Learning Through Multicultural Education*. New York: Teachers College Press, 1999.

Ferro, Frank. *How to Use the Library: A Reference and Assignment Guide for Students*. Westport, Conn.: Greenwood Press, 1998.

Forsyth, Ian. *Teaching and Learning Materials and the Internet*. London: Kogan Page, 1998.

Horton, Sarah. *Web Teaching Guide: A Practical Approach to Creating Web Sites*. New Haven, Conn.: Yale University Press, 2000.

Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media. Upper Saddle River, NJ: Merrill, 2000

Katz, Richard. *Dancing With The Devil: Information Technology and the New Competition in Higher Education*. San Francisco: Jossey-Bass, 1999.

Keating, Anne. *The Wired Professor: A Guide to Incorporating the World Wide Web in College Instruction*. New York: NYU Press, 1999.

Maier, Pat. *Integrating Technology in Learning & Teaching: A Practical Guide for Educators*. London: Kogan Page, 2000.

Menges, Robert. *Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support*. San Francisco: Jossey-Bass, 1999.

Morrison, Gary R. *Designing Effective Instruction*. New York: John Wiley, 2001.

Palloff, Rena M. *Lessons from the Cyberspace Classroom: The Realities of On-line Teaching*. San Francisco: Jossey-Bass, 2001.

Quinnan, Timothy. *Adult Students "At-Risk": Culture Bias in Higher Education*. Westport, Conn.: Bergin Garvey, 1997.

Sandler, Bernice. *Sexual Harassment on Campus: A Guide for Administrators, Faculty, and Students*. Boston: Allyn and Bacon, 1997.

Shade, Barbara J. *Creating Culturally Responsive Classrooms*. Washington, DC: American Psychological Association, 1997.

GENERAL INFORMATION

ASSOCIATE FACULTY OFFICE SERVICES

An Associate Faculty Office has been established on each campus to provide a work/service area for associate faculty. Associate faculty has access to computers, printers, telephones, and fax machines. The SCC Associate Faculty Offices also have TTY machines. The following services are available through each associate faculty office:

MAIL SERVICES

Incoming mail and messages will be placed in individual mailboxes in the Associate Faculty Office according to division, while incoming packages can be picked up at the secretary's desk. A box for outgoing mail is provided in the secretary's office.

SUPPORT SERVICES

The Associate Faculty Offices are staffed with support personnel who will accommodate typing requests for classroom materials upon completion of the appropriate request form(s). Please allow two days for any typing services. Walk-up copier use is available at designated copiers at CPC, PRC, and SCC; however, you can take advantage of the copier services through the Associate Faculty Office. A Copy Request Form is necessary for any copying order carried out by support personnel and/or the Reprographics Center at SCC. Copy Request Forms can be obtained in Associate Faculty Offices, from division offices, and from the Reprographics Center.

REPROGRAPHICS CENTER SERVICES (SCC ONLY)

Upon receipt of the appropriate form(s), the Reprographics Center can accommodate large or complex copy orders. Consult the Reprographics Center regarding number of days notice required to complete a request.

SUPPLIES

Many supplies are available upon request such as chalk, pencils, pens, whiteboard markers, high-lighters, paper, folders, etc.; however, the Associate Faculty Office does not supply transparencies or overhead pens. Contact your division office for transparencies or other supplies not listed.

HOURS OF OPERATION

Associate Faculty Offices are open daily. For specific times, see page 59.

FACULTY COMPUTING ACCESS

Associate faculty are welcome to use computers, scanners, and printers in the Associate Faculty Offices and faculty computing centers on all campuses. Associate faculty are also encouraged to obtain a computer network account. This account will allow faculty to send and receive e-mail and access the Internet, as well as utilize all software on the CCCCD network. For more information and/or to set up an account, contact the Associate Faculty Secretary or the Help Desk at 972.548.6555.

INSTRUCTIONS FOR ASSOCIATE FACULTY TO OBTAIN VOICE MAIL ACCOUNT

A voice mail account may easily be obtained by asking the associate faculty secretary to request one for you. On receipt of a request, the secretary will e-mail the Help Desk in telecommunications to set up your voice mail account. Once the account is ready, instructions for your use will be faxed to you. A tip: Follow the written instructions while you follow along with the verbal instructions given by the program's recorded attendant. Once you have been assigned an account, dialing x6588 on campus or 972.516.5000 from off-campus locations can access your voice mail.

REQUESTING ACCESS TO COLLEGE E-MAIL

Any full-time or associate faculty member, any full-time, part-time, or temporary staff member or student assistant may request a network account (access to e-mail and the Internet). Call or e-mail the help desk (x6555 or helpdesk@cccd.edu) to request an account. You will receive a Network Account Application and a LAN Security Agreement.

The Network Account Application is for collecting basic information about the applicant to set up the account and requires the dean's signature.

The LAN (Local Area Network) Security Agreement requires the applicant's signature to signify his or her agreement to abide by the policies of CCCCD with respect to computer usage and security of computer assets.

Upon completion, both forms should be faxed to the Help Desk at x6656 (972.548.6656) or sent via interoffice mail to the Help Desk, Room B220, Central Park Campus. The Help Desk receives the forms, reviews them for completeness, and then sets up the account. As a general rule, applications received in the morning are completed by the afternoon of the same day. Applications received in the afternoon are completed by noon of the next day.

When an account is set up, the Help Desk actually creates two accounts: one for the Local Area Network which allows you to log into the file server of your home campus, and an account for GroupWise, our CCCCD email system. Both accounts carry the same user name. When the setup is complete, your dean is notified, and brief instructions will be provided for logging in and setting your password. Your name and room/phone numbers are also added to the problem-tracking database so that the information is ready if you call in with a problem. See Network Account Application form on page 49 in the Appendix located in the back of this book.

ACCESSING GROUPWISE (E-MAIL WEB SITE) FROM OUTSIDE THE COLLEGE

To access the GroupWise web mail site from outside the college, you must have internet access. From your browser (e.g. Internet Explorer, Netscape, etc.), go to the following web site: <http://groupwise.ccccd.edu>.

Do not put WWW in front of the site name because it is not on the World Wide Web.

The first screen you get will ask for a language preference. It defaults to English. Click on the "Go" button.

Next, the screen will prompt you for your user name and password. Enter the same user name and password that you use for gat the college. (You must have a password set before the GroupWise web access will work for you; also, please remember that passwords are case sensitive). Click the "Go" button.

Your mailbox should then come up. Information is displayed somewhat differently than it is at the college, but all of the essential information is there. Some attachments may not open or be displayed when using GroupWise from a remote site.

FORWARDING E-MAIL OFF CAMPUS

While you are on campus and in GroupWise, do the following:

1. From the pull down menu select Tools » Rules » New.
2. In the Rule name: field, give your Rule a name that means something to you.
3. You will want to leave the default settings for When event is: alone.
4. You will not need anything selected in the If conditions are: field.
5. In the Then actions are section, click and hold the Add Action button down and select Forward.
6. In the Forward window enter your home e-mail address in the To: field.
7. Enter a subject that signifies that the e-mail is from your college account in the Subject: field.
8. Click OK.
9. You will return to the New Rule window.
10. Click the Save button in the New Rule window.
11. You will return to the Rules window. You should see a check mark next to the Rule you just created. When there is a check mark next to a rule that means it is active and running.
12. Click Close in the Rule window.

Rules are retained until you change or delete them. Please call the Help Desk if you have questions (x6555 or 972.548.6555).

SUPERVISION OF OFF-SITE LOCATIONS

Off-site locations are overseen by site supervisors. Fulltime coordinators are employed at CCCCD at Allen and at the College Center at Rockwall. Site supervisors at other locations are generally full-time employees of the local high school district. They have general responsibility for the building and grounds, equipment, and security. Specific responsibilities include:

- Assuring that doors are unlocked, lights and thermostats are operational, and parking regulations are enforced.
- Resolving any problems that may arise with respect to room assignments.
- Providing A-V equipment, chalk, and copy machine paper.
- Providing all faculty and students at the off-campus location with emergency/safety procedures.
- Maintaining a convenient, centralized location for CCCCD staff and students to obtain information and materials.
- Notifying the college of classes that fail to meet as scheduled.
- Answering questions or referring students and staff to appropriate resource persons.
- Performing limited administrative tasks relative to enrollment and faculty evaluations.
- Being on-site during classes.

BOOKSTORE

The Bookstore is an auxiliary enterprise of CCCCD. Textbooks are selected by the faculty and ordered through the bookstore. Textbooks are priced at industry standard. New books are priced at a 25 percent margin. Used books, which are priced at 75 percent of the new book price, are purchased from various sources. For information on store hours, call: CPC/972.548.6682, CYC/972.985.3710, PRC/972.377.1682, or SCC/972.881.5681.

TEXTBOOK, CALCULATOR, AND LANGUAGE TAPE REFUNDS

Students who change courses or select the wrong books and language tapes may return them for a refund under the following conditions:

1. Books or language tapes are returnable during the first 10 calendar days of the fall and spring semesters and the first five days of the summer semesters.

2. Students must have their original cash register receipt to receive a refund. No cash refunds given on credit card sales.
3. Students should not write in new books until they are certain they have the correct books. New books that are soiled, damaged, or have been written in will not receive a full refund.
4. Books and cassette tapes in shrink wrap (plastic or vinyl packaging) must be returned unopened in the original package. Books cannot be accepted if the shrink wrap has been removed.
5. Defective books, missing pages, etc. purchased from CCCCD bookstores will be replaced at no charge during the semester in which they were purchased.

SOFTWARE RETURNS

Software that is unopened must be returned with original receipt no later than two weeks from date of purchase. Software that is opened is not returnable.

TEXTBOOK SHORTAGES

The Bookstore makes every effort to have the required textbooks by registration week. For various reasons, there may be shortages: out-of-print or out-of-stock by the publisher, unexpected increases in enrollment, late placement of orders by the faculty, missing shipments and human error. Every attempt is made to minimize these problems.

TEXTBOOK BUYBACK

Books are bought back every day at their current market value. Up to 50 percent of the original purchase price, subject to the following conditions, will be paid during final exams of each semester:

1. Books must be in clean, salable condition.
2. Books must be required for use by the college during the next semester.
3. Books must be current editions.
4. Workbooks, lab manuals, study guides, mass-market paperbackbacks, books with torn covers, excessive markings and water damage, books with perforated pages, and books containing diskettes cannot be bought back.
5. Books cannot be bought back if the store is overstocked or if needs for the following semester have been filled.
6. The Bookstore buys back used graphing calculators during the textbook buyback. Calculators must be in working condition with all manuals, cords and accessories. Type of calculator purchased may vary. Check with Bookstore during buyback to see which calculators are eligible.

The faculty, not the bookstore, decides whether each textbook will be used again. Unless an instructor tells the bookstore he will use that title again, the bookstore must assume it will not be used. Books falling into this category can be bought from students only at used wholesale prices. Old editions have no value and cannot be resold even to wholesalers. Some courses at CCCCD are not taught every semester and students may wish to sell their books when that course is offered again, provided the faculty member requires the same books.

CHECK CASHING

With proper identification, faculty and staff may cash checks up to \$50. Students may cash checks up to \$10. MasterCard, VISA and Discover cards, as well as cash and check are accepted as payment. When writing a check or using a credit card, you must also show your current student or faculty/staff ID card.

■ INSTRUCTIONAL INFORMATION

COURSE/PROGRAM DEVELOPMENT AND REVISIONS

All course and program development and/or revisions are coordinated through the Office of the Assistant to the Vice President for Academic Affairs (AVPAA) and must be signed by the Vice President of Academic Affairs (VPAA) before being sent to the Texas Higher Education Coordinating Board (THECB) or distributed internally.

The Office of the AVPAA is available to assist faculty members who want to revise or implement a new course or a program. THECB procedures must be followed and the Curriculum Advisory Board (CAB) must approve all program and course development and revisions.

The Curriculum Development Manual, processes and procedures, as well as other resources may be found online at <http://intranet.ccccd.edu/avpaa>. You may also find the Guidelines for Instructional Programs in Workforce Education (GIPWE) and the Academic Course Guide Manual (ACGM). Copies are available in the Provosts', Deans', and the Assistant to the Vice President for Academic Affairs' Offices.

COURSE SYLLABUS

All students must receive a written course syllabus, preferably on the first day of class. In addition, copies of each instructor's syllabus must be forwarded to the discipline coordinator and the division office. The Texas Higher

Education Coordinating Board requires maintenance of files containing these syllabi, college policies, and legal considerations.

Generic syllabi for all courses offered at CCCCD have been developed by discipline coordinators and are on file in the appropriate instructional division offices. The generic syllabi should be used by associate faculty for reference in the development of their individual syllabi. Each individual syllabus must contain specific information. (see Appendix).

While the format/content of the Generic Syllabus cannot change, an outline for an Instructor's Syllabus, which is used as a complement to the Generic Syllabus, was developed, (see Appendix). The format/order of the Instructor's Syllabus is flexible in the order of its presentation. Instructors are also free to use the framework of the Generic Syllabus and flesh it out so as to give students one syllabus. Instructors may choose to provide students with copies of the Generic Syllabus and their Instructor Syllabus or they may provide students with a location to obtain copies (the division office, a URL, etc.). The Instructor Syllabus must be submitted to the division office electronically.

TEXTBOOKS, LABORATORY MANUALS, AND SOFTWARE

Discipline coordinators furnish each instructor with copies of appropriate texts, laboratory manuals, software, transparency masters, etc., prior to the start of the semester. In all cases, these materials remain the property of CCCCD and must be returned to the coordinator at the end of the semester.

FIELD TRIPS

Field trips that occur outside of regularly scheduled class time are optional. All field trips (scheduled outside of the regular class time, place, and date), must be approved in advance by the discipline/program coordinator and the division dean. Faculty members coordinating field trips off campus must complete a Student Field Trip Form (see Appendix) and students attending college-sponsored field trips must complete a Liability Waiver Form. These Liability Waiver Forms contain emergency contact information for each student; therefore, the faculty member should bring a copy of these forms with them on the field trip. Student Field Trip Forms and Liability Waiver Forms are available in all Division, Associate Faculty, and Student Life offices.

ADDS, DROPS, AND WITHDRAWALS

A student may change his/her class schedule by submitting a completed official Drop/Add Form (see Appendix) obtained from the Admissions and Records Office or by accessing the telephone or webline registration system before the first class

day. Students already registered may add classes prior to the third class hour. Students may drop/withdraw by mail or fax. Adding and dropping should be student-initiated. Students should contact their professors prior to initiating a drop or withdrawal. Faculty must assign a performance grade of "F", (or grade earned; whichever is higher) for students who discontinue class attendance and do not officially drop the course.

LATERAL CHANGES

Students who need to change courses, or sections of a course, following the census date may do so by completing and submitting a Lateral Change Form (see Appendix) to the Admissions and Records Office. Lateral changes may only be approved for the following reasons: course level change, work schedule change, registration error correction, and administrative purposes.

Changes are only made with the approval of both the original and new professors, the division dean of the new course or section, and the registrar.

GRADING SYSTEM

CCCCD has adopted the following grading system:

A	Excellent	4 grade points per credit hour
B	Above average	3 grade points per credit hour
C	Average	2 grade points per credit hour
D	Below average.....	1 grade point per credit hour
F	Failure	0 grade points per credit hour
P	Pass	0 grade points per credit hour
		is not computed in grade point average (GPA) but is computed in cumulative hours; earned only in foreign language, sign language, and creative writing courses.
W*	Withdrawal	0 grade points per credit hour
		is not computed toward cumulative GPA nor cumulative hours.
I	Incomplete	0 grade points per credit hour;
		is not computed toward cumulative GPA until it is replaced with a performance grade.
IP	In-Progress	0 grade points per credit hour;
		is not computed toward cumulative GPA until it is replaced with a performance grade. Student has completed 70 percent of the program but

is not yet at competency level; must complete the remaining work during the next long semester or receive an “IP” as the permanent grade. “IP” earned only in ENGL 0300, 0305, 0310, 0315, READ 0300, 0305, 0310, and ESL classes.

AU⁺	Audit	0 grade points per credit hour; is not computed toward cumulative GPA nor cumulative hours.
CR[*]	Credit	0 grade points per credit hour; is not computed in GPA but is computed in cumulative hours.
Z^{**}	No grade	0 grade points per credit hour until it is replaced by a reported performance grade; is not computed in cumulative GPA nor cumulative hours.

* These grades are for use only by the registrar. Faculty must always use a performance grade.

** This grade is used only when a faculty member fails to turn in a grade.

+ Registration for a course for audit will be permitted only during late registration.

A student auditing a class is subject to the usual registration process. Tuition and fees for an audit are included in the tuition and fees schedule. Since state reimbursement is not received for audits, a special audit fee will be assessed in addition to tuition.

Students who are auditing classes will not receive grades or credit for the course, but the transcript will indicate that the course was audited. Students who are auditing classes will not be required to take exams; however, participation in regular class activities is expected. Enrolled students may not change to audit status. Foreign language, sign language, CISCO, and Microsoft courses may not be audited.

GRADE REPORTS

At the completion of each term, the college will determine the student’s term and cumulative grade point averages which will be recorded on the official transcript. Students may access their grade report through the telephone registration or webline system, using their PIN (Personal Identification Number).

INCOMPLETE CONTRACT AND CHANGE OF GRADE

The “I” grade is assigned only for extenuating circumstances. Incomplete contracts must be agreed to and signed by the student, professor, coordinator and appropriate division dean before the end of the term in order for a grade of “I” to be assigned. The contract must define the exact requirements (not to exceed 20 percent of the coursework) the student is to fulfill in order to receive a performance grade. If remaining work is greater than 20 percent of the coursework, Vice President of Academic Affairs (VPAA) approval is required. Requirements of incomplete contracts must be completed as specified in the contract, but not later than the end of the following 16-week term. The contract may state that if the work is not completed as specified, the grade will be changed to a performance grade based on the quality and amount of work completed. If no performance grade is specified on the contract and the contract is not fulfilled, an “I” will remain on the permanent record.

STUDENT APPEALS

Students have the right to appeal disciplinary matters and grades. A formal appeals process for both is outlined in the Student Code of Conduct of the current *CCCCD Student Handbook*.

FINAL EXAMS

During final exam week (for 16-week semesters), the final exam schedule is followed. The final exam schedule is published in the *Schedule of Classes*. Instructors must meet for class during the regularly scheduled final exam period. During summer and mini-semester (fewer than 16 weeks), final exams are held during the last scheduled class meeting.

ON-LINE GRADING (OASIS)

Grades are due on OASIS within 48 hours after the final exam is given. The on-line grading system is available from 8 a.m. – 11 p.m. during each grading cycle. A Personal Identification Number (PIN) is required to access OASIS. Academic division secretaries can assist with PINs.

END-OF-SEMESTER CHECK-OUT

At the end of each semester, associate faculty must return all equipment and materials, software, textbooks, laboratory manuals, reference books, etc. to their respective division offices, unless other arrangements have been made with the division dean. Grade books, final exams, and documentation of the method used to determine final grades should be turned in

to the division office. Other questions concerning semester check-out should be addressed with the Discipline Coordinator or the Human Resources Office.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (also known as the “Buckley Amendment”), is a federal law that gives students the right to inspect and review their own education records. Furthermore, students have other rights, including the right to request amendment of records, and they have some control over the disclosure of personally identifiable information from these records. Student grades and exam scores constitute confidential information. The Family Education al Rights and Privacy Act prohibits posting grades for public view or giving out grades over the telephone. For further information, see the current *CCCCD Student Handbook* or contact the Associate Registrar located at any Admissions and Records Office.

CLASS ROLLS

In regular 16-week semesters, faculty receive three class rolls. A preliminary roll is distributed prior to the first class meeting. Students present, but whose names are not on the preliminary roll, should present verification of registration dated after the date shown on the roll. These students’ names should appear on subsequent rolls. Students unable to present verification should report to the Admissions and Records Office.

A revised roll is generated following late registration. Any students who do not then appear on the roll should be sent to the Admissions and Records Office.

An official class roll is produced after the census date (the twelfth class day for 16-week semesters, fourth class day for 10-week semester sessions). Discrepancies should be reported to the Admissions and Records Office. Faculty should not allow students to attend class if their names do not appear on the official class roll, unless the student provides verification from the Admissions and Records Office dated after the date of the class roll. Unless proper procedures are followed, those students will be ineligible to receive credit for the course.

STUDENT ATTENDANCE

Faculty should inform students of attendance requirements during the first class meeting, emphasizing regular and punctual attendance. The attendance policy should also be included in the course syllabus.

Occasionally, students appear on rolls but never show up for class or suddenly quit coming to class. Faculty are encouraged to

contact these students. Alternatively, as soon as a student appears to have discontinued attendance, the faculty member may notify the Admissions and Records Office, who will then contact the student requesting that he/she drop the class. (Non-attendance letters are sent only during the fall and spring semesters). A performance grade of “F” must be assigned for those students whose names still appear on the final grade roster.

STUDENT CODE OF CONDUCT

Students at CCCCCD are expected to follow the Student Code of Conduct, found in the current *CCCCD Student Handbook*. The sections of particular importance to faculty are those dealing with scholastic dishonesty and disruptive behavior. To report violations of the Student Code of Conduct, please contact the Dean of Students Office at 972.881.5604.

SCHOLASTIC DISHONESTY

The college may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or omissions related to applications for enrollment or the award of a degree, and/or the submission of material as one’s own work that is not one’s own. Scholastic dishonesty may involve one or more of the following acts: cheating, plagiarism, collusion, and/or falsifying academic records.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, using someone else’s work for assignments as if it were one’s own, copying computer disks or files, or any other dishonest means of attempting to fulfill the requirements of a course.

Plagiarism is the use of an author’s words or ideas as if they were one’s own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

Contact the Dean of Students Office at 972.881.5604, refer to the procedures for initiating disciplinary action, or consult the *CCCCD Student Handbook*.

CLASSROOM DISCIPLINE/DISRUPTIVE BEHAVIOR

CCCCD students are both citizens and members of the academic community. As citizens and students they enjoy the same freedom of speech, peaceful assembly and the right of petition that other citizens enjoy. As members of the academic community, they are subject to the obligations, which are theirs by virtue of this membership. The college expects its students to conduct themselves in such a way as to reflect credit upon the institution they represent.

These are some ideas on classroom management for faculty to consider:

- Familiarize yourself with the Student Code of Conduct.
- Present expectations for classroom conduct at the first class meeting.
- Intervene at the first sign of inappropriate behavior—a general clarification to the entire class may be sufficient OR ask to speak with the student privately.
- Begin written documentation of behavior and your intervention, include date, time, place and description of occurrence; DO NOT analyze or interpret event.
- If disruptive behavior persists, faculty has the right to remove the student from class one time. After removing the student, immediately notify division dean and the dean of students.
- Persistent disruptive behavior may warrant initiation of disciplinary proceedings as outlined in the Student Code of Conduct.

The Dean of Students (972.881.5604) and the Director of Counseling (972.881.5779) are available for consultation about behavioral concerns in the classroom or on campus. For any immediate threat of violence or security concerns, contact the Director of Public Safety at 972.881-5142.

PROCEDURES TO INITIATE DISCIPLINARY ACTION

Every college employee has a right to be treated with dignity and respect. Students are expected to adhere to college policies as detailed in the Student Code of

Conduct in addition to federal, state, county and city laws. Students are expected to neither interfere with nor show disrespect toward the orderly educational process of the college.

Student disciplinary matters should be reported to the Dean of Students using the following procedures.

To File an Incident Report:

1. Go to the CCCCD intranet site: <http://intranet.ccccd.edu>.
2. Under Administrative Links, click on Forms. Scroll down to Student Services and click on Student Incident Report.
3. Complete the Incident Report Form (a sample is in the Appendix). You may need to refer to Section 3-1.4, Other Offenses, of the Student Code of Conduct from the *CCCCD Student Handbook* to indicate the section of the code that you think has been violated.
4. If you want to maintain a copy of the report, print before submitting.
5. If the violation involves scholastic dishonesty, documentation will need to be forwarded to the Dean of Students Office.

Incident Report Forms are also available in the Student Development Office at all campus locations.

PERSONAL COUNSELING

The college's counseling program is designed to support and assist students who have personal issues that impact their college experience. As an integral part of the educational mission of the college, counseling services promotes the interaction between personal development, emotional wellness, and success in academic pursuits. Counseling services offers accessible assistance in the areas of therapeutic intervention, prevention and support. Staffed by licensed professionals and supervised interns, counseling services provides individual personal counseling, facilitates various support groups, sponsors personal growth seminars and encourages awareness of issues of concern to both traditional and non-traditional students.

Counseling addresses issues that include:

- Crisis intervention
- Depression
- Stress management
- Anxiety
- Relationships
- Alcohol and other drugs
- Eating disorders
- Trauma recovery
- Assertiveness
- Grief issues

The counseling program is designed to offer crisis intervention, solution-oriented therapy, and assessment and referral services. The counseling staff adheres to the appropriate ethical and legal standards as required by their licensure. Contact with the Counseling Center is confidential. There is no fee charged to students for counseling services. For additional information or assistance with counseling concerns, call SCC/972.881.5779; CPC/972.548.6615; or PRC/972.377.1671.

LENGTH OF CLASS

Class length is set by the Texas Higher Education Coordinating Board. The Coordinating Board requires that a class meet for 50 minutes to constitute a contact hour. Faculty must meet each class session promptly and for the specified scheduled time, including final exam week (see also "Final Exams" on page 31).

LOST AND FOUND

Student Life is the Lost and Found headquarters at CPC (D109), PRC (A185), and SCC (F129). Lost and Found is located in Room A185 at the Courtyard Center. At CCCCD@Allen and off-campus sites, Lost and Found is maintained by the site coordinator. Lost and found items will be held for a minimum length of one month to a maximum length of one semester.

EMERGENCY PROCEDURES

Stay on the scene and have someone call 911 from a campus/district telephone, and then notify campus security/public safety personnel that emergency personnel are en route. Afterwards, notify the campus provost. See “Protocol for Medical Emergency” in the Appendix (page 50) for specific procedures and phone numbers.

EMERGENCY CALLS FOR STUDENTS

1. The person receiving the call should ascertain the nature of the emergency.
2. The person receiving the call should take down the student's name, social security number (if possible), the caller's name, phone number, and any other pertinent information.
3. The person receiving the call should contact the Admissions and Records Office with the above information.
4. The Admissions and Records Office will get a message to the student in class and facilitate the student's follow-up.
5. If appropriate, the Admissions and Records Office will contact the original caller to let him/her know whether or not the student has been notified.

If the Admissions and Records Office is closed, the Information Center receptionist should be notified. The receptionist, along with campus security/public safety personnel, will follow the procedures listed above. If a class is temporarily meeting at another location, the instructor should post a notice at the original location advising of the temporary location with room number, time, and date.

INJURY/ACCIDENT ON CAMPUS

First-aid kits are located throughout the campuses and are available for minor injuries that occur on campus. A list of employees certified in CPR and basic first aid is maintained at the Information Center at all campuses. For more serious injuries or accidents on campus, see “Emergency Procedures” on this page.

LOSS OR DAMAGE ON CAMPUS PROPERTY

Students, faculty, or staff experiencing loss or damage on campus property, including accidents on campus parking lots, should notify Campus Security/Public Safety at 5555 from any district phone or 972.578.5555. If the accident involves an injury, the emergency procedures listed on page 50 will be followed.

FIRE ALARMS/DOOR ALARMS

In the event that the fire alarm sounds, plant operations staff should be notified of the location of the alarm and any other pertinent information. Students, faculty, and staff should follow evacuation procedures as posted in all classrooms and major hallways or as announced on the loudspeaker.

Reports of door alarms sounding can be made directly to plant operations personnel or to the information center receptionist who will contact plant operations with the location of the alarm and other pertinent information, when available.

EMERGENCY CLOSING OF THE COLLEGE

If classes are cancelled, the announcement will be made through the college's website www.ccccd.edu as well as local radio and television stations. A decision to cancel classes will usually be made by 3 p.m. for evening classes and by 6 a.m. for day classes.

Radio Stations:

KRLD 1080 AM	KLIF 570 AM	WBAP 820 AM
KDGE 102.1 FM	KDMX 102.9 FM	KEGL 97.1 FM
KERA 90.1 FM	KHKS 106.1 FM	KHYI 95.3 FM
KLTY 94.9 FM	KLUV 98.7 FM	KOAI 107.5 FM
KSCS 96.3 FM	KVIL 103.7 FM	KYNG 105.3 FM

Television Stations:

KDW Channel 4	KTVT Channel 11
KXAS Channel 5	WFAA Channel 8

■ FACULTY RIGHTS AND RESPONSIBILITIES

ACADEMIC FREEDOM AND RESPONSIBILITY

All CCCCD faculty members are entitled to work in an atmosphere of academic freedom and bear a concomitant dedication to academic responsibility. The Faculty Senate subscribes to the principles expressed in the statement of Academic Freedom and Responsibility adopted February 19, 1982, by the Texas Junior College Teachers' Association (now Texas Community College Teachers' Association).

The college accepts the responsibility to encourage faculty and staff to exercise their First Amendment freedoms and to protect against acts which deny freedom of speech, and the related freedoms to be heard, to study, to teach, to administer, and to pursue scholarly activities.

Faculty members acknowledge their responsibility to maintain professional competence in their fields of specialization and be committed to effective teaching and student service.

CONFLICT OF INTEREST POLICY

The following policies govern the conduct of CCCC CD faculty in regard to outside employment, consulting, professional activities, and use of college resources.

Full-time employment by CCCC CD involves the commitment of the individual's professional time, energy, and primary loyalty to the college. Consulting, professional activities, or other outside employment must not impair the individual's ability to fulfill his/her duties at the college.

Outside employment of any full-time or associate faculty member must not conflict with the individual's obligation to CCCC CD. Faculty must avoid conflict of interest in all instances of outside employment and consulting.

A full-time or associate faculty member of CCCC CD will not accept a student as a client during a semester in which the student is enrolled in his/her class. The dean of the faculty member's division may grant an exception, in writing, for a specific instance. This written exception should remain on file in the Human Resources Office.

Full-time and associate faculty will not advertise their services while instructing students or while performing other duties as a faculty member.

Faculty will use resources of CCCC CD to support the educational objectives of the college. A faculty member will not use facilities, support staff assistance, office supplies and equipment, or other CCCC CD resources for personal gain; such use of CCCC CD resources for personal gain is a violation of college policy and state law. CCCC CD recognizes that certain professional activities, such as the writing of scholarly articles and books, can be very beneficial to the individual and to the college. CCCC CD encourages such professional activities; these activities, however, are in addition to the faculty member's full-time effort expected by the college and are not to be accomplished by using college-paid support staff assistance.

A faculty member shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the faculty member's discharge of assigned duties and responsibilities.

A faculty member may not solicit, agree to accept, or accept an honorarium in consideration for services that the employee would not have been requested to provide but for his/her official position or duties. (Texas Penal Code, Section 36.07 - Class A Misdemeanor). Thus, for example, an employee may not take a

speaker's fee for speaking in his/her official capacity or accept a fee or gift for any service that he/she would not have been asked to provide, but for the individual's official position with CCCC CD. It is permissible to accept food, transportation, and lodging in connection with a speech or other service performed in an official capacity which is not reimbursed by CCCC CD.

A faculty member shall not have a personal financial interest, a business interest, or any other obligation that in any way creates a substantial conflict with the proper discharge of assigned duties and responsibilities or that creates a conflict with the best interest of the college.

A faculty member who believes he or she has or may have a conflict of interest shall disclose the interest to the president or designee, who shall then take whatever action is necessary, if any, to ensure that the college's best interests are protected. Requests for exceptions to the Conflict of Interest policy must be forwarded in writing, in advance, for review and consideration by the appropriate supervisors and the college president.

INTELLECTUAL PROPERTY RIGHTS

The ownership of any materials, inventions, or processes developed solely by a faculty or staff member's individual effort and expense shall vest in that individual and be copyrighted, if at all, in that person's name.

The ownership of materials, inventions, or processes produced solely for the college and at college expense shall vest in the college and be licensed, if at all, in its name.

In those instances where materials, inventions, or processes are produced by a faculty or staff member with college support, by way of the use of significant personnel time, facilities or other college resources, the ownership of the materials or processes shall vest in (and be copyrighted or patented by, if at all) the person designated by written agreement between the president and the faculty or staff member prior to production. In the event no such written agreement exists, the ownership shall vest in the college.

Disclosure of Scientific and Technological Developments

Collin County Community College District reserves the right of disclosure of any college-owned scientific and technological developments, including inventions, discoveries, trade secrets, computer software, materials, and processes.

Those scientific and technological developments that are developed solely by a faculty or staff member's individual effort and expense will be disclosed at the discretion of that individual.

Guidelines and Licensing Responsibilities for Intellectual Property

It is the responsibility of the party(ies) having ownership of the material, invention or process developed (including discoveries, trade secrets, and computer software) to secure any licenses, copyrights, or patents.

Equity in Management Participation on the Part of the Inventor(s) in Business Entities that Utilize Technology Created at Collin County Community College District

Any equity in management participation on the part of the inventor(s) in business entities that utilize technology created at CCCCD will be by agreement between the parties involved prior to such utilization.

CCCCD COPYRIGHT STATEMENT

The faculty of CCCCD must adhere to the parameters for use of copyrighted works established by the United States Copyright Act (1976) and the Digital Millennium Copyright Act, set forth at 17 U.S.C. Sec. 101 et seq., and its associated regulations, set forth at 37 CFR Chapter II.

In particular, the faculty member agrees to adhere to the following:

1. A faculty member may use a copyrighted work and may reproduce the work in multiple copies, solely for purposes of teaching, classroom use, scholarship, or research.
2. A faculty member agrees to obtain, or to have the student obtain, the permission of the appropriate party (whether the author, publisher, or otherwise) prior to permitting a student to:
 - (A) use a copyrighted work in any manner by which the work may be disseminated outside of classroom use;
 - (B) incorporate all or a portion of a copyrighted work into a new work that may be disseminated outside of classroom use;
 - (C) scan, copy, photograph, modify, or otherwise reproduce or use copyrighted images, text, or sounds in any manner by which the results may be disseminated outside of classroom use.
3. With respect to work created in whole or in part as a part of classroom instruction, a CCCCD faculty member must approve in writing, and in advance, the use by any party of the work outside of CCCCD internal activities. This restriction includes, without limitation, any works submitted for awards, publications, or third party use outside of CCCCD.

4. With respect to work created whole or in part by CCCCD faculty, please refer to the “Intellectual Property Rights” section on page 35 of this publication.
5. A student who creates or participates in the creation of a work as part of classroom instruction may use the work for inclusion in his/her portfolio or for informational purposes of demonstrating the student’s skills or accomplishments.
6. If a faculty member is unsure of the copyright status of an existing work, he/she will assume that the work is protected by copyright and take the steps set forth above.

To obtain a copyright brochure with more detail or for questions regarding the above policies, contact John Mullin at 972.377.1575 or <http://iws2.ccccd.edu/tlc/TechnologyLearning/copyright.asp>.

■ APPROPRIATE USE OF TECHNOLOGICAL AND INFORMATION RESOURCES

Technological and information resources are defined to include data, records, software, facilities, equipment, storage media, networks and network services, remote access and electronic voice, video, and multimedia communications.

POLICY

CCCCD technological and information resources are provided to allow faculty, staff, and students to pursue the central educational mission of CCCCD and are to be used to the extent that they promote that mission—either directly in teaching and research or indirectly in supporting the offices that maintain CCCCD operations. Incidental personal use that does not otherwise violate this policy or have an adverse effect on college resources is permitted. Technological and information resources are to be accessed and utilized in an ethical manner consistent with the institution’s core values, which include a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity.

All users of technological and information resources are to adhere to legal and professional standards, support the mission, and act in the best interests of CCCCD. All users of technological and information resources are responsible for the protection of CCCCD assets and for the accuracy, integrity, and confidentiality of the information to which they have access. Resources are not to be abused or employed in such a way as to interfere with, or cause harm or damage to, another person,

institution, or company within or outside CCCC. While CCCC encourages the exploration of educational and scholarly interests through the use of its technological resources, respect for the rights and privacy of others must be observed. Those who are authorized to access confidential files must respect the privacy rights of others and use data only for legitimate academic or administrative purposes.

All users of CCCC technology resources are to comply with the following policies, procedures, and security controls.

ACCESS

Many of the technological and information resources of CCCC may be accessed by all employees and students of CCCC and by the public as well. However, access to some resources is restricted. The appropriate administrators determine and authorize the appropriate degree of access.

Users are to take precautions to prevent the unauthorized use of their access codes. In choosing access codes, users are to avoid the use of common words, proper names, readily associated nicknames or initials, and any other letter and/or number sequences that might easily be guessed. Users will be held accountable for all actions performed under their access codes, including those performed by other individuals as a result of user negligence in protecting the codes. Users are responsible for changing access codes on a regular basis. If access codes become compromised, users are to change them immediately.

Users are not to attempt to access, search, or copy technological and information resources without the proper authorization. No one is to use another individual's account without permission, and active sessions are not to be left unattended. The provision of false or misleading information in order to gain access to technological and information resources is prohibited. Users are not to test or attempt to compromise internal controls, even for purposes of systems improvement. Such actions require the advance, written approval of the authorized administrator, or must be included among the security evaluation responsibilities of one's position. Violations are to be reported to the Chief Information Systems Officer in the Office of Information Technology.

PROTECTING CONFIDENTIALITY

No user is to disclose confidential information unless disclosure is a normal requirement of that user's position and has been so authorized. All users with access to confidential data are to safeguard the accuracy, integrity, and confidentiality of that data by taking precautions and performing office procedures necessary to ensure that no unauthorized disclosure

of confidential data occurs. Such precautions and procedures include the secure storage of data backups and the protection of sensitive data with access codes. (For information regarding the confidentiality of student educational records, please refer to the *CCCC Student Handbook* or contact the Registrar).

PRIVACY

For purposes of this policy, privacy is defined as the right of an individual or an organization to create, maintain, send, and receive electronic data, software, and communications files that are safe from examination and disclosure by others. CCCC recognizes that individuals have a substantial interest in and reasonable expectation of privacy. Accordingly, CCCC respects the privacy rights of all users of CCCC technology resources.

CCCC will not monitor users' private electronic data, software, and communications files as a routine matter. Users should note that some electronic files are copied to backups and stored for indefinite periods in centralized locations. In such instances, user deletion of an electronic file, such as an e-mail message, may not delete a previously archived copy of that file. It is a violation of CCCC policy for any member of the CCCC community to engage in electronic "snooping," or to use technological resources for the purpose of satisfying idle curiosity about the affairs of others, with no substantial business purpose for obtaining access to such files.

CCCC reserves the right to access and to disclose the contents of an individual's electronic data, software, and communications files, but will do so, after obtaining the proper approvals, only when a legitimate need exists and the urgency of the need is sufficiently strong to offset CCCC's commitment to honor the individual's privacy. Such grounds might include, but are not limited to: (1) maintaining system integrity (e.g., tracking viruses); (2) protecting system security; (3) investigating indications of impropriety; (4) protecting CCCC's property rights; and (5) meeting legal obligations (e.g., subpoenas and open records requests).

COPYRIGHT ISSUES

Copyright is a form of protection the law provides to the authors of "original works of authorship" for their intellectual works that are "fixed in any tangible medium of expression," both published and unpublished (Title 17, United States Code). It is illegal to violate any of the rights provided by the law to protect the owner of a copyright. CCCC respects the ownership of intellectual material governed by copyright laws. All users of CCCC technology resources are to comply with the copyright laws and the provisions of the licensing

agreements that apply to software; printed and electronic materials, including documentation, graphics, photographs, multimedia, including musical works, video productions, sound recordings, and dramatic works; and all other technological resources licensed and/or purchased by CCCC or accessible over network resources provided by CCCC. Individual author, publisher, patent holder, and manufacturer agreements are to be reviewed for specific stipulations.

In compliance with the requirements of the Digital Millennium Copyright Act of 1998 (DMCA), any user of CCCC technological resources who violates the digital copyright laws for the first time will be reminded of the laws, and the software or licensing violations will be removed. A second violation will result in removing the software or licensing violations, retraining of the user in copyright procedures and taking appropriate disciplinary action. A third violation will require CCCC to remove the user's network and Internet access and take further disciplinary action which may include termination of CCCC employment or student status.

All technological resources developed by CCCC employees, students, and contractors for use by CCCC or as part of their normal employment activities are considered "works for hire." As such, CCCC is considered the "author" and owner of these resources. (For information regarding Intellectual Property Rights, refer to the Faculty and Staff Handbook).

INTEGRITY AND PROTECTION OF TECHNOLOGICAL AND INFORMATION RESOURCES

Viruses

It is the responsibility of the user to ensure that any imported or exported executable code or data are free of any destructive code, such as a virus. To this end, every precaution is to be taken by the user, and the Office of Information Technology is to be consulted for related information and software.

Backups

It is the responsibility of the appropriate administrator or network administrator to ensure that appropriate procedures and resources are in place to backup data on a regular basis. Backups are to be stored in a location that is physically secure to protect the confidentiality of the data. It is the responsibility of the individual user to perform any actions necessary to comply with these procedures.

Physical Security

All users are responsible for the physical security of their technological and information resources. Administrators are to

help ensure physical security by instituting procedures for the use of locked doors and/or for the use of the security devices made available by CCCC for the protection of equipment. To avoid loss by fire or theft, backups of important data are not to be stored in the same location as the originals. Adequate power regulators and surge suppressers are to be used.

CCCC Property

Technological and information resources that are the property of CCCC are not to be copied, altered, manipulated, transferred, retained, or removed from campus without written authorization from the appropriate administrator. The location of each physical resource is to be entered in the CCCC Capital Equipment Inventory System and updated as necessary.

PERSONAL USE OF COLLEGE TECHNOLOGICAL RESOURCES

Authorization for the personal use of CCCC technological resources by employees is to be determined on an individual basis by, and at the discretion of, the appropriate administrator. The use of CCCC technological resources, including the network, for a revenue generating activity that benefits an individual employee is strictly prohibited. Personal telephones and data connections in student housing are considered to be part of the private residence. Student use of these and other CCCC technological resources that intrudes on general CCCC use or that utilizes significant resources is prohibited.

MISUSE OF TECHNOLOGICAL AND INFORMATION RESOURCES

The use of CCCC technological and information resources, and the resources themselves, are not to be abused in any way. Users are not to attempt to alter the restrictions associated with their accounts or to attempt to breach internal or external security systems. Moreover, users are not to impersonate other individuals or to misrepresent themselves in any way when using CCCC technological resources.

Users of network resources are prohibited from engaging in any activity that is proscribed by federal and/or state law. In addition, the network is not to be used for criminal purposes or, for example, to post another individual's credit card numbers or personal access codes. External networks (e.g., NEXUS, the Internet, and bulletin boards) are also to be used in an ethical, responsible, and courteous manner, and all users are to adhere to the policies of these services.

CCCC technological and information resources are not to be used in a manner that is invasive or that diminishes their efficiency. One example of such usage involves the broadcast function. Although current technology enables users to broadcast messages to all members of the CCCC community

simultaneously, the use of this technology is restricted to official CCCCDD activities. Any non-work related broadcasts of general interest to the college community (such as birth and wedding announcements) are to be posted to the CCCCDD General Information GroupWise folder (CCCCDD Announcements). Notices involving monetary transactions or those that are inappropriate or illegal are not to be posted using college technological or information resources as defined in this policy.

INAPPROPRIATE MATERIAL

Users are to exercise caution and good judgment in accessing material using CCCCDD network resources. Material which includes language and actions that would constitute a hate crime (including language that is racist or anti-Semitic, etc.) or fighting language, or visual material that creates a hostile working environment should be accessed only for legitimate academic and administrative purposes, and in an environment and manner that will not negatively affect third parties, including printing such information on public printers or forwarding it to others without their consent.

Communications from users of CCCCDD technology resources are to reflect civility and our core values, which include a passion for learning, service and involvement, creativity and innovation, academic excellence, dignity and respect, and integrity. Therefore, the use of CCCCDD technological resources for creating, viewing or sending

nuisance, harassing, or pornographic materials or messages is prohibited. The determination of what is pornographic or what constitutes a hate crime, fighting words or visual material that creates a hostile working environment is within the sole discretion of CCCCDD for application of the college's disciplinary policy.

REPORTING VIOLATIONS

Violations of this policy are to be reported to the appropriate supervisor, director, dean, or other responsible person. Depending on the nature of the violation, the appropriate administrator may include the responsible Vice President or Provost, the Chief Information Systems Officer, or the Associate Vice President of Organizational Effectiveness and Human Resources.

Alleged violations will be investigated and, if substantiated, addressed in accordance with appropriate college performance documentation processes.

CCCCDD will consider the intent, effect, and seriousness of the incident in levying sanctions for violations of this policy. Any person who engages in any kind of computer or systems misuse as described in this policy may be subject to disciplinary action, including the loss of computer privileges, suspension, and/or termination from CCCCDD, and appropriate criminal prosecution, if warranted, under the applicable state and/or federal laws. Whenever CCCCDD deems it appropriate, restitution may be sought for any financial losses sustained by CCCCDD or by others as a direct result of the misuse.

INFORMATION FROM HUMAN RESOURCES

The college is committed to employing the finest faculty. Full-time faculty forms the foundation of the teaching staff; however, associate faculty are used where appropriate and when exceptional instructors are available. CCCCD is proud of the reputation of its associate faculty and acknowledges the critical role they play in the successful accomplishment of its mission...

CCCCD is an equal opportunity institution and provides educational and employment opportunities without discrimination on the basis of race, color, religion, gender, age, national origin, disability, or veteran status. For more information and/or questions, please contact Kim Russell, Associate Vice President of Organizational Effectiveness and Human Resources, at 972.985.3781. A copy of the CCCC Affirmative Employment Plan is published and available in the Human Resources Office at Courtyard Center.

ASSOCIATE FACULTY RESPONSIBILITIES

Associate faculty teaching contracts are awarded to individuals for the specific purpose of providing instruction to students. The principal responsibilities of associate faculty members include organization and preparation of information and materials around the standard CCCC course syllabus, delivery of instruction, and evaluation and assessment of student performance. These duties are performed under the guidance of the appropriate discipline coordinator and academic dean. Standards of teaching and student performance worthy of accreditation must be maintained.

TEACHING CREDENTIALS

CCCCD has adopted the requirements promulgated by the Southern Association of Colleges and Schools (SACS), which is the regional accrediting agency for the college. These requirements state that all full-time and associate faculty teaching credit courses leading toward the associate degree (except physical education activities courses) must have completed a minimum of 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold a minimum of a master's degree with a major in the teaching discipline.

Faculty teaching courses in professional, occupational, and technical areas that are components of associate degree programs not usually resulting in college transfer or in the continuation of students to four-year institutions must possess appropriate academic preparation or academic preparation coupled with work experience. The typical combination is a bachelor's degree with appropriate work experience.

The minimum academic degree for faculty teaching in professional, occupational, and technical areas must be the same level at which the faculty member is teaching. Non-degree diploma or certificate occupational courses are typically taught by faculty members with some college or specialized training, who exhibit competence gained through work experience. Some courses may require faculty members to have a bachelor's degree or beyond with little or no work experience. Others may

require little formal education beyond high school with special competence in the academic areas that will be taught.

Faculty members who teach basic computation and communication skills in non-degree occupational programs must have a bachelor's degree, and, ideally, should have work or other experience that help them relate these skills to the occupational field.

Faculty members who teach adult basic education courses below the college level must have a bachelor's degree but should also have attributes or experiences that help them relate to the particular needs of the adults they teach.

Faculty members who teach in remedial programs must hold a bachelor's degree in a discipline related to their teaching assignment and either classroom experience in a discipline related to their teaching assignment or graduate training in remedial education.

DOCUMENTATION OF CREDENTIALS

CCCCD accepts official transcripts or equivalent sent via U.S. Mail directly from the issuing institution to the CCCC Human Resources Office at Central Park Campus. These official transcripts should be received prior to the first teaching assignment, but must be received within the first month of employment at CCCC as well as appropriate certificates, licenses, and other credentials that document teaching qualifications. Undergraduate transcripts are only required if it is the instructor's highest degree or for documentation of qualifications to teach a specific course. Payroll checks may be withheld pending receipt of required documentation. Associate faculty without acceptable documentation of credentials are not eligible for future contracts until such documentation is provided.

The appropriate discipline coordinator has the initial responsibility to verify that credentials meet the requirements for associate faculty. Final responsibility for hiring and ensuring appropriate documentation of credentials rests with the division dean. Official transcripts that are written in a foreign language must be translated into English and evaluated to ensure equivalency to minimum college and SACS hiring requirements. A fee (to be determined annually by the Human Resources Office) is charged to the new employee to cover the college's cost of obtaining the notarized translation and the evaluation for minimum SACS requirements for each transcript. Efforts will be made to ensure that evaluations are performed by individual(s) familiar with the educational program from the country in which the degree or college credit was obtained.

On rare occasions, official transcripts from foreign countries are extremely expensive or are totally unavailable. In those cases, a notarized photocopy of the individual's official transcript is acceptable documentation, subject to the translation and evaluation fee described above. Written verification of the degree/credit may be requested from the issuing institution.

Transcripts that are not from regionally-accredited institutions, including foreign transcripts that are written in English, are forwarded to the discipline coordinator for review. A "Statement of Qualifications" form (SOQ) must be returned with the transcript to the Human Resources Office that indicates whether the faculty member meets or does not meet college and SACS criteria and will or will not continue to teach in future semesters until qualifications are met.

In addition to official transcripts and other employment documents, CCCCD may require documentation from the new employee, such as course descriptions or college catalogs, to ensure that the faculty member is qualified to teach in accordance with college and accreditation guidelines.

In exceptional cases, associate faculty may have qualifications that are based on extensive work and/or other significant credentials in lieu of formal educational preparation from a regionally-accredited institution. Those faculty members must have an approved SOQ in their official personnel file. The SOQ is prepared by the appropriate discipline coordinator or supervisor and approved by the academic dean and vice president of academic affairs.

Falsification, misrepresentation, or omission of credentials, transcripts or other employment information requested by, or submitted to, the college shall be grounds for termination of employment.

ASSOCIATE FACULTY WITH SPECIAL NEEDS

Associate faculty with disabilities who would like to request accommodation should contact the ADA Coordinator at CYC, B303, 972.985.3781.

OPEN RECORDS

The Human Resources Office maintains official personnel files of all CCCCD employees. Information in the files, which by law may be accessed by the public, includes the name, gender, ethnicity, salary, title, and dates of employment of all employees and officers of the college. An employee or officer may choose not to allow public access to his/her home address and telephone number by written request to the Human Resources Office.

Employees interested in reviewing their personnel file should contact the Human Resources Office to schedule an appointment. Files must be reviewed in the Human Resources Office and may not be checked out or taken outside the office.

FILE CHANGES

Each employee is responsible for notifying the Human Resources Office in writing of any changes and for maintaining up-to-date official transcripts, documentation concerning other pertinent achievements, changes of name, address, telephone number, and bank account (if using direct deposit), as well as any other related information.

ALCOHOLIC BEVERAGES, DRUGS, AND TOBACCO POLICY

In compliance with the Drug-Free Schools and Communities Act Amendment of 1989 (Public Law 101- 226) and Texas House Resolution 2253 and Senate Resolution 645 (passed in 1987), CCCCD forbids the unlawful possession, use, and distribution of alcoholic beverages and illegal drugs on campus and at off-campus college-sponsored events, classes, and/or programs. Each of these statutes requires colleges and universities to clearly inform employees that no illegal drugs (including unlawful possession of alcohol) will be allowed on campus, and that employees who are found guilty of such violation(s) will be penalized.

Furthermore, possessing, using, being under the influence of, delivering, selling, or purchasing alcoholic beverages, illegal drugs, narcotics, or hallucinogens on campus or at off-campus college-sponsored events, classes, and/or programs is a violation of the faculty/staff responsibilities and may be a violation of municipal, state, and/or federal law. Employees found guilty of one or more of these offenses will be subject to disciplinary action and/or may be subject to penalties applied under the Texas Penal Code. For more detailed information regarding compliance with this policy, please contact the Human Resources Office.

An employee is required to notify the president in writing of any criminal drug statute conviction the employee incurs for a violation in a work place no later than five days after such conviction.

In addition, CCCCD prohibits smoking and the use of tobacco products in all college buildings. Violators of this policy may be subject to disciplinary action, including, but not limited to, termination of employment.

Employees seeking assistance or educational materials about alcohol, drugs, tobacco, or other substances should contact the Human Resources Office.

SEXUAL HARASSMENT POLICY

Purpose

It is the policy of CCCCD that no member of the college community may sexually harass another. All members of the faculty, staff, or student body will be subject to disciplinary action for violation of this policy. Those other persons over whom the college has substantial responsibility are also subject to this policy. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964. In some cases, sexual harassment may also be susceptible to prosecution under the criminal law of the State of Texas.

Sexual Harassment Defined

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education
- b. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual
- c. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.

Management and Supervisory Responsibilities

Vice presidents, deans, directors, supervisors, and faculty coordinators must take appropriate steps to disseminate this policy statement and to inform faculty, staff, and students about procedures for filing complaints. Supervisors are required to take prompt and appropriate action when they learn of an instance of sexual harassment.

Complaint Procedure

Any CCCCD employee who has a complaint of sexual harassment, or is aware of sexual harassment in the workplace, should notify his/her immediate supervisor or the Director of Human Resources. If the complaint is against the immediate supervisor, the complainant should contact the next management level.

A student who has a complaint of sexual harassment regarding another student or a college employee should notify the Dean of Students. When the Dean of Students receives a complaint regarding a student's alleged behavior, the college Student Code of Conduct will be enforced. All students will be afforded due process throughout district disciplinary

proceedings. Reference: 1 29 C.F.R., Chapter XIV, Section 1604.11(a), Federal Register, Volume 45, Number 219, pp. 74676-74677, November 10, 1980.

AIDS POLICY

Purpose

For the purpose of preventing the spread of Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) on campus, CCCCD must provide a safe educational and working environment and conduct efforts to limit the spread elsewhere by providing education to our students and employees.

Policy

CCCCD is concerned with the growing numbers of HIV/AIDS cases throughout the country. Every effort needs to be made to ensure the rights and well being of the individual, but it is equally important to safeguard the community as a whole. In the instances in which a member of the college community has tested HIV positive or is diagnosed with AIDS, the district will consider all obtainable facts, medical information, and legal advice in determining the appropriate course of action to take. All situations will be reviewed on a case-by-case basis considering any recent legislation and health reports. This policy has been developed to provide a fair and equitable method of responding to HIV disease and AIDS within CCCCD.

Definition

AIDS is an acronym for Acquired Immune Deficiency Syndrome. The syndrome is caused by the human immunodeficiency virus. AIDS is characterized by a loss in an individual's natural immunity against disease. Loss of the immune response allows an individual to be vulnerable to diseases that would normally not be life threatening. These diseases are called opportunistic infections and can be fatal to individuals with HIV/AIDS. HIV infection also causes individuals to develop the same chronic symptoms associated with AIDS. In this policy, the term AIDS will refer to both AIDS and HIV infections.

Student and Employee Rights

Students, faculty, and staff of CCCCD identified as having HIV/AIDS will not be barred from working, teaching, attending classes, or participating in college-sponsored activities unless it is determined that he/she presents a clear and present danger to the public's health. All decisions will be made on a case-by-case basis.

Confidentiality

CCCCD shall comply with all state and federal laws regarding confidentiality of educational and medical records of students and staff. Health information about a student or employee is personal and confidential and should be treated as such.

Responsible Behavior

All students or staff with HIV/AIDS are expected to seek expert advice concerning their health circumstances. They are also obligated legally and ethically to conduct themselves in a responsible and safe manner on campus as a protection to the college community.

Available Information

CCCCD has adopted the HIV/AIDS Model Workplace Guidelines approved by the Texas Department of Health. These guidelines, the college's AIDS policy, and a brochure entitled "AIDS, the Workplace," are available upon request from the Human Resources Office. Confidentiality of these requests will be honored.

POSSESSION OF FIRE ARMS

Possession of firearms or other lethal weapons on campus or at college-sponsored events is illegal, except for commissioned police officers, as prescribed by law.

COMPLAINTS/ALLEGATIONS OF ILLEGAL ACTIVITIES

Associate faculty members with complaints or allegations of illegal activities should report their concerns immediately to any of the following: their supervisor, a Human Resources representative, the campus provost, the appropriate vice president, Leadership Team member, or the President. All reports will be promptly investigated in conjunction with the college's legal counsel.

DISCRIMINATION GRIEVANCE PROCEDURE

Employees with complaints of alleged discrimination should contact the Manager of Employee Relations for information regarding the grievance procedure for filing, processing, and resolving alleged discrimination complaints. A copy of this procedure is available in the Dean of Students Office on Spring Creek Campus, 972.881.5772, and the Human Resources Offices on Central Park Campus, 972.548.6660 and the Courtyard Center, 972.985.3780.

TEACHING LOAD AND ASSIGNMENTS

The teaching load for associate faculty is generally limited to no more than nine instructional units (three courses) per 16-week semester, and contracts are generally issued within six weeks of the beginning of the semester. Full-time and associate faculty may teach up to 12 instructional units (four courses) during the summer and are limited to six instructional units (two courses) each for Summer I, Summer II or Summer III. Full-time and associate faculty may teach only three instructional units (one course) during Maymester or Wintermester.

Discipline coordinators make teaching assignments as far in advance as possible, but occasionally, it is necessary to change or withdraw associate teaching assignments at the last minute. When schedules of fulltime faculty change shortly before a semester begins, efforts are made, when possible, to avoid taking a class already assigned to an associate faculty member. No one is guaranteed extra service teaching assignments. The division dean has the responsibility to make these assignments based on course availability.

ASSOCIATE FACULTY CONTRACTS

Associate faculty are employed on a contractual basis for a specific semester. Completion of one or more contracts by an associate faculty member in no way obligates the college to offer that faculty member a contract in the future, nor is the faculty member in any way obligated to accept any future contracts offered by the college.

In the event of unsatisfactory performance of any kind, the college reserves the right to terminate the contract and remove the associate faculty member from the classroom. In this event, the associate faculty member will be paid a prorated portion of the contract based on the number of scheduled class days/hours he/she met during the semester.

ATTENDANCE OF FACULTY AND SUBSTITUTES

Regular, punctual attendance by faculty at all class meetings, as scheduled in the semester's *Schedule of Classes*, is mandatory. In the event that an emergency arises and a faculty member cannot meet for class, the discipline coordinator and/or dean should be notified immediately so that arrangements can be made for a substitute.

Under no circumstances are the classes to be summarily dismissed by the instructor in anticipation of a foreseen absence.

Also, under no circumstances should the faculty member arrange for a substitute without approval of the discipline coordinator and/or dean. The substitute must meet the same minimum educational qualifications as the regular associate

faculty member and must process employment and payroll forms through the Human Resources Office, as well as submit documentation of qualifications (i.e., official graduate transcripts).

If an associate faculty member fails to meet a class for any reason, an Application for Leave form for "Leave Without Pay" must be completed and approved by the appropriate dean. The contracted salary will be prorated on the next payroll to reflect the reduction in hours. Effective January 1, 1998, each associate faculty member who completes a full semester will be granted up to one (1) contact hour per course per semester as paid emergency sick leave. This leave time does not accumulate or carry-over to future semesters. Associate faculty are eligible for leave with pay if called for jury duty or for compliance with a valid subpoena. The Application for Leave form must be completed with the jury summons attached and a record showing participation that conflicted with the scheduled teaching assignment.

The Application for Leave Form in connection with the Substitute Payment Form initiates the payment of the substitute instructor. These forms require that the name and social security number of the substitute, if any, be included. Forms are available in the Human Resources Offices as well as in each division office and the Associate Faculty Offices.

PAYROLL DATES

All pay periods for associate faculty are the last working day of the month, except in December and May when pay is distributed following submission of final grades and other required documentation. The schedule for mini, express and other special sessions is at the end of the month in the pay period following the close of the session.

Term	Sept.	Oct	Nov.	Dec.	Jan.	Feb.
Fall	25%	25%	25%	25%		
Wintermester					100%	
Spring						25%
Summer I						
Summer II						
Summer III						

Term	Mar.	Apr.	May	June	July	Aug.
Fall						
Spring	25%	25%	25%			
Maymester				100%		
Summer I				80%	20%	
Summer II					80%	20%
Summer III				33%	33%	34%

DIRECT DEPOSIT

Associate faculty members are encouraged to consider direct deposit of their payroll checks. Please contact the Human Resources Office at 972.985.3780 with questions.

TEXAS OPEN RECORDS ACT

An employee may request to withhold public access to his/her home address and home telephone number by submitting the request in writing to the Human Resources Office. If the employee fails to make the request in writing, the information is deemed subject to public access. This status can be changed in writing at any time.

Please note that this change affects "public" access only. CCCCD continues to have the right to make this information available for college business.

ASSOCIATE FACULTY EVALUATION PROCESS

The college is committed to excellence in instruction, thus all faculty are evaluated periodically. The intention of these evaluations is to assist faculty in improving their teaching skills. Evaluations are generally conducted by discipline coordinators and division deans.

Evaluations include, but are not limited to, the following:

1. Review of the course syllabus provided by the faculty member.
2. Classroom observations: Associate faculty are generally observed once each academic year; the appropriate dean may limit classroom observations of associate faculty members who have been employed with CCCCD for six (6) long semesters (not necessarily consecutive) to once every other academic year. The dean or coordinator may elect to evaluate an associate faculty member more frequently.
3. Regular evaluation of the faculty member by students: The Student Survey of Instruction is administered once per academic year during the week prior to the last date on which a student may drop classes with a grade of "W."

■ BENEFITS

TEACHER RETIREMENT SYSTEM OF TEXAS (TRS)

For associate faculty members who have additional employment on a full-time (or benefits-eligible part-time) basis with a Texas public school (ISD), college, or university,

CCCCD will deduct, on a pre-tax basis, the appropriate percentage for the Teacher's Retirement System of Texas (TRS).

MEDICARE/SOCIAL SECURITY/PERC

As a political subdivision of the state of Texas, CCCCCD is not required to contribute fully to the Social Security program. However, CCCCCD employees (other than certain student assistants and college work-study students) are required to contribute 1.45 percent of taxable earnings for the Medicare portion of Social Security. CCCCCD matches this amount on behalf of the employee.

Effective July 1, 1991, all part-time employees (other than certain student assistants and federal work-study students) who are not participating in an approved retirement program are subject to the full FICA withholding (6.2 percent, in addition to the Medicare contribution of 1.45 percent). CCCCCD's tax-sheltered retirement plan for part-time employees (PERC) is an approved alternative to the OASDI FICA deduction and has a required current contribution minimum of 7.5 percent. Employees who elect PERC must continue to contribute to Medicare (1.45 percent).

The initial election between PERC and Social Security must be made within 31 days of employment and is an irrevocable election during each period of active employment. The PERC plan is a 403(b) plan and may affect other tax sheltered accounts. Please contact your financial/tax advisor prior to making this election between PERC and FICA. Human Resources staff are available to assist you in making changes to your election between semesters.

FAMILY AND MEDICAL LEAVE ACT OF 1993

Family and Medical Leave Act (FMLA) requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. Employees are eligible if they have worked for a covered employer for at least one year, and for 1,250 hours over the previous 12 months, and if there are at least 50 employees within 75 miles.

Reasons for Taking Leave

Unpaid leave must be granted for any of the following reasons:

- to care for the employee's child after birth, or placement for adoption or foster care.
- to care for the employee's spouse, son or daughter, or parent, who has a serious health condition.
- for a serious health condition that makes the employee unable to perform the employee's job.

At the employee's or employer's option, certain kinds of paid leave may be substituted for unpaid leave.

Advanced Notice and Medical Certification

The employee may be required to provide advanced leave notice and medical certification. Leave may be denied if requirements are not met.

The employee ordinarily must provide 30 days advanced notice when the leave is "foreseeable."

An employer may require medical certification to support a request for leave because of a serious health condition. This may require second or third opinions (at the employer's expense) and a fitness for duty report to return to work.

Job Benefits and Protection

For the duration of FMLA leave, the employer must maintain the employee's health coverage under any "group health plan."

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

The use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA.
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

The U.S. Department of Labor is authorized to investigate and resolve complaints of violations. An eligible employee may bring a civil action against an employer for violations.

FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information: Contact the college's Human Resources Office at Central Park Campus or the nearest office of the Wage and Hour Division, listed in most telephone directories under U.S. Government, Department of Labor. Source: WH Publication 1420, June 1993

WORKERS' COMPENSATION

CCCCD employees are covered under the Texas Workers' Compensation Act. Workers' compensation is a form of insurance that provides for payment of medical treatment and

provides compensation for some loss of earnings when an employee has been injured in a job-related accident. The college pays the entire cost of this insurance. If medical treatment is required for an on-the-job accident, the employee should seek immediate treatment. However, in order for claims under this coverage to be valid, it is the responsibility of the injured employee to notify his/her supervisor and complete the First Notice of Injury form and forward it to the Human Resources Office at CPC as soon as possible. In the event of an evening accident, please contact Plant Operations at the appropriate campus for immediate assistance.

Human Resources	Central Park Campus	972.548.6660
Plant Operations	Central Park Campus	972.548.6690
Plant Operations	Courtyard Center	972.985.3777
Plant Operations	Preston Ridge Campus	972.377.1690
Plant Operations	Spring Creek Campus	972.881.5690

UNEMPLOYMENT COMPENSATION

In compliance with Texas law, CCCCD provides unemployment compensation insurance. Questions should be directed to the local office of the Texas Workforce Commission.

EMPLOYEE ID CARDS

Identification cards are available for all CCCCD employees. These cards allow employees to utilize many of the district's facilities and services (Fitness Centers, library/Learning Resources Centers, and check-cashing privileges in campus bookstores). Student Life manages the ID card process. A schedule for making ID cards is listed under "Student ID Cards" in the Index. Faculty and staff must show a picture ID, such as a drivers license, in order to have an ID card issued. The first ID card is provided free; replacement cards are \$2 each.

Full-time Employee ID cards are issued after the employee has received his/her first payroll check. The Human Resource System (HRS) must first recognize a new employee through payroll, showing that he/she has a current, active assignment.

Part-time Employees' ID cards may be issued after the employee has received his/her first payroll check. A part-time faculty member who is employed on a semester basis will be able to use the ID card following the first payroll of each assignment. The Human Resource System (HRS) must first recognize a new employee through payroll, showing that he/she has a current, active assignment.

All employees no matter what their status will receive an ID card that reads "Faculty." If an individual is both an employee and a student, he/she will only be able to receive an employee ID card, since an employee status is higher than a student status. Cards cannot be issued under multiple statuses.

APPENDIX

ACADEMIC COMPUTING SERVICES FOR CCCC NETWORK ACCOUNT APPLICATION

Date: _____

Circle one: Associate Faculty Part-time Staff / Limited full-time
 Full-time Faculty Student Assistant
 Full-time Staff Temporary

Name: _____

Department: _____ Phone number _____ Room _____

Campus: ☐ CYC ☐ SCC ☐ PRC ☐ CPC ☐ CCCC@Allen ☐ College Center at Rockwall

Supervisor's name (printed): _____

*Supervisor's signature: _____

(Signature must be on form before LAN account can be created)

FOR ACS USE ONLY

Created by: _____ Date of completion: _____

Check for existing LAN account: Yes No

GroupWise Account created: Yes No

Created on: ☐ CYC-A01 ☐ CPC-A01 ☐ SCC-A01
 ☐ PRC-A01 ☐ ALL-A01 ☐ ROC-A01

Container: STAFF STUDENTS

New LAN Account e-mail sent: Yes No

CALL 911

Collin County Community College District

PROTOCOL FOR MEDICAL EMERGENCY

GENERAL PROCEDURES

- ❖ **KNOW** the location of the nearest telephone.
- ❖ Have someone **CALL 911** while you remain at the scene.
- ❖ **NOTIFY** Campus Security that emergency personnel are en route. (Campus Security will notify appropriate campus personnel.)
- ❖ Report all pertinent information and facts: who, what, when, where, and how. At this point, the campus Provost will manage the information flow. Please treat the incident confidentially.

College personnel must **NEVER TRANSPORT** individuals.

TELEPHONE NUMBERS

Central Park Campus:

1. Call 911
2. Call 5555 – Security
3. Call 6690 – Plant Operations

Preston Ridge Campus:

1. Call 911
2. Call 5555 – Security
3. Call 1690 – Plant Operations

Courtyard Center:

1. Call 911
2. Call 5555 – Security
3. Call 3777 – Plant Operations

Spring Creek Campus:

1. Call 911
2. Call 5555 – Security
3. Call 5690 – Plant Operations

If you suspect alcohol or drug activity, notify the Campus Security at (5555) or anonymously on CCCC public safety website. If you are not using a district phone, please call 972.578.5555.



COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT INCIDENT REPORT AND REQUEST FOR DISCIPLINARY ACTION

THIS FORM SHOULD BE COMPLETED IF DISCIPLINARY ACTION IS REQUESTED.

Date:

Name of Person Completing Form:

Nature of Incident: _____

Student(s) involved/Name and Social Security Number:

Name:	Social Security Number
-------	------------------------

Name	Social Security Number
------	------------------------

Name	Social Security Number
------	------------------------

Please refer to the Student Code of Conduct in the 2002-2003 Student Handbook (OTHER OFFENSES)
and indicate the section that you believe the student has violated.*

Describe Incident: Please include date, time, and witnesses if known.

*NOTE: In the case of scholastic dishonesty please attach supportive documentation and Internet address if plagiarism occurred from the Internet.

Signature of Person Filing Complaint

Date

Available On-line at <http://intranet.ccccd.edu/webforms/index.htm> under Student Services, Student Incident Report.

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT INCOMPLETE GRADE/CONTRACT

Fall	20 ____	Maymester	20 ____
Wintermester	20 ____	Summer I/III	20 ____
Spring	20 ____	Summer II	20 ____

CCCCD policy states that the "I" grade is assigned only for extenuating circumstances. Incomplete contracts must be agreed to and signed by the student, professor, coordinator and appropriate division dean before the end of the term in order for a grade of "I" to be assigned. The contract must define the exact requirements (not to exceed 20 percent of the coursework) the student is to fulfill in order to receive a performance grade. If remaining work is greater than 20 percent of the coursework, Vice President of Academic Affairs (VPAA) approval is required. Requirements of incomplete contracts must be completed as specified in the contract, but by no later than the end of the following 16-week term. The contract may state that if the work is not completed as specified, the grade will be changed to a performance grade based on the quality and amount of work completed. If no performance grade is specified on the contract and the contract is not fulfilled, an "I" will remain on the permanent record. **PROFESSOR MUST SUBMIT A GRADE CHANGE FORM TO REMOVE THE "I" FROM THE PERMANENT RECORDS.**

(PRINT)	LAST NAME	FIRST	MIDDLE
SOCIAL SECURITY NUMBER		COURSE	SECTION

Exact requirements student must fulfill:

() Check if applicable

If student does not complete requirements by _____, a performance grade will be assigned based on quality and amount of work completed. (If this box is not checked, failure to remove "I" during next long semester will result in an "I" being placed on the permanent record.)

STUDENT'S SIGNATURE

DATE

PROFESSOR'S SIGNATURE

DATE

DISCIPLINE COORDINATOR'S SIGNATURE

DATE

DEAN'S SIGNATURE

DATE

VICE PRESIDENT OF ACADEMIC AFFAIRS'S SIGNATURE
(if required)

DATE

Note to Professor: If a student is assigned a grade of "I", this form must be sent to any Admissions and Records Office with all required signatures. "I" grades will be removed from the students record only upon completion of the grade change form.

DISTRIBUTION: WHITE-Attached to Grade Roster CANARY-Division PINK-Professor GOLDENROD-Student
(Professor is responsible for distribution.)

0298.121
7/07

**COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
LATERAL CHANGE FORM**

This form is to be used for changes in courses, or sections of a course, that are required after the census date. Changes are made only with approval of both professors and division dean of the new course or section.

Semester	
___ Fall	20 ___
___ Spring	20 ___
___ Summer I/III	20 ___
___ Summer II	20 ___

Student name: _____ SS# _____ - _____ - _____
PLEASE PRINT

Reason for lateral change (check one):

- ☐ Course Level Change — made upon evaluation of the student's performance, with approval of professor or division dean. Courses must be sequential.
- ☐ Work Schedule Change — made when the student's hours of employment change.
- ☐ Registration Error Correction — made with Registrar's approval.
- ☐ Administrative — made when dividing or canceling classes.
- ☐ Other _____

Class to be *added*:

Course prefix	number	section
---------------	--------	---------

Class to be *dropped*:

Course prefix	number	section
---------------	--------	---------

The following signatures are required for a lateral change:

_____ Student	_____ Date
_____ Original Professor	_____ Date
_____ New Professor	_____ Date
_____ Division Dean	_____ Date
_____ Registrar	_____ Date

Office Use:

Processed: _____
By: _____



COLLIN COUNTY COMMUNITY COLLEGE DISTRICT - ADMISSIONS & RECORDS OFFICE

Name: _____ SSN: _____
 Address: _____ City: _____ State: _____ Zip: _____
 Home Phone: _____ Work Phone: _____ E-mail Address: _____
 First: _____ Last: _____ MI: _____ Date: _____

TASP Status: ☐ Exempt ☐ Non-Exempt
Assessments: Reading _____ Math _____ Writing _____
Test scores: _____
Approved to take _____
Terms: ☐ Fall 20 _____
☐ Wintersemester 20 _____
☐ Spring 20 _____
☐ Maymester 20 _____
☐ Summer I/III 20 _____
☐ Summer II 20 _____

I REQUEST TO REGISTER FOR (OR ADD) THE FOLLOWING COURSE(S)

Call #	Course ID & Section	Course Title	Day/Time
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I REQUEST TO DROP/WITHDRAW FROM THE FOLLOWING COURSE(S):

Course	Course Title	Professor
_____	_____	_____
_____	_____	_____
_____	_____	_____

Drop/Withdrawal Reason: Check one: ☐ Academic Difficulty (DA) ☐ Conflicting Job /Schedule Hours (DO) ☐ TASP passed (DT)

☐ Dissatisfaction w/Instruction (DD)* ☐ Personal/Illness/Other (DOB)

*Explanation required for dissatisfaction with instruction: _____

Student Signature: _____ Tuition/Fee: _____ Holds: _____
 Adviser Signature: _____ Date: _____ Processed by: _____ Date: _____
 Adviser Comments: _____ Financial Aid Signature: _____

**COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
GRADE CHANGE REQUEST**

Check the term in which the original grade was assigned. ➡

Fall	20
Wintermester	20
Spring	20
Maymester	20
Summer I/III	20
Summer II	20

NAME OF STUDENT: _____

SOCIAL SECURITY NUMBER: _____

GRADE CHANGE FOR:

Course Prefix	Number	Section	Change Grade From:	To:
----------------------	---------------	----------------	---------------------------	------------

Reason for Grade Change: _____

***NOTE: You may advise students that verification of the grade change will be mailed to them after the grade change has been processed.**

_____ Professor (Discipline Coordinator, if required)	_____ Date
---	----------------------

_____ Division Dean	_____ Date
-------------------------------	----------------------

_____ Vice President (If required)	_____ Date
--	----------------------

FOR OFFICE USE ONLY:

REGISTRAR APPROVED:

_____ Signature	_____ Date
---------------------------	----------------------

_____ Processed by:	_____ Date:
-------------------------------	-----------------------

DISTRIBUTION: WHITE—Admissions & Records Office/CANARY—Division/PINK—Professor/GOLDENROD—Student

Note - Distribution will be made by the Admissions & Records Office after processing is complete.

**COLLIN COUNTY COMMUNITY COLLEGE DISTRICT
STUDENT FIELD TRIP FORM**

STU

Name of the Organization _____ / 5110 5115
Cost Center Field trips Athletics Date

Departure: _____ Time: _____ Return: _____ Time: _____
MO/DAY/YR M O/DAY/YR

Date/Place/Purpose of meeting: _____

Faculty Sponsor(s): _____

Total # Attending: _____ **Attach list of student names & social security numbers**

TRANSPORTATION		EXPENSES
	ADVANCE	ACTUAL

1. Car: _____ Miles@\$.30 per mile

2. Plane: _____

3. Other: _____

OTHER EXPENSES

4. Lodging: _____

Payee: _____

5. Meals: _____

Payee: _____

6. Miscellaneous: _____

7. Registration Fees: _____

Payee: _____

TOTAL

TOTAL AMOUNT OF ADVANCE (_____)

BALANCE RETURNED (MUST AGREE TO CASH RECEIPT) (_____)

BALANCE REQUESTED _____

Estimated: Sponsor _____

Actual: Sponsor _____

Estimated: Dean/Vice President _____

Actual: Dean/Vice President _____

Estimated: Business Office _____

Actual: Business Office _____

SEND CHECK TO:

DISTRIBUTION: WHITE & CANARY—BUSINESS OFFICE PINK—DIVISION _____CPC _____SCC _____CYC _____PRC

GENERIC SYLLABUS

The following outline for the Generic Syllabus reflects the proposed changes discussed at the January 10, 2003 CAB Meeting, the January Faculty Senate Meeting and approved for use by Dr. Kappus. Please note that the italicized words are descriptions of what each item should include. There are some items, which must be included, verbatim. They are not italicized. The format/order of this syllabus may not change.

Course Number:

Course Title:

Course Credit Hours, Lecture Hours, Lab Hours, Clinical/Recitation Hours (as applicable):

Prerequisite: None or _____

Corequisite: *If applicable*

Textbook: *As selected for that course, or the statement “selected by the instructor”*

Supplies: *Any additional items that the student would need to purchase, specifically for that course*

Course Description: *Insert approved catalog description*

Course Learning Objectives: *This section will outline general expected outcomes of the course for students to achieve. (Level of detail in this section as determined by the department.) Technical courses may refer to SCANS*

Course Requirements: *General requirements all students must accomplish to successfully complete the course*

Course Format: *E.g. lecture, lecture/lab, lab required, etc.*

Method of Evaluation: *A skeletal version, or the statement “see instructor’s grading policy”*

Attendance Policy: *If applicable (affects grade) and required for all sections*

Please see the Schedule of Classes for the last day to withdraw

Religious Holidays: *refer to Section 2 Policies and Procedures, Sub-section 2.23 Religious Holidays in the current CCCC Student Handbook*

ADA Statement: *Verbatim from policy*

Academic Ethics: *Policy on academic dishonesty and any other issues course/department specific*

<<<Developmental Education will add a statement regarding TASP>>>

INSTRUCTORS SYLLABUS

The following outline for the Instructor's Syllabus was developed by the Curriculum Advisory Board (CAB) members present at the January 10, 2003 CAB meeting, the January Faculty Senate meeting, and approved for use by Dr. Kappus. The format/order of this syllabus is flexible in the order of its presentation. Instructors are also free to use the framework of the Generic Syllabus and flesh it out so as to give students one syllabus. Instructors may choose to provide students with copies of the Generic Syllabus and their Instructor Syllabus or they may provide students with a location to obtain copies (the division office, URL, etc.). The Instructor Syllabus must be submitted to the division office electronically.

Course Number:

Course Title:

Course Credit Hours, Lecture Hours, Lab Hours:

Course Delivery Method: Lecture, Lab, Lecture/Lab, Online, Web-Assisted, Telecourse, Video Checkout

Instructor's Information:

Instructor's Name:

Office Number:

Office Hours: *If Associate Faculty, the statement "by appointment only." (Per SACS, contact information must be provided to students. If "by appointment only" then what day of the week and time of the day appointments may be scheduled needs to be communicated here.)*

Contact Information: *Phone, e-mail, department office contact in case of emergencies*

Class Information

Class meeting times

Class meeting location

Textbook:

Supplies:

Method of Evaluation: *Grading policy/Scale, specifically state how grade is determined*

Attendance Policy: *If applicable*

Course Withdrawal Policy: *Must include last date for students to withdraw and procedures*

ADA Statement: *Verbatim from policy*

Tentative Course Calendar: *This course calendar is for proposed due dates of major assignments, exam dates, projects, papers, etc.*

NOTE: A copy of the Generic Syllabus is available in the division office and on the college web site.

COLLIN COUNTY COMMUNITY COLLEGE DISTRICT

CAMPUS

Fall and Spring Semesters Only

NORMAL CAMPUS HOURS:

SPRING CREEK CAMPUSES

7 a.m.-11:30 p.m. Monday-Saturday
Noon-6 p.m. Sunday

CENTRAL PARK AND PRESTON RIDGE CAMPUSES

7 a.m.-11 p.m. Monday-Thursday
7 a.m.-5 p.m. Friday & Saturday
1 p.m.-5 p.m. Sunday

PHONE NUMBERS:

Central Park 972.548.6790
Courtyard Center 972.985.3721
Preston Ridge 972.377.1790
Spring Creek 972.881.5790
CCCCD@ALLEN 214.491.6200
College Center
at Rockwall 972.881.5790

ACCESS

(Director, Sharon Steele Blakeman)

CPC A108 972.548.6770

By appointment

PRC F135 972.377.1770

By appointment

SCC G200 972.881.5898

8:00 a.m.-5:00 p.m. Monday-Friday

Evenings by appointment Monday-Thursday

ADMISSIONS AND RECORDS

(Registrar, Stephanie Meinhardt)

CPC 972.548.6710

8:00 a.m.-5:00 p.m. Monday, Tuesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Wednesday

CYC 972.985.3721

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-6:00 p.m. Friday

PRC 972.377.1710

8:00 a.m.-8:00 p.m. Tuesday

8:00 a.m.-5:00 p.m. Monday, Wednesday,
Thursday, Friday

SCC 972.881.5710

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

CCCCD@Allen 214.491.6200

8:00 a.m.-6:30 p.m. Monday-Thursday

8:00 a.m.-4:00 p.m. Friday

ADVISING

(Director, Norma Johnson)

CPC 972.548.6782

8:00 a.m.-5:00 p.m. Monday, Tuesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Wednesday

PRC 972.377.1779

8:00 a.m.-5:00 p.m. Monday, Wednesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Tuesday

SCC 972.881.5782

8 a.m.-8 p.m. Monday-Thursday

8 a.m.-5 p.m. Friday

ALTERNATIVE LEARNING CENTERS

CPC LRC 972.548.6877

7:45 a.m.-9:30 p.m. Monday-Thursday

7:45 a.m.-5:00 p.m. Friday

10:00 a.m.-2:00 p.m. Saturday

1:00 p.m.-5:00 p.m. Sunday

PRC H120 972.377.1565

7:45 a.m.-9:30 p.m. Monday-Thursday

7:45 a.m.-5:00 p.m. Friday

10:00 a.m.-2:00 p.m. Saturday

1:00-5:00 p.m. Sunday

SCC LRC 972.881.5966

7:45 a.m.-10:00 p.m. Monday-Thursday

7:45 a.m.-5:00 p.m. Friday

9:00 a.m.-4:00 p.m. Saturday

1:00-5:00 p.m. Sunday

*Hours will vary during Wintermester,
Maymester, and summer sessions.*

ASSOCIATE FACULTY OFFICES

SCC B103 972.516.5090

SCC K239 972.881.5759

7:30 a.m.-9:00 p.m. Monday-Thursday

7:30 a.m.-4:30 p.m. Friday

CPC B305 972.548.6830

7:30 a.m.-9:30 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

PRC F210 972.377.1585

7:00 a.m.-4:00 p.m. Monday-Friday

PRC H119 972.377.1705

1:00-9:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

PRC U111 972.377.1554

8:00 a.m.-3:00 p.m. Monday,

Wednesday, Thursday

10:00 a.m.-7:00 p.m. Tuesday

8:00 a.m.-11:00 a.m. Friday

BOOKSTORES

(Director, David Husted)

CPC 972.548.6680

8:00 a.m.-4:30 p.m. Monday & Thursday

8:00 a.m.-6:30 p.m. Tuesday & Wednesday

8:00 a.m.-1:00 p.m. Friday

CYC 972.985.3710

8:30 a.m.-1:15 p.m.

2:45 p.m.-7:00 p.m. Monday-Thursday

10:00 a.m.-1:15 p.m.

2:45 p.m.-7:00 p.m. Friday

9:00 a.m.-1:00 p.m. Saturday

PRC 972.377.1680

8:00 a.m.-4:30 p.m. Monday & Thursday

8:00 a.m.-6:30 p.m. Tuesday & Wednesday

8:00 a.m.-1:00 p.m. Friday

SCC 972.881.5680

8:00 a.m.-7:00 p.m. Monday-Thursday

8:00 a.m.-1:00 p.m. Friday

Bookstore hours are extended during the beginning of each semester. Call for current operating hours or check the web site at www.springcreek-campusbookstore.com.

BUSINESS AND COMPUTER SCIENCE

(Dean, Bill Blitt)

CPC B305 972.548.6830

PRC H245 972.377.1731

SCC J122 972.881.5846

8:00 a.m.-5:00 p.m. Monday-Friday

BUSINESS OFFICE

CYC A420 972.758.3830

8:00 a.m.-5:00 p.m. Monday-Friday

BURSAR, CASHIER

CPC A111 972.548.6616

8:00 a.m.-5:00 p.m. Monday, Tuesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Wednesday

CYC B101 972.985.3724

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

9:00 a.m.-1:00 p.m. Saturday

PRC F140 972.377.1637

8:00 a.m.-5:00 p.m. Monday, Wednesday,
Thursday, Friday

8:00 a.m.-5:00 p.m. Tuesday

SCC G115 972.881.5634

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

CAMPUS SECURITY

See Public Safety

CAREER SERVICES & COOPERATIVE WORKEXPERIENCE

(Dean of Students, Barbara Money)

CPC 972.548.6747

8:00 a.m.-5:00 p.m. Monday, Tuesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Wednesday

PRC 972.377.1781

8:00 a.m.-5:00 p.m. Monday, Wednesday,
Thursday, Friday
8:00 a.m.-8:00 p.m. Tuesday

SCC 972.881.5781

8:00 a.m.-8:00 p.m. Monday-Thursday
8:00 a.m.-5:00 p.m. Friday

COMMUNICATIONS AND HUMANITIES

(Dean, Thomas Chesney)

CPC B305 972.548.6830**PRC U111 972.377.1554****SCC B189 972.881.5810**

8:00 a.m.-5:00 p.m. Monday-Friday

COMPUTER LABS

(Chief Information Systems Officer,
David Hoyt)

CPC A213 972.548.6877

8:00 a.m.-9:45 p.m. Monday-Thursday
8:00 a.m.-5:00 p.m. Friday
8:00 a.m.-5:00 p.m. Saturday

PRC H120 972.377.1740

7:30 a.m.-10:45 p.m. Monday-Thursday
7:30 a.m.-5:00 p.m. Friday
9:00 a.m.-5:00 p.m. Saturday

SCC J119 972.881.5877

7:45 a.m.-10:45 p.m. Monday-Thursday
8:00 a.m.-4:45 p.m. Friday-Saturday
Noon-4:45 p.m. Sunday

**CONTINUING EDUCATION AND
WORKFORCE DEVELOPMENT**

(Executive Director, Steve Hardy;
Director of Business Solutions Group,
Anita Wormald; Director of Continuing
Education, Janet Sheppard)

CYC 972.985.3750

8:00 a.m.-5:00 p.m. Monday-Friday

COUNSELORS

(Director, Linda Qualia)

CPC A222 972.548.6615

Michael Lyons

8:00 a.m.-5:00 p.m. Monday-Friday

PRC F147E 972.377.1671

Tracey Fleniken

8:00 a.m.-5:00 p.m. Monday-Friday

SCC K105 972.881.5779

Linda Qualia

8:00 a.m.-5:00 p.m. Monday-Friday

SCC C224 972.881.5775

Pam Love

8:00 a.m.-5:00 p.m. Monday-Friday

DEAN OF STUDENTS

(Dean, Barbara Money)

(Associate Dean, Kathrine Swanson)

SCC G227 972.881.5604**CPC B311 972.548.6771****PRC F139 972.377.1793**

8:00 a.m.-5:00 p.m. Monday-Friday

DEVELOPMENTAL EDUCATION

(Dean, Juanita Austin)

SCC K102 972.881.5720

8:00 a.m.-5:00 p.m. Monday-Friday

DISTANCE LEARNING

(Coordinator, Hector DeLuna)

SCC D132 972.881.5871**CPC 972.548.6871****PRC 972.377.1577****EDUCATION**

(Director, Brenda Kihl)

CCCCD@Allen 972.377.1060

8:00 a.m.-5:00 p.m. Monday-Friday

ENGINEERING TECHNOLOGY

(Dean, Ann Beheler)

PRC H210 972.377.1715

8:00 a.m.-5:00 p.m. Monday-Friday

FINANCIAL AID

(Director, Debra Wilkison)

CPC 972.548.6760

8:00 a.m.-5:00 p.m. Monday, Tuesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Wednesday

PRC 972.377.1760

8:00 a.m.-5:00 p.m. Monday, Wednesday,
Thursday, Friday

8:00 a.m.-8:00 p.m. Tuesday

SCC 972.881.5760

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

EVENING AND WEEKEND**ADMINISTRATOR**

(Washington James)

SCC G231 881-5801

1:30 p.m.-10:00 p.m. Monday-Thursday

9:00 a.m.-1:00 p.m. Friday

8:30 a.m.-1:30 Saturday

FINE ARTS

(Interim Dean, Gaye Cooksey)

SCC A177 972.881.5107

8:00 a.m.-5:00 p.m. Monday-Friday

FITNESS CENTERS**CPC 972.548.6891**

8:00 a.m.-9:00 p.m. Monday-Thursday

8:00 a.m.-6:00 p.m. Friday

9:00 a.m.-1:00 p.m. Saturday

PRC 972.377.1752

6:00 a.m.-10:00 p.m. Monday-Thursday

6:00 a.m.-8:00 p.m. Friday

8:00 a.m.-4:00 p.m. Saturday

SCC 972.881.5848

8:00 a.m.-9:45 p.m. Monday-Thursday

8:00 a.m.-5:45 p.m. Friday

9:00 a.m.-2:45 p.m. Saturday

FOOD SERVICES

(Phillip McClenny, Fall and Spring
Semesters)

SCC 972.881.5949

7:30 a.m.-8:00 p.m. Monday-Thursday

7:30 a.m.-2:00 p.m. Friday

HONORS INSTITUTE

(Director, Kay Mizell)

SCC F103 972.881.5803**HUMAN RESOURCES**

(Associate Vice President of Organizational
Effectiveness and Human Resources, Kim
Russell)

CPC B301 972.548.6660**CYC B303 972.985.3780**

8:00 a.m.-5:00 p.m. Monday-Friday*

**Evening appointments can be arranged
when needed.*

INFORMATION CENTERS**CPC A108 972.548.6790**

7:30 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

CYC B101 972.985.3790**PRC F Atrium 972.377-1790**

7:30 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

SCC G132 972.881.5790

7:30 a.m.-10:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

9:00 a.m.-4:00 p.m. Saturday

CCCCD@Allen 214.495.5780

College Center

at Rockwall 972.772.2180

INSTITUTIONAL RESEARCH

(Tom Martin, Associate Vice President for
Research and Institutional Effectiveness)

CYC B431 972.758.3815**LEARNING RESOURCES CENTERS****CPC 972.548.6860**

7:45 a.m.-9:45 p.m. Monday-Thursday

7:45 a.m.-5:00 p.m. Friday

10:00 a.m.-2:00 p.m. Saturday

1:00 p.m.-5:00 p.m. Sunday

CPC-Central Park Campus
PRC-Preston Ridge Campus
CCCCD@ALLEN-Allen High School Campus

CYC-Courtyard Center
SCC-Spring Creek Campus

PRC 972.377.1560

7:45 a.m.-9:45 p.m. Monday-Thursday
 7:45 a.m.-5:00 p.m. Friday
 10:00 a.m.-2:00 p.m. Saturday
 1:00 p.m.-5:00 p.m. Sunday

SCC 972.881.5860

7:45 a.m.-9:45 p.m. Monday-Thursday
 7:45 a.m.-5:00 p.m. Friday
 9:00 a.m.-4:00 p.m. Saturday
 1:00 p.m.-5:00 p.m. Sunday
Hours will vary during Wintermester, Maymester, and summer sessions.

MATHEMATICS AND NATURAL SCIENCES

(Dean, Cameron Neal)

CPC B305 972.548.6830

8:00 a.m.-5:00 p.m. Monday-Thursday

SCC F134 972.881.5880

8:00 a.m.-6:00 p.m. Monday & Tuesday
 8:00 a.m.-5:00 p.m. Wednesday-Friday

MATH LABS

(Director, Vacant)

CPC B336 972.548.6896**PRC U136 972.377.1639****SCC J228 972.881.5921**

Call for hours.

MEDIA SERVICES**CPC 972.548.6871****CYC 972.758.3855****PRC 972.377.1577**

8:00 a.m.-10:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

Closed Saturday-Sunday

SCC 972.881.5935

8:00 a.m.-10:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

9:00 a.m.-4:00 p.m. Saturday

1:00 p.m.-5:00 p.m. Sunday

Hours will vary during Wintermester, Maymester, and summer sessions.

PAYROLL OFFICE

(Donna Stoutley and Bridget Jackson)

CYC 972.758.3822

8:00 a.m.-5:00 p.m. Monday-Friday

PHYSICAL EDUCATION, ATHLETICS AND WELLNESS

(Associate Dean/Athletic Director, Susan Evans)

CPC E123 972.548.6891**SCC A220 972.881.5925****PRC A106 972.377.1758**

8:00 a.m.-5:00 p.m. Monday-Friday

PLANT OPERATIONS**CPC 972.548.6690****CYC 972.985.3777****PRC 972.377.1690****SCC 972.881.5690****PRESIDENT'S OFFICE**

(President, Cary Israel)

CYC B431 972.758.3800

(Executive Vice President, Toni Jenkins)

CYC B431 972.758.3893

8:00 a.m.-5:00 p.m. Monday-Friday

PROVOSTS**CPC A302 972.548.6800**

Rex Parcells

PRC F146 972.377.1550

Belinda Newman

SCC G227 972.881.5802

Tom Rodgers

8:00 a.m.-5:00 p.m. Monday-Friday

PUBLIC SAFETY

972.578.5555 or 5555 from any district phone

REPROGRAPHICS CENTER**SCC K129 972.881.5650**

8:00 a.m.-5:00 p.m. Monday-Thursday

8:00 a.m.-4:00 p.m. Friday

REGISTRAR

See Admissions and Records

SOCIAL SCIENCES**HEALTH AND PUBLIC SERVICES**

(Dean, Gary Hodge)

CPC E302 972.548.6679**SCC B240 972.881.5800**

8:00 a.m.-5:00 p.m. Monday-Friday

STUDENT DEVELOPMENT

(Vice President, Mary McRae)

(Dean of Students, Barbara Money)

CPC A108 972.548.6770

8:00 a.m.-5:00 p.m. Monday,

Tuesday, Thursday, Friday

8:00 a.m.-8:00 p.m. Wednesday

PRC F135 972.377.1770

8:00 a.m.-5:00 p.m. Monday, Wednesday,

Thursday, Friday

8:00 a.m.-8:00 p.m. Tuesday

SCC G103 972.881.5770

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

STUDENT LIFE

(Director, Cheri Jack)

CPC D109 972.548.6788

8:00 a.m.-5:00 p.m. Monday,

Tuesday, Thursday

8:00 a.m.-8:00 p.m. Wednesday

8:00 a.m.-12:00 p.m. Friday

PRC A185 972.377.1788

8:00 a.m.-5:00 p.m. Monday,

Wednesday, Thursday

8:00 a.m.-8:00 p.m. Tuesday

8:00 a.m.-12:00 p.m. Friday

SCC F129 972.881.5788

8:00 a.m.-8:00 p.m. Monday-Thursday

8:00 a.m.-5:00 p.m. Friday

TEACHING/LEARNING CENTERS

(Executive Director, Barry Wagner)

<http://iws2.ccccd.edu/tlc>

CPC A217 972.881.5105

PRC F116 972.881.5105

SCC D133 972.881.5105

TESTING CENTERS*

(Director, Mike Smith)

CPC B342 972.548.6849

(Peggy Head)

8:00 a.m.-9:00 p.m. Monday-Thursday

8:00 a.m.-3:00 p.m. Friday

8:00 a.m.-noon Saturday

PRC F208 972.377.1523

(Fred Robbins)

8:00 a.m.-9:00 p.m. Monday-Thursday

8:00 a.m.-3:00 p.m. Friday

8:00 a.m.-noon Saturday

SCC J232 972.881.5922

(Jennifer Salo)

8:00 a.m.-9:00 p.m. Monday-Thursday

8:00 a.m.-3:00 p.m. Friday

8:00 a.m.-5:00 p.m. Saturday

**Please note: Last test is given one hour before closing.*

TRANSFER PROGRAMS

(Director, Leslie Cannon)

CYC A316 972.985.3733

8:00 a.m.-5:00 p.m. Monday-Friday

VICE PRESIDENT FOR ACADEMIC AFFAIRS

(Vice President, Sheryl Kappus)

CYC B439b 972.758.3812

8:00 a.m.-5:00 p.m. Monday-Friday

WRITING CENTERS**CPC B116 972.548.6857****PRC F145 972.377.1576****SCC D113 972.881.5843**

Call for hours of operation.

CPC-Central Park Campus
 PRC-Preston Ridge Campus
 CCCCD@ALLEN-Allen High School Campus
 COLLEGE CENTER AT ROCKWALL-Rockwall High School Campus

CYC-Courtyard Center
 SCC-Spring Creek Campus

CCCCD DISTRICT MAP

CAMPUS LOCATIONS

Central Park Campus (CPC)

2200 West University Drive

P.O. Box 8001

McKinney, Texas 75070-8001

972.548.6790

**Courtyard Center for Professional
and Economic Development (CYC)**

4800 Preston Park Boulevard

P.O. Box 869055

Plano, Texas 75086-9055

972.985.3790

Preston Ridge Campus (PRC)

9700 Wade Boulevard

Frisco, Texas 75035

972.377.1790

Spring Creek Campus (SCC)

2800 East Spring Creek Parkway

Plano, Texas 75074

972.881.5790

CCCCD@ALLEN

300 Rivercrest Boulevard

Allen, Texas 75002

972.377.1060

College Center at Rockwall

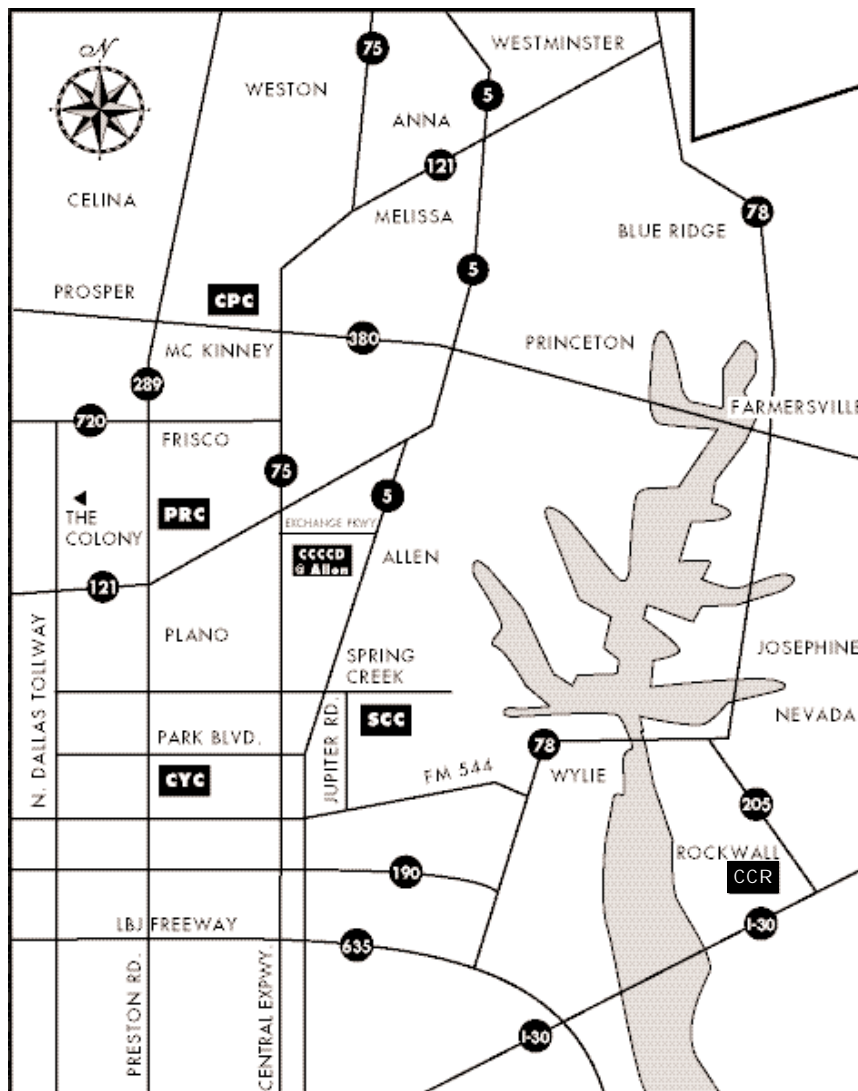
1050 Williams Street

Rockwall, Texas 75087

972.881.5790

Internet Address:

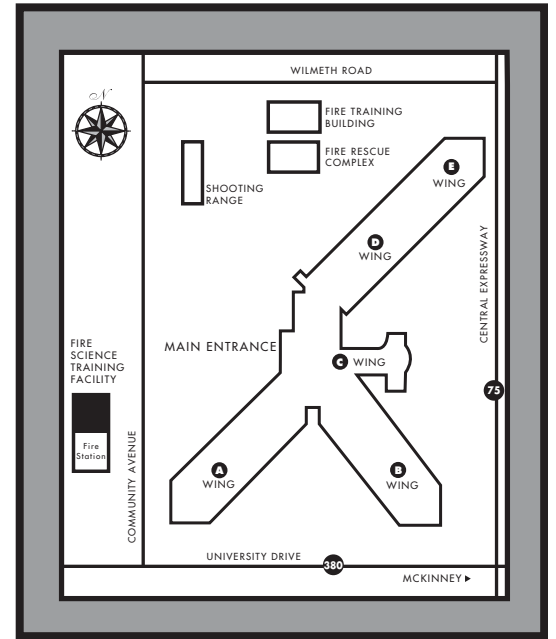
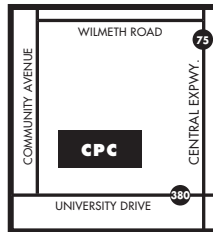
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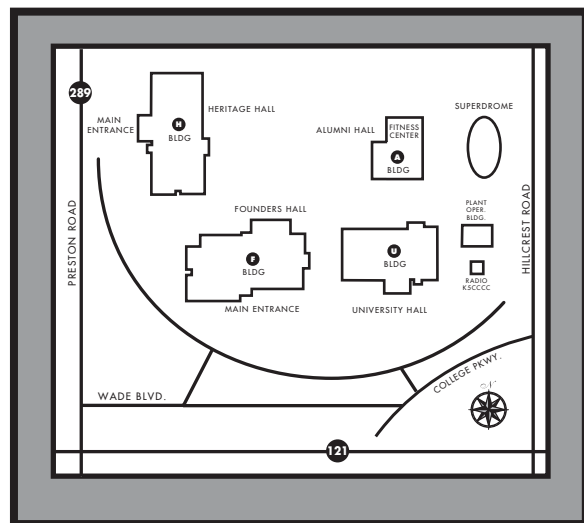
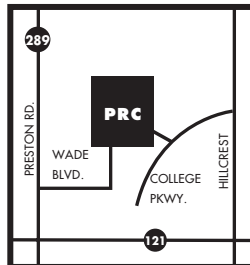
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McKinney, Texas 75070
972.548.6790



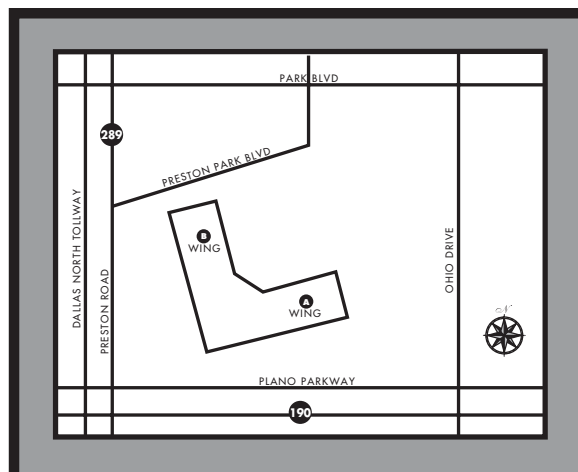
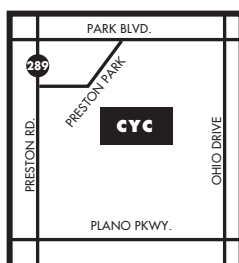
Preston Ridge Campus (PRC)

9700 Wade Boulevard
Frisco, Texas 75035
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Courtyard Center for Professional and Economic Development (CYC)

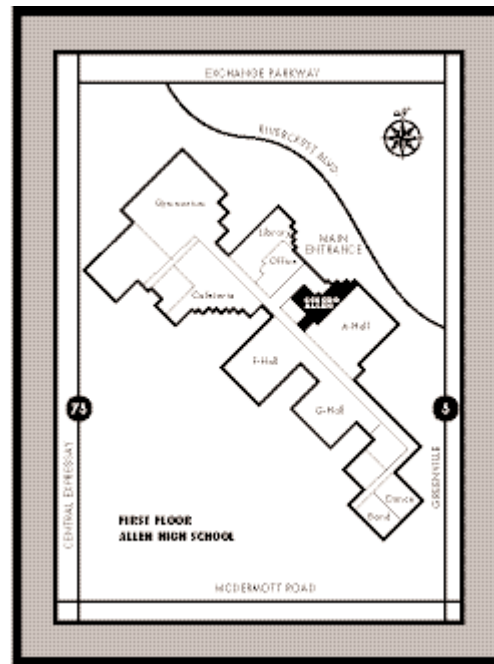
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972.985.3790



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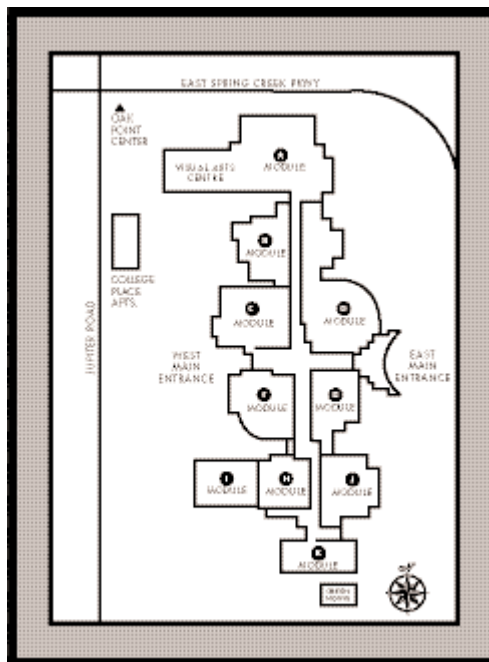
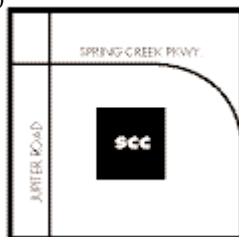
CCCCD@ALLEN

300 Rivercrest Boulevard
Allen, Texas 75002
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Spring Creek Campus (SCC)

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