



FACULTY HANDBOOK

2020-2021

TABLE OF CONTENTS

DISCLAIMER	7
COLLEGE ORGANIZATION	8
A Brief History of Texas Southmost College	8
Mission and Vision of the College	10
Vision Statement.....	10
Mission Statement.....	10
Role and Scope of the College	10
Values.....	11
Strategic Goals.....	11
Strategic Priorities.....	11
Board of Trustees.....	12
Accreditation.....	18
State Regulatory Agency	18
College Administration	18
Publications by the College	19
PARTICIPATORY GOVERNANCE	20
Faculty Participation in Academic and Institutional Affairs.....	20
Council of Chairs.....	21
Council of Program Coordinators.....	21
Curriculum and Instruction Committee	21
Faculty Senate.....	22
First Year Experience Committee.....	22
General Education Assessment Committee.....	22
Institutional Review Board.....	23
Program Committees.....	23
Program Review Committee.....	24
Strategic Enrollment Management Planning Action Committee	24
Campus Assessment, Response, and Evaluation (CARE) Team.....	25
Dual Credit Accreditation Task Force	25

Service Learning Task Force	25
INSTRUCTIONAL INFORMATION	26
Instructional Information Pertaining to All Faculty	26
Academic Freedom and Responsibility	26
Defining Academic Freedom.	26
Safeguarding and Protecting Academic Freedom.	26
Definition of Full-time and Part-time Faculty	27
Full-time Faculty.	27
Part-time Faculty.	27
Organizational Structure of the Academic Functions	27
Divisional Deans.	28
Department Chairs.	28
Program Coordinators.	28
Requirements for All Faculty	28
First Week of Classes	30
Absence Procedure for Faculty	31
Academic Calendar.....	31
Academic Degree, Certificate and Award Programs	31
Academic Early Alert and Intervention Program	32
Referral Reasons.....	32
Process.	32
Alternative Assignments	33
Alternative Assignments Paid via Stipend.....	34
Alternative Assignments Paid via Release Time.	34
Alternative Assignment Application Process.....	34
Attendance Documentation.....	35
Bookstore	36
Campus Map.....	36
Class Size	36
Convocation Week	36
Copyright and Fair Use.....	37

Course Drops and Withdrawals	37
Drops Initiated by Faculty.....	37
Drops and Withdrawals Initiated by the College.	38
Accessibility Services	38
Dual Credit	39
Early College High School.	39
Dual Enrollment.	39
Off-campus Instructional Sites.	39
Faculty Qualifications	41
Family Educational Rights and Privacy Act of 1974 (FERPA).....	41
General Exceptions to the Nonconsensual Disclosure Clause.	42
Parental Exceptions to the Nonconsensual Disclosure Clause.	42
Privacy of Academic Records for Students Enrolled in Distance Education Courses.....	43
Field Trips	43
Final Exam Schedule	43
Grades and Change of Grades	43
Incomplete Grades.....	43
Grade Changes.	44
Student Appeal of Course Grades.....	44
Inclement Weather	45
Intellectual Property.....	45
Library	46
Office Hours	46
Online Learning	46
Parking.....	47
Photocopying and Printing	47
Safety and Security	48
Rave Emergency Notification System.....	48
Schedule of Classes.....	49
Standards of Conduct.....	49

General Standard.....	49
Gifts.....	49
Endorsements.....	49
Sales.....	49
Outside Employment.....	50
Tutoring.....	50
Student Code of Conduct.....	50
Student Disciplinary Problems and Disruptions in the Classroom	50
Step 1.....	51
Step 2.....	51
Appeal Process.....	51
Student Evaluations	51
Textbook Selection.....	52
Weapons Policy.....	52
Instructional Information Pertaining to Full-time Faculty	53
Appointments	53
Summary of Responsibilities	53
Service.....	53
Professional Development.....	54
Workload.....	55
Regular Workload.....	55
Overload.....	55
Underload.....	56
Commencement.....	56
Performance Evaluation.....	56
Instructional Information Pertaining to Part-time Faculty.....	57
Appointments	57
Summary of Responsibilities	58
Workload.....	58
Part-time Faculty Office Spaces.....	58
Performance Evaluation.....	58

Professional Development.....	59
Program Development and Curricular Revisions.....	59
Instructional Program Review.....	60
Program Review Purpose.....	60
Program Review Process	61
Program Review Timeline	61
SUPPORT SERVICES	61
General Instructional Support.....	61
Clerical Support	61
Help Desk Support	61
Testing Center	62
Instructional Resources and Technology	62
LMS Canvas Support for Faculty.....	62
Open Computer Labs	63
TSC Online	63
Tutoring Labs	63
APPENDIX A: INSTRUCTIONAL ORGANIZATIONAL CHART OF ACADEMIC UNITS.....	64
APPENDIX B: PROGRAM ORGANIZATIONAL CHART	65
APPENDIX C: 2020-21 CURRICULUM AND INSTRUCTION COMMITTEE MEMBERSHIP	66

DISCLAIMER

The Texas Southmost College (TSC) Faculty Handbook is a reference guide highlighting instructional information pertinent to full-time and part-time faculty and is being provided as a supplement to the TSC Employee Handbook. It provides general information about the college organization; its policies, regulations and procedures effective at the time of publication; faculty responsibilities; and support services provided for all faculty.

TSC reserves the right to make changes at any time to reflect current Board policies, administrative regulations and procedures, and applicable state and federal regulations. Changes will become effective whenever enacted by the TSC administration.

COLLEGE ORGANIZATION

A BRIEF HISTORY OF TEXAS SOUTHMOST COLLEGE

Originally created as an extension of the Brownsville Independent School District in Brownsville, Texas, TSC offered its first classes in the fall of 1926 in the local high school building. In 1927, the school district issued bonds for the construction of a new building to house the high school and the junior college. In 1931, the college name was changed to the Brownsville Junior College. In 1948, the U.S. Government conveyed Fort Brown, the first military post established by the U.S. Government in Texas, to the College, where the main campus is today.

Voters approved the creation of the Southmost Union Junior College District (empowered to levy ad valorem taxes), as well as a Board of Trustees, at an election held on November 15, 1949, to operate a junior college to be known as TSC. The Southmost Union Junior College District Board of Trustees changed the name of the District to TSC in 2004. During the 82nd Regular Session of the Texas Legislature, SB 1909, included language changing the college district's name from the Southmost Union College District to TSC District.



While originally established as an academic program institution, after World War II and throughout the 1950s, the college began to add and expand vocational and occupational program offerings. In 1973, TSC offered space on its campus so that a local four-year extension program through Pan American University could be established. The new entity, which was named Pan American University–Brownsville, began classes in fall 1973. In the late 1980s, Pan American University joined the University of Texas System and its institution in Brownsville became known as the University of Texas Pan American-Brownsville.

In 1986, the voters of the TSC taxing district approved a \$13 million bond issue to construct a classroom building, a library, and other campus improvements.

In May 1991, the Texas Legislature created the University of Texas at Brownsville (UTB) as an upper-division university to replace the University of Texas Pan American-Brownsville and authorized it to enter into an agreement with TSC to teach courses not offered at the university. This resulted in the creation of a new umbrella entity for the two institutions officially formulated as "The University of Texas at Brownsville-Texas

Southmost College Agreement." Under the agreement, the TSC Board of Trustees contracted with the University of Texas System to deliver all academic programs and services, previously offered by TSC, utilizing TSC's existing campus and facilities. In turn, TSC would pay the UTB for delivery of such programs and services by transferring all TSC-related tuition, fees, program income, and state appropriations funding to the UTB. The UTB was defined as the operating entity and several agreements were established, including those relating to the leasing of TSC buildings to the UTB, personnel, programs, and services. Hence, students of both higher education institutions were brought under a single entity: "The UTB-TSC Agreement."

In December 1995, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the consolidation of UTB and TSC to form the new entity, the University of Texas at Brownsville-Texas Southmost College Agreement. In December 2008, UTB-TSC was granted reaffirmation by SACSCOC. However, the Board of Trustees remained intact and continued as a seven-member board elected at large from the ad valorem taxing district of the College. The TSC Board of Trustees retained its authority to levy and collect taxes, manage the assets of the College and monitor performance under the UTB-TSC Agreement. A separate administrative office to support the Board of Trustees was maintained by TSC throughout the term of the UTB-TSC Agreement.

The University of Texas at Brownsville was defined as the operating entity of the UTB-TSC Agreement. Its President served as the President of UTB-TSC, with reporting responsibilities to the University of Texas System Board of Regents and the TSC Board of Trustees. Additionally, when the agreement was consummated, TSC employees ended employment with TSC and became UTB employees. Thus, the UTB employed all faculty and staff throughout the term of the UTB-TSC Agreement. The UTB also became the reservoir of data.

On November 2, 2004, voters in the TSC taxing district approved a \$68-million-dollar bond package for TSC building projects, including the TSC Performing Arts Center, under the oversight of the UTB-TSC Agreement.

On November 10, 2010, the Board of Regents of the University of Texas System voted to terminate the UTB-TSC Agreement. On February 17, 2011, the TSC Board of Trustees voted to develop a model and create legislation whereby TSC would partner with the UT System for use of campus resources and facilities while having two (2) autonomous institutions: Texas Southmost College and the University of Texas at Brownsville. Efforts to develop a model favoring independent operation and governance resulted in the creation of enabling legislation approved by the 83rd Texas Legislature,

which provided for the termination of the existing UTB-TSC Agreement on or before August 31, 2015, dependent upon the accreditation of TSC.

In October 2011, the Board of Trustees of the TSC appointed Dr. Lily F. Tercero to serve as TSC's next president. Her initial, primary assignments were to manage the activities related to termination of the UTB-TSC Agreement and to re-launch TSC as an independently operational, fully comprehensive degree-granting public community college.

In December 2015, TSC was granted separate Level 1 accreditation by the Southern Association of Colleges and Schools Commission on Colleges.

On August 2017, the Board of Trustees of the TSC appointed Dr. Jesus Roberto Rodriguez as President.

In September 2020, TSC's accreditation was reaffirmed by the Southern Association of Colleges and Schools Commission on Colleges. The reaffirmation is through 2030.

MISSION AND VISION OF THE COLLEGE

Vision Statement

The vision for TSC is as follows:

Texas Southmost College will be a premier community college dedicated to student success.

Mission Statement

The mission statement for TSC is as follows:

Transforming our communities through innovative learning opportunities.

Role and Scope of the College

TSC's mission is guided by our commitment to provide:

- University transfer as well as career and technical programs leading to an associate degree or certificate along with courses specializing in college preparatory and developmental education, adult literacy, workforce training, and continuing education to support the evolving needs of citizens, industry, and economic development initiatives within Cameron and Willacy Counties.
- High-quality instruction and learning opportunities in the classroom, online, and through other delivery methods; a supportive and innovative faculty and staff; appropriate technology, equipment, and learning resources; and advising and

assessment services to promote transfer to a four-year baccalaureate institution, entry or advancement in the workforce, or lifelong learning.

- A learning-centered, service-oriented environment that celebrates diversity and inclusion; facilitates growth and development; fosters social responsibility, critical thinking, communication, and innovation; and empowers and engages students, faculty, and staff to achieve personal and professional goals.
- Institutional effectiveness that embraces individual accountability, data-driven decision making, change, and an unending pursuit of excellence.

Values

To successfully fulfill the vision and mission, TSC is consciously committed to:

- **Integrity** by respecting the ideals of social responsibility, academic honesty, trustworthiness, personal ethics, and the courage to act.
- **Access** by reaching out to our diverse communities, expanding linkages with industry, and strengthening our partnerships with area ISDs and universities to create accessible and affordable educational pathways for our students, faculty, and staff.
- **Service** by encouraging and recognizing collaboration, teamwork, compassion, and service to others.
- **Excellence** by providing relevant, high-quality educational experiences and a supportive learning environment to advance knowledge, promote understanding, and achieve the academic and workforce potential of students, faculty, and staff.
- **Innovation** by embracing emerging technologies to enhance and expand teaching, learning, and service opportunities for students, faculty, and staff.
- **Success** by empowering, engaging, and educating students, faculty, and staff to achieve their personal and professional aspirations for graduation, academic transfer, employment, and other educational goals.

Strategic Goals

In response to the region's challenges and to achieve this vision and mission, TSC's identified five goals for the 2018-2023 Strategic Plan:

1. Foster Student Success
2. Lead Regional Workforce Development
3. Enrich the Student Experience
4. Enhance Community Connections
5. Invest in Each Other

Strategic Priorities

TSC will focus on the following ten (10) strategic priorities aligned with its five goals for AY 2021:

- Expand articulation agreements with universities.
- Tailor marketing efforts to reach employers in the service region.
- Create a systematic way to evaluate program viability.
- Identify and promote marketable skills.
- Provide transportation to and from ITECC.
- Provide food services on campus.
- Create off-site instructional sites in cooperation with K-12 and community partners.
- Develop a robust college and programs of study marketing plan.
- Increase the number of college sponsored events for the community.
- Support faculty in work on pathways, learning outcomes, and general education.

BOARD OF TRUSTEES

TSC has a seven-member Board of Trustees who are elected at large by the electorate. The College’s taxing district is comprised of three independent school districts (ISDs): Brownsville ISD, Los Fresnos Consolidated ISD and Point Isabel ISD. TSC’s service area includes all of Cameron and Willacy Counties.

According to TSC Board Policy BBE (LOCAL), “the Board has final authority to determine and interpret the policies that govern the College District and, within the limits imposed by other legal authorities, has complete and full control of the College District.” The Board approves the budget, sets tuition and fees, appoints and evaluates the College President, and handles other matters relating to the College. Operations of the Board of Trustees are outlined in the TSC Board Policy Manual under [Section B: Local Governance](#).

The Board of Trustees include:



Adela Garza - Chair

Elected to Board: 2014, Term Expires: 2020, **At-Large-Position:** Place 1

Adela G. Garza was elected to the TSC Board of Trustees in June 2008, re-elected in June 2014, and elected Chair of the Board in 2017. She grew up in Laredo and later moved with her husband to the Lower Rio Grande Valley, where they raised their family and became successful entrepreneurs. She was co-owner of Tino's Prescription Shop and Vice President of TiadeI Corp.

A lifelong advocate of education, Mrs. Garza leads by example, attending TSC in the 1980s and earning a Bachelor of Science degree from the University of Texas-Pan American in 1987. Her professional life includes six years as a senior education consultant for Wasatch Education Systems.

Aside from being an entrepreneur, dedicated mother, and grandmother, she is an active member of her community, giving of her time, talent, and resources to causes, such as education and family health and wellness, by serving on various community boards both as an appointee or elected official. She served as a board member for the Olmito Irrigation District No. 20 and the Los Fresnos Consolidated Independent School District from 1999-2003, serving as Board President from 2001-2003.

Mrs. Garza currently serves on the board of directors of the Alternative South Texas Educator Program (ASTEP) and the Building Committee for Lord of Divine Mercy Catholic Church. Garza and her beloved late husband Dr. Faustino "Tino" Garza, her husband of 41 years, have four children and four grandchildren.



Ruben Herrera, J.D. – Vice Chair

Elected to Board: 2016, Term Expires: 2022, **At-Large-Position:** Place 5

Mr. Ruben Herrera was elected to the TSC Board of Trustees in May 2016. He was elected as Secretary of the Board in June of 2016 and again in July 2018. He now serves as Vice Chair of the Board.

Mr. Herrera is a TSC alumnus. He holds a Bachelor of Science in Criminal Justice and a state license as a Chemical Dependency Counselor. Mr. Herrera continued his education at Texas Southern University where he earned a Juris Doctor degree.

Mr. Herrera has served on the board of various organizations, such as Tip of Texas Family Outreach, Community Development Corporation, Brownsville Economic Development Corporation, Brownsville Housing Authority, Cameron Works, and Brownsville Visitors and Convention Bureau. He is also a graduate of

Leadership Brownsville, Class IX, where he served as Junior Leadership Brownsville Chair.

Mr. Herrera practices criminal defense law in Brownsville. He and his wife Marvella have two children, Ada and Edna.



Dr. Tony Zavaleta – Trustee - Secretary

Elected to Board: 2016, Term Expires: 2022, **At-Large-Position:** Place 3

Dr. Tony Zavaleta grew up in Brownsville and is a member of one of the 13 founding families of northern Mexico. He is the nephew of Dr. Joe Zavaleta and Prax Orive, each of whom served on the TSC Board.

Dr. Zavaleta graduated from Saint Joseph Academy in 1964 and entered TSC, graduating and transferring to The University of Texas at Austin in 1966, where he completed a Ph.D. in Anthropology in 1976. Moving back to Brownsville in 1976, Dr. Zavaleta began teaching sociology and anthropology at TSC and at Pan American University at Brownsville. Dr. Zavaleta became the first Dean of the College of Liberal Arts for UTB/TSC, and served as the Dean of the College of Mathematics and Science and Technology. He next served as Vice President for Partnership Affairs, where he coordinated the work between the TSC Board and UTB, and then became the Vice President for External Affairs, which included governmental relations and all external programs such as Workforce Training and Continuing Education. Dr. Zavaleta served as Interim Provost, the chief operating officer of UTB/TSC, and then as the associate Provost and Vice President for Academic Affairs. In 2011 he retired from the administration to return to full-time teaching. Dr. Zavaleta retired in May 2016 after 40 years of service.

Dr. Zavaleta is regarded as one of the top experts on the US-Mexico Border, and frequently speaks throughout Mexico and the U.S. Dr. Zavaleta was appointed to two Federal commissions by Presidents Reagan and Obama, and he served two terms on the Brownsville City Commission, followed by a term on the City of Brownsville Civil Service Commission.



Eva Alejandro - Trustee

Elected to Board: 2018, Term Expires: 2024, **At-Large-Position:** Place 7

Eva Alejandro was born and raised in Pawnee, Texas and attended Bee County College, a community college similar to TSC. In 1971, she graduated from Texas Woman’s University in Denton and went on to teach at public schools in San Antonio. She later became an Education Coordinator for Head Start in Atascosa, Karnes and Wilson Counties.

In 1974, Alejandro received her master’s degree in Early Childhood Education from Stephen F. Austin State University in Nacogdoches and moved to Brownsville, where she was employed by the Brownsville Independent School District and taught at Cromack Elementary in the Southmost area.

Three years later, in 1977, she was hired by TSC to initiate the Child Care and Development program. She was responsible for developing, attaining and enhancing the program, a successful endeavor that continues to train students. In 1979, she was hired by Pan American University-Brownsville to supervise student teachers. Alejandro became tenured and taught at The University of Texas-Brownsville for the next 20 years.

After leaving UTB in 1998, she provided consultant services to many districts in the state and monitored many Head Start programs nationwide. In 2002, Alejandro helped establish the Alternative-South Texas Educator program, a teacher certification program, and eventually became sole owner of the educational firm for the last 14 years.



J.J. De Leon - Trustee

Elected to Board: 2018, Term Expires: 2024, **At-Large-Position:** Place 6

Juan Jose “J.J.” De Leon Jr. was elected to the TSC Board of Trustees in June 2018. He is a Brownsville native and has been employed by the Brownsville Independent School District for 24 years. His experience at the BISD over the years, and through his current role as the Coordinator for State Compensatory

Education, has provided him the skills, knowledge and understanding of the community's educational needs.

Mr. De Leon's passion about the recruitment of students to attend college began through his experience with AmeriCorps when he assisted in the financial aid initiation process for the 2008-2011 school years with UTB-TSC. His willingness to serve the community led him to initiate the first "Winter Coat Drive" through the State Compensatory Education Department, where he successfully acquired a collection of approximately 300 coats. Every year he volunteers for the "Walk for the Future", which assists students who drop out of school to return to high school and earn a high school diploma.

Mr. De Leon holds a Master of Education from The University of Texas Rio Grande Valley at Brownsville and a Bachelor of Applied Arts and Sciences from The University of Texas at Brownsville, as well as an Associate of Applied Science from UTB-TSC.

He is one of six siblings and caretaker of both his mother and father. Mr. De Leon believes in the significance of serving his community and takes that role seriously.



Art Rendon - Trustee

Elected to Board: 2014, Term Expires: 2020, **At-Large-Position:** Place 2

Art Rendon resides in Brownsville, Texas. He holds a bachelor's degree in government with a minor in history from Pan American University and a master's degree in educational administration from the University of Texas-Brownsville. He is a veteran, having served in the United States Marine Corps. Mr. Rendon has been employed by the Brownsville Independent School District for more than 25 years and has experience as a high school teacher, assistant principal, and principal. He also served as the former director for special education and the transportation director for Brownsville ISD. Mr. Rendon served on the West Brownsville Little League Board for several years and recently served on the Brownsville Housing Authority Board.

Mr. Rendon has been married to Nora Benavides Rendon, a retired BISD librarian for 31 years, and they have three children:

Benny, Nora and Aaron. All their children began their college work at TSC and are graduates of the University of the Incarnate Word. He and his wife Nora are members of Saint Joseph Catholic Church.



Delia Sáenz – Trustee

Appointed to Board: 2019, Term Expires: 2020, **At-Large-Position:** Place 4

Delia Sáenz was appointed by a unanimous vote to fill the vacant Place 4 position on the TSC Board of Trustees on August 1, 2019.

Mrs. Sáenz was born and raised in Brownsville, Texas and graduated from Brownsville High School in 1969. After receiving her Associate of Arts from TSC, she transferred to Texas A&I University where she earned a Bachelor of Science in Education.

In 1973, Mrs. Sáenz began her professional career as a teacher at the elementary level. She taught second through fifth grades in the Bilingual Education program, and later taught reading classes to struggling students. Her career in education spanned 30 years before retiring.

Mrs. Sáenz is a dedicated wife of 44 years, mother of two sons, daughter and grandmother. In addition, she volunteers at Friends of the Library, a non-profit charitable group formed to support the Brownsville Public Library. She is also an active member of the Lord of Divine Mercy Catholic Church and serves as a member of the Counting Team, is an Extraordinary Eucharist Minister, a Lector, and previously served on the Building Committee. Mrs. Saenz is also a member of the Catholic Daughters of the Americas and serves as Chairwoman of the Circle of Love Committee.

Prior to attending the Lord of Devine Mercy, she was a member of the board of Our Lady of Guadalupe Catholic Church.

ACCREDITATION

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

Contact the [Southern Association of Colleges and Schools Commission on Colleges](#) at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of TSC.

STATE REGULATORY AGENCY

Established in 1965, the Texas Higher Education Coordinating Board (THECB) is a statutory nine-member Board, representing the highest level of authority in Texas on matters of public higher education. The Board is appointed by the Governor and members serve six-year staggered terms. The Board administers State funding appropriated for higher education academic programs by the Legislature and is responsible for statewide planning and policy-making related to higher education in the state. As part of its responsibilities, the Board reviews and approves degree programs for public higher education institutions.

COLLEGE ADMINISTRATION

The Office of Human Resources posts an administrative [organizational chart](#) on the TSC website. The college administration is as follows:

President

Jesús Roberto Rodríguez, Ph.D.
Gorgas Hall
956-295-3394

Vice President of Finance and Administration

Gisela Figueroa, Ph.D.
Tandy Hall 103
956-295-3385

Vice President of Information Technology

Luis Villarreal
Tandy Hall 226
956-295-3802

Vice President of Instruction

Joanna L. Kile, Ed.D.
Gorgas Tower
956-295-3370

Associate Vice President of Instruction - Academic Success

Angelica M. Fuentes, Ph.D.
South Hall 246
956-295-3375

Associate Vice President of Instruction - Workforce Development

Joseph Fleishman, Ph.D.
Gorgas D100
956-295-3367

Dean of Health Professions

David Pearse, Ed.D.
ITECC E102
956-295-3753

Dean of Humanities

Brian McCormack, Ph.D.
South Hall 246
956-295-3585

Dean of Science, Technology, Engineering, and Mathematics

Murad Abusalim, Ph.D.
SETB 2.342
956-295-3568

PUBLICATIONS BY THE COLLEGE

In addition to this Faculty Handbook, TSC produces several publications of importance to faculty. These publications include:

- [TSC Board Policy Manual](#) is the complete record of legal and local policies and regulations approved by the TSC Board of Trustees. Policies are available in HTML, Microsoft Word and Adobe Acrobat PDF formats.
- [TSC Board Agendas and Minutes](#) of regularly scheduled meetings, special board meetings, public hearings and board workshops are provided at the TSC website. [Archives](#) are available from September 2003 through the present. In addition, a

video recording is provided for many Board meetings beginning in academic year 2009-2010.

- [TSC Catalog](#) outlines a student's rights and responsibilities and provides information regarding the academic calendar, admissions, assessment and placement testing, advising, transfer credit, tuition and fees, payment, financial aid, registration, adds/drops, withdrawal, developmental education, dual credit programs, student services, public safety, online learning, academic standards, graduation and degree/certificate programs. The publication is available on the TSC website or in hard copy at the Office of Admissions and Records. TSC catalogs from the academic year 2013-2014 to present are provided at the TSC website.
- [TSC Course Schedule](#) provides a list of the courses offered each semester. It also defines each section number and indicates if the course is an open educational resource section and for which sections Canvas orientation is required. For each term and course, the information provided includes: section name and title, location, meeting information, faculty assigned to teach, available seats, section capacity, semester credit hours, and academic level. The faculty's vitae, course syllabus and budget for that program are also provided.
- [TSC Employee Handbook](#) provides information applicable to all employees including: college leadership, at-will employment, workplace commitments, college policies and procedures, employment classification, attendance policies, leave policies, work performance, discipline, health and safety, benefits, and separation of employment.
- [TSC Student Handbook](#) describes the expectations for student behavior and conduct in the TSC community and outlines the procedures to be followed when these expectations are not met. It includes the Student Code of Conduct, as well as other rules, regulations, and policies governing student life. Student Handbooks from the academic year 2014-2015 to present are provided at the TSC website.

PARTICIPATORY GOVERNANCE

FACULTY PARTICIPATION IN ACADEMIC AND INSTITUTIONAL AFFAIRS

TSC faculty members are valued as subject matter experts whose primary responsibilities are to create and implement quality learning experiences and educational programs to maximize student learning and success. Faculty have both a right and a responsibility to participate in academic affairs of the institution. An array of TSC activities provides faculty a voice in developing quality curriculum, academic programs and facilities, facilitating the success of students, promoting collaboration and a culture of teaching excellence among faculty, aligning campus resources with the

institution's strategic direction and evaluating the efficacy of TSC policies and procedures. To further promote the faculty's direct input into the decision-making process at the College, especially in matters pertaining to academic affairs, TSC welcomes and encourages faculty participation through numerous committees, councils and task forces.

Council of Chairs

The Council of Chairs provides a forum for the eight (8) department chairs at TSC to discuss and exchange important and timely information pertaining to academic affairs issues impacting their respective departments. The Council enhances communication between faculty and administration and serves as the collective voice for department chairs in matters pertaining to policies and procedures relevant to departmental work. The work of the Council is facilitated by the Office of the Vice President of Instruction.

Council of Program Coordinators

The Council of Program Coordinators provides a forum for the twenty-two (22) Program Coordinators and seven (7) Program Directors at TSC to discuss and exchange important and timely information pertaining to academic affairs issues impacting their respective programs. The Council enhances communication between faculty and administration and serves as the collective voice for Program Coordinators and Program Directors in matters pertaining to policies and procedures relevant to the work of programs. This includes: development and maintenance of program curriculum (e.g., appropriate course and program student learning outcomes as well as program outcomes, curriculum maps and syllabi that support both the missions of the program and the institution), program review, annual learning assessment reporting, textbook selection, library requests, instructional technologies and equipment recommendations, articulation agreement development and program advisory committee meetings. The work of the Council is facilitated by the Office of the Vice President of Instruction.

Curriculum and Instruction Committee

TSC places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty are generally responsible for ensuring the achievement of appropriate student learning, curriculum, and academic program outcomes. To ensure faculty involvement in the approval of educational programs, TSC has developed an academic program approval process, driven by faculty.

The Curriculum and Instruction Committee considers all new course and program proposals, revisions to existing programs, program closures, matters related to the general education core curriculum and other institution-wide programs, as well as issues related to the improvement of programs. The Committee assures compliance with guidelines from the Southern Association of Colleges and Schools Commission on

Colleges, Texas Higher Education Coordinating Board, and program-specific accrediting agencies.

The Curriculum and Instruction Committee includes a committee chair, co-chair, and representative members from the four instructional divisions. The Committee determines what curricular actions are in the best interest of the institution and makes recommendations to the Vice President of Instruction regarding the appropriate administrative action.

Faculty Senate

The faculty members of TSC recognize their role to promote quality education for students, improve communication among the members of the faculty, and maintain professional relations with the College Administration and the Board of Trustees. Thus, the purpose of the TSC Faculty Senate is to represent the recommendations of the faculty in matters pertaining to curricula; academic goals, rigor and standards; salaries and contracts; student development and success; and Board policies to the TSC administration. Membership is open to full-time and part-time faculty.

Officers of the Faculty Senate shall be the President, President Elect, Past President, and Secretary. These Officers will constitute the Faculty Senate Executive Committee.

First Year Experience Committee

The First Year Experience Committee is tasked with continuously improving the first-year experience for first time incoming students who have less than 9 semester credit hours. The committee consists of faculty representatives from the four instructional divisions. The committee works closely with Student Services staff, Freshman Seminar instructors, and Learning Frameworks instructors. The committee also selects the common reader and facilitates extracurricular activities for students in the First Year Experience.

General Education Assessment Committee

The General Education Assessment Committee is responsible for initial decisions related to the composition and assessment of the Core Curriculum. Specifically, this committee is charged with the following:

1. Review all courses included in the Core Curriculum, including proposed additions, deletions, and changes, and recommend a Core Curriculum to the Curriculum and Instruction Committee on an annual basis;
2. Assess the relevancy and efficacy of the Core Curriculum as a whole by reviewing and approving direct and indirect course and institution level assessments of Core Objectives to include:
 - Description of the assessment for each of the six Core Objectives

- Assessment methods (e.g., explanations of measures, methodology, frequency, timeline of assessment activities)
 - Targets that benchmark the achievement of the Core Objectives
 - Evidence of achievement for each of the Core Objectives
 - Analysis and interpretation of assessment information
 - Actions planned, based on assessment evidence, for the improvement of student learning and achievement
3. Evaluate the assessment process by: (a) describing the strengths and weaknesses of the process and (b) developing and implementing actions to improve the assessment process; and
 4. Report Core Objectives assessment information and assessment process evaluation results to the Texas Higher Education Coordinating Board.

This committee is comprised of eleven (11) faculty representatives from a majority of the disciplines which make up the core courses. Faculty constitute the voting membership of this committee. The Vice President of Instruction requests nominations for and then appoints members on an annual basis to fill vacant seats. Appointments are for three years and the terms of members are staggered. Four administrative non-voting members serve on the committee by virtue of their position. Their term is indefinite as long as they serve in the position listed.

Committee members are responsible for electing a Chair and Co-chair. When the Chair rotates off the committee, the Co-chair automatically assumes the Chair role.

Institutional Review Board

The Institutional Review Board (IRB) reviews and approves research proposals involving human subjects. Requests involving human subjects (i.e., TSC students, faculty, staff and/or data from such) for research purposes must follow the human subjects review process and be approved by the IRB. The TSC research review process complies with the regulations set forth by the U.S. Department of Health and Human Services Office of Human Research Protections which protect the subject's rights and welfare. Proposals for research must be submitted to the Office of Institutional Planning, Research and Effectiveness via email. The review board receives research proposals at any time and meets monthly to review, evaluate and approve/disapprove research proposals.

Program Committees

Program Committees support TSC's commitment to excellence through the development, execution, improvement, and maintenance of quality educational programs, ensuring instructional and curriculum consistency and coherence among departments across the College. Through Program Committees, the prime responsibility for the content, quality, and effectiveness of the curriculum at TSC lies with the faculty,

taking into consideration the Southern Association of Colleges and Schools Commission on Colleges and the Texas Higher Education Coordinating Board (THECB) requirements and standards. Program Committees improve upon the efficiency and effectiveness of processes such as curriculum development, program review, instructional materials use in courses, and learning assessment.

All full-time faculty teaching in a program are members of its Program Committee. Please note that some General Studies program faculty may serve on two Program Committees simultaneously. Program Committees meet at least once each semester.

The duties and responsibilities of Program Committees are outlined in the Instructional Leaders Guidelines.

Program Review Committee

The program review process is systematic and faculty-driven, providing an avenue for continuous improvement of educational programs at TSC. The process is conducted by the Program Coordinator/Program Director together with the faculty who comprise the Program Committee. The faculty analyze data related to a program's continued need, student success and achievement, program quality, faculty, instructional resources, and industry engagement.

The Program Review Committee reviews and evaluates the performance of the program, indicating whether the program performance is exemplary, meets expectations, is below expectations or needs improvement. The primary mechanisms for this evaluation are the (a) report submitted to the Committee by program faculty and (b) presentation of the program's strengths and weaknesses by the Program Coordinator. The Program Review Committee is comprised of faculty representation from each of the four instructional divisions, instructional leadership, institutional research, and student services.

Strategic Enrollment Management Planning Action Committee

Strategic enrollment planning is a continuous and data-informed process to foster planned long-term enrollment and fiscal health. The process uses a return-on-investment approach to provide realistic, quantifiable goals and action plans related to enrollment management.

The Action Committee is comprised of individuals from Instruction, Student Services, Marketing and Communications, Information Technology, Institutional Research, and Finance and Administration at several employment levels including: Vice President, Associate Vice President, Executive Director, Director, Coordinator, and Faculty. In addition to the Action Committee, four working groups for Admissions/Advising,

Academic (Instruction), Recruitment and Retention/Completion are operational. Each of these working groups has representation from the faculty.

Campus Assessment, Response, and Evaluation (CARE) Team

Research gathered from institutional tragedies strongly supports that educational institutions must address campus safety in a unified, planned, and proactive manner. The TSC Campus Assessment, Response, and Evaluation (CARE) Team addresses potential threats to the safety and security of the College community by enhancing communication, assessing circumstances, and initiating appropriate responses to specific behavioral problems.

This standing team meets on an as-needed basis. Members are selected by their position and represent Counseling, Faculty, Human Resources, Security, Student Life, and Civility. The team is chaired by the Vice President of Student Services.

Dual Credit Accreditation Task Force

This task force is dedicated to conducting a self-study of the institution's Dual Credit Program (i.e., its existing partnerships, curriculum, faculty, students, assessment and program evaluations). The self-study assesses the program's goals, effectiveness and compliance with the sixteen (16) National Alliance of Concurrent Enrollment Partnerships (NACEP) standards as well as identify any deficiencies and make recommendations for modifications and/or improvements.

The Committee is comprised of individuals with the knowledge and expertise necessary to assist the TSC Dual Credit Program in meeting all sixteen NACEP standards required for accreditation. Two full-time faculty, one part-time faculty and two Department Chairs or Deans serve on this committee.

Service Learning Task Force

The Service Learning Task Force is comprised solely of faculty. These faculty share a common view of service learning projects as an important component of a quality education. The task force's specific charge is as follows:

1. Conduct an internal assessment of 2017-18 and 2018-19 service learning projects.
2. Define service learning.
3. Identify student benefits/outcomes associated with involvement in service learning (e.g., learning, personal, social, career development outcomes).
4. Identify practical models or options for integrating service learning into existing courses.
5. Develop guidelines (processes, procedures, checklists) for incorporating a service learning project into a course, including student liability issues and release,

- logistics, supervision, scheduling, presentations, student assessment, etc.
6. Propose service learning course designations and criteria.
 7. Frame reporting requirements.
 8. Recommend student recognition for successful completion of service learning courses and projects.
 9. Propose needed faculty professional development.

INSTRUCTIONAL INFORMATION

INSTRUCTIONAL INFORMATION PERTAINING TO ALL FACULTY

Academic Freedom and Responsibility

Defining Academic Freedom. TSC recognizes its responsibility under Texas Education Code 51.354 to "protect intellectual exploration and academic freedom." Accordingly, except as expressly prohibited by law, a TSC employee has the full rights of freedom of association and political participation guaranteed by the state and federal constitutions.

Academic freedom means that faculty have the right to remain true to his or her teaching philosophy and are provided freedom to instruct his or her classroom as he or she sees appropriate as stated in [TSC Board Policy DGC \(LOCAL\)](#). TSC endorses the academic freedom principles set forth in the 1940 Statement of Principles on Academic Freedom and Tenure published by the Association of American Colleges and Universities and the American Association of University Professors. Academic freedom means that both faculty and students can engage in intellectual discussions and debates without the fear of censorship or retaliation. Academic freedom gives faculty the right to express their diverse views without fear of sanction, unless the views and manner of expression impairs the rights of others. Under academic freedom, faculty have the right to disagree with administrative policies and procedures; they have the right to assign grades that they feel are appropriate, so long as grades are not unjustly punitive; they have the right to maintain academic standards; and they have the right to due process.

Safeguarding and Protecting Academic Freedom. At the divisional level, faculty members exercise academic freedom in the development of curriculum by participating in the Curriculum and Instruction (C&I) Committee, which is responsible for reviewing curricular actions and making recommendations for changes to the curriculum. At the department level, faculty collaborate on the selection of prescribed texts and the development of assignments and assessments for each course. In addition, before curriculum items are taken to the C&I Committee, program faculty discuss among themselves at program/department meetings.

Definition of Full-time and Part-time Faculty

Full-time Faculty. Full-time faculty are professional educators who have the primary responsibility of fulfilling the TSC mission, vision, values, and goals of providing a quality education. The relationship of the faculty member to the student is one of leader, teacher, assessor, advisor/mentor, and facilitator of learning. Faculty are accountable to the College President through a chain of command and must abide by the College's policies and procedures.

Nine-month and twelve-month full-time faculty are required to work the equivalent of a 40-hour work week [see [TSC Board Policy DJ \(LOCAL\)](#)]. This policy allows for a mix of responsibilities in a full-time faculty work load plan. The work load includes instruction (i.e., teaching and assessing), office hours, course preparations, advising and mentoring, committee work, curriculum development, professional development, community service, and various other College service activities as assigned.

Nine-month full-time faculty responsibilities include teaching, with a normal teaching load of fifteen (15) work units for each fall and spring semester. Twelve-month full-time faculty teach an additional twelve (12) work units over the summer sessions. Teaching assignments are made based on each semester's schedule; may include courses offered during days, evenings, and/or weekends; and may include on-campus, off-campus, and/or online classes.

For each faculty member, the mix of work load responsibilities outside of teaching responsibilities is determined in an annual conference between the faculty member, the Department Chair/Program Director, if applicable, and the Divisional Dean.

Part-time Faculty. All part-time faculty are considered as adjunct faculty members. An adjunct faculty member is employed to teach and hold office hours and are not required to perform the additional duties of a full-time faculty member. For example, the adjunct faculty member is not required to report to campus during registration periods, participate in the same amount of in-service training as the full-time faculty member, or participate in committee assignments and other duties assigned by the Vice President of Instruction.

Organizational Structure of the Academic Functions

All instructional units report to the Vice President of Instruction (See the instructional organizational chart of the academic units in the appendix). Under the Vice President of Instruction, TSC organizes its instructional programs into four divisions:

- Division of College Preparatory Studies;
- Division of Health Professions;

- Division of Humanities; and
- Division of Science, Technology, Engineering, and Mathematics.

Each division has academic departments, and academic and technical programs are housed within the departments, except for the Associate of Arts in General Studies, which falls under the Division of Humanities, but not under one department (See the program organizational chart in the appendix). The Division of College Preparatory Studies houses developmental education courses rather than educational programs.

Divisional Deans. Divisional Deans, all of whom have experience as full-time teaching faculty, have been hired for each of these divisions. They report directly to the Vice President of Instruction, who has overall responsibility for program coordination and curriculum review.

Department Chairs. In each division, experienced faculty have been elected as Department Chairs (See the TSC Instructional Leaders Guidelines). Department Chairs receive a stipend and work unit release time of three (3) to twelve (12) units, depending on the number of sections offered by the department in the previous academic year.

Program Coordinators. Faculty who are subject matter experts in their respective fields are elected by a program's faculty as program coordinators for each of the technical and academic programs offered by the College (See the TSC Instructional Leaders Guidelines). Program Coordinators receive a three (3) work unit release time, which is equivalent to three lecture credit hours. Additionally, Program Directors within the Division of Health Professions execute the program coordination functions for their programs.

Requirements for All Faculty

Faculty essential duties and responsibilities are listed in the faculty job description, and includes, but is not limited to, the following:

- 1) ***Deliver effective instruction by:***
 - a. Assuming primary responsibility for curriculum development and revision in conjunction with the College's policies and procedures, ensuring both rigor and the quality of instruction;
 - b. Considering differences of students in order to design and support a range of appropriate learning activities;
 - c. Supporting learning through student engagement by creating a positive classroom atmosphere that encourages active and collaborative learning, student effort, academic challenge and student/ faculty interaction; and
 - d. Meeting student learning outcomes required by the State of Texas

through its Texas Higher Education Coordinating Board and the accreditation bodies over TSC.

2) ***Assess student learning by:***

- a. Designing assessments that measure or demonstrate student growth;
- b. Sequencing learning opportunities throughout courses and programs to build student understanding and knowledge;
- c. Aligning assessment with learning opportunities;
- d. Evaluating student's mastery of program and course student learning outcomes as well as the THECB core curriculum objectives as required; and
- e. Using defined student learning outcomes to plan, develop, document and evaluate the effectiveness of teaching activities.

3) ***Manage the learning environment by:***

- a. Ensuring that accurate and comprehensive syllabi are developed that incorporate college, departmental, and instructor requirements;
- b. Maintaining attendance records, submitting grades, and providing constructive feedback as well as other relevant information to students through the semester;
- c. Submitting grades in Canvas according to the institutional timeline;
- d. Conducting classes punctually and in accordance with the prescribed meeting schedule;
- e. Verifying that signature assignments and rubrics are provided to students within Canvas; and
- f. Ensuring student work for signature assignments are archived in Canvas.

4) ***Enhance the student's learning experience by:***

- a. Integrating concrete, workplace and life learning experiences to encourage critical thinking, interdisciplinary skills and teamwork;
- b. Employing methods that develop student understanding of discipline-specific thinking, practices and procedures, as well as interdisciplinary applications, to create academic literacy; and
- c. Working with students and employers in occupational settings as required by or appropriate to the academic discipline.

5) Collaborate with colleagues across the College in the **construction and continuous improvement of measurable learning outcomes** to include the Texas Higher Education Coordinating Board (THECB) core curriculum objectives, course student learning outcomes, and additional TSC's objectives.

6) Engage in ongoing professional development.

7) Advise and mentor students.

8) Maintain a learning-centered environment by being available to students during posted office hours.

Additional duties for full-time faculty related to professional development and service, including participation in at least one Program Committee, are detailed in the "Instructional Information Pertaining to Full-time Faculty" below.

First Week of Classes

The first week of the semester is hectic for everyone at the institution. Faculty should address the following during the first week of each semester:

1. Check your email and the Canvas front page before class for administrative guidelines, important messages, etc.
2. Before the first class session, "publish" the course in Canvas so that students will have access to their courses. The Educational Technology and Online Learning department has developed a procedure on how to publish a course and emails these procedures to faculty each semester.
3. Faculty must send their syllabus to Department Chair for review the week before class begins so it can be posted to the TSC Course Schedule for public viewing and to comply with Texas House Bill 2504.
4. Post syllabus on Canvas the Friday prior to the first day of class. Syllabus preparation is protection for faculty as well as valuable information for the student. The syllabus should be based on the course master syllabus when provided by the department and must indicate the following:
 - a. Course number/section,
 - b. Faculty member's name,
 - c. Office location, office hours, office phone, and email
 - d. Course description
 - e. Course prerequisites
 - f. Course student learning outcomes
 - g. Core curriculum information, if applicable
 - h. Course curriculum map
 - i. Course materials including texts, other readings and supplies
 - j. Course grading scheme
 - k. Course calendar including a general description of subject matter of each lecture or discussion and any required or recommended readings which span more than one class period
 - l. Library information
 - m. Helpdesk information
 - n. Major course requirements, including each major assignment and examination
 - o. Professor expectations
 - p. General course requirements
 - q. College policies with respect to satisfactory academic progress, incomplete

grades, academic integrity, academic responsibilities, emergency academic continuity plan, Americans with Disabilities Act, and a privacy/FERPA statement

For more information on how to prepare a syllabus, faculty should contact their Department Chair.

Absence Procedure for Faculty

Faculty are expected to meet their classes for the length of time scheduled. TSC recognizes that, on rare occasions, situations may arise during the semester that prevent faculty from meeting class. Regardless of the reason, a faculty member must not allow a class to meet without supervision or without notification of the absence to the Divisional Dean.

For personal illness or illness of an immediate family member which necessitates that the faculty member misses a scheduled class time, a faculty member must contact the Divisional Dean as soon as possible.

For scheduled professional development requiring funds, a faculty member is required to receive approval from the Divisional Dean, Vice President of Instruction, and College President prior to attendance at the professional development event. The faculty member is encouraged to plan for professional development absences prior to the start of the semester and make provisions for the class period, stating such in the course calendar.

Ultimately, the faculty member is responsible for notifying the Divisional Dean of absences and the Divisional Dean is responsible for making arrangements.

Academic Calendar

[TSC Board Policy EA \(LOCAL\)](#) stipulates that the calendar will include dates for registration, holidays, final examination week, and the end of each semester and/or term. During each fall semester, a cross-campus committee develops the academic calendars for the next academic year and makes a recommendation to the College President. The College President is responsible for approving all academic calendars. The calendar is then published in College publications as appropriate. The current [academic calendar](#) can be found at the TSC website. Typically, instruction offered via distance learning or on an off-campus instructional site follow the same dates as TSC campus face-to-face classes.

Academic Degree, Certificate and Award Programs

TSC offers instruction in four divisions that house programs aligned with local, state, and national workforce demands, which in turn prepare graduates for transfer and to

be highly competitive in the job market. A full list of [degrees, certificates, and awards](#) offered at the college is available at the TSC website.

Academic Early Alert and Intervention Program

The TSC Academic Early Alert and Intervention Program allows faculty to identify students who need assistance because of poor academic performance, class participation, and/or attendance issues, and refer them to an Academic Advisor who can help the student access appropriate support systems. This type of intrusive advising has been demonstrated to be effective in increasing the retention and overall academic performance of a variety of high-risk students.

Providing intervention assistance early in the semester is critical to student persistence and completion. The earlier an academically at-risk student is identified, the better the prognosis for success. Therefore, the program targets ALL students, not just freshmen or students in specific academic programs, during the initial four weeks of the fall and spring semesters. However, the system may be used throughout any semester.

Both the course instructor and the advisor should explain that the referral does not mean the student will fail, nor will it be reflected on their academic transcript. The referral simply means that the instructor is concerned about certain issues that might present an obstacle to the student's success.

TSC faculty are recommended to:

- Check in with students periodically.
- Update test, quizzes, mid- terms and homework grades periodically. It is imperative that students know if they are passing a course.
- Utilize the Early Alert Program before the deadline date for withdrawal in a course. Students are only permitted withdrawal from six courses on their transcripts.

Referral Reasons. Faculty should refer students for the following reasons:

- Poor class attendance
- Persistent tardiness
- Lack of engagement or participation in class
- Low test or quiz scores
- Missing, incomplete, or poorly completed homework assignments
- Other measures of academic performance

Process. The process for an early alert referral is as follows:

1. The faculty member notifies the student that he or she is being referred to an

advisor as part of the early alert program and that the student should visit the Academic Center prior to the next class meeting.

2. The faculty should complete the online early alert referral form:
 - a. Go to the TSC home page.
 - b. Click on the "MyTSC" tab on the right menu and then select "TSC Online."
 - c. Log in using your TSC faculty credentials.
 - d. On the Faculty Menu click on "Student Attendance/Early Alert Program."
 - e. Select current Term and click submit.
 - f. Select appropriate course.
 - g. Select one referral reason and click submit. You can refer as many students as needed.
3. The student receives an automated email notifying him or her that a referral has been received and the student should contact Academic Advising. If Academic Advising does not receive a response from the student within five (5) business days, another email is sent to the student as a second notice.
4. When the student responds to Academic Advising, then the student is assigned an academic advisor who:
 - a. Works with the student to develop an Individual Success Plan. Together, student and advisor will identify the major sources of the student's academic difficulties and will discuss options to address those difficulties. The result of the conversation will be the implementation of a success plan for the student.
 - b. Refers the student to Counseling Services if the student is a candidate for counseling session or refers the student to a workshop series that addresses the issue specified by the faculty member if the student is not a candidate for a counseling session.
5. The instructor can view the visits completed by student on the Faculty Menu under "Student/Attendance/Early Alert Program."

Alternative Assignments

Alternative assignments encompass work that is beyond the scope of: (a) contracted full-time responsibilities as outlined in the full-time teaching contract; and (b) any instructional leader job descriptions held by the faculty member at the time of the alternative assignment request. Projects that qualify as an alternative assignment are those that align with the strategic direction of the College and the Instructional Division.

Faculty who are approved for alternative assignments may be compensated one of two ways — stipend or release time. A stipend is monetary compensation, whereas release time is a release from a full-time teaching load. The Vice President of Instruction will determine whether a proposed alternative assignment qualifies for a stipend or release time. Each option is highlighted below.

Alternative Assignments Paid via Stipend. Paid stipends **may** be approved for the following activities:

- Grant management, implementation and/or writing;
- Development of a new model online course;
- Development of an Open Educational Resource course;
- Development of a Prior Learning Assessment or Competency-based Education course or program;
- Development of a new course (not currently offered at TSC);
- Development of a faculty training seminar; and
- Leadership of the Quality Enhancement Plan.

The Vice President of Instruction determines the payment amount and in conjunction with the Associate Vice President or Divisional Dean, determines the payment schedule.

All stipend requests must be approved by the appropriate Associate Vice President of Instruction (AVPI) or Divisional Dean by completing and submitting the Alternative Assignment Request form (see Instructional Leaders Guidelines for further information).

Alternative Assignments Paid via Release Time. Alternative assignments paid via release time must be approved by the appropriate AVPI or Divisional Dean and Vice President of Instruction by completing and submitting the Alternative Assignment Request form (see Instructional Leaders Guidelines for further information).

Alternative Assignment Application Process. If an instructional unit (or another TSC administrative unit) wishes to propose an alternative assignment for an instructional leader or faculty member, then the Department Chair (or TSC administrator) must prepare a detailed memo offering justification, attach the memo to the Alternative Assignment Request form, and submit to the appropriate AVPI or Divisional Dean for consideration. If the AVPI or Divisional Dean approves of the alternative assignment, then the AVPI or Divisional Dean must present the request to the Vice President of Instruction for approval. Only the Vice President of Instruction is authorized to approve alternative assignments for instructional leaders and faculty.

If authorized, the Office of the Vice President of Instruction will communicate with the faculty member, Department Chair and Dean/AVP regarding the terms of the alternative assignment (e.g., for stipend and release time assignments, the terms include the weekly hour commitment, approved deliverables and due dates; additionally, for stipends, the terms include the payment amount and payment schedule). Once received, the faculty member must agree in writing to the terms of the alternative assignment.

Attendance Documentation

For college-credit courses, on-campus faculty are required to take attendance through the course Census Day to identify non-attending students. Financial assistance may be reduced, denied or canceled, and students may owe repayment if they fail to attend one or more classes between the first day and Census Day.

The U.S. Department of Education provides the following definition of attendance for financial aid purposes:

Attendance must be "academic attendance" or "attendance at an academically-related activity".

Moreover, the school (not the student) must document:

- That the activity is academic or academically related, and
- The student's attendance at the activity.

Academically-related activities include, but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or participating in computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Examples of acceptable evidence of academic attendance and attendance at an academically-related activity in a distance education course/program include:

- Student submission of an academic assignment;
- Student submission of an exam;
- Documented student participation in an interactive tutorial or computer-assisted instruction;
- A posting by the student showing the student's participation in an online study group that is assigned by the institution;
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters; and
- An e-mail from the student or other documentation showing that the student-initiated contact with a faculty member to ask a question about the academic subject studied in the course.

Faculty should submit a list of students who never began attending their courses (i.e., No Shows) to Drops@tsc.edu.

For college credit courses, on-campus faculty are NOT required to record student attendance after Census Day.

Off-campus faculty employed full time by an independent school district are only required to keep official attendance records if required by the independent school district.

For non-credit courses offered as Continuing Education courses, all instructors are required to record student attendance for the duration of the course.

Bookstore

TSC has arranged for textbooks to be sold at the Follett bookstore contracted by UTRGV on the Fort Brown Campus. Students can purchase textbooks at the location on campus, at locations off campus or online through numerous vendors. Textbooks for dual credit students are provided by the independent school district.

Campus Map

A [campus map](#) which includes all buildings on the Fort Brown campus and the location of the International Technology, Education and Commerce Center (ITECC) can be found on the TSC website.

Class Size

All programs and departments must strive to achieve class fill rates, serving the most students possible and maximizing college resources. The Office of Instruction publishes guidelines for class capacity sizes. Exceptions to the criteria should be documented by the AVPI or Dean in terms of space and equipment constraints, safety issues, faculty expertise, and/or accreditation requirements.

Every third year in the fall semester, department chairs along with their Divisional Dean or AVPI are afforded an opportunity to examine class sizes at peer institutions and make recommendations to the Vice President of Instruction. The Vice President of Instruction maintains discretion and may adjust cap sizes and revise guidelines as appropriate.

Convocation Week

Convocation week occurs the week prior to the first day of classes in the fall and spring semesters. During the week, professional development events are held, and all faculty are expected to participate in events pertaining to them. Dates and times of sessions may vary during the week depending on the focus for that semester. A [full schedule](#) is posted by semester at the TSC website. In addition, faculty are notified via email by the

Vice President of Instruction or the Office of High School Programs and Services as to the dates and times for sessions.

Copyright and Fair Use

United States Copyright Law, 17 U.S.C. 101-1332, establishes copyright protections for an original work of authorship for literary works; musical works; dramatic works; pantomimes and choreographic works; pictorial, graphic and sculptural works; sound recordings; and architectural works. If the copyrighted material is used for purposes such as teaching, scholarship, or research, then an exception is made "to the exclusive rights enjoyed by copyright owners" through fair use [see TSC Board Policy CT (LEGAL)]. According to TSC Board Policy CT (LOCAL), "unless the proposed use of a copyrighted work is an exception under the 'fair use' guidelines maintained by the College President or designee, the College District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder's work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain."

For more information on copyright protections, please refer to the Fair Use, Performances and Displays, Guidelines, Copyright Infringement, Online Copyright Infringement and other relevant sections of [TSC Board Policy CT \(LEGAL\)](#) and [TSC Board Policy CT \(LOCAL\)](#).

Course Drops and Withdrawals

Drops Initiated by Faculty. Before the official census date, a faculty member may request to drop students from a class roster if the student has not attended classes. The faculty member must send an email directly to drops@tsc.edu with the following information:

Name of course, with section # and names of students with ID #s

For example, the email from the faculty member teaching HIST 1304 section M04 for which Joe Smith and Jane Smith have not attended would read:

HIST-1301-M04
Joe Smith – 1234567
Jane Smith – 2345678
Etc.

Faculty members receive an email reminder from the Office of Admissions and Records that states the deadline for dropping these students for non-attendance before the official census day.

Drops and Withdrawals Initiated by the College. The College reserves the right to drop students from classes for student code of conduct violations. Violations of the TSC Student Code of Conduct may result in disciplinary sanctions. These sanctions may include being dropped or withdrawn from classes.

The College reserves the right to withdraw a student from class if, in the judgment of the College officials, such withdrawal is in the best interest of the student or the student body at large.

Accessibility Services

Accessibility services are provided to qualified students with learning, physical, developmental, mental, and emotional disabilities who are attending TSC. Under the Americans with Disabilities Act (ADA) of 1990, a person has a disability if he or she has a physical or mental impairment that substantially limits one or more of the major life activities. Reasonable accommodations are provided by the College to ensure access to all courses, programs, services, jobs, activities, and facilities.

Support services include:

- Testing accommodations for placement testing and academic tests;
- Adaptive technology, such as screen magnification, speech synthesized software, voice-activated software, hearing amplification systems (FM systems);
- Adaptive furniture;
- Readers, scribes (writers), and sign language interpreters;
- Campus and community referrals; and
- Other appropriate academic modifications and disability-related information.

Individuals must be eligible for accommodation services before the services will be approved and provided. The counselor will determine if the student meets the criteria to receive accommodations, and if so, what accommodations are appropriate. To begin eligibility review, an individual will need to:

- Complete a Request for Services form.
- Provide current documentation for the disability for which services are requested. Documentation must be from a competent and qualified source capable of making that diagnosis within their profession.
- Arrange an intake appointment with Accessibility Services. Be prepared to spend at least one hour to meet with a counselor and complete the initial intake appointment.

Approved accommodation services may be provided each semester if the eligible student informs Accessibility Services that services are needed for the current term.

Requests to continue approved services must be in writing. Hand-written notes or e-mail requests to Accessibility Services are not acceptable.

Dual Credit

TSC offers qualified high school students the opportunity to earn college credit while in high school through two different, but related, programs: Dual Enrollment and Early College High School. Both programs allow high school students to enroll in college-level courses at no cost to the student. College credit earned upon successful completion of dual credit courses may be applied toward a certificate or an associate degree at TSC or may be transferrable to other colleges and universities.

Early College High School. The Early College High School (ECHS) program is designed to provide students at risk of not otherwise attending college the opportunity to earn up to sixty (60) semester credit hours leading to an associate degree while attending high school. Unlike the Dual Enrollment program, the Early College High School program is only available to students attending a high school which has been designated an Early College High School by the Texas Education Agency (TEA).

Students apply for admission to the Early College High School program at their respective Early College High Schools. Those selected are expected to follow a prescribed program of study leading to a 60-SCH associate degree. Early College High Schools provide robust academic support services to assist students in successfully completing the program of study in four years.

Dual Enrollment. The Dual Enrollment program also provides high school students the opportunity to earn up to sixty (60) hours of academic or career/technical education college credit while in high school but in contrast to the ECHS, students are allowed more flexibility in choosing how they wish to pursue the program of study. There is no limit as to the number of courses a student may take for dual credit during a given semester or a given year. Dual Enrollment courses are offered at all participating high schools and are open to all students.

High school students admitted to the program must meet the same requirements as all other college students within the guidelines established by the Texas Higher Education Coordinating Board.

Off-campus Instructional Sites. For the 2020-2021 academic year, TSC has nineteen (19) Southern Association of College and Schools Commission on Colleges (SACSCOC) approved off-campus instructional sites.

Off-Campus Instructional Site	Physical Address of Off-Campus Instructional Site
Brownsville Early College High School	343 Ringgold Road Brownsville, Texas 78520
First Baptist School	1600 Boca Chica Blvd. Brownsville, Texas 78520
Hanna Early College High School	2615 Price Road Brownsville, Texas 78521
Harlingen High School	1201 East Marshall Harlingen, Texas 78550
Harlingen South High School	1701 Dixieland Road Harlingen, Texas 78552
Harmony School of Innovation-Brownsville	3451 Dana Avenue Brownsville, Texas 78526
Jubilee Brownsville	4955 Pablo Kisel Blvd. Brownsville, Texas 78520
La Feria High School	901 North Canal Street La Feria, Texas 78559
Lopez Early College High School	3205 South Dakota Ave. Brownsville, Texas 78521
Los Fresnos CISD Industrial Trades Center	233 North Alamo Street Los Fresnos, Texas 78522
Los Fresnos High School	600 N. Mesquite St. Los Fresnos, Texas 78566
Pace Early College High School	314 W. Los Ebanos Blvd. Brownsville, Texas 78520
Port Isabel High School	18001 Texas-100 Port Isabel, Texas 78578
Porter Early College High School	3500 International Blvd. Brownsville, Texas 78521
Raymondville High School	419 FM 3168 Raymondville, Texas 78580
Rivera Early College High School	6955 FM 802 Brownsville, Texas 78521
San Benito High School	450 South Williams Road San Benito, Texas 78586
San Benito Veterans Memorial Academy	2115 N. Oscar Williams Rd San Benito, Texas 78586

TSC also offers dual credit courses at ten other off-campus instructional sites, but TSC has not been approved to offer more than 49% of a program at these other sites.

In some cases, full-time faculty teach courses at these off-campus instructional sites. For most cases, high school teachers who have been recruited as part-time TSC faculty and are qualified to teach in the discipline teach the courses that are offered at these off-campus instructional sites.

Faculty Qualifications

Qualified, competent faculty are at the heart of the mission of TSC. As a SACSCOC-accredited institution, TSC reviews, justifies, and documents the qualifications of its faculty members. TSC qualifies its faculty through a rigorous process that is aligned with SACSCOC guidelines for faculty credentials as well as professional judgement. Faculty must provide evidence of professional competence through earned degrees, certifications, or related work experiences. While academic credentials are one measure of professional competence, the College examines the totality of qualifications of a faculty member. Thus, in circumstances where the guidelines for faculty academic credentials provided by SACSCOC are not met, the College may use professional judgement to recommend and approve an individual whose outstanding professional experiences alternatively qualify him or her for teaching in a specific discipline. The [faculty qualification process and credentialing table](#) is available on the TSC website.

If a faculty member earns additional academic credentials or other qualifications relevant to the teaching area, then the faculty member shall notify Human Resources within 60 days of earning said qualification.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Education records include, but are not limited to, grades, transcripts, class lists, student course schedules, student financial information, and student discipline files. The education records may be recorded in any manner, including, but not limited to, handwriting, print, computer media, videotape, audiotape, film, and email.

FERPA gives parents certain rights with respect to their children's education records including the right to access, the right to request that records be amended, and the

right to have some control over the disclosure of personally identifiable information from the records. **These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.** Students to whom the rights have transferred are "eligible students." FERPA applies to all students currently attending TSC and to those students who attended TSC in the past.

General Exceptions to the Nonconsensual Disclosure Clause. Generally, FERPA prohibits the nonconsensual disclosure of information derived from education records (i.e., schools must have written permission from the parent or eligible student to release any information from a student's education record). However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Parental Exceptions to the Nonconsensual Disclosure Clause. According to the U.S. Department of Education, "while the rights under FERPA transfer from the parents to the student when the student turns 18 or enrolls in a postsecondary institution at any age, FERPA provides ways in which an institution can share education records on the student with his or her parents. Schools may disclose any and all information to parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules. FERPA also permits a school to disclose information from an eligible student's education records to parents if a health or safety emergency involves their son or daughter. Another provision in FERPA permits a college or university to let parents of students under the age of 21 know when the student has violated any law or policy concerning the use of possession of alcohol or a controlled substance. School officials may also share information with a parent about an eligible student that is based on that official's personal knowledge or observation and that is not based on information contained in an education record."¹ If a parent claims any of

¹ U.S. Department of Education. (n.d.). *Frequently Asked Questions*. Retrieved from Protecting Student Privacy: <https://studentprivacy.ed.gov/frequently-asked-questions>

these exemptions to a faculty member, the faculty must refer the parent to the Vice President of Student Services.

Notwithstanding the exceptions, a student must provide written consent to disclose information from his or her education records.

For further information on FERPA, please visit <http://www.ed.gov/ferpa> or contact the Office of the Vice President of Student Services.

Privacy of Academic Records for Students Enrolled in Distance Education Courses. TSC is committed to protecting the privacy of all students' academic records, regardless of the mode of delivery of instruction. Accordingly, TSC extends the same FERPA protections to students in online classes as it does for students enrolled in traditional face-to-face instructional classrooms. Unlike verbal exchanges in a traditional face-to-face classroom, a student's participation in an online environment is captured electronically, and a record of their participation in the class is created. The privacy of these records, and a student's right to review them, are legally protected under the provisions of FERPA.

Field Trips

Faculty are encouraged to expand students' learning opportunities and environments through field trips. Faculty are expected to design field trips that meet the specified course student learning objectives. Faculty must plan for field trips in advance to provide time to secure required authorizations and student liability waivers. Requests for class activities conducted outside the regularly scheduled classroom should be forwarded to the Divisional Dean at least 30 days in advance and must be approved in advance by the Divisional Dean. Unauthorized field trips are prohibited.

Final Exam Schedule

The TSC [Final Exam Schedule](#) is posted on the TSC website. Faculty must meet students during the scheduled time and day. Faculty must request and receive approval from their Department Chair if there is a need for a change to the final exam schedule.

Grades and Change of Grades

Incomplete Grades. At the discretion of the instructor of record, a conditional grade of "I" may be issued to a student who has a passing average on all completed coursework, but for a justified reason, such as illness or death in the family or by providential hindrance, has been prevented from taking the final examination or completing other required coursework. The "I" becomes an "F" following the completion of the next long (fall or spring) semester, unless the student completes the balance of the coursework with a performance grade of "D" or higher. Re-enrollment in the course will not change the incomplete status.

Grade Changes. Grade changes are initiated by faculty. If a faculty member needs to change a student's grade for whatever reason deemed necessary, then the faculty member may obtain the form from the Office of Admissions and Record's webpage. Once completed and signed by the instructor, Department Chair, and Divisional Dean, the instructor of record submits the signed form to the Office of Admissions and Records.

Student Appeal of Course Grades. Students at TSC may appeal final course grades which they consider unfair or inaccurate. The student has a maximum of thirty (30) days from the end of the semester or term in which the final grade was issued to request a review of the grade or petition for a change of grade.

During the appeal process:

- The burden of proof lies with the Student and it is the student's responsibility to provide evidence the grade should be changed. Unless the student demonstrates compelling evidence supporting a change of grade, the final grade issued by the faculty member responsible for the course will remain on the student's transcript.
- Only appeals requesting a change of grade will be accepted. Complaints must follow TSC complaint procedures.
- Students who file frivolous appeals or who deviate from the approved process may have their appeal summarily dismissed.
- Students must submit appeals individually; group appeals will not be considered.
- If the student fails to comply with the designated time frames, the appeal may be summarily dismissed.

For the first step of the appeal process:

1. The student must initiate the grade appeal process by contacting the faculty member responsible for the course. The student is required to provide notice to the faculty member that they are appealing their grade, using the approved TSC "Student Appeal of Course Grade" form. Grade appeals submitted without using the approved form will not be considered.
2. The faculty member is required to meet with the appealing student. The faculty member may approve the appeal, deny the appeal, or work with the student to reach a solution that is agreeable to both parties. If the faculty member is no longer employed at TSC, the student will advance to Step 2 of the grade appeal process. If the faculty member is still employed at TSC, but not currently teaching, the grade appeal will be delayed until the faculty member returns to teach, if the faculty member returns no later than the next full (fall or spring) semester.
3. Once a decision is reached by the faculty member, the faculty member will note

the decision on the "Student Appeal of Course Grade" form and sign the form. The faculty member will retain a copy, and the original will be returned to the student.

4. If the student is not satisfied with the outcome of their meeting with the faculty member, the student will have ten (10) calendar days from the date of the meeting with the faculty member, as documented on the "Student Appeal of Course Grade" form, to proceed to Step 2 of the appeal process. If the student fails to comply with the designated time frame, the appeal may be summarily dismissed.

For further information regarding the next steps of the grade appeal process, please consult the Student Handbook.

Inclement Weather

Classes at TSC may be cancelled due to inclement weather. Notification is made through local radio and TV stations and on the College website. If classes are cancelled due to inclement weather or other emergencies, attempts will be made to assure that classroom hours are rescheduled. Students will be notified of rescheduled classes through the TSC website and through their TSC email account.

Intellectual Property

According to [TSC Board Policy CT \(LOCAL\)](#), as an agent of the College District, an employee, including a student employee, shall not have rights to work he or she creates on College District time or using College District technology resources. The College District shall own any work or work product created by a College District employee in the course and scope of his or her employment, including trademarks, the right to obtain copyrights, and other intellectual property rights.

If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, College District-wide license to the College District for use of the patented work. A College District employee shall own any work or work product produced on his or her own time, away from his or her job and with personal equipment and materials, including the right to obtain patents or copyrights.

A student shall retain all rights to work created as part of instruction or using College District technology resources.

For more information about intellectual property rights for employees and students, please refer to TSC Board Policies CT (LEGAL) and CT (LOCAL).

Library

TSC Digital Library is located in SET.B 1.536 on the TSC Fort Brown campus. The Library provides services and collections in support of research, teaching, and learning. The Library website provides access to thousands of scholarly journals and e-books, all available to students, faculty, and staff 24/7 from any location worldwide. In addition, TSC students, faculty and staff have access to library materials located on all University of Texas Rio Grande Valley campuses. UTRGV libraries hold a wide array of print books, DVDs, archives, and more, as well as numerous study rooms that are available to be reserved for both group and individual study. Librarians are available to assist faculty and students with research in-person or via phone, chat, text, or email.

All faculty and currently enrolled students at TSC may access Library content via the [TSC Library website](#) or in person with their TSC employee or student identification card or number.

Office Hours

Per [TSC Board Policy DJ \(LOCAL\)](#), all full-time faculty members shall maintain regular office hours, as determined by the Vice President of Instruction, to be available to students for individual conferences. Currently, as per the Vice President of Instruction, full-time faculty are required to hold five hours of office time weekly, and part-time faculty are required to hold 30 minutes of office time weekly per class section taught. These office hours must be posted in the course syllabus and for full-time faculty, must also be posted next to the faculty member's office. Faculty who teach on off-campus instructional sites and via distance learning abide by the same office hour rules. Faculty who teach distance learning must be available to students via email, conferencing, and/or chat.

Online Learning

Online learning courses are those in which the majority (85% or more) of the instruction takes place online, which gives students flexibility in creating their course schedule. The objectives and content of online learning courses are the same as those offered in a traditional classroom setting. Students must have effective time management skills and be able to allocate sufficient time to complete the required coursework. In the course schedule, an online course section is identified with a "V".

Before an online course is developed, faculty are required to complete two trainings. The first training is a two-week Applying the Quality Matters Rubric (APPQMR) workshop. In this training, faculty learn about the APPQMR and the course review process, learn to apply the concept of alignment, and draft course improvements.

The second training is the Blue Printing course. The purpose of this training is to walk faculty through designing and developing an online course and ensure that the

assessments, learning activities, and technology align with the Course Learning Outcomes. All online courses must meet the same course outcomes as face-to-face courses. This training covers the following topics: online versus face-to-face learning environment, learning outcomes and objectives, assessments, course activities, instructional materials, course technology, accessibility and usability, and the course syllabus. At the completion of the training, the faculty have a completed Blue Print document for their course and are ready to develop in Canvas, TSC's learning management system.

For faculty who are interested in teaching an online course that is already developed, the faculty member participates in the Quality Matters workshop and the Teaching Online Learning training. Their first training is the same as a faculty developing a new online course, the APPQMR workshop. Once faculty complete this workshop, they are required to complete a Teaching Online Learning training. The purpose of this training is for faculty to gain insight into their role as an instructor for an online course and learn best practices for teaching online. Faculty apply these practices by developing a sample course unit. This training covers topics in online instructional methods and delivery, course structure, communication and online facilitation, constructive feedback, and accessibility and usability.

The Teaching Online Learning and Blue Print trainings are delivered online and through Canvas, which is the same learning management system that is utilized across the institution by all faculty.

Parking

If a faculty member plans to park a vehicle on campus, the faculty member must register the vehicle and display a current permit tag. Purchasing a parking permit does not guarantee a parking space but does authorize parking in designated parking areas under control of TSC. Faculty may purchase a permit any time at the Cashier's Office during regular office hours. More information is available on the TSC [Campus Safety](#) website.

Photocopying and Printing

Photocopiers are available in workrooms located near faculty offices in Cardenas North and South Halls and SETB on the Fort Brown Campus and at strategic locations throughout the ITECC.

Full-time faculty have access to networked printers in the workroom located closest to their office. Adjunct faculty have access to networked printers through the computers located in common adjunct office spaces. If you encounter problems with access to or utilization of printers, contact the TSC Help Desk at (956) 295-3800 or helpdesk@tsc.edu. The Help Desk is in the Oliveira Building, room 102. Hours of

operation for the Help Desk are Monday through Thursday, 8:00 a.m. – 8:00 p.m. and Friday, 8:00 a.m. – 5:00 p.m.

Safety and Security

The safety of students, faculty, staff, and visitors is of vital concern to TSC. TSC contracts with a security agency that works closely with local police.

Everyone within the campus community is involved in creating a safe environment and is encouraged to report all safety concerns by calling campus security. If an individual is exhibiting behaviors that pose a threat to safety or that cause a significant disruption to the TSC community, even if you do not perceive the risk as immediately dangerous, you should report it. The following behaviors should always be reported:

- Self-injurious behavior;
- Suicide ideation or attempt;
- Danger or threat to others (violence, threats or implied threats of violence, or intimidation);
- Possession of a weapon and
- Erratic behavior that is disruptive to the normal proceedings of the College community.

For all emergencies including a medical emergency, crisis or other life-threatening situation needing a police officer or emergency medical responder, you should immediately call 911.

For non-emergency situations, the contact number for Campus Security on the Fort Brown Campus is (956) 295-3700 and at ITECC is (956) 295-3755. When calling, please identify yourself, your location, and the situation, so that you may be properly assisted.

Rave Emergency Notification System. TSC has partnered with Rave Mobile Safety to provide an emergency alert system that delivers messages to your TSC e-mail address, as well as to your cell phone. Faculty information is automatically updated in the Rave Emergency Notification System each semester. Participants will receive a welcome message each semester with instructions for reviewing and managing contact information within Rave.

Rave Emergency Notifications are issued as part of TSC's crisis management program. Notifications will be for major emergencies and emergency instructions that will alert students, faculty, staff on what to do and where to proceed in the event of an emergency. This will allow students, faculty, and staff to stay safe and keep out of harm's way as a situation is happening. The system will not be used for minor situations such as weather advisories, campus event notifications, or cancellations of any kind.

If you want to reliably receive text notifications, you should log in to your [Rave account](#) to enter or verify your cell phone number and provider. Otherwise, you may only be notified of emergency situations via e-mail.

Rave does not charge students, faculty or staff for sending or receiving messages through this service. However, your carrier's standard messaging and/or data charges may apply. Please consult the details of your mobile phone plan.

Schedule of Classes

The class schedule is prepared by the Department Chairs and then reviewed and approved by the Divisional Dean. For class sections offered and made, full-time faculty are staffed first and utilized to teach the most students possible. Each discipline is expected to make 80% of the classes scheduled with an 80% fill rate. Thus, depending on the class sections that make, the instructor of record may be changed as late as the day that the class begins.

Standards of Conduct

General Standard. An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the College District. For further information, refer to the [TSC Board Policy DBD \(LOCAL\)](#).

Gifts. An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. See TSC Board Policy DBD (LOCAL).

Endorsements. An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the employee during non-school hours, unless the product, material, or service is recommended, endorsed, or required for a course the employee teaches and is reasonably related to the subject matter of the course and the course syllabus.

No employee shall require students to purchase a specific brand of supplies if other brands are equal and suitable for the intended instructional purpose.

Sales. An employee shall not use his or her position with the College District to attempt to sell products or services, unless the product or service is recommended, endorsed, or required for a course the employee teaches and is reasonably related to the subject matter of the course and the course syllabus.

Outside Employment. A full-time employee's first obligation is to the College District. According to [TSC Board Policy DBF \(LOCAL\)](#), an employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the College District. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Tutoring. A faculty member shall not tutor for pay any student enrolled in his or her class [see TSC Board Policy DBD (LOCAL)].

Student Code of Conduct

The Student Code of Conduct is an articulation of TSC's commitment to maintaining an environment that recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. When students fail to act in accord with the rules and regulations of the TSC community, the College must hold them accountable for their actions. The purpose of the student conduct system is not solely to punish students for transgressions, but to help them understand and accept their obligations as citizens of an academic community. Whenever possible, sanctions for violations of the Student Code of Conduct will be educational in nature.

Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in Article IV: Student Code of Conduct Procedures:

- a. Acts of dishonesty, including but not limited to the following:
 - i. Cheating, plagiarism, or other forms of academic dishonesty.
 - ii. Furnishing false information to any College official, faculty member, or office.
 - iii. Forgery, alteration, or misuse of any College document, record, or instrument of identification.
- b. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other College activities, including its public service functions on or off campus, or of other authorized non-College activities when the conduct occurs on College premises.

The Office of the Vice President of Student Services or designee has primary authority and responsibility for the administration of student discipline. The Student Code of Conduct is available in the TSC Student Handbook.

Student Disciplinary Problems and Disruptions in the Classroom

TSC supports the right of faculty to maintain discipline in the classroom. When a

student is being disruptive in a classroom, clinical or other academic setting, the course instructor or clinical supervisor may temporarily or permanently remove that student from class according to the following procedures.

Step 1. Upon the first occurrence, the course instructor will:

- a. Speak with the student and inform them that they have violated appropriate standards of classroom behavior.
- b. Verbally warn the student that a repeat occurrence may result in permanent removal from the class.
- c. Obtain a commitment from the student that the inappropriate behavior will cease.
- d. If the infraction is serious enough to warrant immediate removal from class, the course instructor may go directly to Step 2.
- e. Document the situation and the conversation with the student.

Step 2. Upon the second occurrence, the course instructor may:

- a. Withdraw the student from class and assign a grade of "W" or "F."
- b. Document the situation and the conversation with the student.
- c. Notify the Office of Civility. The Office of Civility may impose additional sanctions, up to and including suspension or expulsion from the College.

Appeal Process. The student may appeal the decision of the course instructor to the appropriate Program Director/Department Chair, or in the absence of a Program Director/Department Chair, to the Division Dean. This appeal must be made in writing and received in the Program Director/Department Chair/Dean's office within five (5) working days of the student's receiving notice of the course instructor's decision.

1. Upon receipt of the appeal, the Program Director/Department Chair or Dean shall review the appeal, hear witnesses if he or she so chooses, and render a decision. The decision of the Program Director/Department Chair or Dean is final.
2. An appeal may result in one of the following:
 - a. Affirm the action of the course instructor.
 - b. Dismiss, reduce, modify, or increase the penalty imposed by the course instructor.
3. The student will be notified of the decision through their TSC email address.

Student Evaluations

All full-time and part-time faculty, including dual credit faculty, on both TSC campus and off-campus instructional sites, are evaluated by students each semester as required by TSC Board Policy DLA (LEGAL) and Texas Education Code 51.974. Students complete a

twenty-five-item survey to assess the quality and effectiveness of the performance of each faculty member. The student evaluation survey is administered electronically through Campus Labs Mycourseeval platform. Results are also stored on this platform. Responses are anonymous, and instructors cannot view responses until grades have been submitted.

Textbook Selection

All Program Committee members (i.e., full-time faculty) are required to follow Board policies, TSC Guidelines, and the TSC Textbook Adoptions process, guidelines, and timelines in the selection of instructional materials, including textbooks. The Program Committee must approve of all texts, textbooks, and other required instructional materials to be used in each course in the program, whether used by the entire program or individual members of the program, including self-authored texts and supplemental instructional materials.

If one or more committee members is an author of and/or will realize a personal financial gain from the adoption of materials being recommended, these members must inform the committee of why they are recommending said materials. In this case, the faculty member must justify the recommendation in comparison to other available materials. For example, are the recommended materials unique in design, more tailored to their students, more cost effective, more appropriate for the population, etc.?

TSC encourages its employees at all levels to produce scholarly work and publications. While there are many legitimate educational purposes served by a faculty member's use of self-authored educational materials to enrich students' learning, the Program Committee must approve the use of these materials.

The Textbook Adoption Form must be used to provide textbook selections to the Educational Technology and Online Learning office and follow the deadlines provided below:

- Fall session – on or before April 6
- Spring session – on or before October 18
- Summer sessions – on or before March 1

Weapons Policy

Information regarding weapons on campus is provided in [TSC Board Policy CHF \(LEGAL\)](#) and [TSC Board Policy CHF \(LOCAL\)](#).

INSTRUCTIONAL INFORMATION PERTAINING TO FULL-TIME FACULTY

Appointments

All full-time faculty are on one-year contracts. TSC publishes and implements policies regarding the appointment and employment of faculty members. [TSC Board Policy DCA \(LOCAL\)](#) notes that contractual employees shall be provided term contracts in writing, setting forth the length of the contract and other terms and conditions of employment. Faculty receive one of the following employment letters: nine-month faculty letter of employment, 12-month faculty letter of employment, Department Chair letter of employment, or Program Director letter of employment once the [employment process](#) is completed. The Board delegates to the College President the final authority for employment of contractual personnel [see [TSC Board Policy DC \(LOCAL\)](#)].

As per [TSC Board Policy DGBA \(LOCAL\)](#) and [TSC Board Policy DMAB \(LOCAL\)](#), a faculty member has a right to present a grievance, in person, to a member of the institution's administration designated by the governing board of the institution on an issue related to the nonrenewal or termination of the faculty member's employment at the institution. An institution may not by contract, policy, or procedure, restrict a faculty member's right to present a grievance under this section. An institution may adopt a method for presenting, reviewing, and acting on a grievance filed under this section. For more information on the [grievance process](#), please see the Human Resources website.

Summary of Responsibilities

Full-time faculty members responsibilities include a minimum of 40 hours per week for teaching, assessment, class preparation and management, office hours, consulting with students, professional development, committee work, and other service to TSC (See [full-time faculty job description](#)). Hours spent teaching overload classes are not included in the 40-hour minimum.

In addition to teaching, assessing, managing the learning environment, enhancing the student's learning experience and advising/mentoring students, full-time faculty are expected to pursue professional development and participate in service activities.

Service. Faculty are expected to participate collegially in TSC and community service activities. TSC as an institution is committed to serving the community and service is a priority for TSC faculty. Indeed, TSC collaborates with numerous community members and external agencies to support service learning projects. Service includes:

- Serving on and playing an active role in TSC department, discipline-specific, or college-wide committees; and
- Participating in service through appropriate discipline-specific organizations, educational organizations, statewide boards and committees, and community organizations and activities.

At least annually, faculty document their [college service](#) and [community service](#). Logs of all service activities are kept by the Divisional Deans.

Professional Development. Faculty are expected to pursue professional development by keeping abreast of developments in their academic fields and instructional techniques as well as contributing to the growth of colleagues and profession by sharing ideas, techniques, materials, etc. Professional development may involve:

- Participating in professional societies, reading discipline-specific journals, studying pedagogy, attending conferences, or making presentations;
- Maintaining required professional credentials, licensing, and continuing education hours as disciplinary standards dictate;
- Engaging in professional education which enhances both disciplinary and pedagogical knowledge (e.g., by taking graduate courses or internal classes offered by the College or professional development organizations); and
- Contributing to the academic discipline through research, publication or other endeavors as appropriate.

Faculty professional development is critical to assuring quality instruction. Because of its criticality, professional development is addressed as a component of the TSC Instructor Appraisal Process. Furthermore, TSC allocates funds for faculty to participate in professional development activities. Annually, all full-time faculty in all divisions are allocated \$1,500 for professional development. Faculty members can use their allocated budget to attend conferences or other events that directly impact teaching and professional growth. Extra funds can be requested and granted for faculty who will present at a conference or for other exceptional circumstances.

Throughout the academic year, a variety of professional development on-site activities are offered to faculty. Professional development training and workshops are offered to faculty during convocation weeks for each long semester. Also, the Office of Educational Technology and Online Learning offers faculty training throughout the year for full-time faculty and part-time faculty. Professional development activities are offered during the day, evening, and Saturdays.

TSC's primary communication regarding professional development opportunities is through TSC email and the TSC website. All convocation activities are posted on the website. In addition, all professional development opportunities are emailed to all faculty.

Throughout the year, faculty submit [Professional Development forms](#) in order to document their activities via the Faculty Resource website. Submissions serve as evidence that faculty are actively engaged in professional development activities. Faculty report the following information for each activity:

- Faculty Name
- Program/Unit Name
- Semester
- Professional Development Activity Name
- Activity Type
- External/Internal Activity
- Presenter
- Location
- Start Date
- End Date
- Hours for Professional Development
- Voluntary/Mandatory Participation
- Monetary Incentives
- Earned Credits
- Professional Development Focus: Pedagogy/Content
- Description of Information Shared with Colleagues
- Intended Impact
- Follow-up Activity

An inclusive list of all professional development activities for faculty can be found at the office of each Divisional Dean.

Workload

Regular Workload. A full-time, nine-month faculty member's normal teaching load consists of 30 work units for the nine-month academic year. A full-time, 12-month faculty member's normal teaching load consists of 42 work units for the 12-month academic year. Teaching assignments are based on each semester's schedule and may include courses offered during days, evenings, and/or weekends. Different instructional modes (e.g., lecture, lab, internship, practicum, clinicals) carry different numbers of work units. Refer to [TSC Board Policy DJ \(LOCAL\)](#) for the number of work units for one hour of lecture, lab, private instruction, clinical, cooperative, practicum and internship classes. Exceptions to the work unit equivalency may be made at the discretion of the Vice President of Instruction with approval of the President.

Overload. Upon approval by the Divisional Dean and Vice President of Instruction, full-time faculty may accept an overload for a maximum of 23 work units each fall or spring semester. Please note that overloads are not an automatic right and hours spent teaching overload classes are not included in the 40-hour minimum work schedule. Teaching an overload section does not relieve faculty members of normal and regular

duties in relation to other activities, and the faculty member is evaluated on teaching performance for the overload class the same as for any other class.

Overload stipends are paid for any amount of teaching a faculty member completes over the faculty member's normal teaching load. The basis of compensation for full-time faculty overloads is at the hourly teaching rate of pay as specified in the [salary schedule](#). Any pay that is due as a result of an overload is paid in equal, semi-monthly installments throughout the term. It is important to note that faculty do get release time for Program Coordinator duties, Department Chair duties, and other approved alternative assignment duties. Release time is calculated in total workloads.

Underload. Faculty members teaching less than a normal teaching load may be assigned other duties of comparable status for which policy allows. Salary deductions may be made at the end of the academic year depending on whether the faculty member fails to work a full load.

Commencement

TSC holds two commencement ceremonies annually—one in May and one in December. All full-time faculty and instructional leaders are required to participate in commencement ceremonies. The Vice President of Instruction emails faculty with the commencement day schedule approximately two weeks prior to the event.

For those faculty who do not own regalia, the College partners with Herff-Jones to offer caps and gowns to faculty at a reduced price. The Vice President of Student Services will send an email to faculty with ordering information approximately two months prior to commencement. Faculty are responsible for purchasing their own regalia.

Performance Evaluation

TSC regularly evaluates full-time and part-time faculty members to acknowledge professional and instructional strengths and provide suggestions and strategies for the improvement of instruction [See [TSC Board Policy DLA \(LOCAL\)](#)]. The comprehensive appraisal process provides the faculty member an opportunity to strive toward achieving high quality instruction, facilitating student success, developing themselves professionally, and continuing quality service to the institution and the community. All full-time faculty are evaluated by both their students and typically, their Department Chair or Program Director on a regular basis and the results are used both for administrative purposes and instructional improvement. All full-time faculty members are evaluated a minimum of one (1) time per academic year.

The full-time instructor appraisal process is completed online via the Taleo Oracle Portal. The instructor appraisal process for full-time faculty, including those who teach online courses, includes:

- Goal setting during an initial performance planning conference - The appraisal process begins with notification from the Office of Human Resources to the

instructor directing full time faculty to log on to the Taleo Oracle platform and set professional, administrative, and instructional goals. The supervisor either accepts goals as presented, revises goals, or requests that the instructor rewrite goals. Even though goal setting is facilitated online, a face-to-face conference is encouraged.

- Instructional observation - Effective classroom instruction is at the core of TSC's mission. One way to measure how effectively faculty are fostering innovative learning opportunities is through classroom observations. As evaluators, Divisional Deans, Department Chairs or Program Directors conduct at least one instructional observation per annual evaluation cycle.
- Professional responsibility assessment - The evaluator completes a professional responsibility assessment which evaluates instructor professional behaviors categorized into instructional responsibilities, administrative responsibilities, professional relationships, professional growth, and special contributions for TSC and/or the larger community.
- Instructor self-assessment - During the last two weeks of the academic year, faculty complete a self-assessment of the goals they set for themselves at the beginning of the year.
- Student evaluations

The supervisor uses the self-assessment, the instructional observation, the professional responsibility assessment, and student evaluations to complete a concluding summary of instructor overall performance. The instructor has an opportunity to respond. All forms are signed electronically. The [full-time instructor appraisal packet](#) is available at the Human Resources webpage.

INSTRUCTIONAL INFORMATION PERTAINING TO PART-TIME FACULTY

Appointments

Part-time faculty, which include dual credit faculty, are a valuable asset to TSC. Adding part-time faculty to the TSC community not only helps alleviate workload for full-time faculty, but it adds diversity to the faculty body. Part-time faculty broaden and enrich the curriculum, increase learning opportunities for students, and enhance the mission of the institution.

The basis of compensation for adjunct faculty members, other than those employed full-time by partnering school districts and who are teaching dual credit classes, is the hourly teaching rate of pay as specified in the College District's [salary schedule](#). Part-time faculty receive an adjunct instructor employment letter once the employment process is completed.

Summary of Responsibilities

Part-time faculty's responsibilities include: preparing for and teaching assigned classes, providing consultation to students, conducting assessments and examinations, and submitting grades and assessment scores to the College District [See [TSC Board Policy DJ \(LOCAL\)](#) and the [part-time faculty job description](#)].

Teaching assignments are determined on a semester by semester basis in a conference between the part-time faculty member, the Department Chair/Program Director and the Divisional Dean. Part-time faculty may be required to teach day, evening, or weekend classes.

Part-time faculty members are also required to be available at least 30 minutes per week, per course section, to assist students who need extra help with the course. Office hours, office location, and instructor office phone number are publicized to students through the course handouts and syllabus. The part-time faculty member's salary includes compensation for this time. In addition, part-time faculty may be required to attend professional development training, as prescribed by the Vice President of Instruction.

Workload

The teaching load of a part-time faculty member is limited to nine (9) work units for each fall and spring semester and eight (8) work units per five-week summer session. Different instructional modes (e.g., lecture, lab, internship, practicum, clinicals) carry different numbers of work units. Refer to [TSC Board Policy DJ \(LOCAL\)](#) for the number of work units for one hour of lecture, lab, private instruction, clinical, cooperative, practicum and internship classes. Exceptions to the work unit equivalency may be made at the discretion of the Vice President of Instruction with approval of the President.

Part-time Faculty Office Spaces

Part-time faculty may use designated office space provided for their use. These spaces include individual offices and cubicles equipped with computers. For office spaces in your division, please check with your Department Chair.

Performance Evaluation

Part-time faculty, including dual credit faculty, who teach on the TSC campus and on off-campus instructional sites, follow an instructor appraisal process that includes:

- Instructional observation - Effective classroom instruction is at the core of TSC's mission. One way to measure how effectively faculty are fostering innovative learning opportunities is through classroom observations. As evaluators, Divisional Deans, Department Chairs or Program Directors conduct at least one instructional observation per annual evaluation cycle.

- Professional responsibility assessment
- Student evaluations

Part-time faculty appraisals center solely on instructional duties and student evaluations, which is more appropriate for part-time faculty. All part-time faculty are evaluated a minimum of one time per academic year, typically by the Department Chair or Program Director. The [part-time faculty appraisal packet](#) is available at the Human Resources webpage.

Professional Development

Throughout the academic year, a variety of professional development on-site activities are offered to faculty by the Office of Educational Technology and Online Learning. TSC recognizes that many part-time faculty cannot attend professional development events during normal business hours. Thus, professional development opportunities are offered during the day, evenings and on weekends. During convocation week, professional development events are held specifically for part-time on-campus faculty and for part-time off-campus faculty (i.e., dual credit faculty).

TSC also offers an Adjunct Academy for part-time instructors. This 32-hour workshop series trains instructors to become more effective in the classroom so that their students are more engaged in learning, less likely to drop from classes, and more likely to become life-long learners. The Adjunct Academy consists of eight workshops; each workshop targets a specific area of pedagogy or personal professional development. For more information regarding the Adjunct Academy, contact the Office of Educational Technology and Online Learning at (956) 295-3377.

TSC's primary method of communication for publicizing professional development opportunities is through email and the TSC website. All convocation activities are posted on the website. In addition, all professional development opportunities are emailed to all faculty.

PROGRAM DEVELOPMENT AND CURRICULAR REVISIONS

TSC places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty are generally responsible for ensuring the achievement of appropriate student learning, curriculum, and academic program outcomes. To ensure faculty involvement in the approval of educational programs, TSC has developed an academic program approval process, driven by faculty.

The Curriculum and Instruction Committee considers all new course and program proposals, improvements and revisions to existing programs and the general education

core curriculum, and program closures. The Committee reviews requested curricular actions and makes recommendations to the Vice President of Instruction regarding the appropriate administrative action. Throughout the process, the Committee assures compliance with guidelines from the Southern Association of Colleges and Schools Commission on Colleges, Texas Higher Education Coordinating Board, and program-specific accrediting agencies.

Committee membership for the 2020-2021 academic year is appended. For information regarding the process, contact your departmental representative.

INSTRUCTIONAL PROGRAM REVIEW

The program review process is systematic and faculty-driven, providing an avenue for continuous improvement of educational programs at TSC. The process is conducted by the Program Coordinator/Program Director together with the faculty who comprise the Program Committee.

Input from all full-time faculty teaching in the program is essential. Information gleaned from the process form the basis of recommendations to the Department Chairs and Divisional Deans by the faculty for program improvement and to request resources.

Program Review Purpose

The purpose of this process is to facilitate the achievement of stated goals for a program as well as to improve teaching and learning within a program. Moreover, the review helps to ensure a program is aligned with TSC's strategic goals. Reviews are an introspective process to assess program mission, continued program need, student success, student achievement, and program quality among other key indicators. For the program review, success measures and standards are driven by the Southern Association of Colleges and Schools criteria, THECB requirements, other external accrediting agencies, and TSC's strategic goals and priorities. The categories or areas of inquiry for the Program Review are as follows:

- Program Mission
- Continued Program Need
- Student Success
- Student Achievement
- Program Quality
- Faculty Development and Evaluation
- Instructional Resources
- Industry Engagement

Program Review Process

The review process provides faculty with an opportunity to identify the strengths, weaknesses, and opportunities for improvement for a program. Faculty and administrators use program data, including providing descriptive information and supporting documentation, to assess and make improvements to the program. Further, the program review supports the planning and delivery of instruction as well as influencing the budgetary decision-making process. The process involves:

- Collection of program data, comparing the stated goals with achieved outcomes for critical success indicators of a program;
- Analyses of the data to indicate the levels of performance and/or direction of trends;
- Writing recommendations focused on improving the program's teaching and students' learning; and
- Supporting documentation.

Program Review Timeline

Program reviews are scheduled over a four-year cycle, meaning each program completes a Program Review Report every four years. The Program Review Cycle Schedule identifies which year each program's review is to be conducted. The initial Program Review is completed prior to or at the beginning of the budgeting process with the finalized report completed prior to approval of the annual budget by the Board of Trustees.

For more information regarding the program review process, contact the Office of Curriculum and Assessment at (956) 295-3369.

SUPPORT SERVICES

GENERAL INSTRUCTIONAL SUPPORT

Clerical Support

Within the Office of the Divisional Dean, an Administrative Assistant's primary responsibilities are to provide support to the Dean and assist with the operations of the division. This includes providing clerical support to full-time faculty. To assure quality service, full-time faculty must give adequate lead time for clerical support requests made to the Administrative Assistant

Help Desk Support

For IT questions, contact the help desk at (956) 295-3800 or helpdesk@tsc.edu. IT support staff are located in the Oliveira building, room 102. Office hours for the help

desk is Monday thru Thursday from 8:00 a.m. to 8:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. For more information, refer to the [IT Help Desk](#) webpage.

Testing Center

The Testing Center is located in the Oliveira building. Hours of operation are Monday through Thursday from 8:00 a.m. to 6:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. For more information, refer to the [Testing Center](#) webpage.

INSTRUCTIONAL RESOURCES AND TECHNOLOGY

LMS Canvas Support for Faculty

The Office of Educational Technology and Online Learning assists and supports faculty with issues encountered with the TSC Learning Management System, Canvas. How to guides are provided at the linked at the [Canvas Faculty Resources](#) webpage.

For 24/7 support for Canvas Learning Management System (LMS), faculty may use the **Report a Problem** button, call the **Canvas Support Hotline** or use the **Chat with Canvas Support** feature located on the Canvas help menu to submit a ticket. Faculty may also use their TSC email to submit Canvas related questions to support@instructure.com.

If faculty encounter technical issues with Canvas, faculty may submit a ticket via email at helpdesk@tsc.edu. When submitting a ticket, faculty should provide the information below in an email to expedite the request:

- Course number and section
- Browser utilized when error/issue was encountered
- State the tool and/or software encountering error/issue
- Description of issue
- Error message received
- Any other helpful information

For instructional design assistance, faculty may email idesign@tsc.edu to receive help on the following tasks:

- Generate ideas for creative solutions and approaches to assist in the development, maintenance and improvement of online and face-to-face courses.
- Assist faculty with the design of an effective learning program by developing learning experiences in a variety of learning styles to engage, train and educate students.
- Partner with subject matter experts to enhance educational materials (handouts, lesson plans and multimedia presentation materials).

- Research, design and develop multimedia learning materials for new and existing programs in a variety of contexts and subjects using software applications and tools.
- Use multimedia to augment learning, whether it is video/audio in bite-sized segments that adds to a more comprehensive course or video animation that tells a story to increase engagement and deepens the connection with the material.
- Work with faculty to create engaging learning content for students and integrate into our learning management system (Canvas).
- Explore, identify and evaluate new and emerging educational technologies and provide guidance and training.

Open Computer Labs

TSC offers several open-use computer labs where students can access TSC Online and Canvas, check their email, and work on class assignments. There is no charge for

utilizing open-lab computers or for printing documents. Lab locations and hours of operation can be found on the TSC [Open Computer Lab](#) webpage.

TSC Online

TSC Online is the College's electronic communication tool used to connect current and prospective students, faculty, and staff to online academic communities. TSC Online can also be used to deliver targeted content to diverse user groups and takes advantage of the TSC's robust information technology services to enhance learning, student services, campus life, and outreach.

Tutoring Labs

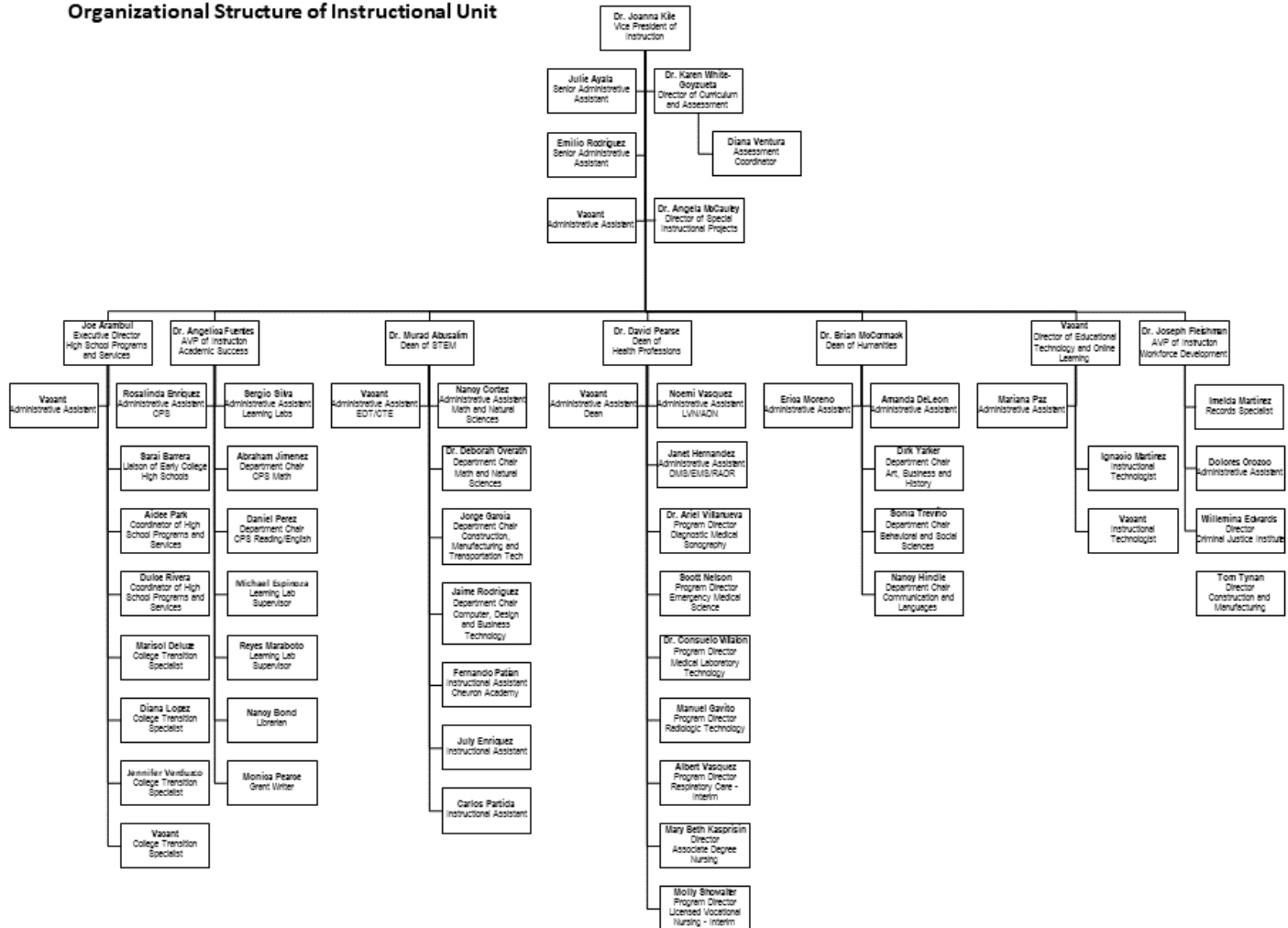
The Learning Lab facilitates academic success by offering student-centered peer tutoring from caring and supportive peer tutors. Our face-to-face tutors are located across the TSC Campus, in North Hall, SETB, and ITECC. Tutors are trained and certified by the College Reading and Learning Association's International Tutor Training Program, ensuring excellent service for our students. Online tutoring is also available 24 hours a day, 7 days a week, through Brainfuse online tutoring services.

Face-to-face and online tutors assist students with a variety of topics, including Composition, College Algebra, Anatomy and Physiology, Government, and Psychology, to name a few. Tutors can also help students develop good study skills, so they may have the tools and strategies necessary to be independent learners.

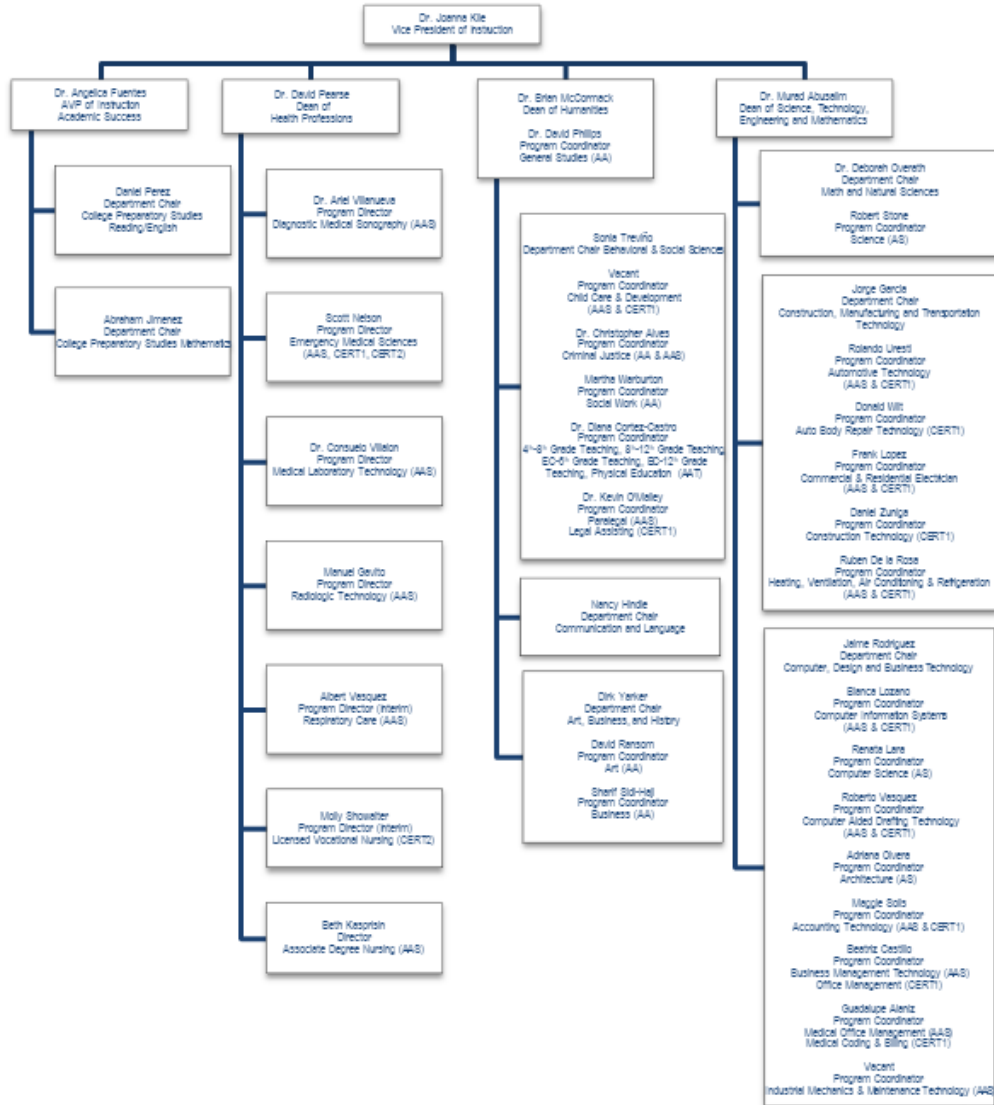
In addition to tutoring, Learning Labs offer audio-visual recording equipment, computer use, calculators, charging stations, study rooms, and printing services. Videos explaining the services offered and a list of hours of operation are provided on the TSC [Learning Lab](#) website.

APPENDIX A: INSTRUCTIONAL ORGANIZATIONAL CHART OF ACADEMIC UNITS

Organizational Structure of Instructional Unit



APPENDIX B: PROGRAM ORGANIZATIONAL CHART



APPENDIX C: 2020-21 CURRICULUM AND INSTRUCTION COMMITTEE MEMBERSHIP

No.	Name	Title	Terms of Service	Division/ Department	Voting Member
1	Mr. Herman Peña	Faculty/Chair	2017-2022	College Preparatory Studies (CPS)	Yes
2	Ms. Janet Sandoval	Faculty	2019-2021	College Preparatory Studies (CPS)	Yes
3	Ms. Mary Beth Kasprisin	Faculty	2019-2021	Health Professions	Yes
4	Ms. Maria Del Carmen Rodriguez	Faculty	2020-2022	Health Professions	Yes
5	Mr. Scott Nelson	Faculty	2018-2022	Health Professions	Yes
6	Dr. Christopher Alves	Faculty	2017-2020	Humanities	Yes
7	Ms. Amanda Utzman	Faculty	2019-2021	Humanities	Yes
8	Dr. Jonathan Dotson	Faculty	2017-2021	Humanities	Yes
9	Ms. Martha Casquette	Faculty	2018-2020	Science, Engineering, Mathematics, and Technology	Yes
10	Mrs. Renata Lara	Faculty	2017-2020	Science, Engineering, Mathematics, and Technology	Yes
11	Mr. Daniel Zuniga	Faculty	2020-2022	Science, Engineering, Mathematics, and Technology	Yes
12	Dr. Laura Villarreal	Faculty/Co-Chair	2017-2022	Science, Engineering, Mathematics, and Technology	Yes
No.	Name	Title		Voting Member	
13	Dr. Murad Abusalim	Dean of STEM		No	
14	Mrs. Esiquia Flores	Director of Financial Aid		No	
15	Dr. Angelica M. Fuentes	Associate Vice President of Instruction-Academic Success		No	
16	Mr. Bervick Simon	Director of Advising and Testing		No	
17	Mr. Oscar Hernandez	Executive Director of Planning, Research and Institutional Effectiveness		No	
18	Dr. Brian McCormack	Dean of Humanities		No	
19	Dr. David Pearse	Dean of Health Professions		No	
20	Ms. Mariana Paz	Administrative Assistant		No	
21	Vacant	Director of Educational Technology and Online Learning		No	
22	Ms. Vanessa Vasquez	Executive Director of Enrollment and Academic Support Services		No	
23	Mr. Guadalupe Meza	Reporting and Compliance Specialist		No	
24	Dr. Karen White-Goyzueta	Director of Curriculum and Assessment		No	
25	Dr. Joanna Kile	Vice President of Instruction		No	