

| **GCCC** Faculty Handbook |

2022-2023

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Introduction to Garden City Community College

Mission, Vision, and Values

Our Mission, Vision, and Values help us understand *what* we do, *where* we aspire to be, and *how* we intend to conduct ourselves as we work to get there.

Mission: Garden City Community College exists to produce positive contributors to the economic and social well-being of society.

Vision: GCCC will be the premier education nexus of progress, providing world class learning in a dynamic environment. From here, you can go anywhere.

Values:

Bold Innovation

Unwavering Integrity

Service and Collegiality

Trust, Transparency, and Accountability

Empowered Creativity and Academic Freedom

Responsible Leadership

Student-Centered Focus

Humble, Hungry, Smart

The college also adheres to the Humble, Hungry, Smart philosophy promoted in Patrick Lencioni's *The Ideal Team Player*, copies of which can be requested through Human Resources.

Letter from the Vice President for Instructional Services

For those of you who are new faculty members or new instructional staff members, I am glad you are here. And for those of you who are returning, welcome back.

I've spent a great deal of time thinking of what it is to teach, what it is to shape lives, and what that responsibility looks like. I often return to Mike Rose's book *Why School? Reclaiming Education for All of Us*. It's a small thing, about 170 pages and the height and width of a greeting card. But it's a passionate exploration of what education is, what it can mean beyond the boundaries of Ivy League schools. Every time I return to it I find something that feels concrete and real and hopeful about the work we do here in community colleges, and specifically at Garden City Community College. **There are copies to check out in the library.**



In one sense, the job of a community college is to provide opportunity to students. We often use the word "access," but that can sound clinical. Rose writes about what opportunity *feels like* when it's happening to you. He says: "certainly one feels a sense of possibility, of hope. But it is hope made concrete, specific, hope embodied in tools or practices or sequences of things to do—pathways to a goal. **And all this takes place with people who interact with you in ways that affirm your hope**" (p. 14, emphasis mine).

Those "people" he refers to are you—specifically, particularly teachers. Anyone who comes in contact with students counts in this equation—me, tutors, coaches, groundskeepers.... But specifically, particularly, teachers. Rose lays out ***the central action of creating opportunity for students—affirm their hope.***

What does this look like on the ground? In the classroom and in our daily lives on this campus? I would argue it's two things: our actions directly with students, and our actions that contribute to the environment students move through.

Let's talk the classroom environment working directly with students: I ask for all candidates interviewing on campus for faculty positions to come through my office for a 15-minute chat. And in that chat I tell them that community college teachers have to *love* teaching. Our job isn't doing research. Our job is *teaching*. The job is to create and sustain an environment that fosters success for an exceptionally diverse set of learners. The job is to develop your teacher's toolkit with strategies, activities, approaches that help you explain the same concept 100 different ways to 100 different groups of students. The job is to create equitable practices inside your classroom, moving beyond "fairness" to equitable outcomes for diverse groups. The our job is to uphold the standards of your discipline while scaffolding your course material to meet students where they are. The job is to *support* students in reaching those high standards. The job is to be a part of building your students up—affirming that they belong. This means paying attention to them. Listening to them. Genuinely hearing them and their challenges and understanding that ***their challenges may look nothing like***

the ones you have faced yourself. At the most this can mean building them up. But at the least it means *not* tearing them down.

Based on a recommendation from Jeff Duncan-Andrade, a keynote speaker at the Higher Learning Commission conference in March 2022, I started reading some Brené Brown, specifically *Daring Greatly: How the Courage to be Vulnerable Transforms the Way we Live, Love, Parent, and Lead*. She writes about shame-inducing behaviors and needing to “mind the gap” between what we say we want and the actions we practice. I often hear us talk about the **value of education**, that understanding the subjects we teach can lead students to opportunities they can’t dream of yet. And then I see classroom rules that are completely disconnected from course content, to whether a student is actually learning our subjects or learning how to engage successfully with society. I think this boils down to a central theme of **punishment versus genuine accountability**. Focusing on punishment might look like locking a late student out of class. On the other hand, actions focused on student accountability might look like sustained and repeated explanations (over and over and over with patience) to the student about their own accountability to their fellow students and to themselves, about how arriving late undermines that accountability. *And about how their contributions to the classroom are original and valuable, necessary to the learning of everyone.* And genuine listening: what is causing this student to be late? And how can you, as a professor, help to negotiate those barriers with those students? How can you, as a professor, help students to learn not that they have messed up and deserve punishment, but that **they have value, that there is hope for them?**

As a leader, I work to model a culture of accountability and belonging that supports student learning, because **I believe in the power of education in the lives of the individual and in the support of a healthy society**. As a part of that model, I listen sincerely to feedback and reflect, and I sometimes feel like the calls I get for accountability conflate accountability for punishment. In the most recent Campuswide Assessment of Services (CWAS) survey, someone gave me the following feedback: Marc “[w]ants everyone to get along and not create waves. Sometimes waves are needed to bring the trash to the surface for removal.” I recognize the underlying concern of the comment: there are issues that still need to be addressed. When I address concerns, it almost always looks like a coaching conversation behind the scenes. These conversations are never public, nor should they be. These conversations do recognize individual contributions, strengths, targeted areas for improvement. And they take time and a genuine investment in the idea that we can all do better.

Our words and actions are incredibly powerful because they guide the classroom and campus culture and all the learning that happens in it. We all have a role in creating a culture genuinely focused on accountability. I am troubled by feedback from faculty and staff that refers to colleagues as trash, worthless, dead weight. Those comments are not in-line with the type of culture people want to work in and students learn best in. I stand in front of you and say you’re all valuable, that each and every person’s individual contributions help the institution to do its work. And I ask you to view your interactions from the same place—that everyone has value. If we are working toward a culture of genuine accountability, it is difficult to repeatedly say we feel unappreciated, that our value is not recognized, while we view some of our own coworkers as having no value.

As we move into the 2022-2023 school year, I encourage all of us to reflect on the culture we want and take accountability for our actions in creating that culture. And all of us—teachers, administrators, staff members—have a responsibility to contributing to that environment in a positive way. Whether you’ve just arrived or are a 30-year GCCC veteran, none of us is more important than the group. This understanding shows up in specific ways. It’s sharing the terrible 7:30 am class, weekend class, or evening class evenly between department members. It’s working to understand your co-worker’s point of view, even when you vehemently disagree. It’s seeking patience and understanding over punishment. When we treat each other with kindness and respect, we model for students how to be productive members of society.

As professors, you are leaders on campus. And that comes with tremendous responsibility. I hope your time working at the college includes working to understand that responsibility, and that the college serves as a strong foundation to foster that understanding through genuine, sustained professional growth. That is my commitment to you.

Let’s get to it. Best and thanks as always,

A handwritten signature in black ink that reads "Marc Malone". The signature is written in a cursive, flowing style.

Essential Contacts

This is not intended to be a comprehensive list but rather a list of those individuals you are likely to come in to contact with in your daily working life. The Employee Connection page on the college web site (https://www.gcccks.edu/about_gccc/employee_connection.aspx) and the Faculty and Staff Directory (<https://www.gcccks.edu/directory/default.aspx>) are excellent resources as well..

Building Assistants are present to support faculty and the functioning of the building including facilities and maintenance requests. They are happy to help with budget management, travel requests, and other support work.

Building Assistant: Fouse Math and Science Building

Lindsay Clark | Lindsay.clark@gcccks.edu | 620-276-9550

Building Assistant: Academic Building

Traci Thummel | traci.thummel@gcccks.edu | 620-276-9580

Building Assistant: Joyce Fine Arts Building

_____ | (620) 276-9540

Building Assistant: Penka

Kimberly Vanley | kimberly.vanley@gcccks.edu | (620) 276-9560

Division Chairs and Assistant Deans serve as immediate support contacts for faculty in their areas. If you have questions or concerns, a good first stop is likely in this list.

Math/Science/Computer Science

Nicole Dick | nicole.dick@gcccks.edu | 620-276-9686

Humanities and Fine Arts

Brian McCallum | brian.mccallum@gcccks.edu | 620-276-0419

English/Communications/Education/Developmental Education

Samantha Sanger | samantha.sanger@gcccks.edu | 620-276-9543

Social Science/HPER/Business

Renee Harbin | renee.harbin@gcccks.edu | 620-276-9586

Welding, Automotive, John Deere, Carpentry, Industrial Maintenance

Assistant Dean Gabe Winger | christian.winger@gcccks.edu | 620-276-9680

Criminal Justice, Fire Science, EMT/Paramedic, Agriculture, Animal Science, Cosmetology

Assistant Dean Brandy Unruh | brandy.unruh@gcccks.edu | 620-276-9503

Deans serve as administrative supervisors of Division Chairs and faculty in multiple departments.

Dean of Academics: Phil Terpstra | philip.terpstra@gcccks.edu | 620-279-9554

Dual Credit Coordinator and Admin. Ass't.: Dawn Tucker | dawn.tucker@gcccks.edu | 620-276-0441

Dean, Tech. Ed. and Workforce Development: Chuck Pfeifer | chuck.pfeifer@gcccks.edu | 620-276-9521

Administrative Assistant: Julie Farr | julie.farr@gcccks.edu | 620-276-9684

Online Campus and Instructional Design (online@gcccks.edu)

Director and Canvas Admin: Jamie Durler | jamie.durler@gcccks.edu | (620) 276-0473

Coordinator of Online Services: Vicky Reyes | Vicky.reyes@gcccks.edu | (620) 276-9788

Addie Figueroa: Instructional Design Support | Adriana.figueroa@gcccks.edu | 620-276-9666

IT Requests: ITHelpdesk@gcccks.edu

IT Hot Phone: 620-640-1948

Call this number for quick help with classroom technology.

Website Updates:

*Generally, instructional departments are the best people to determine if information on the web site is incorrect. You are recommended email **both** website@gcccks.edu and matt.stockemer@gcccks.edu*

Print Shop Requests:

Requests can be submitted through a fillable online form located here:

https://gcccks.formstack.com/forms/print_request_form

Facilities and Maintenance Requests: facilities@gcccks.edu

Human Resources:

Director: Kellee Munoz | Kellee.munoz@gcccks.edu | (620) 276-9574

Human Resources Assistant: Latricia Sayre | latricia.sayre@gcccks.edu | (620) 276-0363

Payroll:

Coordinator: Alexis Saenz | alexis.saenz@gcccks.edu | (620) 276-0362

Campus Safety

Alert System

The college uses a product called RAVE to communicate about campus safety issues including emergency events and weather-related school closings. Employees and students can login to the system here <https://www.getrave.com/login/gcccks> using their standard Buster credentials.

Buster Biz Mobile App

The college also has a Mobile App designed to be a one-stop shop for students for events and services on campus. The top right corner of the app has a security shield icon that reveals a full list of campus emergency contacts. This is a great resource for college employees and students.

To download the app, visit the Apple App Store or the Google Play store and search "Garden City Community College." You can log in to the app using your standard Buster credentials.

Basic Employment Information

Negotiated Agreement

Full-time faculty (professional employees) work within the Negotiated Agreement, negotiated between GC3 Educators and the College Board of Trustees. The full agreement can be found here: https://www gcccks.edu/about/gcccc/board_of_trustees.aspx

The Agreement specifies general work conditions—what the college and faculty are allowed to do and not allowed to do. The Agreement governs certain items like compensation, which is initially calculated based on experience, *not* on merit displayed over time. *All full-time professional employees are encouraged to read the Negotiated Agreement as it is an essential document that guides their working conditions.*

On a limited, industry-specific basis, the college also employs full-time instructional staff—12 month staff members who are not covered by the Negotiated Agreement.

Making Load

The base load per semester for a full-time professional employee is 15 credit hours each fall and spring semester. More information on load can be found in the Negotiated Agreement. Although not guaranteed, faculty may have the opportunity to teach overload courses during the fall and spring semesters and/or teach outside of the base contract days during winter or summer terms. Overload courses are paid at \$700 per credit hour and terms outside the contract at \$800 per credit hour. For more information about how and when overload and out-of-contract compensation is paid, please contact Alexis Saenz in Payroll (alexis.saenz@gcccks.edu).

Faculty Pay Schedule

A full-time professional employee (faculty member) works on a 9-month contract. However, the pay is divided over 12 months. Faculty can choose to have their pay for summer months (May, June, July) by communicating with Alexis Saenz in Payroll (alexis.saenz@gcccks.edu).

Hours on Campus and Door Schedules

The Negotiated Agreement requires full-time professional employees (faculty) to work a minimum of 35 hours per week on campus, including a minimum of ten office hours. Each fall and spring semester, faculty submit a door schedule that outlines their classroom time, their office hours and location of office hours, and how they are accounting for any additional time on campus (planning time, grading time, committee meeting times, etc.) The primary job of the door schedule is to communicate to students where they can find their faculty members. Door schedules are evaluated by Deans at the start of each regular semester to ensure that the requirements of the Negotiated Agreement are followed uniformly by all faculty members.

Generally, the college work day is between the hours of 7 am and 4:30 pm.

Growing as a Professional

Faculty at any community college play a special role in the development of an exceptionally diverse student population. Our students are more likely to be racial/ethnic minorities, low income, first-generation college students, single parents, academically underprepared etc. For faculty, there are two very important messages here:

- 1) It is an essential component of overall student success that we do not lower our expectations for student performance.
- 2) At the same time, faculty need to continuously develop their teaching toolkit in order to help students progress toward competency and success. The work of faculty is coaching students toward success, not simply determining when a student has and has not met an outcome. Assessment practices offer an opportunity for systematic self-reflection, and through formal and informal self-reflection and awareness, we become better teachers more able to adapt to the specific needs of a specific set of students.

The college provides numerous resources to facilitate long-term faculty growth:

- 1) The Online Campus and Instructional Design staff (formerly Online Learning) offers numerous internal trainings throughout the year.
- 2) Periodically, Administration will bring presentations on campus for all faculty. In the past these have included presentations from NISOD, access to virtual NISOD conferences, and other third-party speakers.
- 3) Each year, the Faculty Senate is allocated a budget for faculty professional development. Faculty can apply for funding to attend off-campus professional development

opportunities. Forms available on the Faculty Senate page of the web site:

https://www.gcccks.edu/about_gccc/faculty_senate.aspx

- 4) Technical departments who are eligible for the Carl D. Perkins Career and Technical Education Grant may also fund their off-campus professional development through those grant dollars. Please seek more information from Julie Farr (julie.farr@gcccks.edu) or Chuck Pfeifer (chuck.pfeifer@gcccks.edu).

Additionally, the college maintains a system of evaluations based on classroom visits and administrative duties. It is the intent that these evaluations are formative, directly related to faculty growth as professionals in their fields. The process for evaluation is outlined in the Negotiated Agreement.

Financial Advancement through Professional Development

For full-time faculty members, the Negotiated Agreement does not allow for merit-based raises. Faculty members advance their salary through cost of living raises (part of negotiations and not approved), additional duties such as teaching or other supplemental items recorded in the Agreement, and actively participating in approved professional development such as traditional academic coursework, trainings, workshops, and conferences.

All employees are encouraged to take advantage of professional development opportunities. Financial advancement credit is available for approved professional development opportunities (including traditional academic coursework as well as training, workshops, and conferences among others). For appropriate forms, please visit the Faculty Senate web site: https://www.gcccks.edu/about_gccc/faculty_senate.aspx.

Faculty Liaisons for Part-Time Faculty

Full-time faculty serve as liaisons between the college, their departments, and part-time faculty including online instructors, on-campus adjuncts, and high school instructors. The primary duty of a liaison is to support part-time faculty in meeting college requirements. Duties include communicating important information to instructors (dates, course expectations, assessment requirements, standard syllabi) and answering questions from those instructors. Additionally, Liaisons also observe instructors and complete evaluations. The part-time instructor evaluation process is relatively new, run through the Online Campus and Instructional Design Office, and is primarily designed to help part-time instructors “level-up” their instructional capabilities.

Advising

Faculty serve as advisors to GCCC students, providing general college information and guidance (available resources, navigating institutional systems and policies, etc.) as well as information specific their academic or technical programs. They help students craft plans to reach their educational goals.

Mentoring

All first-year faculty will be assigned a faculty mentor. Typically, the mentor is within the faculty member's discipline or a similar field. The role of the mentor is to provide guidance and support to the new faculty member throughout his/her first semester at the college. This support may address many situations including but not limited to completing required paperwork, classroom instruction and student interaction, navigating campus departments, connecting with campus resources, etc. There are several forms and checklists available to guide the mentoring process. Mentors are paid \$550 per mentee for a documented minimum of 15 contact hours throughout the semester of mentorship.

Other Professional Duties

Appendix A of the Negotiated Agreement details general job expectations for full-time professional employees. Outside of the classroom, full-time faculty are expected to contribute to the college through committee and other work. Some committees are permanent (Curriculum & Instruction, SLAT, etc.) while others are temporary. Many committee assignments are made through Faculty Senate. Committee work is an important part of the college as it advances the mission and strategic plan.

Additionally, sustained, peer-reviewed research shows that student engagement outside of the classroom is an integral part of student success. Faculty presence on campus is an integral part of creating a campus community which is vibrant and facilitates student success.

Academic Calendar

The academic calendar, located here:

https://www.gcccks.edu/academics/academic_calendar.aspx, includes important dates for campus operations, including faculty contract days and days when the College is closed.

This same page also has "Academic Dates" for each semester, including when enrollment begins and dates for dropping, last date for refund, withdrawing, etc. **It's a great idea to share this page with your students so they know where to find the information as well as know the basic guidelines around their attendance.**

Fall 2021	Fall 2021 (Main Sess: 16 wks)	Fall 2021 (Session 1: 8 wks)	Fall 2021 (Session 2: 12 wks)	Fall 2021 (Session 3: 8 wks)	Fall 2021 (Session 4: 3 wks)
TERM	21FA	21FA1	21FA2	21FA3	21FA4
Enrollment Begins for CURRENTLY Enrolled Students	4/16/21	4/16/21	4/16/21	4/16/21	4/16/21
Enrollment Begins for ALL Students	4/30/21	4/30/21	4/30/21	4/30/21	4/30/21
Classes Begin	8/16/21	8/16/21	9/7/21	10/11/21	12/13/21
Instructor Signature Required to Add/Drop Classes	8/23/21	8/17/21	9/8/21	10/12/21	12/14/21
Last Day to DROP with 100% Refund	8/27/21	8/27/21	9/17/21	10/22/21	12/14/21
Dean Approval Required to Add Classes	8/28/21	8/28/21	9/18/21	10/23/21	12/15/21
Certification of Classes	9/13/21	8/27/21	9/27/21	10/22/21	12/14/21
Last Day to Withdraw (with "W" grade)	11/4/21	9/24/21	11/12/21	11/19/21	12/27/21
Classes End	12/9/21	10/7/21	12/9/21	12/9/21	12/31/21
Final Grades Due (by 1:00 p.m. CST)	12/10/21	10/12/21	12/10/21	12/10/21	1/4/22

*** Non-Standard Courses with varying Start/End dates will fall under the Non-Standard term (21FANS), the Outreach term (21FAQ), and the High School term (21FHS). Please check with the Registrar's Office for academic dates for these terms.

The finals schedule for each semester is also made available online: https://www.gcccks.edu/academics/finals_schedule.aspx. Faculty should include final exam sessions on their course syllabi.

9/11 Observance

Each year, the College plans an event in observance of 9/11. The general expectation is that faculty do not have to cancel classes, but if there are students who would like to attend the event, they should be excused from class with no penalty. **The event is not an excuse to cancel class. If you class is cancelled, you and your students are expected to be at the event.**

Martin Luther King Observance

Each year, the College plans programming in observance of Martin Luther King Jr. The general expectation is that faculty do not have to cancel classes, but if there are students who would like to attend the event, they should be excused from class with no penalty. **The event is not an excuse to cancel class. If you class is cancelled, you are expected to be at the event.**

Faculty Absences/Class Cancellation

The Negotiated Agreement specifies that all Professional Employees receive 12 days of paid sick leave each year. Of these 12 days, Professional Employees can use 5 days for paid personal leave. Additional guidelines are discussed in Article VII of the Agreement.

If you are absent, please inform your Building Assistant, Division Chair, and Dean. If you are absent on a class day, please also post an announcement or send a message to your students in Canvas. You can also provide an alternative assignment (lecture, reading, quiz, discussion board, etc.) to help make up for missed class time.

Class meeting times should be kept. Minimum classroom time is controlled by a state statute. The Kansas Board of Regents' guidelines regarding this statute can be read here: <https://kansasregents.org/about/rules-regulations/coordinated-institutions-rules-regulations?start=4>

Social Media and Students

Faculty have access to several modes of communication to reach students including the Canvas Inbox, the GCCC Mobile App, student email, and phones. The GCCC Mobile App has the ability to directly message students, and you can also set up a channel in the app for your club or group that enables group communication in a social feed environment. **It is not recommended that you engage in personal social media use or other third-party applications with students.** For more information please see the college's social media policy: https://www.gcccks.edu/about_gccc/policies/social_media.pdf

For more information about using the app for your club or group or for other types of student communication, please contact Marc Malone (marc.malone@gcccks.edu).

Office Hours

The Negotiated Agreement requires all faculty maintain regularly scheduled office hours (10 hours per week) during which they are available for students. Office hours are typically held within the instructor's office but may also be held in other places such as a classroom, lab, Comprehensive Learning Center tutoring space, or via Zoom. Office hours and location must be posted on each faculty member's door schedule (approved by the appropriate Dean at the start of each semester) and made available in each course syllabus. **The door schedule is used primarily as a way to direct students to faculty availability.**

Division Chair/Assistant Dean Roles and Responsibilities

Approved by Division Chairs and Instructional Administration September 10, 2019

The Division Chair is appointed by administration to assume a leadership role in the Division. The Division Chair acts as the representative and advocate of the Division to administration and outside constituencies, as a mentor and facilitator for the faculty and staff within the Division as they carry out their mission, and as an administrator of the Division in accomplishing necessary managerial tasks. As Divisional representative, the Division Chair shall distinguish between personal views and those that reflect the consensus of the Division or decisions that reflect the direction of Instructional Services.

The Division Chair is responsible for providing division leadership toward the achievement of the highest level of excellence in the teaching, learning and service activities of the Division. Therefore, the Division Chair is expected to articulate the goals of the Division, to articulate the Division's actions or requests in pursuit of these aims, and to maintain a climate that is hospitable to creativity and innovation.

I. Selection and Retention

- Ability to provide intellectual Division Leadership in the development of Divisional faculty and programs. We seek to promote **Bold Innovation** within academics, and we champion **Empowered Creativity and Academic Freedom**. Bold innovation requires a *HUNGER AND PASSION* for the college's mission.
- Ability to uphold **Trust, Transparency, and Accountability** throughout the academic divisions.
- Ability to provide **Responsible Leadership** that advocates for and champions faculty work while keeping a **Student-Centered Focus** and operating with **Unwavering Integrity**.
- Provide **Service and Collegiality** to faculty, academic administration, and representatives of other college units by using interpersonal skills to interact effectively. Interpersonal skills require *HUMBLE LEADERS who practice AUDIENCE AND SITUATIONAL AWARENESS*.

II. Orientation and Support—Continued Professional Development

- As part of our strategic planning efforts, Instructional Services is committed to continued professional development for Division Chairs.
 - The Deans and VPI will work to provide an orientation program for all Division Chairs during the 2019-2020 year.
 - The Deans and VPI will provide support, mentoring, and, where appropriate, formal professional development opportunities for Division Chairs.

III. Evaluation

- All Division Chairs are subject to a comprehensive performance evaluation annually. The evaluation is based on coaching for continuous improvement.
- The VPI will conduct the evaluation with input from faculty and the Deans.

IV. Specific Duties

A. Administrative Division Leadership

1. Attend regular Division Chair meetings and regular Instructional Council meetings
2. Facilitate effective communication “outward” toward Deans and academic administration and “inward” toward faculty
3. Advocacy and facilitation for faculty initiatives (but don’t forget our Student-Centered focus)
4. Support decisions made by Curriculum and Instruction, Instructional Council, and academic administration
5. Promote use of established communication channels
6. Promote use of established processes, procedures, and policies

B. Academic Division Leadership and Support

1. Systematically seek the advice and/or opinions of peers, including seeking second and/or contrary opinions; work for consensus whenever possible
2. Maintain a collaborative climate which encourages faculty engagement, participation, collegiality, and innovation
3. Lead by example: demonstrate a hunger and passion for the college’s mission, promote humble behaviors, and practice audience and situational awareness

C. Faculty Development

1. Work collaboratively with faculty to find professional development opportunities that benefit bold innovation, empowered creativity and academic freedom, and our student-centered focus
2. Work collaboratively with Deans to review faculty in-class and out-of-class performance

D. Oversight of Faculty and Staff

1. Coordinate and approve adjunct faculty hires with the appropriate Dean, Hiring Manager (Online and/or Dual-Credit), VPI, and Human Resources
2. Serve on hiring committee for open full-time faculty positions
3. Manage TimeClock Plus for full-time faculty
4. Coordinate time commitments and work assignments for full-time and part-time faculty

5. Supervise and evaluate support staff
6. Ensure full- and part-time faculty are completing expectations such as syllabi, SLO assessments, etc.
7. Ensure mentors and liaisons are assigned appropriately
8. Regularly update the Policies and Procedures Canvas shell with appropriate Division information

E. Academic Planning

1. Lead the Division, with faculty input, in developing and implementing immediate and long-range Divisional goals and objectives to meet College goals and objectives
2. Lead the Division in coordinating the development of a yearly plan of course offerings, including the development of the annual course (teaching) schedule for each faculty member, based on the academic needs of students and in consultation with faculty
 - a. Assess need based on effective course rotation and past demand for classes
 - b. Work collaboratively with faculty, Deans, Online Coordinator, and Dual-Credit Coordinator to create line schedule
 - c. Work collaboratively with faculty, Deans, Online Coordinator, and Dual-Credit Coordinator to establish teaching schedules

F. Enrollment and Student Relations

1. Assist with the active recruitment of students
2. Prepare reports in cooperation with Division faculty

G. Program Review and Assessment

1. Manage the Divisional assessment process
2. Ensure deadlines are met
3. Serve on the Program/Department Review Committee, if requested

H. Curriculum

1. Work collaboratively with faculty and administration in development and enhancement of college curriculum

Hiring Adjuncts

Hiring and adjunct or part-time instructor does not generally require approve from the Vice President level. If an adjunct is needed and there is not an identified candidate (such as in a high school setting), please work through your Division Chair and Dean to request a position be posted through Human Resources.

If a candidate has already been identified (such as in a high school setting), follow the following process:

- 1) The Dean provides contact information for the candidate to Dawn Tucker. Dawn will reach out to the applicant and gather an online application sent through DocuSign, a resume, copies of transcripts (unofficial are acceptable at the start of the process although official will be required), and a record of any applicable certifications or licensures.
- 2) Division Chairs will be included in all correspondence and efforts to gather necessary documentation.
- 3) Once all documents have been gathered, Dawn will turn the file over to the Division Chair and Dean.
- 4) The Division Chair and Dean will collaborate to complete the Assessment of Faculty Qualifications document required for the HR employee file.
- 5) The Dean will deliver a completed file, complete with the "purple sheet," to Human Resources.
- 6) Human Resources will begin the onboarding process including requesting official transcripts.
- 7) Deans will continue to follow up with the candidate until official transcripts are received and secure in the HR file.

Classroom Maintenance and Record Keeping

The Syllabus

The syllabus is the basic policy document for every class offered at Garden City Community College. It is the official disclosure of all class requirements including student learning outcomes, attendance, projects, and policies. Faculty should be aware that any student appeal against a rule or policy connects back to what is defensible in the course syllabus. Curriculum and Instruction approves a collegewide syllabus template and course outcomes for all courses and these must be maintained over time. A Master Syllabus for all courses (not individual classes) must be maintained over time. If you are a new instructor, it's always good to check with other department members to make sure you are using the correct syllabus template and course outcomes.

Attendance

For Federal Financial Aid guidelines, we are not an attendance-taking institution. However, the college's [Student Attendance Policy](#) makes it clear that "students are expected to be regular and punctual in attendance of all classes." Faculty are encouraged to track student attendance as an overall component of student success and use Dropout Detective to enter alerts on students who have excessive absences. Additionally, Faculty should make their attendance policies, and any connections to grades, clear in the syllabus. Further, faculty are asked to provide last date of attendance for any student who does not pass the class at the submission of final grades. Explanations of activities that constitute "attendance" in online classes are available through the Teaching and Learning Center resources page here:

<https://gcccks.sharepoint.com/sites/tlc2/SitePages/Certification-Rosters-and-Last-Day-of-Attendance.aspx>

FERPA—Protecting Student Privacy

The **F**amily **E**ducational **R**ights and **P**rivacy **A**ct is a federal law that protects students. Faculty and Staff members have a **legal obligation to protect the privacy of our students**. In general, do not release any information without a student's written consent, including to parents of students who contact you. For more information on what is considered directory information (disclosable) and what is not, please visit the Teaching and Learning Center (TLC) page:

<https://gcccks.sharepoint.com/sites/tlc2/SitePages/FERPA--Family-Educational-Rights-and-Privacy-Act.aspx>

A copy of the Privacy Release Form is also on the TLC page for your reference.

Assessment

Assessment is an integral process at GCCC both within and outside of academics. Academic assessment occurs on three levels: course, program and institutional. Assessment is overseen by the Vice President for Instructional Services and the Student Learning Assessment Team (SLAT) which is composed of faculty from across campus. Exact assessment procedures

are made available through the Canvas Faculty Policies and Procedures course and regularly held Assessment Updates and workshops. All faculty are expected to participate in assessment.

Academic Freedom

Generally, as members of an educated profession, faculty members have broad latitude when it comes to the content they teach provided they meet certain minimum standards set by various groups and entities:

Department Requirements

Department faculty decide on minimum norms together. These include course outlines (subjects which should be covered) and student learning outcomes, especially when those outcomes are not determined by Kansas Board of Regents (KBOR) transfer articulations. Faculty members should discuss expectations for courses, especially those courses with multiple sections taught by multiple faculty members.

Kansas Board of Regents Articulated Courses

Certain courses are designated as guaranteed-transfer courses by the Transfer and Articulation Council (TAAC), a KBOR initiative. These courses are required to have minimum common student learning outcomes at every two- and four-year public institution in the state. There are approximately 100 such courses statewide, although not every course is offered at GCCC. For more information on these courses, please visit the KBOR web site: https://www.kansasregents.org/academic_affairs/transfer-articulation.

KBOR/Federal Requirements

State and Federal requirements dictate the amount of time students should spend in the classroom, generally following the Carnegie Unit classification of a credit hour. While educational attainment is also measured by student performance with minimum student learning outcomes, the amount of time students spend in the classroom is also important. Therefore, class meeting times are not suggestions but rather expectations. As a college we are accountable to KBOR, the Higher Learning Commission, and the Federal Government through Title IV Federal Financial Aid for the length of classroom time students invest.

Content of a Sensitive Nature

As members of a learned profession, faculty also have measures of academic freedom when it comes to the content of their courses. Article II Section C of the Negotiated Agreement states "The Board and the Association agree that academic freedom is essential to the fulfillment of the purposes of the College. They acknowledge the fundamental need to protect from any censorship or restrain the status of Professional Employees, which might interfere with their obligation to pursue truth in performance of their functions."

Legal precedents have generally established that faculty have the freedom to introduce concepts and subject matter that may be politically or socially sensitive when that subject matter

further the pursuit of knowledge within the field. Academic freedom related to course content and subject matter comes with responsibility.

Academic Dishonesty/Plagiarism

All syllabi contain the college's statement on academic dishonesty/plagiarism. If an instructor suspects a student of academic dishonesty or plagiarism, the first step is notifying the student of the violation and the consequences. Instructors have options for addressing such cases. Sometimes, the case may be treated as a learning opportunity, requiring the student to revise and resubmit (often with a grade penalty); other times, the student may receive a zero for the work in question. If an instructor wishes to pursue a harsher punishment (up to an XF on the student's transcript), the outcome must be approved by the appropriate Dean and/or VPI. All cases of academic dishonesty and plagiarism should be reported to the appropriate Dean who keeps a file of such cases in order to track and address repeat offenders. Reports should include the student's name and ID number, the course and semester, and as much information about the assignment/cheating as possible (for example, assignment instructions, the plagiarized work itself and any sources it matches or plagiarism software reports, anomaly reports from the Testing Center, etc.). Students have the right to appeal an academic dishonesty claim following GCCC policy. The Appeals Policy is located here:

https://gcccks.edu/about_gccc/policies/appeals_policy.pdf.

Record-keeping: Grades, Attendance, and Graded Work

Canvas serves as a long-term storage solution for any grade-related content and assignments submitted through the platform. For those assignments in a hard copy form, a good rule of thumb is to store them for up to five years.

Cengage Textbooks

In order to facilitate lower costs for students and provide first day access to textbooks, GCCC uses a Cengage textbook subscription for digital textbooks for a majority of its classes. Students pay for this subscription via a small, per-credit-hour fee attached to their courses. This fee is *not* applied to courses within select programs that require discipline specific texts from specialized publishers. Instructors outside of those programs should use either Cengage textbooks or open educational resources.

Instructors outside of select programs that have approval to use textbooks from other publishers must have approval from the Department Chair and the Dean to adopt a textbook that is neither Cengage nor OER. Those adoptions should be added as notes to the schedule so students enrolling can budget for the additional cost of the text, and students who were enrolled before the outside adoption should be notified.

Outside adoptions cannot be approved for online classes that are not part of a Cengage-fee exempt program.

The Instructional Design staff at online@gcccks.edu can connect instructors with Cengage text representatives and Cengage course support specialists. The staff can also support instructors in locating potential Open Educational Resources for specific classes.

Drop Out Detective

The [Faculty Guide for DropOut Detective](#) is available in the TLC Teams group.

One of the major challenges of any community college is retention of students. One of our major and ongoing initiatives is to use Dropout Detective—a student retention and success solution. This program integrates through Canvas and uses faculty and staff inputs to identify the different reasons a student is at risk and makes it easy to quickly go through and look at what might be happening with a student and determine an appropriate intervention strategy.

This tool is only as good as our process for using it. There are two components:

1. instructors who put the alerts in due to their concerns about student progress and
2. advisors/coaches/sponsors who contact the students and work with them to determine the appropriate intervention strategy.

If either of these components fail, the ramifications fall on the student.

As an institution, our expectation is that if you are faculty, advisor, or staff member with a cohort of students (coaches, SSS advisors, activity advisor, etc.), you will use Dropout Detective as part of your normal Canvas routine. If you don't have a normal Canvas routine, please create one. One suggestion is to put it on your calendar at least twice a week just like it is a meeting. The more frequently you check Dropout Detective, the quicker you will be able to spot students who might be at risk and intervene.

Instructors:

- Contact students who are not submitting assignments, attending class, failing assignments/tests, working to their full potential, etc.
- Put in alerts weekly for students who are not submitting assignments, attending class, failing assignments/tests, working to their full potential, etc.
- Update your grades and attendance weekly so advisors get an accurate picture of the students' progress.

Advisors:

- Check alerts at least twice a week, contact the student, provide support to the student, and acknowledge the alert and make notes in dropout detective. This is particularly important because it "closes the loop" of feedback and lets everyone else with access to that student in Canvas know an intervention is underway.

Out-of-Class Testing Center

The Out-of-Class Testing Center is a proctored testing environment. Instructors may place their tests or exams in the Testing Center following the procedures provided by the Testing Center supervisor. Using the Testing Center allows instructors to give more time than a typical class period to work on a test as well as set a range of dates during which students may complete the exam. It may also be used as a place for “make up” tests. Testing Center availability is announced each semester and is affected by campus holidays and closures.

Instructional Design/Canvas

The Online Campus and Instructional Design office provides numerous training sessions for Canvas and other instructional design services. Please watch for emails from Jamie Durler, Vicky Reyes, and/or Adriana Figueroa.

The office also maintains the Teaching and Learning Center resources, which can be accessed here: <https://gcccks.sharepoint.com/sites/tlc2>. The page grows over time and has information about Canvas tips and tricks, FERPA, academic integrity, etc.

Student Course Evaluations

Student course evaluations are administered through the EvaluationKIT, a software linked through Canvas. These evaluations are performed for every class every semester, and faculty should work to make sure students know about the evaluations and encourage their students to complete them. Evaluations are anonymous and results are released to instructors after the conclusion of the course. Evaluations are viewable by the instructor of record and his/her Division Chair, Dean, and Vice President for Instructional Services. More information. For information on how to view student evaluations, please visit the TLC resources page here: <https://gcccks.sharepoint.com/sites/tlc2/SitePages/EvalKit--View-Your-Student-Evaluations.aspx>.

Cert Rosters/Clean-Up Rosters

GCCC is required to verify that students are attending the courses for which they are registered. To verify that students are attending, faculty are required to submit certification rosters in which they mark students as actively attending or not attending.

Accurate certification is required for compliance with federal law, and failure to comply can result in consequences that affect the federal financial aid to a student or to the institution. The timely completion and return of certification rosters is essential for internal processes related to Federal Financial Aide and registration, and missing and late certification rosters affect essential processes in multiple office.

The certification dates for all standard sessions are published on the [Academic Dates calendar published on the College Website](#). Instructors teaching courses that do not fall within a standard term can contact the registrar to find the specific certification date for their course(s).

For more information on certification rosters, please visit the Teaching and Learning Center resource page:

<https://gcccks.sharepoint.com/sites/tlc2/SitePages/Certification-Rosters-and-Last-Day-of-Attendance.aspx>.

Clean-Up Rosters occur within the first week of classes and are designed to move students who do not intend to enroll off of the roster to make way for waitlisted students.

Last Date of Attendance

When completing certification rosters or submitting final grades, instructors are required to submit a last date of attendance for students who have either stopped attending or who are receiving an F or an I grade in a class.

For face to face classes, the last day of attendance is the last time the student was physically present in the course.

For online classes, the last date of attendance is based on the student's last significant interaction with the course materials. This may be participation in a quiz, discussion, or submission of an assignment. To verify that a student has attended, the online student must have interacted with the course content in a meaningful way. The last Canvas log-in does not indicate that the student has attended.

Waitlists

Students are placed onto course waitlists when the course is full (in the order in which they enroll). When a seat becomes available in the course, the first student from the waitlist is allowed to enroll in the course. The student will receive an email regarding the availability of the seat. They have 4 days to complete the enrollment in the course via self-service. When the seat becomes available, a register button will appear in the calendar view in self-service. The advisor must click the register button by 4 PM on the 4th day to get the student registered. If the course is full and an instructor wants to add students who are on the waitlist, they need to email Nancy Unruh (nancy.unruh@gcccks.edu) and request a student petition be added. The request should include the student's name, id number and the course number with section number.

Student Complaints

Student complaints dealing with a faculty member inside the classroom setting are governed by the "Appeals Policy," (https://www.gcccks.edu/about_gccc/policies/appeals_policy.pdf). Students who have a complaint should be directed to this policy which asks them to first discuss the issue with the faculty member. If no resolution is found, the student should seek a conversation with the

Division Chair. If no resolution is found, the student should submit a written appeal letter and evidence to the Dean, and finally the Vice President for Instructional Services.

Faculty should be aware that rules, regulations, and consequences upheld in the classroom must be included in their class syllabus, which serves as a formal agreement between teacher and student.

Helping Students Connect to Campus Resources

The Buster Biz App

What is it?

The college uses a mobile application called Buster Biz. The app is designed to serve as a one-stop hub for college information and student engagement. The app can be downloaded from the Google Play or Apple App stores. Simply search for Garden City Community College.

What am I required to do?

During the 2019-2020 year, the College and Strategic Planning Council voted to use the Buster Biz app to track student engagement as a measure of the strategic planning pillar and objective Student Success: Engagement. **All campus activities, including those led by faculty and including regular meetings of clubs and organizations, are required to have an event registered in the app and to have a check-in QR code.**

This process ensures students are aware of events, making it easy for students to pull a comprehensive list of campus activities.

How do I get my events set up in the app?

Two options:

- 1) Connect with our Campus Success Consultant at Ready Education. Most things, including dedicated club/organization spaces, one-time and recurring events, and many, many other features, can be set up directly with the Campus Success Consultant. They just need some basic information and they'll get it set up for you.
- 2) You can also meet with the Campus Success Consultant and request access to the Ready Education Campus Cloud and build things out yourself. This is a great option if you want to have a dedicated club/organization space with its own "wall" for posts inside the organization.

You can also request that your Building Assistant help make these connections for you.

Alert System

The college uses a product called RAVE to communicate about campus safety issues including emergency events and weather-related school closings. Employees and students can login to the system here <https://www.getrave.com/login/gcccks> using their standard Buster credentials.

Tutoring

Multiple tutoring services are available to GCCC students including Mary Jo Williams Comprehensive Learning Center (CLC), the GCCC Writing Center, and Student Support Services tutors. The CLC Tutors and Writing Center are open to all GCCC students while the Student

Support Services tutors are available to students enrolled with the Student Support Services program. Online students have access to tutor.com.

Student Health

The college employs a Registered Nurse. The College Health office is located in the northwest corner of the Beth Tedrow Student Center and is open to all students and employees. Ser

Services offered through the health office include: health assessment, pregnancy testing, weight and blood pressure checks, annual influenza vaccinations, nutrition counseling, assistance with community healthcare, health/wellness education, prevention issues, literature distribution and general first aid. For information on other services through the Student Health Office, please contact Trish Miller (patricia.miller@gcccks.edu) at 620-276-9601. All records and conversations are strictly confidential.

Counseling

A licensed professional counselor is available on campus for educational, career, and personal counseling. JoAnn Garrier's office is located in the SCSC Advising hallway, and she can be reached at 620-276-9635.

Students also have access to off-campus mental health professionals through Genesis Family Health, 620-276-1766.

College Operations

College Policies

The college maintains numerous policies which govern its actions. The full list and text of policies are available on the college web site: https://www.gcccks.edu/about_gccc/policies.aspx. The page allows searching by category (Instruction, Operational, Personnel, and Student Services) or the ability to search the full text of all policies.

Budgeting and Strategic Planning Process

Each January, budget requests are gathered and organized by individual departments. In Instructional Services, those department budgets are aggregated by the Deans and VPIS before being submitted to the College and Strategic Planning (CPC) Committee for review. The CPC submits a recommendation to President's Cabinet. Generally, departments are notified between August and October whether their requests and initiatives have been funded.

More information can be found in the Strategic Planning handbook linked on the college website here: https://www.gcccks.edu/about_gccc/accreditation/strategic_plan.aspx

Print Shop Requests

For print jobs greater than 50 copies, you should file a request with the Print Shop on campus as printing in the Print Shop is cheaper than printing in office or building machines. The request form is located on the GCCC Employee Connection page of the web site: https://www.gcccks.edu/about_gccc/employee_connection.aspx Basic print requests can be completed within 24 working hours in regular business days.

College-Related Travel

Faculty and staff traveling for college-related purposes are required to document their travel, even for very short trips. Trip Request forms are located in the Business Office, but Building Assistants in JCVT, FOUSE, JOYCE, and ACAD can also help with trip requests. Trip requests should be submitted in enough time to complete the approval process *before* the trip begins.

The Curriculum

Introduction

In order to craft successful program plans and best serve our students, it is important that we share an institutional understanding of program-related terms and concepts. Below are several definitions. Some directly align to vocabulary used in the catalog and course sequencing; some provide additional explanations regarding the reasoning behind each of these designations.

Definitions

The Catalog

Colleges are, in many ways, bound by the published catalog. It is the formal communication of the curriculum. Ensuring accuracy of the catalog before it is published is essential as the published catalog represents an agreement with students who enroll at GCCC.

Students are flagged with the catalog under which they enter the institution. A student who began taking classes in 2017 would fall under the 2016-2018 catalog and must meet the requirements for programs and degree conferral *as they existed at the time of entry*. Particularly in cases where the student paused and returned to the college later, it is possible to complete a form which moves the student to a more current catalog.

Degrees versus Programs

GCCC's Curriculum is organized in several nesting categories. The largest is the "degree," and inside the degree are "programs" or programs of study. Technical programs can also have a third nested level, the "certificate." This section provides definitions of these broad categories.

Degree: GCCC awards four degree types: the Associate of Science (AS), the Associate of Arts (AA), the Associate of General Studies (AGS), and the Associate of Applied Sciences (AAS). The first three are designed primarily for transfer to a four-year institution. The AAS is a technical degree, designed to prepare students to immediately enter a career. Technical programs can also offer Certificate A, B, and Cs, which are shorter-term awards. Transfer-oriented options typically have much more flexibility than technical options.

Basic requirements for degrees are [specified by the Kansas Board of Regents \(KBOR\)](#).

Program: a program is a sequenced course of study with specified learning outcomes (PLOs). Another way of thinking about a program is an area of emphasis with an exit point. These exit points may be at the certificate level for technical programs, or at the degree level for both technical and transfer-oriented programs. Programs are more specific than degree requirements, but they are also designed to fulfill the degree requirements.

Program Types

Technical programs prepare students to meet industry expectations and gain employment. Technical Certificates are also classified as programs.

Transfer programs also prepare students for the workforce but additionally prepare students to continue their education within the program's discipline at a four-year institution. Program plans should be crafted so transfer students enter the four-year institution at junior status (both in terms of credit hours and skills and knowledge acquired). Although students often don't follow the program plan exactly, the plan is important as it is used to determine if a student is eligible for financial aid as well as graduation. Further, the reputation of each GCCC program is affected by the preparation our students demonstrate when they transfer. Therefore, care must be taken when designing program sequences to maximize skills and knowledge gained by students as well as the number of courses that will successfully (and meaningfully) transfer as a part of a Bachelor's degree.

Core Curriculum (Gen. Ed. Distribution Courses)

All degrees (AS, AA, AGS, AAS) require students to work through a version of the Core Curriculum, which GCCC faculty assess as a sub-program. The requirements for Core Curriculum vary slightly by degree type, and are specified in the Degree Requirements section of the college catalog. The Core Curriculum is designed to provide a broad basis of knowledge for students. It is divided into different areas of study, and students are required to complete a specific number of credit hours in each area by selecting from approved courses.

Program Course Sequence aka "The X-Semester Plan"

Each program of study and certificate option is presented in the catalog as a semester-by-semester plan. This plan represents an *ideal* course sequence for students, but the work of advising a student is, in reality, to create a customized version of this plan.

A student's Semester Plan designates courses in the following four categories or "buckets." Each bucket has a designated number of allowable credit hours, determined by the degree requirements. Definitions of each bucket follow:

- A. Core Curriculum Courses or General Education Distribution Courses** are courses which help the student meet the requirements of the Core Curriculum program.

Program Courses are courses specific to each program of study. They are selected by the department to provide students with the opportunity to learn the skills and knowledge of the program (defined in the PLOs). Program courses can be sub-divided into two categories: Required Program Courses and Program Electives.

- B. Required Program Courses** are courses that a student **MUST** take to be eligible for graduation within the program. They are required of all majors within the program and are listed by course number and name within the 4-semester course sequence (though they may be taken "out of order" from that sequence).
- C. Program Electives** are courses that allow students choices within the program. The program designates a number (or range) of credit hours that **MUST** be chosen from the program electives listed in the catalog. The number of electives available will vary by

program. Some programs may offer **career paths** or **concentrations** within the electives.

Career Paths or Concentrations may be designated within program electives. They allow program majors to further tailor their educational experience to a more specific area or career within the program. For example, a student may be in the Communication program and focusing on the Visual Communication Career Path (see page 66 of the online catalog). Not every program will have career paths or concentrations.

- D. Open Electives** At its May 11, 2021 meeting Curriculum and Instruction voted to add open electives into the A.A., A.S., and A.G.S. degrees. Each semester plan for programs within these degrees must include at least 3 credit hours of open electives, and can list up to a total of 9 credit hours of open electives. Because of the highly-specific nature of technical programs, A.A.S. programs and certificates are not required to have open electives. Open electives are beneficial to students in that they allow classes to “count” toward graduation that may have been taken in another program, are taken for scholarship eligibility, or are beneficial to the student’s academic success but are not listed among the program courses. Courses numbered below 100 do not count as open electives.

Course Substitution is a tool used to allow a course not listed within the program sequence to count toward graduation within the program. Course substitutions should be used sparingly and must be approved by the Director of Advising, appropriate Dean, and the Vice President for Instructional Services. *If we are processing course substitutions routinely for all students in a program, there is likely a misalignment with the published curriculum and how students are being advised.*

A Note about Financial Aid: Federal financial aid (grants, loans, work study program) can only be awarded/dispensed for classes that are required for or fulfill a specified program requirement for a degree or approved certificate at Garden City Community College. Federal financial aid will not be awarded/dispensed for ineligible courses that have already met a degree or approved certificate requirement.

Because a course is part of an institutional requirement or is listed in the program plan (as documented in the catalog the student entered under), the course will generally be eligible for federal financial aid.

For example, GCCC’s placement policy requires some students take developmental education coursework. These courses are not listed in program plans, but they *are* part of an institutional requirement.

As another example, if a student has declared EXAMPLE.AS as an emphasis at the college, and the semester plan lists 12 credits for “Program Electives,” once the student has taken 12 credits of courses from the eligible list of Program Required Courses, the student has fulfilled the

requirements of that bucket and no more courses can satisfy that degree requirement. Placing a student in additional courses could result in the student having to pay out of pocket.

Advisors are encouraged to work directly with the Advising office or with Student Records to clarify what is required for a particular program pathway and what requirements the student has already met.

A Note About Advising: the program plan is also important for advising. Advisors follow the program plan in enrollment and ensuring students graduate with the appropriate classes.

A Note About Conferral of Degrees and Certificates: With the adoption of the Self-Service and Student Planning modules for student advising, degree audits are built off the semester plans, *not* the minimum degree requirements. A student who does not take a specific course named in the four-semester plan for a two-year degree would *not* meet the requirements for conferral of a degree.

Procedures for Documenting Curriculum Changes

There are several steps in updating the catalog. Each section is identified below along with any required approvals or submissions. It is important that proper procedure is followed for all updates as any change impacts multiple documents and systems on campus including (but not limited to) the published catalog, degree audit, course schedules, Self-Service, etc. Making changes outside of the outlined process may result in incomplete updates and publishing of conflicting information.

COURSE-LEVEL UPDATES

New Courses: follow procedure outlined in the Curriculum Development Policy (https://www.gcccks.edu/about_gccc/policies/curriculum_development.pdf)

Student Learning Outcomes: submitted to C&I as information items (no approval required); submit on updated master syllabus (attendance at meeting not required)

Course Numbers/Titles: updated master syllabus submitted to C&I with the request for course approval form; C&I approval required, must be in attendance at meeting; working with Nancy prior to the submission regarding numbering and title changes is strongly encouraged

Prerequisites: Adding/changing a prerequisite requires C&I approval; removing a prerequisite is reported as an information item to C&I

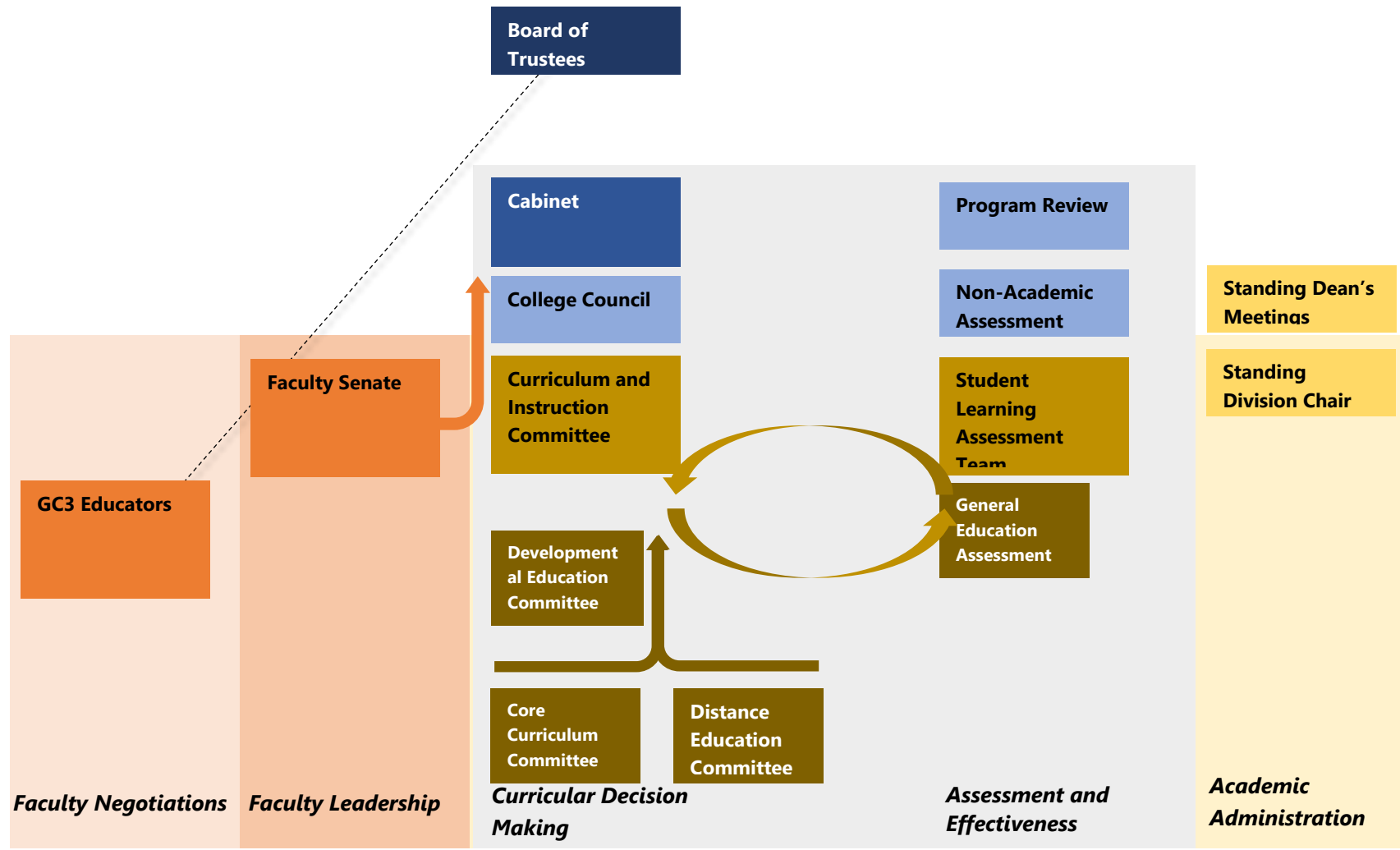
Course Description/other textual catalog changes: course descriptions can ONLY be updated during a catalog cycle; they do **not** go to C&I but are reported directly to the Registrar as part of the catalog update process

PROGRAM-LEVEL UPDATES

Program Learning Outcomes: C&I approval required; attendance of at least one program representative at the C&I meeting is required; submit list of old PLOs and new PLOs as a word doc with the name of the program to C&I; special C&I PLO meetings will be scheduled in the fall semester (please plan to attend)

4 semester course sequences: **ALL** go to C&I as information items **with program representative in attendance**; submit old and new 4-semester plan; changes outside of catalog cycle are strongly discouraged; special C&I meetings for 4 semester plans will be scheduled in the fall semester (please plan to attend)

Instructional Services Communication and Decision Flow Chart



Instructional Services Reporting Structure

