



**Faculty Handbook
and
Reference Manual
July 2016**

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Introduction

This Faculty Orientation and Resource Manual is intended to be a resource for new and experienced full-time faculty members as well as adjunct faculty of Wiregrass Georgia Technical College. It covers the basics of day-to-day activities that are common to all faculty members. A detailed discussion of the contents and philosophies of this manual will be a part of the mandatory orientation of all new faculty members to be conducted by each instructional supervisor. In almost every case, the subject matter is covered in a more in-depth, detailed, and formal fashion in various policies, directives, procedures, and the like.

Whenever possible, these references will be cited in order to enable the faculty member to go to source material for a more complete explanation. Two excellent sources of up-to-date information will always be the websites of both Wiregrass Georgia Technical College (www.wiregrass.edu) and the Technical College System of Georgia (www.tcsg.edu). Technical education in the 21st century is a rapidly changing enterprise, always striving to stay abreast of the evolving work place. Many facets of the formal instructional process, record keeping, financial considerations, and problem solving are timeless. To be effective across that spectrum of changing and unchanging principles, this manual will be continuously evolving. Revisions and new editions will be published as circumstances warrant.

Dr. Shawn Utley

Dr. Shawn Utley
Executive Vice President for Academic Affairs

July 2016

Mission Statement

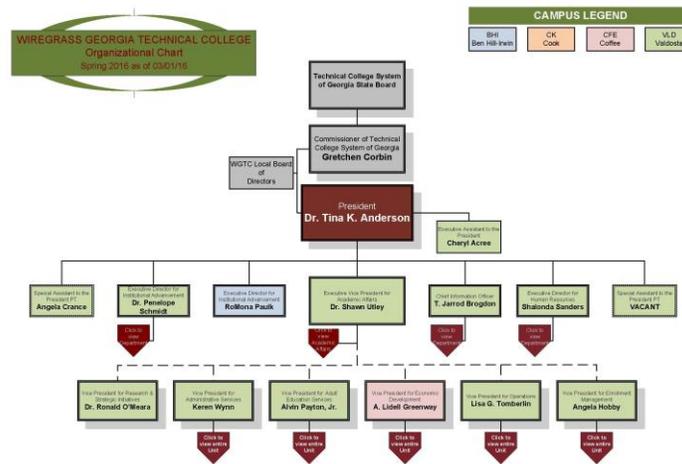
The mission of Wiregrass Georgia Technical College, a unit of the Technical College System of Georgia, is to promote community, educational, and economic development by providing a trained workforce in our 11-county service area and throughout the State of Georgia. The college fulfills the mission by providing technical and academic instruction, through traditional and distance education delivery methods, leading to associate degrees, diplomas, and technical certificates of credit; customized training for new and existing industries; professional and personal development through continuing education programs; and adult education services to meet the needs of citizens, business, and industry in the service area.

Accreditation

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

Program specific accreditations can be found in the Student Handbook.

Wiregrass Georgia Technical College Faculty Organizational Chart



To access the WGTC Faculty Organization Chart go to:
<http://www.wiregrass.edu/pdfs/hr/org-chart-5-1-16.pdf>

Hiring Process and Faculty Credentials

Wiregrass Georgia Technical College (WGTC) employs competent faculty members qualified to accomplish the mission and goals of the college. When determining acceptable qualifications of its faculty, the college gives primary consideration to the highest earned degree in the discipline, but also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

Hiring Process

1. The hiring process for faculty shall be initiated by the appropriate academic dean.
2. The academic dean will complete the hiring process using the guidelines established in the Hiring Managers Checklist (see Appendix A).
3. In an effort to assure an equitable recruitment process, the Human Resources Department will post position announcements in approved print and electronic locations which are easily accessible to various segments of the population.
4. As a part of the application process for both full and adjunct teaching positions, candidates are required to submit an application for employment via the WGTC Online Job Center and must include:
 - a. A letter of interest;
 - b. A resume;
 - c. Unofficial copies of individual transcripts from each college attended (if hired, official transcripts will be required);
 - d. Copies of current professional licenses, registrations, or certifications (if applicable).
5. Once the application deadline has passed, qualified candidates will be contacted for an initial interview.
6. A demographically and departmentally diverse interview committee will be selected and will conduct first round interviews.
7. Academic deans will conduct and document phone reference checks to verify previous employment in field for at least 3 years (if applicable). In the event that a person is self-employed, copies of tax returns can be used as verification of employment.
8. The academic dean will complete a Faculty Credentials Checklist (see Appendix B) and submit it to the Director for Academic Affairs, who will review the credentials and create a justification for hiring the potential employee. If the applicant's file is in order and complete, the liaison will forward the applicant's packet with the justification to the Executive Vice President for Academic Affairs.
9. For full-time positions, the top one to three candidates will be selected for a second round interview with the WGTC president and Executive Vice President for Academic Affairs. For adjunct positions,

the top candidate will have an interview with the Executive Vice President for Academic Affairs and/or dean as required.

10. Once a top candidate is selected, an offer may be made pending a satisfactory background check (including but not limited to credentials and criminal history records checks), and the approval of the Executive Vice President for Academic Affairs.
 - a. The Executive Vice President for Academic Affairs will review the selection of candidates for the teaching assignment(s).
 - b. This initial review determines that the potential faculty member:
 - i. Is in compliance with the guidelines specified in this document; or is not in compliance with the rules specified in this document; or
 - ii. May be in compliance, but justification information must be compiled to demonstrate acceptable credentials. For all candidates, justification is required. A Credentials Justification Matrix covering all course assignments will be completed by the Director for Academic Affairs and attached to the Faculty Credentials Checklist (see Appendix B). Copies of both documents are included with the application packet and forwarded to the Executive Vice President for Academic Affairs.

**Please see Credential Guidelines below*

- c. If satisfactory, the Executive Vice President for Academic Affairs will forward the Faculty Credentials Checklist (see Appendix B), along with copies of all supporting documentation to the president for hiring approval.
11. Upon approval from the president, a human resources official will conduct a state mandated background check and motor vehicle history records check. If satisfactory, the candidate may be assigned to courses.
12. Within 30 days of employment, the new faculty member must provide official transcripts from all institutions where academic course work was completed.
13. Copies of the new faculty member's documentation will be forwarded to the office of institutional effectiveness and the original copies will be forwarded to the office of human resources for the employee's personnel records.

Instructor of Record

All instructors at Wiregrass Georgia Technical College must meet the minimum qualifications as outlined in the Standards for Evaluating Credentials faculty credentialing matrix (Appendix C). WGTC assigns an instructor of record for each class. Also known as the primary instructor, the instructor of record is defined as the person qualified to teach the course and who has overall responsibility for the development and implementation of the syllabus, the achievement of student learning outcomes included as part of the syllabus, and for issuing grades.

Credentials, Qualifications, and Justifications

The college uses the following guidelines to define appropriate credentials for teaching assignments:

Credential Guidelines

A. Faculty teaching General Education courses (English, mathematics, biology, chemistry, physics, speech, psychology, humanities, etc.):

1. Associate Degree programs: (collegiate level - courses with prefixes of 1100 and above)
 - a. A master's degree (a minimum of 18 graduate semester hours) in the teaching discipline
2. Diploma or Technical Certificate programs: (basic academic skills required for entry into a chosen profession - courses with prefixes of 1099 and below)
 - a. A baccalaureate degree in the teaching field or
 - b. A baccalaureate degree with justifiable academic credit in the teaching field (*)

B. Faculty teaching in Professional, Occupational, or Technical Areas:

1. Associate Degree, Diploma, and Technical Certificates programs:
 - a. A minimum of an associate degree in the teaching discipline with verifiable academic credentials, qualifications, or competencies appropriate for teaching the course content (*) or a minimum of an associate degree outside of the teaching discipline with industry certifications or verifiable work experience appropriate for teaching the course content or
 - b. Specific qualifications as needed for specific programs (**)
 - c. Certain accreditation, articulation, state laws, or other requirements may deem that candidates teaching in particular programs have a higher educational credential.

(*) Academic coursework, work experience, licenses, certifications, credentials, competencies, or other experiences appropriate for teaching the course content must be documented and justified using the rules for justification of faculty qualifications as discussed below.

(**) For only specific programs, a diploma or technical certification of completion may be an acceptable form of qualification. Refer to the Standards for Evaluating Credentials faculty credentialing matrix (Appendix C) for more information.

Detailed descriptions of the rules for faculty credentialing are shown in the Standards for Evaluating Credentials faculty credentialing matrix (Appendix C).

Justification

For all cases, Wiregrass Georgia Technical College is responsible for justifying and documenting the qualifications of its faculty on an individual basis. Credential files for full time and adjunct faculty members must contain official transcripts, official verification of employment, copies of current licenses or certifications, and, when required, updated cross walks between teaching assignments and credential documentation.

In order to assess qualifications described in the previous section, faculty credentials are linked to assigned courses. Academic training, professional accomplishments, certifications, and work experience listed in the qualifications of the faculty member must support competencies and course descriptions identified in the TCSG Curriculum Standards for each course being taught by the faculty member.

Documentation of Academic Credentials

Faculty who are qualified to teach based on their academic credentials must have received their degree(s) and any other qualifying coursework from an accredited institution. The institution must be regionally or nationally accredited by an accrediting agency recognized by the United State Department of Education (DOE) and/or the Council for Higher Education Accreditation (CHEA). More specifically, it cannot be just the program within the institution granting the degree, but the institution itself must meet accrediting standards of an accrediting agency recognized by the DOE and/or CHEA.

If the qualifying credentials are from an institution outside of the United States, the U.S. equivalency of the credentials must be evaluated by an approved credential evaluation service. The following agencies evaluate foreign degrees/credit for U.S. equivalency and are acceptable to WGTC in determining faculty qualifications:

Academic Evaluation Service Inc.
7320 E. Fletcher Ave, Suite 106
Tampa, FL 33637
www.aes-edu.org

Center for Applied Research, Evaluations, &
Education
PO Box 20348
Long Beach, CA 90801
714-237-9272
www.lescree.com

Center for Educational Documentation
PO Box 231126
Boston, MA 02123
617-338-7171
www.cedevaluations.com

Educational Credential Evaluations
PO Box 514070
Milwaukee, WI 53203-3470
414-289-3400
www.ece.org

American Association of Collegiate Registrars and
Admissions Officers (AACRAO) Foreign Education
Credential Service
One Dupont Circle NW – Suite 520
Washington, DC 20036
(202) 293-9161
www.aacrao.org

Education Evaluators International
PO Box 5397
Los Alamitos, CA 90720-5397
562-431-2187
www.educei.com

Education International
29 Denton Road
Wellesley, MA 02482
781-235-7425

Educational Perspectives
PO Box 618056
Chicago, IL 60661-8056
312-521-9300
www.edperspective.org

Educational Records Evaluation Services
601 University Avenue, Suite 127
Sacramento, CA 95825
913-921-0790
www.eres.com

e-ValReports
10924 Mukilteo Speedway, #290
Mukilteo, WA 98275
425-349-5199
www.e-valreports.com

Evaluation Service
PO Box 85
Hopewell Jet, NY 12533
845-223-6455
www.evaluationservice.net

Foreign Academic Credential Service
PO Box 400
Glen Carbon, IL 62034
618-656-5291
www.facsusa.com

The Foreign Educational Document Service
PO Box 4091
Stockton, CA 95034
209-948-6589

Foundation for International Services
14926 – 35th Avenue West Suite 210
Lynnwood, WA 98087
425-248-2255
www.fis-web.com

Global Credential Evaluations, Inc.
PO Box 9203
College Station, TX 77842
800-577-4754
www.gceus.com

Global Services Associates
2554 Lincoln Boulevard #445
Marina del Rey, CA 90291
310-828-5709
www.globaleval.org

International Academic Credential Evaluations, Inc.
PO Box 2465
Denton, TX 76202-2465
940-383-7498
www.iacei.netwww.globaleval.org

International Education Research Foundation
PO Box 3665
Culver City, CA 90231-3665
310-258-9451
www.ief.org

Josef Silny & Associates
7101 SW 102 Avenue
Miami, FL 33173
305-273-1616
www.jsilny.com

Spantran Educational Services
7211 Regency Square Blvd, Suite 205
Houston, TX 77036-3197
713-266-8805
www.spantran-edu.org

World Education Services
PO Box 5087
New York, NY 10274-5087
212-966-6311
www.wes.org

Documentation of Other Competencies

For any faculty member who is qualified by means other than their academic credentials alone, evidence must be provided that supports other demonstrated competencies or achievements. This documentation is in addition to official transcripts. When qualifying a faculty member on the basis of in-field, work related experience, specific job titles and relevant duties must also be provided.

Credential Files

The office of Academic Affairs maintains credentials files which include electronic databases and hard copies of documentation that support faculty qualifications for teaching courses to which they are assigned. Contents consist of copies of transcripts, current resumes, application forms, copies of licenses or certifications, and justification forms outlining the relationship of credentials to course assignments. Official copies of transcripts and other official files remain in the office of human resources.

Rehiring of Former Faculty Members

To rehire former faculty members, the academic dean should submit a Faculty Credentials Checklist to the Director for Academic Affairs. If potential hires are no longer employed, even if they have been out only one term, they may have to go through the process as if they are a first-time new hire. Human resources will check to verify active or inactive status in the PeopleSoft database. If the status is inactive, the former employee must reapply and resubmit the documents required for a new applicant. State hiring policy requires reapplication when the status is inactive.

Faculty Credentials – Additional Courses

When it becomes necessary for a current faculty member to teach a course for which he or she was not previously approved, the academic dean should submit a new Faculty Credentials Checklist form to the Director for Academic Affairs. The Executive Vice President for Academic Affairs must verify credentials and approve all new course assignments.

To build a pool of possible future hires, academic deans can review applicants in the Job Center, check the appropriate “(Department) Adjunct Pool” flag as well as the “Credentials Review Requested” flag, and send an e-mail to the Director for Academic Affairs with comments or concerns regarding a potential hire. Once the flag is checked, the applicant will be added to a pool of possible future candidates for interview; however, the Executive Vice President for Academic Affairs will receive and review credentials documentation only when the position is open. At this point, the academic dean should submit the Faculty Credentials Checklist and begin the hiring process explained above.

Appendix A: The Hiring Manager's Checklist

POSITION: □□□□□

DATE: □□□□□

Outlined below are steps to follow when hiring and on-boarding employees at WGTC. After you and your supervisor discuss your department staffing needs and budget, follow the steps in this checklist below to ensure you are in compliance with WGTC hiring policies.

PLEASE NOTE: All documents **bold** and **underlined** can be downloaded from the Wiregrass intranet at <https://my.wiregrass.edu> under the Faculty/Staff menu, Human Resources page.

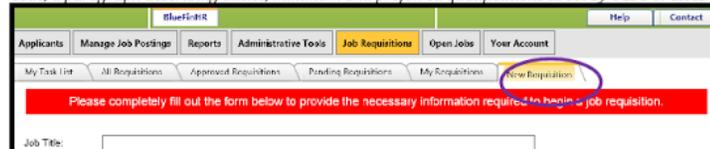
I. GETTING STARTED:

- Submit a position requisition using the Online Job Center (OJC):
 - Login to your Online Job Center Account. (NOTE: If you cannot remember your password please do NOT create a new account. Instead, email humanresources@wiregrass.edu for a password reset.)

- Select **Job Requisitions** from the OJC menu.



- Select **New Requisitions** and fill out the requisition completely. *You will need to enter things such as job Title, job location (i.e. department), salary, the name of employee that will be replaced (if applicable), the TCSG corresponding job code, a paragraph describing duties, minimum and preferred qualifications as set by TCSG or SACS requirements, etc.*



To access *The Hiring Manager's Checklist*, go to:

<https://drive.google.com/file/d/0BzRQ0R29gcDceUliR1g1RnNldkU/view?pref=2&pli=1>

Appendix B: Standards for Evaluating Credentials

SECTION	PROGRAM AREA	MINIMUM WITH APPROVED COMPLETION OF THE SUPPLEMENTAL CREDENTIALS JUSTIFICATION MATRIX
I.1	Introduction to Technology & Computer Applications (COMP 2000)	Master's degree in a computer technology, office administration, or business education related field *OR* a bachelor's degree and three years' experience teaching introductory computer classes that utilize the Microsoft Office Suite.
II.1	Technical and Industrial Programs Degree, Diploma, and TCC	Diploma or technical certificate with in field certification and three years of experience in field and credentials, qualifications, or competencies appropriate for teaching the course content.
III.1	Degree – Radiologic Technology (Clinical Instructor)	Two year's clinical experience in the professional discipline. Must hold current ARRT registration in radiography.
III.2	Diploma Program - Dental Assisting (Clinical Faculty)	Must hold any current dental assisting credential required by the state in addition to a Dental Assisting National Board "Certified Dental Assisting" credential.
	Diploma Program - EMS Professions	Diploma from a regionally accredited institution of higher learning; current certification as an Emergency Services Instructor (Level II or higher, must complete Level III within one year of hire); current Georgia licensure as an EMT-P; current certification as a CPR instructor; current certification as an ACLS instructor.
	Diploma Program - Pharmacy Technology	Diploma from an accredited program; current certification with the Pharmacy Technician Certification Board; current registration with the Georgia Board of Pharmacy.
	Diploma Program - Surgical Technology	Diploma or technical certificate with in field certification from CST-NBSTSA with a minimum of 3 years work experience within the last 7 years.
III.2	Diploma Program - Barbering	Technical certificate in the teaching discipline, a current barbering license and 3 years' experience.

SECTION	PROGRAM AREA	MINIMUM WITH APPROVED COMPLETION OF THE SUPPLEMENTAL CREDENTIALS JUSTIFICATION MATRIX	
	Diploma Program - Cosmetology	Diploma in Cosmetology *AND* Master Cosmetology License	
III.3	TCC Program – Advanced Emergency Medical Technician and Emergency Medical Technician	Diploma from a regionally accredited institution of higher learning; current certification as an Emergency Services Instructor (Level II or higher, must complete Level III within one year of hire); current Georgia licensure as an EMT-P; current certification as a CPR instructor; current certification as an ACLS instructor.	
	TCC Program – Computed Tomography Specialist	Current American Registry of Radiologic Technologists (ARRT) certification in Radiography and Computer Tomography. Adjunct Didactic – requires Associate in Radiography .	
	TCC Program -Esthetician	Technical certificate in the teaching discipline and a current esthetics license *OR* diploma in Cosmetology, work experience related to the discipline, and current license in the respective teaching area.	
	TCC Program -Commercial Truck Driving	Technical certificate in the teaching discipline and a current commercial truck driver’s license *OR* a commercial truck driver’s license with three years of experience in field and with verifiable academic credentials, qualifications, or competencies appropriate for teaching the course content.	
IV	Internship Coordinator:	A Master's degree in a related field; a minimum of two years of experience developing, promoting, and managing internship/experiential learning opportunities for students in a college environment; must be able to develop and maintain effective working relationships with employers, faculty, and students.	A Bachelor's degree in a related field; a minimum of two years of experience developing, promoting, and managing internship/experiential learning opportunities for students in a college environment; must be able to develop and maintain effective working relationships with employers, faculty, and students.

Appendix C: Glossary

GLOSSARY	
Comprehensive Standard 3.7.1	The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.
Faculty Roster	A list of faculty with credentials. The faculty roster must be structured using instructions provided by SACSCOC.
Hiring Manager	The Academic Dean; the person who initiates the hiring process.
Official Transcript for Employment	A transcript that is issued by a college or university directly to Wiregrass Georgia Technical College Human Resources or Institutional Effectiveness or an official WGTC representative. Official transcript may arrive via postal mail or electronically when originating with a college or university registrar or records department and is transmitted as an original digital or electronically generated document. Scanned images will not be accepted.
Employment Verification	A written document from a previous employer. The document should originate with an individual who can verify details of employment (supervisor, human resources personnel, owner/manager, etc.). It will be signed and contain dates of employment, title, and a brief description of duties.
Demographically and Departmentally Diverse Interview Committee	Committee comprised of individuals that are representative of more than one college campus and may include individuals from outside the institution when applicable. Members will represent various ages, genders, and ethnicities. Likewise, the committee will include individuals from outside the department that is considering the applicants.
Verifiable Academic Credentials, Qualifications, or Competencies Appropriate for Teaching the Course Content	A cross-walk between all academic credentials, work experience, and certifications shows relationships and support between these qualifications and the competencies that are contained in all course assignments.
Lab Assistant	An assistant who works under the supervision of another faculty member and is not subject to the faculty credentialing process. The supervisor is always present in the classroom or lab.

GLOSSARY

<p>Lab Instructor or Clinical Instructor</p>	<p>An instructor who teaches a hands-on laboratory, clinical or practical application course; who may not be the Instructor of Record but who is credentialed the same as any adjunct or regular full-time faculty member.</p>
<p>Instructor of Record (Primary Instructor)</p>	<p>The instructor of record shows an activated primary flag in Banner. The person qualified to teach the course and who has overall responsibility for the development/implementation of the syllabus, the achievement of student learning outcomes included as part of the syllabus, and for issuing grades.</p>
<p>Abbreviations</p>	<p>P.O.S.T.= Peace Officer Standards and Training</p>
<p>Internship Coordinator</p>	<p>The Internship Coordinator collaborates with program coordinators and the dean to centralize a departmental-wide internship program that will make internships easily accessible while validating that all course objectives are met within any given internship experience. The Coordinator will act as a liaison between program coordinators and internship employers. The coordinator assists and supports the program coordinator in providing a successful student experience and promoting internships as a high-impact educational experience within the department.</p>

Instructional Process/Academic Freedom

Instruction in all programs is organized to accomplish desired learning outcomes. Wiregrass Georgia Technical College students should be provided a syllabus for each course that includes goals and requirements of the course, the course content, and the methods of evaluation. Instructional techniques used in specific courses can also be found in the syllabus. The course syllabus is derived from TCSG standards and indicates the type of instruction to be utilized and the number of instructional hours required. Faculty members must continually familiarize themselves with TCSG and Wiregrass Georgia Technical College policies regarding academic standards, evaluations, and appeals. These policies are the source for faculty requirements to produce course syllabi, provide uniform grading standards, keep proper records, as well as for providing the framework and rules for academic probation, suspension, and dismissal, as well as grade and other academic appeals.

Classes are to begin and end at the scheduled times. Each instructor is required to keep a record of grades, both academic and work ethics. These grades are then calculated per the syllabus and documented in BanWeb at the end of the semester. Dates for entering midterm and final grades into BanWeb are announced prior to the date of entry. A daily attendance record is maintained on each student. Each instructor must be knowledgeable about the attendance policy and submit appropriate documents when requested.

Interoffice communication represents a major method of transmitting information. It is the responsibility of the instructor to check the mailbox and e-mail, if available, each day prior to class.

Instruction at Wiregrass Georgia Technical College is regularly evaluated in two ways: first, each instructor receives an annual evaluation from his/her immediate supervisor (see policy manual.) The evaluation instrument is based on the job description to ensure that the instructor is actually evaluated on the stated requirements of the position. Second, in each of their classes, students complete an evaluation of their instructors. A Dean for Academic Affairs, the Executive Vice President for Academic Affairs, and the President review these course evaluations and, where warranted, meet with instructors to discuss strategies to improve instructor performance, equipment, supplies, and materials in the course, or course content.

Academic Freedom

Wiregrass Georgia Technical College fully supports the concept of academic freedom and recognizes that it is important to cultivate a spirit of inquiry and scholarly criticism among both faculty and students in the pursuit of learning. Faculty members are entitled to freedom in the classroom while discussing their subject or profession. Caution should be used not to introduce teaching matters that have no relation to the instructional field of study.

Faculty members must fulfill their responsibilities to their profession, the college, and society by exhibiting competence, professional discretion, and good citizenship. While free from institutional censorship or discipline, when they speak or write as citizens, faculty members must be accurate, exercise appropriate judgment, show respect for the opinions of others, and make every effort to indicate they are not speaking for the Technical College.

The principles of academic freedom shall not prevent the institution from making proper efforts to ensure the highest quality instruction for all students in accordance with the objectives of the college.

Paperwork at the Start of the Semester

There is no way to overemphasize the importance of correctly handling the class rosters and other administrative tasks at the start of every semester. An error or omission on the instructor's part can have serious consequences for the students and faculty, both academically and financially.

Electronic No Show Reporting and Roster

A web application that allows instructors to submit students **who do not attend classes at all within the first five days of the term**, to the Registrar's office each term.

This link cannot be used for students that attend **beyond the first five days of the term**, and **cannot be used to add students to your roster**. These processes must be completed using a drop/add form.

Use the No Show Roster by selecting the term and entering your WGTC ID number.

Select the CRN of the course you wish to view the roster for.

1. Check the box beside the name of each student that does not show up for class, beginning the first day.
2. At the end of the first day, the Registrar's office will pull a report and send out phone calls to each student that was marked as a no-show.
3. If a student shows after being marked as a no-show, you may 'un-check the box'.
4. The Registrar's office will issue a date that the report will be pulled and processed, after which any changes cannot be made electronically.

For help, please email registrar@wiregrass.edu.

Supplies and Textbooks

Textbooks, school and lab supplies, and other miscellaneous items may be purchased from the bookstore. The hours of operation are posted at the bookstore entrance. Hours of operation are extended at the beginning of each semester for the convenience of students and the faculty.

It is the responsibility of faculty to ensure that book orders are appropriately filed with the bookstore manager well in advance of the upcoming semester. The first step in this process is contacting the textbook publisher to determine the most current editions of the textbooks. Then, faculty complete a book order form distributed to faculty by the bookstore manager. The information requested includes the title of the textbook, its current edition, the ISBN number, the publisher, and an estimate of the number of texts required. The form is printed and signed, then returned to the bookstore manager by the date specified. Faculty should also inform the bookstore of any special supplies that the students will be required to purchase.

Additional instructional supplies and materials requests should be sent through the appropriate Dean/Director utilizing Purchase Request Forms. Technology-related equipment or supplies should also be sent to the Dean/Director, who will forward it to the Chief Information Officer for his/her signature. Office supplies are obtained from centralized locations on each campus.

End-of-Semester Process

Each semester has an end date specified in the college academic calendar. While individual programs and courses vary widely in the manner with which activities of the semester come to a close, certain events are common and are required to have an orderly ending regarding grade processing, record-keeping, and financial aid reconciliation.

Equipment & Supply Turn-In

Any equipment or supplies signed-out and due for return to the college must be collected and accounted for. Any discrepancies should be reported to the Records Office so that the appropriate type of "Hold" can be placed on the student's records. This same procedure applies to any monies owed to the college or student organizations.

Grades

Academic and work ethics grades must be submitted by the date and time specified on the college academic calendar. Grades for credit courses are submitted electronically, on-line via BanWeb.

Instructors must ensure that there is either a letter grade or a "withdrawn" for each student identified on the end-of-semester class roll.

Records Disposition

This procedure will ensure that student records maintained by instructors are retained for the *minimum* time. Records of graduates will be retained for *one year only*. The Instructor will be responsible for appropriate destruction.

For "leavers" the disposition is similar, yet recognizes that in some cases they may return. When a student does not return for a semester, his/her program record should be segregated in such a way that at the end of the three semesters, *i.e.* one year from last attendance, the record will be delivered to the Registrar at the end of the following semester. The instructor will be responsible for appropriate destruction.

The Faculty Role in Governance Matters

At Wiregrass Georgia Technical College (WGTC), faculty members have a major responsibility in the achievement of outcomes for student learning and the quality of academic programs. To accomplish the mission of the college and to ensure a vibrant collegiate environment, participation by the faculty in academic and governance matters is encouraged and considered critical in the educational process. This policy statement is published in the WGTC Policy Manual and in the WGTC Faculty Handbook.

Wiregrass Georgia Technical College recognizes that the primary responsibility for the improvement of educational programs resides with the faculty. The responsibility for improvement of educational programs and services provided by the college resides with both the faculty and staff. A Senior Staff team is essential for effective communication between the administration and faculty and staff who are stakeholders in the educational process. Senior Staff serve to increase the effectiveness of the planning, research, problem solving, and decision-making processes through a participatory, pro-active approach. As shown in the WGTC team and committee structure, faculty members are represented and have a role in academic and governance matters throughout all areas of the institution.

Faculty members also comprise the Academic Policies Committee which serves as the official representative body of the faculty to function in an advisory capacity to the Executive Vice President for Academic Affairs of the college. The role of the committee is to review and make recommendations and College policies related to academics and faculty matters.

Academic Policies Committee membership equally represents all college campuses. Members are nominated by academic deans or by self-nomination, with the final selection by the Executive Vice President of Academic Affairs. Officers of the council include a chairperson, vice-chair, and secretary. The Academic Policies Committee is designed to meet each semester; however, more meetings may be called as needed. For each Academic Policy Committee meeting, agendas are emailed to members prior to the meeting. Following the meeting, minutes are forwarded to all members and to the Executive Vice President for Academic Affairs.

The primary role of the faculty in governance of the college is to develop, revise, and implement educational goals and objectives, including curriculum, academic standards, and courses of study. In addition, program faculty members participate in decision-making activities involving academic policy such as degree requirements, curricula, faculty work environment, and professional development. They also have a major role in identifying, evaluating, and improving student learning outcomes, including planning and budgeting for expected outcomes.

The faculty develops and revises program curricula through the Instructional Faculty Consortium Committees (IFCC) established by the Technical College System of Georgia (TCSG). All instructors in the technical college system of Georgia are members of an IFCC. There are instructional faculty consortium committees for each program area in each of the eight consortium regions, except in program areas for which a statewide committee has been authorized as a substitute. Through this process, faculty members have opportunities to evaluate and make recommendations regarding revision of the curriculum.

Input from program advisory committees allows instructors to recognize and communicate needs related to academic and governance issues. Advisory committees define skills needed for entry-level employment and make recommendations for equipment to remain consistent with current industry standards. Faculty members utilize the knowledge and expertise of their advisory committee members not only to examine

policies, equipment needs, and curricula, but also to review and provide input for validating the mission of the college.

At WGTC faculty members have opportunities to strengthen and enhance their programs through the operational planning and budgetary process. Each department submits an annual budget to request funding for program supplies, staff development, and other items required for effective operation. In addition to the yearly budget, faculty members submit a prioritized list of equipment and other resources to be included in the institutional budget. The school uses this priority list to dictate purchases when funds become available through other revenue streams outside the established program budget.

Wiregrass Georgia Technical College continues to implement the same policies and procedures in encouraging all faculty and staff to participate in academic and governance of the college. The college will focus on integration and consolidation of teams and committees to broaden representation and improve input encompassing all physical and categorical dimensions of the institution.

Intellectual Property and Copyright Matters

Wiregrass Georgia Technical College encourages the development, writing, invention, or production of intellectual property designed to improve the productivity of the college or to enhance the teaching/learning environment. In order that the college may fully utilize to the best extent all works produced for it and provided for its use, an employee or student producing work for the college or its use represents and warrants that such work

- Does not violate any law;
- Does not violate or infringe any intellectual property right of any person or firm; and
- Does not libel, defame, or invade the privacy of any person or firm.

Intellectual property includes, but is not limited to, any copyrightable subject matter or materials, patentable inventions, online courses, computer software or materials, or works of art that might be normally developed on a proprietary basis. Intellectual property also includes the common meaning, definition and description of intellectual property as established by the Copyright Act (Title 17 of the United States Code). In addition, intellectual property may also include intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, and inventions.

Unless otherwise provided in a separate agreement, the college owns all rights to a copyrightable or patentable work created by the employee or student with the support of college resources. Ownership refers to a legally binding agreement specifying the named party or parties to whom the intellectual property belongs and who will be attributed as the owners of the intellectual property in the general public. College resources include, but are not limited to, offices, computers, standard office equipment and supplies, libraries, labs, funds, and personnel.

The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the conditions described in the two sections below.

If any of the following criteria applies, ownership resides with the college:

- The work is prepared within the scope of the employee’s job duties or course/program requirements;
- The work is the product of a specific contract or assignment made in the course of the employee’s employment or student’s enrollment with the college; or
- The development of the work involved facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds, college personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance.

Ownership may reside with the employee or student, who is entitled to compensation and gross revenues received, if any of the following criteria is met:

- The work is the result of individual initiative, not requested or required by the college;
- The work is not the product of a specific contract or assignment made as a result of employment or enrollment with the college;
- The work is not prepared within the scope of the employee’s job duties or course/program requirements; or
- The work is not completed using equipment or resources provided by the college.

Revenues, derived from the development and creation of college-ownership of intellectual property, are distributed to college revenue funds as determined by the president.

Any employee or student of Wiregrass Georgia Technical College must obtain the express approval of the president prior to the development of intellectual property if there is any question pertaining to ownership.

All cases, in which questions arise as to equities, rights, division of revenues, or any other intellectual property-related matter, shall be referred to Human Resources for consideration, interpretation of policy, and decision. Appeal of a committee decision shall be referred to the president and finally to the State Board of Technical College System of Georgia (SBTCSG). Appeals within the college must be made in writing within sixty days of written notice of a final decision. Appeals to the SBTCSG shall be made in accordance with State Board policy.

Copyright Policy

In recognizing the importance of the Copyright Law of the United States (Title 17, United States Code), the following copyright guidelines will be enforced at Wiregrass Georgia Technical College.

1. Purchasing personnel will make every effort to obtain free duplication rights from the copyright holder. In the event that free duplication is not allowed, the purchasing of duplication rights will be explored.
2. Any use or reproduction of copyrighted materials will be done either with the written permission of the copyright holder or within the bounds of “Fair Use” guidelines provided in the Copyright Act. Verbal permission will not be accepted.
3. Copying or using copyrighted material not specifically permitted or exempted by the copyright right law will not be allowed.
4. Liability for willful infringement will be placed upon the person making copies or using the material.
5. Appropriate warning notices will be placed on or near all print, video or computer equipment capable of making or modifying copies.

6. Copyright manuals detailing permissible and restricted activities will be housed in the library for reference.
7. A copyright consultant will be appointed to investigate/answer copyright questions and/or concerns of employees and students.
8. An annual copyright awareness session will be conducted for all employees.
9. Retention of appropriate copyright records will be maintained.
10. Audiovisual duplicating equipment will be housed in the library, and written copyright permission must be provided before items will be duplicated.

The State Board will not provide legal support in such a case where the person has been made aware of the copyright law and the individual still has pursued utilizing materials in such a manner as to result in infringement.

Faculty is also encouraged to become familiar with copyright law basics through the TCSG website at <http://www.tcsg.edu/tcsgpolicy>

Adjunct Faculty

The role of adjunct faculty is vital to Wiregrass Georgia Technical College. Adjunct faculty teaches in all instructional areas. These instructors are critical in supplementing and enhancing the instructional capabilities of the full-time instructors. Each adjunct faculty should, however, be familiar with all of the areas covered in this manual.

Relationship Between Program Coordinator and Adjunct Faculty

As a full-time instructor, the Program Coordinator is primarily responsible for development of the course overview, program guide, textbook selection, test/quiz development, study guide, handouts and supplementary materials. Each Program Coordinator is required to develop and maintain a package consisting of a combination of the following items that can be provided to the adjunct faculty prior to the start of a new semester.

- Text Books
- Study Guides
- Lesson Plans
- Course Overview/Syllabus
- Course Outline
- Sample Tests/Quizzes/Handouts/Flow Sheets
- Final Exams
- Online Course Materials
- Any other supplemental material

If adjunct faculty prepares tests, lesson plans, or other course materials on their own, they need to provide a copy to the Program Coordinator for approval prior to implementing or administering these materials.

Communication between the instructors is a must, particularly during the early tenure of the adjunct faculty. Each new instructor should be interviewed by the Assistant Dean or Dean before hiring. In addition, the Program Coordinator/Area Director and adjunct faculty should meet before the semester begins (preferably at the end of the preceding semester) to go over the course material in the instructor's package and answer any questions the new instructor might have. This face-to-face contact is important in developing a good working relationship between instructors.

Adjunct faculty are evaluated in the classroom once per year using the same evaluation instrument used for classroom evaluation of full-time instructors (see Policy III.G in the WGTC Policies and Procedures Manual for Full-time Evaluation Procedures). Classroom observations are performed by the Dean of Academic Affairs and/or his or her designee (normally the Area Director). Additionally, adjuncts are evaluated by students in each course they teach, regardless of delivery method.

The responsibility for recruiting new students is a primary responsibility of Program Coordinators. Adjunct faculty are expected to help with recruiting when they have an opportunity. However, it is understood that some have full-time jobs and are not available to make industry visits and other contacts. Most adjunct faculty will not be familiar with the registration and recruiting process and may be unable to provide information to prospective students. This is not true in all cases and where the adjunct faculty has the capability and time to help with recruiting, and desires to assist, the Area Director may allow him/her to help. This must be a collaborative effort among the adjunct, Program Coordinator, and Area Director.

At the end of the semester the adjunct faculty should return all materials to the Program Coordinator or Area Director unless they are assigned to teach the same class the next semester.

CLASS ROOM OBSERVATION FORM

Instructor Name:			Date:		
Circle One: Adjunct Full-time					
Name of Course:			Observation time:		
Number of students:	Setting:			Focus of lesson:	
Professional practices/indicators of: Classroom management and general organization	Exceeds (4)	Meets (3)	Needs Improvement (2)	Not Observed (1)	Comments
Lesson organized/paced appropriately					
Administrative tasks handled efficiently					
Manages student behaviors					
Effectively communicates learning goals					
Professional practices/indicators of: Knowledge of subject matter & course content	Exceeds (4)	Meets (3)	Needs Improvement (2)	Not Observed (1)	
Gives appropriate, specific content-related feedback					
Clarifies questions with examples or elaboration					
Demonstrates mastery of content					
Connects content to students' prior knowledge/experiences					

Incorporates critical thinking skill activity					
Conveys enthusiasm for lesson					
Professional practices/indicators of: Communication & student interaction	Exceeds (4)	Meets (3)	Needs Improvement (2)	Not Observed (1)	Comments
Promotes positive learning environment					
Communicates ideas clearly					
Listens actively, articulates clearly, uses appropriate volume control					
Makes expectations clear					
Maintains professionalism					
Challenges students to exhibit higher order learning skills					

Professional practices/indicators of: Instructional techniques	Exceeds (4)	Meets (3)	Needs Improvement (2)	Not Observed (1)	Comments
Actively engages students					
Uses formative assessments to monitor student progress					
Integrates appropriate technology/ supplemental resources					
Uses various summarizing strategies throughout the lesson					

Additional comments:	
Observer Name and Title:	
Observer Signature:	Date:
Instructor Name and Title:	
Instructor Signature:	Date:

Optional: Instructor has attached additional comments to this observation. Instructor initials _____

Instructor On-Line Resources

In addition to the basic information mentioned in the Introduction regarding www.wiregrass.edu and www.tcsg.edu, there are a variety of resources available to the instructor concerning class and student information. A number of forms are available at <http://www.wiregrass.edu>.

Teachers may also retrieve course and student information on BanWeb. BanWeb offers instructors access to the student information system database, Banner, through the Internet. BanWeb allows instructors to access class rosters, students' academic histories, and students' personal information such as telephone numbers and addresses. Instructors also use BanWeb to report student grades at the end of the semester.

In addition, instructors can utilize library resources online or borrow materials from other colleges within the Technical College System of Georgia. Instructors have access to borrowing through interlibrary loan and to browsing or checking out over 34,000 electronic books via NetLibrary.

Internet availability provides access to GALILEO, which is used for research; to Blackboard, which facilitates access to online courses; and to the online card catalog available at <http://www.wiregrass.edu>. Other databases available include Encyclopedia Britannica, Micromedex Healthcare, and LexisNexis. The online card catalog for Odum Library (VSU) is available as are all resources of Odum Library. Current students, faculty, and staff also have full privileges to the South Georgia State College (Smith) Library.

Instructional Staff Work Assignments

Semester Teaching Load

WGTC faculty are required to maintain a teaching load that provides opportunity for effective, quality instruction as well as ample time allocated to course development, student advisement, grading, community involvement, and professional development.

Full time faculty at Wiregrass Georgia Technical College will comply with all TCSG policies regarding instructional workload. Faculty are required to work 40 hours per week. The optimal teaching load for a full-time faculty member teaching general education courses is 18-20 credit hours per semester (Fall and Spring). Faculty teaching program courses, which also includes occupational based instruction (OBI), internships/externship, and clinical, have a teaching load of 19-30 contact hours per week (Fall and Spring). For courses taught concurrently, the maximum number of courses taught at the same time will be 4.

The summer semester teaching load will be reduced by one course for general education and/or 3-5 contact hours for program instruction. In general, instructors will not be asked to teach more than 120 students in a given semester, but individual teaching load requirements may be adjusted by deans and exceptions made based on the needs of the college and the following factors: course content and level, type of instruction, number of class preparations, student registration in the course, planned faculty development activities, planned program accreditation activities, committee assignments, and other activities, which help the college achieve its stated mission.

Extenuating circumstances may require the Executive Vice President for Academic Affairs to approve additional contact hours. The additional instructional hours shall be compensated using the adjunct compensation pay scale.

In courses where enrollment is not optimal, the dean may cross-list two or more identical courses in varying formats. This class grouping is counted as one prep and one course towards faculty load hours. Optimal enrollment varies by course and program and will be determined by the dean in conjunction with the Executive Vice President for Academic Affairs.

Teaching Activities

Activities in a traditional or non-traditional classroom, laboratory, or clinical setting. Faculty responsibilities may include but are not limited to a combination of day, evening, and weekend classes, online, or coordination and supervision of internships or clinical rotations.

Other Activities

Instructors must have a minimum of five (5) office hours per week. Other activities include but are not limited to student advisement, class preparation, curriculum design and development, professional growth and development, business and industry visits, advisory committee meetings, accreditation or articulation activities, faculty meetings, seminars, student recruitment and retention events, or other scheduled college events.

Method of Instruction

Wiregrass Georgia Technical College (WGTC) ensures high-quality instruction of every course offered. A variety of course delivery options are utilized such as traditional face-to-face on-campus courses, online courses, apprenticeships, and combination hybrid courses. When a delivery option is chosen, the course content, hands-on performances, lecture materials, and other pertinent information must be considered to ensure the best instruction for WGTC students.

Course Delivery

Academic courses are conducted using the following basic methods of instruction:

- Classroom Lecture – Instruction in a traditional classroom setting combining instructor lecture, student participation, and testing.
- Laboratory/Industrial – Demonstration by instructors and performance by students in a realistic setting which replicates the work place to the maximum extent possible.
- Internship/Externship/Apprenticeship – Job performance by the student in an actual work place with oversight and instruction by WGTC instructors and preceptors employed by the company or institution.
- Online – Instruction delivered via an online learning management system. Certain online courses may require students to attend on-campus sessions or proctored testing.
- Web-enhanced – Instruction supplemented by Internet resources. These courses meet every class session on campus.
- Hybrid – Instruction which combines online instruction and traditional classroom instruction.

Identification of Courses

As stated above, course delivery methods are chosen to ensure the best instruction for WGTC students. All courses taught online or as hybrid must be approved by the Dean of that program. Faculty may request the delivery method; however, it is the responsibility of the Dean to approve course schedules, times and delivery methods—i.e., online, hybrid, or traditional. Again, course content, hands-on performances, lecture materials, and other pertinent information must be considered when designing course delivery. Circumstances may exist where a full-time faculty member is hired to teach only online courses or practicum/internships; these circumstances will be approved by the Executive Vice President of Academic Affairs.

Consideration will also be taken to ensure that, if a course is offered online or as hybrid, a traditional course is also offered to allow students a choice of delivery. Academic Courses are conducted using six basic methods of instruction:

1. **Classroom Lecture:** Instruction in a traditional classroom setting combining instructor lecture, student participation, and testing.
2. **Laboratory/Industrial:** Demonstration by instructors and performance by students in a realistic setting which replicates the workplace to the maximum extent possible.
3. **Internship/Externship/Apprenticeship:** Job performance by the student in an actual workplace with oversight and instruction by WGTC instructors and administrators employed by the company or institution.
4. **Online:** Instruction delivered via an online learning management system. Certain online courses may require students to attend on-campus sessions or proctored testing.
5. **Hybrid:** Instruction which combines online instruction and traditional classroom instruction.
6. **Web-enhanced:** Instruction supplemented by Internet resources. These courses meet every class session on campus.

Online Courses

Wiregrass Georgia Technical College is part of a consortium of state-funded technical colleges called Georgia Virtual Technical Connection (GVTC). Through GVTC, technical colleges throughout the state offer technical certificates, diplomas, and degrees online.

All online courses follow TCSG guidelines regarding curriculum, objectives, and competencies.

Programs offered online through the Georgia Virtual Technical Connection have admission, retention and credential requirements that are qualitatively consistent with those in effect for on-campus programs. In addition, Wiregrass Georgia Technical College's online classes follow quality assurance criteria standards as set forth by the Georgia Virtual Technical Connection Board.

Hybrid Courses

As stated above, hybrid instruction combines online instruction and traditional classroom instruction. Hybrid courses are designed to allow students the ability to complete the online portion at home, the library, the classroom, or anywhere they choose. Hybrid courses are not designed to release faculty from contact hours. Faculty cannot schedule another course during the hybrid hours of an existing course. In addition, faculty must be available to students during the hybrid hours, in the classroom and online. During the hybrid contact hours, students may choose to either come in to the classroom for individualized assistance from the instructor or they may choose to complete the hybrid course work using the guidance of WGTC's online learning management system.

Dual Credit Courses

Dual Credit courses (called Move On When Ready or MOWR) are offered at Wiregrass Georgia Technical College (WGTC) to high school students in our service delivery area. The courses are offered at the high school location and at WGTC campuses, and are delivered face-to-face, Tandberg, and/or Online. Students taking Dual Credit courses are considered high school students and college students of WGTC. In order to teach a Dual Credit Courses at WGTC, faculty must meet the same qualifications for the specific course(s) as all faculty outlined in the Faculty Credential Matrix document.

Students taking Dual Credit Courses receive both college credit from WGTC and high school credit. In some cases, students taking a dual credit course will only receive high school credit for the course. This does not occur often; however, when it does the student is still required to complete all of the work and meet all of the course requirements of the college course. The same requirements, rigor, and expectations for completion are placed on the student as if he/she were taking the course for college credit.

Marketing Process

Instructor Responsibilities

No one is as knowledgeable about a specific occupational program as the instructor. This means that he or she is the most qualified individual to represent that program and to recruit potential students. The strength of the Wiregrass Georgia Tech marketing plan is the integral role that instructors play in attracting students and in keeping a close relationship with employers.

All instructors at WGTC are encouraged to make visits to area employers and to service area high schools. All high school visits should be coordinated with the high school coordinators. Programs with low or inadequate enrollment should put forth effort to attract more students. Therefore, it is in the best interest of the instructor to be actively involved in program promotion. If a program has low enrollment, coordinators of programs will work with the dean and Marketing and Public Relations Department to develop a plan to step-up recruiting and marketing efforts.

Program Advisory Committee

The President, or his or her designee for the Executive Vice President for Academic Affairs (EVPAA), will ensure that a Program Advisory Committee is formed to provide real-world advice to Program Coordinators and, in-turn, Wiregrass Georgia Technical College (WGTC) as a whole. These committees are to function philosophically similar to the TCSG Technical Advisory Committees referenced in the TCSG policy.

These committees should meet a minimum of two times each calendar year. They should be composed of a cross-section of employers from within the Wiregrass Georgia Technical College service delivery area who possess expertise in the program subject area.

The Executive Vice President for Academic Affairs, through the Academic Deans, will ensure that these committees function in adherence to the requirements of the TCSG Performance Accountability Review standards and accrediting agencies that oversee the operations of the college and in some cases, specific programs.

Work Ethics Training Process

The Technical College System of Georgia and WGTC believe it is extremely important to identify, evaluate, and encourage good work habits as an integral part of the instructional program. Therefore a system to evaluate “work ethics” in each credit course has been developed. Work ethics grades (3,2,1,0) are earned in each completed credit hour course and are included on the student’s permanent record and transcript. A list of work ethics characteristics is detailed below and may include:

- **Attendance:** Attends class; arrives/leaves on time; notifies instructor in advance of planned absences.
- **Character:** Displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
- **Teamwork:** Respects rights of others; is a team worker, is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
- **Appearance:** Displays appropriate dress, grooming, hygiene, and etiquette.
- **Self –Esteem:** Demonstrates a positive attitude; appears self-confident; has realistic expectations of self.
- **Productivity:** Follows safety practices; conserves materials; keeps work area neat and clean; follow directions/procedures.
- **Organization:** Manifests skill in prioritizing and management of time and stress; demonstrates flexibility in handling change.
- **Communication:** Displays appropriate nonverbal (eye contact, body language) and oral (listening, telephone etiquette, grammar) skills.
- **Leadership:** Displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command.
- **Respect:** Deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

Three primary results of the Work Ethics Program make it a winning proposition for all concerned. These results are:

- Students begin employment with positive work ethic skills which will enhance their value as employees.
- Instructors develop more motivated and attentive students.
- Employers acquire employees with desirable work habits.

Work Ethics Rating Scale:

3 = Exceeds Expectations

2 = Acceptable

1 = Needs Improvement

0 = Unacceptable

Faculty members will provide information related to specific course work ethics requirements including grading scale and assignments in their course syllabus.

Professionalism

In keeping with the commitment to instruct students in ethics, all faculty members shall represent by example that which they teach. All faculty members should conduct themselves and should treat students in a professional manner. Likewise, the faculty shall follow approved dress code. The dress code may be adjusted at the discretion of the President.

Faculty members should maintain a professional relationship and distance with students at all times. Examples of inappropriate relationships between faculty and students include, but are not limited to, social fraternizing, amorous relationships, emailing and texting from personal emails accounts and phone numbers, and the employment of student in personal businesses.

No faculty member shall use names from class rolls for the purpose of selling any materials or products nor are names or addresses of students to be provided anyone for commercial purposes. Faculty should not engage in selling non-profit or for-profit goods on campus unless given permission by the president.

Faculty members should strive to maintain a clean learning environment. All classrooms should be free of food, drink, or tobacco products. Use of tobacco products is permitted only outside the buildings in designated areas. Finally, each faculty member should consult the TCSG *Policy Manual* for policies addressing drug use, political activity, and other issues of potential concern.

Financial Aid Process – Instructor Information

Wiregrass Georgia Technical College subscribes to the principle that the primary purpose of student financial aid is to provide assistance to students, who without such assistance would be unable to attend school. The main responsibility for educational financing is the obligation of the student and/or family. In most cases financial aid is awarded to eligible students on the basis of need. Exceptions are scholarships, which have been provided by donors for the purpose of recognizing academic promise or achievement, and Georgia HOPE. Students may be eligible for more than one type of financial aid.

The faculty's responsibility in the financial aid process is to make accurate and timely student attendance reports which are used by the financial aid office to determine eligibility for aid when a student drops a class or withdraws from the college. The federal and state governments require the college to adjust a student's award for reduced hours and for nonattendance.

Because of the technical nature of financial aid and the rapidly changing rules, faculty should refrain from advising students or commenting on the award amounts or process. Please refer all students to the financial aid office for related questions.

Advising and Registration Process

Duties and Responsibilities

Academic advising provides students with the opportunity to meet with an advisor for the purpose of gaining assistance in planning their educational career, in learning needed skills for academic success, and in learning how to access the variety of resources and services available to them on the campus. Academic advising is a partnership between a student and an academic advisor to develop meaningful educational goals and plans that are consistent with the student's personal values, interests and abilities. This is a collaborative approach in which the student and the advisor have clear responsibilities for ensuring the advising partnership is successful.

Student advisement is a shared responsibility between the Advisement and Retention Center (ARC) and faculty. Faculty members should work with the ARC staff to ensure program outlines and registration plans are accurate and current. Faculty members may be assigned as advisors to students at specific points within the program.

Advisors-Advisors are ARC staff and faculty members who work with students before and/or during registration to determine the courses that the student should take during the next semester of enrollment.

Technical Support-Technical Support and Registrar Office personnel oversee the operation of the BANNER student information system and all hardware involved, including computers, ID card systems, and printers.

Student Affairs Staff-Student Affairs staff provide support through the Office of the Registrar, the Admissions Office, and the Financial Aid Office.

As assigned, advisors should meet with advisees each semester to plan the next semester's schedule. The role of the advisor is to assist students in making sound decisions regarding their programs of study. The advisor may offer opinions and suggestions, but the student must accept responsibility for final decisions. It is therefore vital that the advisor provide sufficient relevant information and, to the extent possible, know and understand their advisees' career goals to offer appropriate guidance. During the advisement process, the need for referral to other offices or agencies for personal, financial, or other types of counseling services may become apparent. Contact the office of student affairs or The ARC for further assistance in such instances. Advisors are required to use Degree Works for advising students and to develop current plans of study, which will guide advisement/registration process.

Schedule for Registration

Registration is scheduled during specific periods each semester, with returning student registration first. Registration dates are published on the college academic calendar for the next several semesters. Additional charges may be assessed during the late registration period. Students should make appointments to meet with an academic advisor by following the instructions and links on the Advisement webpage: <http://www.wiregrass.edu/academics/advisement.php>

Drop/Add & Withdrawal Processes

Drop/Add Period

A student may drop courses without academic penalty up to the end of the third instructional day of the semester. Course(s) dropped during the drop/add period will not appear on the student's official academic record. Penalties will be incurred if books are charged and course(s) are dropped and/or the student is withdrawn from school. Students may owe funds back to the school or be placed on financial aid probation. Classes missed because of drop/add will count toward the classes allowed to be missed by the student according to course attendance policy.

Students may add open courses through their BanWeb account, to existing schedules, during the first five instructional days of the term. Students who need to be added to an open course beyond the fifth instructional day will need to contact the Dean of Academic Affairs for that area to obtain approval. After the 10th day, students must contact the EVPAA to obtain approval. Returning students who create a new schedule during the late registration period (generally starting the day after the end of the previous term) may be subject to a late fee penalty.

Withdrawing From a Course

Students withdrawing from the fourth instructional day of the term through 60% of the term will be charged for the course(s) they withdraw from and will receive a grade of "W." Students who do not follow proper procedures to withdraw from a course (or courses), and simply stop attending class will be submitted to the Early Alert System (TEAMS) for non-attendance, and the Student Navigator will attempt to reach the student and confirm intent to stay in the course, or the need to be withdrawn. After attempts to contact the student are made and no response received, the instructor will submit the student for withdrawal due to non-attendance, effective the last date the student attended.

Students withdrawing from the last course on their schedule or all classes, should refer to "Withdrawing from the College." Students withdrawing from a course (or courses), but not an entire schedule, should obtain a Withdrawal Form from the Wiregrass Georgia Technical College website, the Office of the Registrar, Advising Centers, or the Student Navigator. Forms should be filled out in their entirety and returned to the Office of the Registrar.

Withdrawing From the College

A student who withdraws from all classes during a term at the college must complete a Withdrawal Form. The form may be submitted by the student via email to registrar@wiregrass.edu or in person to the Office of the Registrar. Forms may be obtained from the WGTC website, the Office of the Registrar, the ARC, or the Student Navigator. Forms should be filled out in their entirety and returned to the Office of the Registrar. **The timely and accurate completion of this form is critical and may have financial aid implications.** Withdrawing from classes may affect future financial aid decisions. For students who withdraw without proper notification, an e-mail will be sent to the advisor after all classes have been

dropped requesting a Withdrawal Form to be completed by the advisor using the best available information. Students can withdraw from a course prior to the date designated at the 60% point of the semester. After such date, a grade of “F” will be given if a student does not complete a course or is found in fault of course abandonment.

Absences & Tardies – Policy and Procedure

To comply with WGTC’s mission to provide a highly-trained workforce through quality academic and hands-on instruction, students are expected to regularly attend all classes. Regular attendance provides students with full course benefits and establishes a pattern of dependability and punctuality required in the workplace.

Attendance

Wiregrass Georgia Technical College expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor.

Attendance Requirements

Attendance is demonstrated through active participation. (Simply logging in to an online class is not considered active participation.) Academically related activities include, but are not limited to, the following:

- submitting a current academic assignment
- completing an exam, an interactive tutorial, or computer-assisted instruction
- participating in an online discussion about academic matters

Field Trip Process

Wiregrass Georgia Technical College recognizes that trips of an educational nature, ideally emphasizing some practical application of the technical education process, are often a vital component of the students’ overall educational experience. A “field trip” is defined as travel off-site of any Wiregrass Georgia Technical College campus. However, any activity by the students and faculty carried on as a part of official class functions (such as a site or industry visit, clinicals, or live work project within the service area) shall be bound by the requirements and limitations of this policy concerning approval, safety, authority/responsibility of instructors, fiscal and academic responsibility, student conduct, and emergencies.

Approval

The faculty member, responsible director, or staff member will complete and submit a “Field Trip Approval Form” through his/her supervisory chain for approval by the Dean of Academic Affairs or Vice President of Academic Affairs, as appropriate. All field trips, whether academic (conducted as a complement to classroom instruction) or non-academic (co-curricular activity conducted under the auspices of a sanctioned institutional organization), require completion of activities and prior approval.

Safety and Emergencies

The safety of students, faculty, and staff will be paramount in trip planning. Planners will abide by the procedures and philosophies in the Wiregrass Georgia Technical College Safety Plan as well as the Emergency Action & Safety Plan during all facets of planning and execution.

Fiscal and Academic Responsibility

Transportation, lodging, and college-funded meals will be obtained at the lowest cost compatible with safety and security. Event-sponsored lodging and food will be used to the maximum extent possible. Utmost consideration is to be given to the academic purpose of the trip when planning activities. Students who cannot or choose not to participate in a field trip must be given the option of completing an alternative, supervised activity in lieu of the field trip.

Transportation

No personal vehicles shall be used by any college personnel for the transporting of students on field trips. Students may transport themselves to certain field trips. However, if a student chooses to do so they are assuming the risk of this responsibility.

Absent extraordinary circumstances (specifically approved by the President, Provost, or Vice President of Academic Affairs) field trip transportation offered by Wiregrass Georgia Technical College shall be conducted by fully insured, properly licensed professional drivers using either licensed livery vehicles or State of Georgia vehicles that meet all appropriate safety standards. Faculty members driving college vehicles shall be deemed to meet this requirement.

Accident Insurance Coverage

Appropriate accident insurance coverage is provided to both students and faculty as required by TCSG and Wiregrass Georgia Technical College policies.

Acknowledgements by Students, Faculty, & Staff

Every participant in a field trip will be required to sign a Wiregrass Georgia Technical College "Assumption of Risk, Agreement to Abide by Code of Conduct, Release of Liability, and Limited Medical Authority Form". An example of this form follows this policy. This copy will suffice for official activities within the service area, not strictly defined as "field trips" for the purposes of this policy. The faculty member, responsible director, or staff member will secure emergency information from the student and keep the information available at the field trip site. Such information includes the name, address, and telephone number of the student's parent, spouse, or other relative who may be contacted in event of an emergency. A copy of this form with the student information and contact information must be left with the appropriate Dean of Academic Affairs or designee. The Executive Vice President for Academic Affairs will ensure that all applicable credit and non-credit students under the supervision of that division complete the form prior to any field trip.

Records Maintenance

The responsible faculty member or director will maintain all field trip records (transportation and lodging arrangements and receipts, waiver forms, incident reports, etc.) for a period of two years. For any reportable incident that required the attention of the office of the President, the Executive Vice President for Academic Affairs will retain the file indefinitely.

References: TCSG Policies & Procedures Manual V. I. Field Trips

Technical College "Field Trip Approval Form"

Technical College "Assumption of Risk, Agreement to Abide by Code of Conduct, Release of Liability, and Limited Medical Authority Form"

Wiregrass Georgia Technical College Field Trip Approval/Information Form

Instructor _____ Program _____

Date of Field Trip _____ Number of students involved _____

If entire class is not involved, who will instruct remaining students? _____

Mode of transportation _____ Place to be visited _____

Address _____ City _____

Contact person _____ Phone _____

Departure time _____ Anticipated return time _____

Nature of business _____

Describe anticipated instructional value of field trip _____

If Private Vehicles Used:

Do all vehicles have liability insurance? Yes _____ No _____

Do all drivers have current license: Yes _____ No _____

Do you have a signed waiver for each student? Yes _____ No _____

If appropriate, have other instructors? Yes _____ No _____

Approved of students' absence? Yes _____ No _____ N/A _____

Comments: _____

Requested: _____
Signature of Instructor Date

Approved: _____
Dean of Academic Affairs Date

The ARC: An Advising and Retention Center for Students

It is imperative that students choose a career path well-suited to them and that they receive the support they need to succeed academically, from their initial semester of enrollment through graduation. The ARC is designed to support these goals, providing individualized guidance to students from the time they attempt to select a program of study to the time they receive their certificate, diploma or degree. Consistent efforts in this area should increase our enrollment and retention rates in all program areas. Faculty members are encouraged to refer students to The ARC for assistance as needs are identified. The ARC staff also welcomes input from instructors concerning the services offered.

Student Services Offered Through the ARC

- Advising for all first term, change of program, transient, transfer, and academic and FA suspension students
- Advising for returning students as identified by campus:
 - Valdosta/Cook: All health students up to professional program entrance and all business/computer science students up to 60% of program completion
 - Ben-Hill/Coffee: All health students up to professional program entrance
- Career Counseling
- Tutoring Services for learning support, core, and certain entry-level occupational courses
- Assistance to students on academic probation or dismissal
- Assistance with study skills, test-taking skills and test anxiety
- Training on college resources, such as myCampus, student email, and BannerWeb.

College Support Services Offered Through The ARC

- Coordinate and track remediation programs used to aid in student success
- Coordinate and track student and program data to identify factors influencing student retention
- Assist the Student Navigator with retention projects.
- Assist the Student Activities Coordinator with implementing activities aimed at increasing retention
- Support the Goal/Rick Perkins Coordinators by promoting each, working on the recognition events and coaching the GOAL students in their speeches for competition
- Work with the registrar, financial aid and testing offices to provide accurate guidance to all first term, change of program, transient, transfer, and academic/FA suspension students

Services to Students with Disabilities

The Special Populations and Disabilities Coordinator's Office serves students who have documented disabilities, helping to give them equal access to educational opportunities and programs as mandated by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Disabilities may be physical, learning-related or psychological. This office is the centralized department for receiving disability related documentation and approving requested special accommodations. ***In order to be eligible for services, students must self-disclose to the Special Populations and Disabilities Coordinator and provide acceptable documentation to support their requested accommodations (documentation must meet TCSG criteria).***

The Special Populations and Disabilities Coordinator develops Individual Accommodation Plans (IAPs) based on the documentation provided and information gathered during a student's intake appointment. Students should have a written IAP in place to receive accommodations; however, if a student discloses a disability or requests accommodations during class, please refer the student to the Special Populations and Disabilities Office to determine suitable accommodations.

Students are responsible for meeting with the Special Populations and Disabilities Coordinator *each semester* to obtain a current IAP. Students must provide each instructor with a copy of their current IAP and should return the signed original to the Special Populations and Disabilities Coordinator. Students are also responsible for notifying the Special Populations and Disabilities Coordinator when they are requesting services outside of the classroom such as test proctoring if accommodations are needed.

The Special Populations and Disabilities Coordinator, the student, and the student's instructors work together to help ensure that the student is allowed equal educational access through the implementation of the accommodations approved on the IAP. Examples of accommodations include assistive technology, note takers, oral exams, and extended time on tests. Instructors should contact the Special Populations and Disabilities Coordinator with concerns or suggestions related to the student's accommodations or academic progress. Information related to a student's disabilities and accommodations should remain confidential between the student, his or her instructors and Disabilities Services staff.

A student with disabilities must be otherwise qualified for admission to or participation in a program of study with or without reasonable accommodations.

Students are notified during New Student Orientation of the availability of services and the steps to take to request assistance. In addition, faculty includes a disabilities statement on their syllabi each semester. Training opportunities for faculty and staff are provided on a regular basis.

Remedial Support

Students in need of remedial support in one or more areas will be registered for remedial course(s) during advisement. Remedial courses will be taken concurrently with the appropriate degree/diploma level course. Remediation will be provided to students in support courses in a variety of formats and may include but is not limited to the following: in-class remediation, after-class remediation, individualized tutoring sessions or optional lab meetings. Grades earned for remedial courses will correspond to the grade earned in the co-requisite diploma or degree-level course. Completion of the remedial course will assist students in preparing for other general education and occupational courses. In many cases, completion of remedial support classes is required to meet prerequisites for other courses.

Grading Process

Accurate, well-defined and documented course grades, reflecting the mastery of subject knowledge and demonstration of practical performance are central to the technical education process. It is imperative that the faculty, both full-time and adjunct, of Wiregrass Georgia Technical College develop grading methods that accurately identify and reward top performers with top grades.

Faculty members must continually familiarize themselves with both TCSG and Wiregrass Georgia Technical College policies *V. H. Academic Standards, Evaluations, and Appeals*. These appear in the TCSG and Wiregrass Georgia Technical College *Policies and Procedures Manuals*, available at www.tcsg.edu and www.wiregrass.edu respectively. These policies are the source for faculty requirements to produce course syllabi, provide uniform grading standards, and keep proper records. They also provide the framework and rules for academic probation, suspension, or dismissal, as well as grade and other academic appeals.

Course syllabi should clearly specify how grades will be determined and clearly identify the break points between grades. Students should understand all factors that influence grades. Also, students should be reminded how academic as well as work ethics grades will be reflected on their permanent transcript.

Each faculty member must maintain a grade book or electronic record of grades on all classes taught. Records of grades and the components of the grading process must be clearly recorded in the student file maintained by the faculty member. Student records of grades and grade assignments will be kept for one full year after the grade is recorded. Student records of grades that are used for IE assessment data must be kept for at least one full year, and a sample of documents, unit plans, and reports are kept indefinitely. Faculty members must assure themselves and the college that they can justify a grade at some point in the future, should it become necessary to discuss and defend a grade assignment. Records of grades must be surrendered by the faculty member to the Dean/Director upon termination of employment. In addition, each adjunct faculty member should submit his/her records of grades each semester to the Program Coordinator of the division.

The faculty member doesn't "give" a grade; the student "earns" a grade. It is the duty of faculty to be able to show, with proper documentation, how the grade was earned.

Grading System

The following is an explanation of the grades that may be assigned, including certain rules that govern their applicability and prohibit the use of certain grades.

A	(4)	Excellent	90-100
B	(3)	Good	80-89
C	(2)	Average	70-79
D	(1)	Below Average	60-69
F	(0)	Failure	0-59
I		Incomplete	
IP		In-Progress	
W		Withdrawn	
AU		Audit – no credit earned	
EX		Credit by exemption	
TR		Transfer Credit	
AC		Articulated Credit	

A grade of "I" (incomplete) may be issued to any student not completing all required course work by the end of the semester due to extreme circumstances if approved by the Dean of Academic Affairs. If the incomplete (I) is not removed within ten school days of the next semester, it will be recorded as a failure (F) on the official transcript of the student.

A grade of "IP," (in progress) indicates the course continues beyond the end of the semester. The reason for a grade of "IP" is generally an action of the college rather than the student. This should be approved by the supervising dean.

A grade of "W" indicates the student withdrew from school prior to completion of the course(s). Students can withdraw from a course prior to the mid-point of the scheduled course dates of the semester. After such date, a grade of "F" will be given if a student does not complete a course or is found in fault of course abandonment.

A grade of "AU" indicates the student audited the course. A student is permitted to audit a course/program and attend classes without meeting all admission requirements for the course/program and without receiving credit.

Grades are based upon quality and quantity of achievement in both the classroom and the laboratory. Students failing to maintain a standard of satisfactory progress will be withdrawn from Technical College.

Grade Point Average

Students will be awarded quality points for each credit course grade according to the following scale:

- A = 4 Quality Points
- B = 3 Quality Points
- C = 2 Quality Points
- D = 1 Quality Points
- F = 0 Quality Points

The quality points awarded are then multiplied by the credits for that course to get the quality points earned for the course. Quality points earned for all courses are then added together and divided by the total credits for the semester to obtain the grade point average (GPA).

EXAMPLE:

<u>Grades</u>	<u>Quality Points</u>	<u>Credits</u>		
A	4	x	5	= 20
B	3	x	10	= 30
C	2	x	5	= 10
			20	60

60 Divided by 20 = **3.0 Grade Point Average.**

Grades of "W" are not counted in the cumulative GPA. Hours transferred in via course exemption and/or prior credit for training are not counted in GPA.

Cumulative Grade Point Average

The cumulative grade point average (CGPA) is calculated in the same manner as the GPA above except all credits and all quality points for enrollment are used. Example: Divide cumulative quality points by cumulative credits to get cumulative grade point average (GPA). (Grades earned through Learning Support will not affect the GPA.)

Program Grade Point Average

The program grade point average is the GPA for the program in which the student is enrolled. This GPA is used for assessing graduation eligibility.

Work Ethics Grade

Each student will receive a semester work ethics grade in every course taken at Technical College. The work ethics grade will be reflected in the semester grade report and official grade transcripts, and is determined by evaluating the factors of attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, and respect. The work ethics grade does not affect grade point average but may affect employment status.

Work ethics grades are assigned as:

- 3 = Exceeds Expectations
- 2 = Meets Expectations
- 1 = Needs Improvement
- 0 = Unacceptable

When a grade of 3, 1, or 0 is assigned, an exception form will be completed and kept in the student's program file.

Academic Standards, Evaluations, and Appeals for Students

This section is to inform faculty of the standards, evaluations and appeals processes that apply to all students of Wiregrass Georgia Technical College.

Students attending Wiregrass Georgia Technical College are expected to meet certain academic standards. These standards stress the importance of successful performance by students to maintain good academic standing. Academic Standing is reflected each term on the student's transcript. (Students must also maintain Satisfactory Academic Progress for financial aid eligibility. This information is located in the Student Handbook, on the WGTC website, and in the WGTC Policy Manual).

Academic Good Standing

Students are considered to be in good standing if they maintain a cumulative grade point average (GPA) of 2.0 or higher. Academic standing determinations are made at the end of each semester.

Academic Warning

The first time a student earns a semester grade point average of less than 2.0 and also has a cumulative grade point average of less than 2.0, he/she will be placed on academic warning. To be removed from academic warning, a student must earn a semester grade point average of 2.0 or higher during the next semester of attendance. A student who does not achieve a semester grade point average of 2.0 or higher while on academic warning will be placed on academic probation.

Academic Probation

A student previously placed on academic warning who earns a semester grade point average of less than 2.0 will be placed on academic probation. Students remain on academic probation until they earn a cumulative grade point average of 2.0 or better. Students will receive notification via student email that they have been placed on academic probation.

Academic Dismissal

A student on academic probation whose semester and cumulative grade point averages are less than 2.0 will be placed on academic dismissal. Students on academic dismissal are required to sit out for one semester. In certain circumstances, a student may be dismissed or suspended from an academic program or the technical college without first being placed on probation. These circumstances may include program specific GPA deficits, attendance issues, or other requirements as outlined in the program specific academic requirements. Students who are dismissed due to academic misconduct are subject to disciplinary sanctions as outlined in the Student Conduct Code and will be required to meet with the Vice President for

Enrollment Management, or appropriate designee, prior to applying for re-admission. Students who are on academic dismissal will not be allowed to graduate.

Students must additionally comply with the satisfactory progress requirements for Title IV eligibility according to 20 U.S.C. 1091(d), Sec. 668.34 and other college policies regarding financial aid.

To return to WGTC after an academic dismissal, a student must petition to be re-admitted by completing the following steps:

1. Submit a new Application for Admission to the Office of Admissions
2. File an Academic Dismissal Appeal form with the Office of the Registrar
3. Upon approval from the Academic Appeals Committee, the student is required to follow all imposed sanctions upon returning to the College. An example of an imposed sanction may require the student to complete the CareerScope aptitude and interest assessment, or complete the College Success (COLL 1010) course.

A student who is approved to return to WGTC after an Academic Dismissal will be placed on Academic Probation his/her first term back. The student is required to earn a semester grade point average of 2.0 or higher in order to continue to the next semester. He/she will remain on academic probation until obtaining a cumulative grade point average of 2.0 or higher in order to achieve good academic standing.

Academic Grievances

Students receiving a final course grade that they believe is incorrect should first discuss the matter with their instructor. This appeal should be completed within the first two weeks of the semester following the term in which the grade is questioned. The instructor will determine whether a grade change is warranted. A student who is not satisfied with the instructor's decision may request a review by a Dean of Academic Affairs within four weeks of the following term in which the grade is posted. A student who is not satisfied with the Dean's decision may request a review by the Executive Vice President for Academic Affairs within six weeks of the following term in which the grade is posted. The reviewer will examine the facts and any applicable documentation to determine if the grade was determined fairly according to the course syllabus and will communicate the results of this review to both the student and the instructor. The decision of the Executive Vice President for Academic Affairs is final.

Discipline Process

One mission of Wiregrass Georgia Technical College is to provide technical and adult education programs for the people of the designated service area. To fulfill this mission, Wiregrass Georgia Technical College must provide opportunities for intellectual, emotional, social, and physical growth. *Technical College students assume an obligation to act in a manner compatible with the fulfillment of the mission.* The Wiregrass Georgia Technical College community recognizes its responsibility to provide an atmosphere conducive to growth. With these principles in mind, Wiregrass Georgia Technical College follows the Student Code of Conduct Policy and Procedures outlined by the Technical College System of Georgia. This information is available in its entirety in the *Wiregrass Georgia Technical College Policies and Procedures Manual*, Policy V. D. Model Student Conduct Code and the preceding procedures, V.D.1 and V.D.2 Both of these publications are available on-line at www.wiregrass.edu. If there is ever a conflict between the policy and the handbook, the policy will be the governing document.

Instructors are to ensure student compliance with the conduct codes and to be familiar with the section on "Codes of Conduct." Rules and policies are to be enforced at all times. Instructors should follow the Student Disciplinary Procedure outlined in the Policy Manual and notify the appropriate administration when a student is in violation of the policy.

Only in cases where the student's presence represents a disruption to the learning process or immediate danger to others will an instructor request a student leave the class. When an instructor feels it is necessary to ask a student to leave the classroom because they are causing a disruption to the class, proper administration should be notified immediately, and the process for Student Conduct be followed. If the student is a high school dual enrollment student, the student should be escorted to the High School Coordinator, Director of Recruiting, VP for Enrollment or Academic Dean's office in lieu of just dismissing them from class. If a student refuses to leave the class or lab when requested, security is to be notified immediately, or if the disruption being caused by the student is violent or threatening in nature, notify campus security immediately or call 911.

In general, the requirement for disciplinary action involving students comes from the instructor or from complaints from fellow students or staff. This is usually caused by some specific student action or activity. Student "Codes of Conduct" and other rules regarding student activities are contained in the *Wiregrass Georgia Technical College Student Handbook* that is updated annually and provided to each student. Copies are available to faculty upon request. The instructor should take immediate action to deal with any situation that is disruptive to the structural order or instructional process of the class and forward an account of the action or incident to the appropriate administrator, usually the VP for Enrollment Management or their designee. Complaint forms are located on the Intranet and should be used when submitting the formal account. The administrator will gather facts from all affected parties and start the formal disciplinary process. If the violation may lead to a temporary or permanent suspension, dismissal or expulsion, a Hearing Body will be asked to hear all evidence and consider the VP for Enrollment Management or their designees recommended sanctions. The Hearing Body, after all evidence has been considered, will provide their decision to the VP for Enrollment Management and that decision is final. The student may appeal a decision by the VP for Enrollment Management or the Hearing Body to the President. Their appeal must be done in writing within 5 business days of being notified of the decision.

*References: WGTC Policy V. D. Student Conduct Codes Policy
Wiregrass Georgia Technical College Student Handbook*

Budgeting and Purchasing Process

The faculty is an integral part of the entire process of financial activity within the college. Marketing of programs brings in students who in turn pay tuition. State funding is generated based upon student enrollment. Faculty activities on behalf of their programs and the Foundation generate community donations, both monetary and in-kind. Finally, the faculty, particularly Program Coordinators and Area Directors, are active participants in the planning for (budgeting) and spending of (purchasing) these funds.

The purpose of this section is to give the faculty member a basic overview of the philosophy as well as the general rules and procedures of budgeting and purchasing at Wiregrass Georgia Technical College. Specific, current rules, regulations, dollar limitations, and procedures will come from Administrative Services, generally in the form of a procedures manual, updated as required.

Budgeting

Each division, program, and service entity receives an annual budget allocation. The Vice President, Dean, Area Director, Program Coordinator, or Supervisor has discretion in executing spending for materials, supplies, and travel during the fiscal year. In general, equipment is budgeted for and procured as a college-wide process. Employees with budget oversight responsibilities will be furnished with a spreadsheet from Administrative Services. This spreadsheet can be used to keep track of expenditures as the program budget is executed throughout the year.

Applicable employees are expected to keep a listing, to include correspondence with manufacturers and suppliers, quotations of expected prices, etc. for equipment items of a larger nature that are needed for program improvement. The prioritized listing will be forwarded through their supervisory chain to the Executive Vice President for Academic Affairs. The EVPAA, along with input from the Senior Staff, will develop various prioritized budget products that will enable a well-organized spending process throughout the fiscal year. Accurate requests will be especially important for end-of-year spending planning and decision making.

Statement of Equal Opportunity

The President of Wiregrass Georgia Technical College is committed to ensuring an environment for all students and employees that is fair, humane, and respectful; an environment that supports and rewards students and employees on the basis of relevant considerations and is free from illegal or inappropriate conduct. Wiregrass Georgia Technical College expects standards of professional behavior that exceed those minimally prescribed by law.

The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, programs financed by the federal government including any Workforce Investment Act of 1998 (WIA) Title I financed programs, educational programs and activities. It also encompasses the recruitment and employment of personnel and contracting for goods and services. The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

Any violation or questions may be directed to any member of the Campus Equity & Compliance Team:

**Shalonda Sanders, Title IX Coordinator
(all campuses)**
Executive Director for Human Resources
Valdosta Campus, Berrien Hall, Room 114
(229) 333-5356
or shalonda.sanders@wiregrass.edu

**Katrina Royal, Student ADA & Section 504
Coordinator (all campuses)**
Student Success Coordinator
Valdosta Campus, Berrien Hall, Room 107
(229) 333-2100 ext. 1236
or katrina.royal@wiregrass.edu
**student ADA & student disability claims only*

Sabrina Cox, Title IX Designee/Investigator
Director of Distance Education
Coffee Campus, Room 145
(229) 468-2022 or sabrina.cox@wiregrass.edu

Amanda Walker, Student ADA & Section 504 Designee
Special Populations Coordinator
Ben Hill-Irwin Campus, Charles Harris Learning Center, Rm. 632
(229) 468-2242
or amanda.walker@wiregrass.edu
**student ADA & student disability claims only*

April McDuffie, Title IX Designee/Investigator
Associate Vice President
Ben Hill-Irwin Campus, Charles Harris Learning Center, Rm. 643
(229) 468-2103 or april.mcduffie@wiregrass.edu

Keren Wynn, Title IX Designee/Investigator
Vice President for Administrative Services
Valdosta Campus, Room 325
(229) 333-2103 or keren.wynn@wiregrass.edu

Campus Equity & Compliance Team
campusequityandcompliance@wiregrass.edu
www.wiregrass.edu/hr/equity_compliance.php

***Telephone numbers are accessible to persons who are deaf or hard of hearing through the Georgia Relay by dialing 711 or (800) 255-0056 from a TTY/TDD.**

Wiregrass Georgia Technical College as well as TCSG maintains a grievance procedure for addressing discrimination, which meets the federal requirements for compliance with Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act. The Title IX Coordinator, in collaboration with the Executive Director for Human Resources will ensure that initial information and training, as well as continued publicity and education is provided to students, faculty, and staff. This information will include full details of complaint reporting procedures.

See the complete TCSG Policy on equal opportunity, available on-line at www.tcsg.edu, for additional information on job announcements, training and promotion, and dissemination of this policy.

Employee Grievance Procedures

The procedures listed below include incidents of sexual harassment and all other forms of harassment listed in the Equal Opportunity Statement.

Grievance Procedures

- Complainant(s) have **90 calendar days** from the date of the incident, or date the incident was discovered, to file his or her written grievance with a member of the Campus Equity & Compliance Team (CECT) using the college provided form. As part of the initial meeting, the CECT member shall present the complainant with a copy of the *WGTC Grievance Procedures and Appeals* document for information and reference, along with a *WGTC Standardized Grievance Form*. The complainant shall complete the form outlining the nature of their complaint and other information they feel will be

relevant to the claim, as well as provide a list of relevant witnesses they feel could give testimony regarding the complaint.

- Upon receiving the completed form, the Title IX Coordinator or ADA & Section 504 Coordinator shall determine if a complaint specifies facts sufficient to allege unlawful harassment or retaliation as prohibited by this procedure.
 - If the coordinator determines that the allegations shall not be investigated, a recommendation will be made to the President of the college to close the matter. The President of the college will make final determination of whether an investigation should ensue. This decision will be made within five business days of receiving the grievance form. Within a reasonable period of time following the decision, notice will be given to the complainant, and the complainant shall have the same rights of appeal as stated in the Appeals Procedures section noted below.
 - If the coordinator determines that the allegations should be investigated, a member of the CECT shall be appointed to investigate the complaint. The investigation shall commence within five business days of receipt of the complaint.
- Respondent(s) shall be contacted by the appointed investigator and apprised of the claim and allegations. The respondent will be given a copy of the *WGTC Grievance Procedures and Appeals* document, and provided an opportunity to complete a *WGTC Respondent Form*. If desired, the respondent may also provide a list of relevant witnesses they feel could give testimony regarding the allegations.

Investigation Procedures

Investigations will be conducted by gathering relevant information and interviewing appropriate witnesses. All witnesses provided by the complainant and respondent will be interviewed. Although the complainant and the respondent shall be given the opportunity to present witnesses and evidence in support of their statements, the appointed investigator may call other witnesses as needed.

- Information obtained in the course of an investigation is held in the strictest of confidence and will only be discussed with parties as needed. WGTC administration asks that all parties, including the complainant **refrain** from discussing related matters with other parties to help ensure information provided to the investigator is as free from interference as possible.
- The investigator shall supply a written investigation summary to the Title IX Coordinator or ADA & Section 504 Coordinator. A copy of this summary along with any recommendations from the coordinator will be sent to the President, affected Vice President, affected supervisor, complainant and respondent **within 60 calendar days** of receiving the complaint. Note: The President may allow additional time to investigate or provide written response should circumstances warrant an extension. Written notice shall be provided to all affected parties advising them of the extension.
- The President shall review the investigative report and issue a final decision within 5 business days.

Appeals Procedures

- **To appeal Investigation Report findings submitted to the President:**

If either the complainant or respondent is dissatisfied with the investigative report, he or she may request a meeting with the President of the college within five business days of receiving the report.

- **To appeal a “no finding” determination made by the President, the complainant may follow the TCSG defined guidelines below:**
 - If the complainant wishes to appeal the recommendation by the president that the facts do not support a finding of unlawful harassment and/or discrimination, the complainant may do so **in writing within five business days** of receiving notice of the president’s recommendation.
 - The complainant must send the appeal by regular mail, facsimile, or email to the following:

Executive Director of Legal Services
1800 Century Place NE, Suite 400
Atlanta, Georgia 30345-4304
(404) 679-1615 (facsimile)
UnlawfulHarassment@tcsgeu

- The TCSG Executive Director of Legal Services will convene a diverse committee of at least three persons to review the investigative file to determine whether there are sufficient facts to support a finding of unlawful harassment, retaliation, and/or discrimination.
- If the facts do support a finding of unlawful harassment, retaliation, and/or discrimination, appropriate sanctions will be taken pursuant to the applicable disciplinary procedure.
- If the facts do not support a finding of unlawful harassment, retaliation, and/or discrimination, the matter will be closed.
- The Executive Director of Legal Services will provide written notice to the complaining party and subject of the investigation within 15 business days of the receipt of the appeal by the Executive Director of Legal Services.

Alternative Procedures

- Grievance against the Title IX Coordinator or ADA & Section 504 Coordinator shall be filed in the Office of the President.
- If the grieved incident is closely related to an incident being processed through the student disciplinary procedure, that procedure shall take precedence and the grievance will not be processed until after the disciplinary procedure has run its course.
- If the grieved incident is closely related to an incident being processed through the employee disciplinary procedure, that procedure shall take precedence and the grievance can be processed after the disciplinary procedure has run its course.

The President of the college may suspend, transfer or reassign personnel or students involved, in order to prevent possible further harassment, discrimination, retaliation or to facilitate the investigation. In emergency situations of a severe nature the President may take appropriate actions to protect the complainant and/or to deter the respondent from further harassment of the complainant. If the respondent is an employee, the President shall report all actions of this nature and any subsequent change in status or assignment to the Human Resources Office.

Employee Complaints

Non-Grievable Issues

Performance evaluations, contract non-renewals and changes in job assignments or duties are generally not grievable under the Grievance System of the Technical College System of Georgia and Wiregrass Georgia Technical College. The TCSG and Wiregrass Georgia Technical College grievance policies are published in the applicable formal Policies and Procedures Manuals.

Informal Resolution Procedure

Complainants are encouraged to seek informal resolution of their grievances or concerns. This informal procedure is intended to encourage communication between the parties involved, either directly or through an intermediary, in order to facilitate a mutual understanding of what may be different perspectives regarding the complained of act or directive.

Absent extraordinary circumstances, the complainant's immediate supervisor will be responsible for the informal resolution procedure. If the immediate supervisor is the subject of the grievance, the complainant may file the informal complaint with another person in the administrative chain of command.

In all cases, complaints and grievances will be filed and processed in accordance with Technical College System of Georgia Policies and Procedures Manual III. M. 1. Complaint Resolution and Wiregrass Georgia Technical College Policies and Procedures Manual III. M. 1. Complaint Resolution.

Complaint Resolution

The State Board, Commissioner and Technical College Presidents are committed to ensuring an environment for all students and employees that is fair, humane, and respectful; an environment that supports and rewards students and employees on the basis of relevant considerations, and that is free from illegal or inappropriate conduct. The TCSG Central Office and Technical Colleges expect standards of professional behavior that exceed those minimally prescribed by law.

In an instance of perceived violation of TCSG or Technical College policies, standards of professional conduct or state or federal law, a member of the Technical College community or employee of the TCSG Central Office may file a complaint, which shall be resolved as set forth in this policy and procedures. Employees in the classified service may follow the procedure for grievances established by the State Merit System and the State Personnel Board.

Retaliation in any form against individuals bringing grievances is prohibited and will subject the offender to disciplinary action. In many instances it is also a violation of state and federal law. An individual who initiates a fraudulent or bad faith claim or charge shall also be subject to disciplinary action.

References: Procedure: Complaint Resolution

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Approved