Thank you for making a difference in our students’ lives.
PREFACE

This handbook provides you with resources, policies, and references to support you in your work. Also included are descriptions of services available to you and your students.

The Handbook is available in two formats: printed copy available in Group offices; and online at the GCC website http://www.gcc.mass.edu/student-and-academic-affairs/faculty/handbook/. The handbook includes a brief description of the policy, procedure, or service along with contact information and, where appropriate, a web-address or link to more detailed information.

In some cases, information provided is relevant to only full-time faculty. In those cases, it will be prefaced with the phrase “For Full-Time Faculty” and the information will be provided in the font of this paragraph.

In some cases, information provided is relevant to only adjunct faculty. In those cases, it will be prefaced with the phrase “For Adjunct Faculty” and the information will be provided in the font of this paragraph. If there is information you need that is missing from this document you can ask your Group Administrative Assistant, your Dean, or your colleagues, or you can search on the GCC website at www.gcc.mass.edu. Since we update this document every year, it would be very helpful to us if you would let your Dean know what additional information should be included for future editions.
# TABLE OF CONTENTS

PREFACE ........................................................................................................................................... i
WELCOME
  From Bob Pura, President ............................................................................................................. 1
  From Sheryl Hruska, Chief Academic and Student Affairs Officer ........................................... 2
GENERAL INFORMATION
  GCC Then and Now: Our History ............................................................................................... 3
  Vision and Mission ...................................................................................................................... 3
  Annual Planning Cycle ............................................................................................................... 4
  Accreditation ............................................................................................................................. 4
  Principles of Education .............................................................................................................. 5
  General Education Abilities ........................................................................................................ 6
  Institutional Statement on Academic Advising ......................................................................... 7
  Statement on Inclusion .............................................................................................................. 9
  Policy Statement on Affirmative Action, Non-Discrimination, and Diversity ............................ 9
  The Jeanne Clery Disclosure Act ............................................................................................. 10
  Greenfield Community College Address and Website .............................................................. 10
College Organizational Chart ....................................................................................................... 11
The Assembly and Governance Structure ................................................................................... 12
  The Greenfield Community College Assembly ..................................................................... 12
  The Standing Governance Committees, Links, and Subcommittees ....................................... 12
  The Third Branch of Governance ............................................................................................. 13
  Governance Meeting Schedule ............................................................................................... 14
Academic Assessment .................................................................................................................. 14
  Program Review ....................................................................................................................... 14
  Student Learning Outcomes Assessment ................................................................................. 15
KNOW YOUR CONTRACT: RIGHTS AND RESPONSIBILITIES
  Know Your Contract .................................................................................................................... 16
  MACER and DCE MACER: A Faculty/Administration Problem Solving Committee ............. 16
  Distance Education Committee ............................................................................................... 16
For Full-Time Faculty .................................................................................................................... 16
  Teaching Load/Teaching Schedule ........................................................................................... 16
  Changes in Your Teaching Schedule ....................................................................................... 17
  Course Syllabus ......................................................................................................................... 17
  Advising, Student Assistance Responsibilities, and Office Hours ........................................... 17
  College Service ......................................................................................................................... 17
  Community Service and Professional Development ............................................................... 18
  Evaluation ................................................................................................................................. 18
  Sabbatical .................................................................................................................................. 18
  Grievance Procedure ............................................................................................................... 18
For Adjunct Faculty ....................................................................................................................... 18
  Electronic Communication ........................................................................................................ 18
  Payment of Instructor ............................................................................................................... 19
  Dues and Agency Fees ............................................................................................................. 19
  Course Syllabus ......................................................................................................................... 19
  Faculty Evaluation .................................................................................................................... 20
  Procedure for Re-employment ................................................................................................. 21
  Seniority .................................................................................................................................... 21
FACULTY AMENITIES AND OPPORTUNITIES
  Office Space, Computer, Phone, Voicemail, Office Key .......................................................... 22
  For Full-Time Faculty ............................................................................................................... 22
  For Adjunct Faculty .................................................................................................................. 22
  Computer Network Access, GCC Email, MyGCC, Network-Access Removal ......................... 22
  Mail and Messages .................................................................................................................... 23
  Keys ............................................................................................................................................ 23
TABLE OF CONTENTS

Parking ................................................................. 23
Office Access During Times When the Campus is Closed .................. 23
Schedule Cards ...................................................... 23
Human Resources Office ............................................ 23
Taking GCC Courses ................................................ 24
Lactation Space ...................................................... 24
Wellness and Fitness Program ...................................... 24

FACULTY TEACHING SUPPORT

Academic Calendar .................................................. 25
Course Syllabi ........................................................ 25
Recommended Additions to Syllabi .................................. 26
Legal Issues Related to Course Content ............................. 28
Class Sessions ....................................................... 29
Room Assignments .................................................. 29
Accommodations for Students with Disabilities ...................... 29

Textbooks ............................................................. 32
Curriculum and Academic Policy (CAP) Committee .................... 32
Curriculum Development Process and Forms ......................... 32
Request to Investigate Academic Policy ............................ 33
Course Contact Time ............................................... 33

Alternative Course Modalities ..................................... 33
Online Course Development Priority Setting and Online Course Development

Proposal Process ..................................................... 34
Directed Study ........................................................ 34
Internships ............................................................ 34
Learning Communities .............................................. 34
Service Learning and Civic Engagement ............................. 35
Co-Curricular Programming Requests ................................ 35
Teaching GCC Courses at Smith College ............................ 35
GCC Course Delivery at Other Sites ................................ 35
Blended Courses ..................................................... 36
Credit-Free Classes and Workshops ................................ 36
Distance Learning and Instructional Technology ...................... 36
Learning Management Systems and Online Courses at GCC ........ 36
Fully Online Certificates and Degrees ................................ 37
Learning Management System (LMS) Course Retention .......... 37
Professional Development for Online Course Development - The Mentor Program

for Online Learning ................................................ 37
Expectations for Faculty Teaching Fully Online Courses ........... 37
Web Pages and Blogs for Faculty and Departments ................ 38
Dual Site Interactive Video Presentations ........................... 38
Instructional Technology Support for Faculty ........................ 38
Faculty Instructional Technology Support (FITS) Group ............. 38
Classroom Equipment Support ..................................... 38
Media Events, Presentation, Development/Production/Distribution 39
Information Security .................................................. 39
Technical Support ................................................... 39

Educational Technology Center .................................... 39
Library ................................................................. 40
Library Technology .................................................. 40
Library Collections .................................................. 41
Library Cards & Borrowing ......................................... 41
Library Services for Faculty ........................................ 41
Reproduction of Course Materials (Central Duplicating) ........................................ 42
Central Receiving ................................................................. 43
Classroom Supplies ............................................................... 43
Special Financial Requests ..................................................... 44
Program Handbooks ............................................................ 44
Marketing of Instructional Programs ........................................ 44
Classroom Action Research ................................................... 44
Institutional Review Board/Other College Research .................... 45
Professional Development and Institutional Meetings and Events .... 46
Professional Resources on GCC's Website for Teaching and Learning . 46
Faculty Workshops ............................................................... 46
Grant Writing ................................................................. 47
GCC Alumni Association ...................................................... 47
GCC Foundation .............................................................. 47

STUDENT ADVISING SUPPORT
Academic Advising ............................................................ 48
Advising Resources ........................................................... 48
   Administrative Support ................................................... 48
   Academic Advising Center ............................................. 48
   Advisor Orientation and Training .................................... 48
   Banner for Advising ........................................................ 48
   Academic Support Services for Students ......................... 49
   Tips on Advising ........................................................... 49
   Use of Advising Notes .................................................... 50
Institutional Statement on Academic Advising ......................... 51
Advisor Assignment .......................................................... 51
Advising Opportunities ...................................................... 51

POLICIES AND PROCEDURES
Emergency Assistance ......................................................... 52
Student Conduct and Grievance Procedures ............................ 52
   Standards of Behavior .................................................. 52
   Student Code of Conduct ............................................. 53
   Student Grievance Procedure ......................................... 57
Getting Help for Students ................................................... 63
Employee Email Policy ....................................................... 65
Service Animal Policy .......................................................... 67
Field Trip and Off-Campus Class Meeting Policy ................. 69
Policy on Guests and/or Children Visiting a Classroom ........ 70
Room Reservations and Event Planning ................................ 70
Displays, Art Exhibits, and Postings .................................... 70
School Closing Due To Inclement Weather ............................. 70
GCC is a Drug Free School and Campus ............................... 71
Smoking Policy ................................................................. 71
Grading Policies ............................................................... 71
   Grades, Testing, and Course Requirements ...................... 71
   Course Prerequisites .................................................... 71
   Class Rosters (Confirming rosters, Early Progress Report rosters, Final Grade rosters) ... 71
   Final Exams ................................................................. 72
   Final Grades ............................................................... 73
   Grade Appeals ........................................................... 74
   Auditing a Course ....................................................... 74
   Grade Point Average .................................................... 74
   President's List and Dean's List .................................... 74
   Phi theta Kappa International Honor Society ..................... 75
   Early Entrant Student Academic Recognition ..................... 75
   Withdrawal from the College ......................................... 75

iv
TABLE OF CONTENTS

Next Steps for a Readmitting Students .................................................. A-3
Next Steps for Transfer Students ........................................................... A-4
Next Steps for Early Entrant High School Students .............................. A-5
Important Phone Numbers for Students ................................................. A-6
Who Should I Call for Questions About ............................................... A-7 – A-8
APPENDIX B — STUDENT CONCERN AND CLASSROOM BEHAVIOR ISSUES
Guidelines for Filing a Student Concern Report .................................. B-1 – B-2
Report of Student Concern Form ......................................................... B-3
Classroom Behavior Difficulties ........................................................... B-4
Getting Help for Students .................................................................. B-5 – B-6
APPENDIX C — ACADEMIC FORMS, SERVICE FORMS, AND GUIDELINES
Academic Requirements Exemption Forms
Procedure for Completing and Submitting Waivers ............................ C-1
GRB-1, for an Individual Student ......................................................... C-2 – C-3
GRB-2, for Multiple Students ............................................................. C-4 – C-5
Central Duplicating Request Form ..................................................... C-6
Computer Network Acceptable Use Policy ....................................... C-7 – C-10
Distance Education Fully-Online Course Development Proposal ....... C-11 – C-14
Educational Technology Center (ETC) Production Guidelines ......... C-15
GCC YouTube Specific Guidelines ..................................................... C-16 – C-18
Digital Sign System Guidelines ......................................................... C-19 – C-21
Learning Management System (LMS) Course Retention Policy ......... C-22
Request to Investigate an Academic Policy RI-I Form ......................... C-23
Room Reservation Procedure and Facility Calendar ......................... C-24 – C-25
Service Animal Registration Form ..................................................... C-26
Suggested Design Elements for Online Courses ................................. C-27 – C-29
APPENDIX D — CURRICULUM DATES, FORMS, AND COMMITTEE MEMBERS
Dates for Submitting Curriculum Actions ............................................. D-1
CA-1, for a Credit Course in the College Catalog ................................. D-2 – D-8
CA-2, for an Academic Program in the College Catalog ................... D-9 – D-13
CA-3, for changes to multiple courses and/or programs in the College
Catalog, which result from an action/change to a course .................. D-14 – D-15
Curriculum and Academic Policy (CAP) Committee Members ........... D-16
APPENDIX E — EVALUATION FORMS (website references for Day Unit,
DCE Unit, and Distance Education Agreements) ................................. E
APPENDIX F — REFERENCE INFORMATION
Academic Calendar 2015-2016 ............................................................... F-1 – F-2
Academic Calendar 2016-2017 ............................................................... F-3 – F-4
Final Exam Schedule for Fall 2015 ...................................................... F-5
Final Exam Schedule for Spring 2016 ................................................... F-6
DCE Salary Schedule for Adjunct Faculty ........................................... F-7
Pro Rata Policy for Underenrolled Courses Taught by DCE Adjunct Faculty .. F-8
Affirmative Action Discrimination Complaint Form ......................... F-10 – F-11
Class Cancelation Process Flow Chart ............................................... F-12
Comprehensive Program Review Schedule ........................................ F-13
Quick Reference Guide of Phone Numbers at GCC ........................... F-14
Phone and Room Listing of Offices and Services At GCC
Student and Academic Affairs Division ............................................. F-15 – F-17
Human Resources .............................................................................. F-17
Library ............................................................................................... F-17
Public Safety ...................................................................................... F-17
Governance Officers and Committee Chairs .................................. F-17
Greenfield Community College Professional Association (GCCPA) Officers .. F-17
Values and Guidelines for Displays and Art Exhibits at GCC .......... F-18 – F-23
To new full-time and adjunct faculty:

On behalf of the college community, I want to welcome you to Greenfield Community College. Our mission states that we at GCC are passionate about teaching and learning together. “The Principles of Education” are clear about the student-centered principles that GCC holds near to its heart. Both documents are truly guiding tools for decision making. You are now a member of the GCC faculty because of the expertise you have demonstrated in your field, the passion you bring for teaching and learning, and because of your commitment to the growth and development of your students.

My job and the job of college staff is to support you in that endeavor. We believe that our support of you will ultimately foster a better learning environment for our students. This handbook is intended to orient you to this community and to your work. I welcome your questions, comments and suggestions and I look forward to getting to know you better in the coming weeks.

Respectfully,

Robert L. Pura
President
Dear full-time and adjunct faculty,

Welcome to the new academic year!

Each new year gives us the opportunity to help our students advance in their lives and also to strengthen the community between us all here at GCC. As faculty you play an instrumental role in both of these elements of our shared experience. Thank you for bringing your knowledge, creativity, passion, good-will, and dedication to the accomplishment of our goals for student learning and the ongoing health of our community.

Best wishes for a rewarding and energizing year;

Sheryl Hruska, Ph. D.
Chief Academic and Student Affairs Officer
GCC THEN AND NOW: OUR HISTORY

Greenfield Community College, in the Pioneer Valley of western Massachusetts, was founded in 1962 by visionary community members who knew a community college would offer opportunities for growth to the people of Franklin County and southern Vermont and New Hampshire.

In GCC’s first year, just over 100 students attended classes in an old elementary school, a former factory and a remodeled warehouse in the center of Greenfield. The College moved to its main campus in “The Meadows” area of Greenfield in 1974. Expanding further, GCC opened the Downtown Center in 1995 to house the Greenfield Community College Foundation, Alumni Affairs, Community Education, and the nursing and health occupation programs. As growth continued, the East Building was added to the main campus in 1999. It provides state-of-the-art dance class facilities, the fitness center, laboratories, classrooms and offices. In 2011, GCC revitalized and redesigned the Core of the Main Building. From the ground-level entrance up through the fourth floor, the new Core incorporates universal design principles to meet the needs of all our students. Students will be able to move fluidly from the enlarged Cafeteria/Dining Commons and blended Enrollment Services on the first floor to Student Activities and Cultural Center on the second, up to the expanded Library and enhanced Learning Center on the upper floors.

With an annual fall enrollment of over 2,300 students, GCC is the smallest of the 15 community colleges in the Massachusetts higher education system and is known for its caring and supportive faculty and staff and strong community support. GCC is fully accredited by the New England Association of Schools and Colleges. GCC works closely with bachelor degree granting colleges of the Massachusetts public higher education system, including the University of Massachusetts, and with private colleges and universities, to offer diverse transfer opportunities to GCC students.

The College’s career programs prepare students to enter the work force or update their skills, while credit-free workshops and seminars are offered for personal enrichment and job training. Day, evening and online classes are offered to accommodate a wide range of student schedules.

VISION AND MISSION

Adopted by the Assembly, May 5, 2008. Endorsed by the GCC Board of Trustees, June 4, 2008

Vision - Strengthening Our Community

Lives change for the better every day at Greenfield Community College. Families grow stronger and so too our community. Our vision is to strengthen our community one student at a time. We understand our role and responsibilities, as a college in the global community, to create a better world for all.

Mission - Teaching and Learning Together

Our mission is to teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential. Our doors are open to all who seek to learn. In striving to fulfill this mission we also seek to learn the knowledge and skills necessary to reach our highest potential as a college. At GCC, we are passionate about teaching and learning together!
ANNUAL PLANNING CYCLE

The college’s model of planning is two-fold, with one-year Annual Planning for Improvement Cycles nested inside a 10-Year Integrative Planning Timeline. The annual cycle yields college priorities for the coming fiscal year as well as specific implementation plans. It begins with the submission of annual reports by Instructional, Operations, and Co-Curricular areas of the College with due dates of June 1st and July 1st respectively.

The main components of these reports are:
• Assessment efforts
• Data
• Strengths
• Goals

Over the summer months Deans and/or Chief Officers read and reflect on the annual reports corresponding to their areas of responsibility and produce a detailed summary for use at the President’s Staff Retreat in November. This two-day event, dedicated to planning, brings college leadership together to examine institutional-level data and develop better insight into the activities, progress, and needs of individual areas. The intent is to gain a deeper and shared understanding of the college’s strengths, challenges, trends, needs, and prospects as a foundation for setting directions and priorities for the upcoming year. Following the retreat, the President shares the outcomes with the college community via All College meetings and email communications. Members of President’s Staff and Senior Staff then work to develop implementation plans for each priority area and ensure that they are appropriately reflected in the budget.

For more information on the Annual Planning Cycles, the Annual Report Guidelines, and more, refer to http://www.gcc.mass.edu/staff/planning-documents/.

GCC IS FULLY ACCREDITED

Greenfield Community College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC), and its accreditation was most recently reaffirmed in March 2011. Greenfield Community College has demonstrated that it meets the CIHE’s eleven Standards for Accreditation and complies with its policies. GCC’s 2010 Institutional Self-Study, along with subsequent reports and letters from CIHE to date are available with the President’s Welcome at the College’s website, www.gcc.mass.edu. In fall 2013 GCC received general approval from CIHE to offer distance education programming within the scope of its mission. GCC is a Title IV Federal Student Financial Aid eligible institution.

Greenfield Community College is also accredited or approved by specialized accrediting bodies. Specialized accreditation or approval encourages program improvement by applying specific accreditation requirements to measure characteristics of a program and by evaluating the overall quality of a program. GCC programs are accredited or approved by the following:

• Associate's Degree Program in Nursing–accredited by the Accreditation Commission for Education in Nursing (ACEN); and approved by the Massachusetts Board of Registration in Nursing
• Certificate Program in Outdoor Leadership–accredited by the Association for Experiential Education
• Certificate Program in Paramedic–accredited by the Commonwealth of Massachusetts’ Office for Emergency Medical Services (OEMS)
• Certificate Program in Practical Nursing–approved by the Massachusetts Board of Registration for Nursing
• Associate Degree Program in Early Childhood Education–National Association for the Education of Young Children
PRINCIPLES OF EDUCATION

“We are all about learning.”—Bob Pura, President GCC

These principles articulate the implicit assumptions regarding teaching and learning held dear by members of Greenfield Community College and represent the ideals to which the GCC community aspires. They apply to all members of the GCC community—students, employees and trustees.

These principles intend to provide a foundation on which members of the community develop and teach courses, engage students, hire faculty and staff, design professional development activities and structure budgets. These principles should inform the daily, habitual life of all members of the College, having both immediate and lasting impact. As teaching and learning are at the heart of the College, these principles appropriately shall guide the College into the future.

The College maintains a learning environment that values the process of learning as much as the knowledge taught; an environment that encourages independent thinking and divergent activities; and an environment that elevates members of the community and inspires them to:

• Develop independent and interdependent, lifelong learning strategies
• Nurture their aspirations, confidence, curiosity, imagination, self-respect and responsibility to others
• Explore and adapt to new ideas in both work and leisure
• Understand social change and individual development and take responsibility for sustaining both
• Accept the constancy of change and cope with, adapt to and manage change effectively in all areas of one’s life
• Possess self-determination with a realistic assessment of one’s aptitudes and inclinations

Members of the GCC community have the opportunity to acquire the knowledge, skills and attitudes that empower them to clarify values, express ideas, solve problems, and embrace learning as a life-long process.

Diversity and Community

The College creates and fosters an environment for work and learning in which one may achieve a level of comfort with one’s individuality and culture, while accepting and respecting the individuality and cultures of others. The College encourages each member of its community to:

• Recognize how the foundation of one’s ideals and values emanate from one’s particular background and experience
• Participate in communities as both teacher and learner, connecting with others, sharing thoughts and creating knowledge while taking advantage of an open environment that values critical thinking and civil discourse
• Enhance one’s understanding of various forms of discrimination and oppression while embracing the principles of access to promote equitable opportunity for all in the teaching and learning experience
• Explore, understand, and respect the tenacity and validity of diverse values and heritage
• Appreciate the interconnectedness of global events and issues and one’s place in the web of life
• Develop an environment that encourages active learning and values the differing approaches of all community members
**Literacy and Communication**

The College promotes effective expression in many forms for making public meaning and personal significance. Symbolic interpretation and representation of ideas and emotions, using logical and aesthetic systems that cultivate various modes of self-expression, contribute to successful interpersonal and intrapersonal communication. The College policies and practices ensure that all its members continue to develop their capacities to:

- Enhance literacy in all areas—reading, listening, viewing, writing, speaking, creating, and movement
- Reason quantitatively, using numerical data to meet personal and vocational needs and to respond to a world increasingly dependent on the understanding of a broad range of quantitative concepts and processes
- Identify a need for information and know how and where to find it
- Use language to communicate effectively with other individuals and groups, including basic functional ability in a language other than one’s own
- Function constructively in both a leadership and participatory role within groups

**Knowledge and Thinking**

The College expects members of the community to think critically and to conduct disciplined inquiry, using both their minds and hearts in order to understand the complexity and simplicity of ideas and actions; to prioritize and make decisions; to identify and solve problems; to evaluate and judge; in short, to think independently. The College encourages each member to:

- Access, organize, interpret, evaluate, synthesize and apply information
- Reflect on and assess information and knowledge from differing perspectives
- Develop knowledge of one’s feelings, values and biases and how they relate to one’s thinking and behavior
- Integrate knowledge from multiple disciplines to make thoughtful and informed decisions
- Base decisions on factual and affective evidence rather than on unexamined opinions
- Determine the nature of a problem, analyze the problem and implement an appropriate solution, applying scholarly theories and methods where appropriate
- Evaluate, integrate and adapt to technological change

*Adopted by the Greenfield Community College Assembly, May 17, 2004*

**GENERAL EDUCATION ABILITIES**

The College expects students to develop foundations and skills for lifelong learning, including the following General Education Abilities:

1. Appreciate diverse cultural and individual perspectives
2. Solve problems collaboratively
3. Reason and act ethically
4. Demonstrate civic knowledge and engagement
5. Communicate in various modes and media
6. Use quantitative concepts and processes
7. Locate, evaluate and use various sources of information
8. Explore the natural and physical world
9. Think creatively and critically
10. Apply, integrate, and synthesize learning

*Adopted unanimously by the Greenfield Community College Assembly on May 2, 2011*
INSTITUTIONAL STATEMENT ON ACADEMIC ADVISING

Endorsed by the College Council, September 17, 2007, adopted by the Assembly, September 24, 2007, and endorsed by the Board of Trustees, October 10, 2007.

Introduction

Academic advising is a collaborative teaching and learning relationship crucial to student success. Advising embodies the Principles of Education by engaging the student and the advisor in a consistent and enduring relationship; helping the student to recognize that teaching and learning occur in many activities, services and interactions, as well as in the classroom; and fostering an understanding of the connection between the student’s education and the student’s life.

What is Academic Advising?

Academic advising is a collaborative process in which the academic advisor and the student form a partnership to assist the student in:

• exploring educational, career and transfer opportunities
• developing a plan to accomplish one’s goals
• building the capacity to achieve academic and career objectives
• thinking critically and making informed decisions about available options
• accepting responsibility for one’s actions and decisions

Academic advising is characterized by a multidimensional relationship between the academic advisor and the student in which the academic advisor seeks to:

• communicate clearly, honestly and respectfully
• expand the student’s knowledge of college policies, procedures, practices, requirements and resources
• promote an understanding of a college’s expectations of students in higher education
• encourage the student to devote one’s best efforts to achieving one’s academic and career objectives

Where does Academic Advising Occur?

Academic advising occurs formally between a student and his or her assigned primary academic advisor and between a student and an advisor in the Academic Advising Center. Academic advising occurs informally between a student and numerous other contacts with faculty, staff and others across the campus.

The student’s primary academic advisor is:

• assigned to the student by the Academic Advising Center or the appropriate Academic Affairs office
• a faculty or professional staff member of the Greenfield Community College Professional Association
• a faculty member teaching within the student’s major program of study, whenever possible
• a faculty member who has taught the student in class, whenever possible
• the same faculty or professional staff member throughout the student’s time at the college (unless the student changes his or her major program of study, the student requests a new academic advisor or the advisor’s status with the college changes)
GENERAL INFORMATION

The Academic Advising Center:

• provides the primary initial registration advising for new, transfer, and readmitted students (except for selected programs)
• assigns students to their primary academic advisors (except for selected programs) and coordinates changes of advisor assignments
• encourages and strengthens the relationship between the student and the student's primary academic advisor
• supports the student’s primary academic advisor by providing professional development opportunities to maintain current knowledge and enhance advising skills
• supplements the student’s primary academic advisor by responding to the student's needs when the student's primary academic advisor is not available

Informal academic advising occurs:

• between the student and a faculty member who is not the student’s assigned primary academic advisor
• between the student and staff members in offices and elsewhere across the campus
• between the student and classmates, friends, family members, and others

What are the Responsibilities of Academic Advising?

Effective academic advising requires the primary academic advisor and the Academic Advising Center advisor to:

• recognize that college is only one part of a student’s life, which also may include many responsibilities that affect a student’s educational experience
• know the college's current policies, procedures and practices, including the graduation requirements for the student's major program of study
• be appropriately available to the student by appointment, telephone or email
• maintain thorough and accurate records of all significant interactions with the student
• know the availability of services and resources and refer the student appropriately when his or her needs exceed the academic advisor’s capacity to assist
• comply with the Family Educational Rights and Privacy Act (FERPA) and maintain appropriate confidentiality of information regarding the student
• participate in advisor development opportunities to maintain current knowledge and enhance advising skills

Effective academic advising requires the student to:

• know who one’s primary academic advisor is, where one's advisor's office is located and how to contact one’s advisor by telephone and email
• meet with one’s primary academic advisor each semester and consult with one's advisor whenever uncertain about the college's policies, procedures, practices or requirements
• become knowledgeable about the college's current policies, procedures and practices, including the graduation requirements for one's major program of study
• maintain thorough and accurate records of all significant interactions with an academic advisor
• prepare for scheduled meetings with an academic advisor by reviewing appropriate materials in advance
• use appropriate services and resources when referred by an academic advisor
How will Students Benefit from their Academic Advising Experience?

As a result of an effective academic advising experience, students will:

• demonstrate their knowledge of the college’s policies, procedures and practices, including the graduation requirements for their major programs of study
• demonstrate their knowledge of the educational and career opportunities available to them
• think critically and make informed decisions about their available options
• establish academic and career objectives and develop plans for accomplishing them
• accept responsibility for their actions and decisions
• enhance their own academic advising skills
• persist to the achievement of their academic and career objectives

STATEMENT OF INCLUSION

As an inclusive community, Greenfield Community College engages in intentional and ongoing reflection of diversity as we seek to create a culture that values, encourages, and embraces a wide range of individual and group differences.

POLICY STATEMENT ON AFFIRMATIVE ACTION, NON–DISCRIMINATION, AND DIVERSITY

Greenfield Community College is committed to a policy of Affirmative Action, equal opportunity, equal education, non-discrimination, and diversity. We are committed to providing a learning and working environment for our students, employees and other members of the College Community, which values the diverse backgrounds of all people. The College is committed to assuring that the “College Experience” is one that challenges, empowers, supports, and prepares its students to live in, work in, and value our diverse world. The College believes that the diversity of socioeconomic, racial, ethnic, religious, gender, sexual orientation, age and disability backgrounds of College Community members enriches the institution and our various constituencies. The College’s curriculum contains courses that meet the University of Massachusetts cultural diversity requirement. These courses are noted with an asterisk in the Credit Courses section of this catalog. The College will not tolerate behavior which has the effect of discriminating unlawfully against any member of our community.

A copy of the Policy on Affirmative Action follows this section and may be obtained in the Human Resource Office, from the Chief Academic & Student Affairs Officer, or online at the Human Resources site, http://www.gcc.mass.edu/hr/college-policies/. If any member of the community expresses concern of discrimination they should contact Peter Sennett, the Director of Human Resources/Affirmative Action Officer at (413) 775-1312.

Affirmative Action Policy

Greenfield Community College is an affirmative action/equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and college policies. The College prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation or sexual violence shall be referred to the College’s Affirmative Action and/or Title IX Coordinator, Peter Sennett, at (413) 775-1312, the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission or the United States Department of Education’s Office for Civil Rights.
THE JEANNE CLERY DISCLOSURE ACT

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (more commonly known as the Clery Act), Greenfield Community College publishes an annual report that includes crime statistics and institutional policies concerning campus security and safety matters. The report is available at the Public Safety Department’s website: http://www.gcc.mass.edu/safety/clery. A printed copy of the report is available at the Public Safety Office and at the Downtown Center. Students may also have a copy of the report mailed to them by contacting Public Safety at (413)775-1212.

THE GREENFIELD COMMUNITY COLLEGE ADDRESS AND WEB-SITE

Greenfield Community College
One College Drive
Greenfield, MA 01301-9739

The college website is at www.gcc.mass.edu.

The website is a rich resource of information about the college and is constantly evolving to include more and more information. The webmaster is Erica Goleman, goleman@gcc.mass.edu, (413) 775-1491. Web requests should be made at http://helpdesk.gcc.mass.edu/portal.
GREENFIELD COMMUNITY COLLEGE ORGANIZATIONAL CHART

Refer to Appendix F for a Quick Reference Guide of phone numbers at GCC and a phone and room listing for the following offices at GCC: Student and Academic Affairs, Human Resources, Library, Public Safety, Governance Officers and Committee Chairs, and Greenfield Community College Professional Association (GCCPA) Officers. A full Employee Director is also at http://www.gcc.mass.edu/directories/.

Greenfield Community College - Revised 07-27-15
THE ASSEMBLY AND GOVERNANCE STRUCTURE

In 2002, after many months of college-wide brainstorming, discussion, and research, a new governance structure was put in place. This governance model is referred to as the GCC Assembly, named after the inclusive body that lies at the heart of its structure. The purpose of this governance structure is made clear in the preamble to the college assembly by-laws:

By adopting these bylaws, members of the Greenfield Community College community assert their right to express their aspirations for and concerns about the college to one another and the community; preserve the privilege of members to participate in the governance of the college; promote clear, honest, and regular communication among all members of the college community; and honor the contributions that each member may make in the conduct of college affairs.

These by-laws and the governance process they describe underscore the college’s commitment to the concept of shared governance and its respect for all members of the community. The college assembly website is available by logging onto Moodle from the Login tab on the GCC home page or at https://online.gcc.mass.edu/login/. The Bylaws can be found by selecting Assembly documentation.

The Greenfield Community College Assembly

The Assembly is scheduled to meet at least three times each semester to “ensure a meaningful role for the Greenfield Community College community in the formation of college policy and practice; to promote effective communication among all employees; and to advance the quality of education and service that the college provides to its students and community.” An individual can request that items be placed on the agenda by contacting the Assembly Secretary, Buz Eisenberg at (413) 775-1116 or Deputy Secretary Nicole Crafts at (413) 775-1440.

The Standing Governance Committees, Links, and Subcommittees

A full-time faculty person can fulfill some of his or her college service responsibilities by working on one of the six college governance committees or one of their many subcommittees. (Adjunct faculty are eligible to run for vacant seats on standing committees.) A list of the six committees, their membership, and the length of each member’s term can be found by logging onto Moodle at https://online.gcc.mass.edu/login/.

In what follows are the missions of the committees, a link to their websites, and a list of the subcommittees under their purview.

College Affairs

“The purpose of the college affairs committee shall be to establish policy and practice, with the approval of the appropriate administrator, on issues related to co-curricular, college-wide, and community activities, including, but not limited to, local, national, and global affairs; individual and community health and safety; employee and student diversity; and political awareness.”

Subcommittees: Health and Safety, Reading Across the College, and Response Initiative

Curriculum and Academic Policy

“The purpose of the curriculum and academic policy committee shall be to establish policy and practice, with the approval of the chief academic and student affairs officer, on issues related to academic integrity; scholastic quality; curriculum development; and the evaluation, implementation and assessment of curricula and academic policy, including but not limited to new academic programs, distance education, course offerings, graduation requirements, grading policies, and credit for life experience.”

Subcommittees: General Education Review, Graduation Review Board, Library Information Literacy Advisory Committee (LILAC), and Transcript Review
Diversity

“The purpose of the diversity committee shall be to advise and establish policy and practice, with the approval of the appropriate administrator, on issues related to diversity in the support of the tenets put forth in the “Principles of Education” including, but not limited to, advocating and supporting diversity in the college community while encouraging opportunities for faculty, staff, and students to grow in their own understanding of diversity, promoting equality of opportunity for all.”

Subcommittees: Programming

Information and Resource Management

“The mission of the information resource management (IRM) committee is to establish policy and practice on issues related to campus-wide information technology needs and the application of technology within the learning environment.”

Subcommittees: Banner Steering Committee, Learning Management Systems (LMS), FITS - Faculty Instructional Technology Support Group, Technology Advisory Committee, and Web Committee

Planning and Evaluation Management

“The mission of the planning and evaluation management committee is to establish policy and practice, with the approval of the appropriate dean, on issues related to college-wide needs for assessment and planning, including institutional self-studies, strategic planning, facilities utilization, budget and marketing.”

Subcommittees: Facilities Planning Committee, and Mission/Vision Committee

Student Development

“The student development committee represents the interests and on-going development of the diverse student population of Greenfield Community College. The committee recommends and supports research practices and policies that enhance the educational and life experiences of individual students, foster academic success, and prepare students for the achievement of future goals.”

Subcommittees: None

The Third Branch of Governance

The College Council

“The purpose of the College Council shall be to recommend to the President of the College policy and practice involving issues related to the College’s mission and purposes; to the College’s annual budget and the allocation of resources; and to the functioning of the College’s administrative units and the Assembly’s Standing Committees.” The College Council shall consist of the President of GCC; the Chiefs and Deans who report directly to the President; the Standing Committee Chairs; a representative of the GCC Student Senate; a representative of AFSCME; and a representative MCCC.

To learn more about the Assembly, please visit the College Assembly website by logging onto Moodle. You are also encouraged to contact Assembly Secretary Buz Eisenberg or Deputy Secretary Nicole Crafts, who invite your comments, questions, and participation in our self-governance.
Governance Meeting Schedule

All meetings are scheduled to run 2:30 pm – 4:30 pm

Fall 2015
- 9/14 Standing Committees
- 9/21 College Council
- 9/28 Assembly
- 10/5 Standing Committee
- 10/12 No Meetings – Columbus Day
- 10/19 College Council
- 10/26 Organizational Meetings
- 11/2 Assembly
- 11/9 No Meetings - Registration
- 11/16 Standing Committees
- 11/23 College Council
- 11/30 Assembly
- 12/7 Organizational Meetings

Spring 2016
- 2/1 Standing Committees
- 2/8 College Council
- 2/15 No Meetings – Washington’s Birthday
- 2/22 Assembly
- 2/29 Organizational Meetings
- 3/7 Standing Committees
- 3/14 College Council
- 3/21 No Meetings – Spring Break
- 3/28 Assembly
- 4/4 Standing Committees
- 4/11 No meetings – Registration
- 4/18 No meetings – Patriots’ Day
- 4/25 Organizational Meetings
- 5/2 College Council
- 5/9 Annual Meeting of the Assembly
- 5/16 Standing Committees (Elect New Chairs)

Academic Assessment

Program Review

As a part of program improvement activities and ongoing steps to meet Standard Four of our accreditation through the Commission on Institutions of Higher Education (CIHE) under the New England Association of Schools and Colleges (NEASC), the College implements a faculty-led process of instructional program reviews. Guidelines and timetable are provided to facilitate this collaborative work. Each program implements a self-study and review process approximately every seven years. See Appendix F for the Comprehensive Program Review Schedule of upcoming instructional program reviews. The Director of Learning Outcomes Assessment and Professional Development provides support to faculty as they prepare for, implement, and use results from the program review process.
**Student Learning Outcomes Assessment**

Instructional certificates and degree programs implement student learning outcomes assessment activities to determine student performance in courses, programs, and general education. Instructional programs recently updated program-level learning outcomes and many are engaged in collective assessment activities of student work in relation to these program-specific outcomes. **NOTE:** Anonymous samples of student’s coursework may be used for program or institutional assessment of student learning outcomes as a part of ongoing institutional improvement.

The College has approved a set of general education abilities. These are used for assessment at the program level as well. A significant proportion of contracted professional development hours will be devoted this year to enhancing what we can learn through student learning outcomes assessment activities. See program websites for a list of Program Specific Student Learning Outcomes.
KNOW YOUR CONTRACT: RIGHTS AND RESPONSIBILITIES

Faculty at GCC are members of, or pay agency fees to, GCCPA/MCCC, MTA, and NEA, (Greenfield Community College Professional Association affiliated with the Massachusetts Community College Council, Massachusetts Teacher Association, National Education Association). For a definitive description of your rights and responsibilities according to the contracts, go to http://www.mccc-union.org/.

The Agreement formally governing **full-time faculty** employment and the faculty/administration relationship is the Day Unit Agreement which can be viewed at: http://www.mccc-union.org/daycontract.htm.

**PLEASE NOTE:** The new MCCC day contract is currently under negotiation so the language presented in this section may be revised when the new contract is approved.

The Agreement formally governing **adjunct faculty** employment and the faculty/administration relationship is the DCE Unit Agreement which can be viewed at: http://www.mccc-union.org/dcecontract.htm.

The agreement covering **distance education (online) courses** can be found at: http://www.mccc-union.org/distanceedagreement.htm.

**MACER and DCE MACER:** Faculty/Administration Problem Solving Committees

The relationship between GCC faculty and administration is one based on mutual respect. Both parties work to collaboratively solve problems and work under the premise that student success is our mutual goal. Article 22, section 22.01 of the Day Unit agreement and Article 2.07 of the DCE agreement describe the purpose of MACER (Management Association Committee on Employee Relations) and DCE MACER is to discuss matters of mutual concern to the unit members and the College.

**Distance Education Committee**

As outlined in Article VII of the agreement, GCC’s Distance Education Committee is comprised of three (3) representatives from management, and three (3) members of the MCCC Units (Day and DCE) at that College. The committee “shall meet as necessary to discuss in advance distance education initiatives/ opportunities to be offered by the College…,” serve as a vehicle to share this information, and “…provide the MCCC with an opportunity for effective input into those local opportunities and initiatives, including the process for selection of unit members for training opportunities.” The full Distance Education Agreement can be found at: http://www.mccc-union.org/distanceedagreement.htm.

**FOR FULL-TIME FACULTY:**

**TEACHING LOAD/TEACHING SCHEDULE (for full-time faculty)**

The workload of full-time faculty is described in detail in Article 12.03 of the Agreement. It is comprised of: instructional workload, advising and student assistance, office hours, college service, community service and professional development. Faculty are responsible for a minimum of twenty-nine (29) instructional hours per week and a maximum of thirty-five (35) instructional hours per week with no more than three (3) preparations per semester and no more than five (5) preparations per year. (There are many nuances and exceptions spelled out by or implicit in the contract including reassigned time for chairing a governance committee or being secretary or deputy secretary of the College Council, being department or program chair, taking on special projects as arranged with administration, etc.) See Article 12.03-B, 2, 3. Your teaching schedule will be developed by your department chair/program coordinator and/or your Dean after they have asked you for your preferences. This process is described in more detail in Article 12.02-A. Though your department chair and/or Dean will keep your
preferences very much in mind, it is, of course, not always possible to satisfy each faculty person's first choices.

CHANGES IN YOUR TEACHING SCHEDULE (for full-time faculty)

At times, classes are cancelled for lack of sufficient enrollment and other reasons. Occasionally, this requires a change in a faculty member's teaching schedule. Such changes will be discussed with the faculty person ahead of time.

COURSE SYLLABUS (for full-time faculty)

You must provide each student with a copy of your course syllabus during the first meeting of the class. You are also required to submit a copy of these materials directly to your Dean prior to the conclusion of the add/drop period. The Day Collective Bargaining Agreement contains a checklist of the following items that you must include in your syllabi (from Form XIII-E2 in the Day Unit Agreement at http://www.mccc-union.org/daycontract.htm).

1. Instructor’s Name, office location, and telephone number (either college, secretary, or office)
2. Course Title/Number
3. General course description and prerequisites (according to College catalogue)
4. All required texts and paperbacks, including information on publisher and edition used
5. Instructional objectives (list)
6. Teaching procedures (briefly describe)
7. Course topics and/or assignments and/or required and/or supplemental reading
8. Tentative test schedule/assignment(s) schedule
9. Basis for student grading and criteria for evaluating student performance
10. Attendance policy

Your Dean reviews the syllabi for each instructor against this checklist (see section on Evaluation that follows). These are minimum requirements for the syllabus, and they should not keep you from customizing your syllabus. Please remember that your individual course policies must be consistent with the mission of the College and the Principles of Education. Refer to the Faculty Teaching Support section for more information on course syllabi.

ADVISING, STUDENT ASSISTANCE RESPONSIBILITIES, AND OFFICE HOURS (for full-time faculty)

See Article 12.03-D1, 2, 3 of your Collective Bargaining Agreement. Each full-time faculty person is responsible for advising 18 students, assigned by administration; however, various circumstances may result in more or fewer assigned advisees. Faculty should contact their Dean for information on compensation for additional advising opportunities. In addition, each faculty person is responsible for holding at least four (4) posted office hours each week over at least four (4) days. Given that the advising relationship can be a critical one in helping achieve student success, more information on Academic Advising can be found on pages 48–51 of this handbook.

COLLEGE SERVICE (for full-time faculty)

Faculty are encouraged to play an active role in the life of the college. Your collective voices are essential to the college governance process and your energy supports
myriad student activities. Program development, grant writing, and search committee work are all dependent on the creative involvement of the faculty. Activities that can comprise College Service are outlined in Article 12.03.A.2.

COMMUNITY SERVICE AND PROFESSIONAL DEVELOPMENT (for full-time faculty)

Community Service, such as supporting local schools or social service agencies, and professional development can count towards a faculty person’s workload so long as there is mutual agreement between the administration and the faculty person of the activity’s value to the college.

EVALUATION (for full-time faculty)

Non-tenured faculty are evaluated yearly and tenured faculty once every three years in accordance with Articles 13.01, 13.02, 13.04, 13.05, and 13.06. Faculty are evaluated based on the following weightings, except as provided in 13.05 when faculty have reassigned time.

- Student Evaluation..................................................25%
- Course Materials Evaluation..................................15%
- Classroom Observation Evaluation..........................25%
- Student Advisement Evaluation...........................10%
- College Service Evaluation.................................10%
- Personnel File Review ...........................................15%

For evaluations forms used, refer to the Day Unit Agreement at: http://www.mccc-union.org/daycontract.htm.

Faculty who teach an online course should refer to the March 9, 2001 Memorandum of Agreement on Distance Evaluation Evaluations at http://www.MCCC-Union.org/distanceedagreement.htm for the evaluation forms and process for distance education courses.

SABBATICAL (for full-time faculty)

Leaves with and without pay are discussed in detail in Articles 9.01 and 9.02 respectively. In particular, under prescribed situations, a faculty person may be eligible for sabbatical “for professional growth, research, or study which may involve travel and which benefits the unit member and the college.” Sabbatical leaves are discussed in detail in Article 9.01-I.

GRIEVANCE PROCEDURE (for full-time faculty)

Article 10 of the agreement spells out in great detail the grievance process that is used in those instances when there is a disagreement in interpretation or management of the Agreement. A grievance can be filed by the association and/or by individual faculty members.

FOR ADJUNCT FACULTY:

ELECTRONIC COMMUNICATION (for adjunct faculty)

The College has completed the process of converting to electronic communications for DCE notices and communications, including teaching availability forms, tentative assignments, and employment contracts. The college is adhering to guidelines developed by the Joint MCCC/DCE and Community College Committee for Promotion of Electronic Communication. All GCC employees are assigned a GCC email account at the time of hire. You are expected to check your email on a regular basis in order to receive essential
communications. For more information on email account access and training see the section in this handbook on Computer Network Access and Non-Access Procedure. You should contact your group administrative assistant, or Human Resources at (413) 775-1314, or the Information Technology Department at (413) 775-1350.

PAYMENT OF INSTRUCTORS (for adjunct faculty)
The pay-scale can be found in Article 14 of the DCE unit agreement at http://www.mccc-union.org/dcecontract.htm.

Any questions related to payroll should be directed the Payroll office, 4th floor South, (413) 775-1316 or (413) 775-1321. See the DCE salary schedule in Appendix F, which also includes the GCC Pro Rata policy for Underenrolled Courses. Final paychecks may be held pending submission of all required documents.

All adjunct instructors, including those who teach in the day, evening, weekend, summer, and intersession, are paid bi-weekly and paychecks are direct deposit.

DUES AND AGENCY FEES (for adjunct faculty)
Adjunct instructors are required to pay Association membership dues or agency fees, as a condition of employment, through either a deduction from their payroll or a bill from the association as outlined in Article IX of the current DCE collective bargaining agreement. The adjunct instructor will receive information with their tentative assignment regarding the dues/fees and the process for payment.

Adjunct instructors who pay membership dues or agency fees, and who teach fewer than 3 credits during the academic year, may be eligible for a rebate. Please call the MCCC office for information at 877-442-MCCC (toll free).

Adjunct faculty have no fringe benefits such as health insurance*, retirement, vacation leave, or personal leave, but may be eligible for a limited amount of sick leave depending on one's history of service with the College or Commonwealth.

*The Commonwealth of Massachusetts has established a Section 125 (“cafeteria”) plan for the state’s employees who are not eligible to receive state subsidized health insurance through the Group Insurance Commission (GIC) - for example, contract employees and most employees who work fewer than the required hours for GIC coverage - to purchase health insurance on a pre-tax basis from the Commonwealth Choice Program available through the Commonwealth Health Connector. Many of your colleagues are already signed up to benefit from this program. To choose a plan and enroll, visit the Health Connector’s website at http://www.mahealthconnector.org. You will be prompted for an employer identification number - the Commonwealth of Massachusetts’ Employer ID # is 149683.

All employees (full- and part-time) are covered by Workers’ Compensation. On-the-job injuries should be reported immediately to Public Safety, the Human Resources Office, and your supervisor. Law requires this notification so that the appropriate documentation can be submitted to cover medical and lost time expenses.

Contact the Executive Director of Human Resources at (413) 775-1312 for information on all of the above services.

COURSE SYLLABUS (for adjunct faculty)
You must also provide each student with a copy of your course syllabus during the first meeting of the class. You are required to submit a copy of these materials directly to your Dean by the end of the first week of classes. The DCE Collective Bargaining Agreement
contains a checklist of the following items that you must include in your syllabi (see Form DCE-E1 in the DCE Unit Agreement at http://www.mccc-union.org/dcecontract.htm).

1. Instructor’s Name
2. Course Title/Number
3. General course description (according to College catalogue)
4. All required texts and paperbacks, including information on publisher and edition used
5. Course Topics and/or assignments and/or required and/or supplemental reading
6. Teaching procedures (briefly describe)
7. Instructional objectives (list)
8. Basis for student grading
9. Procedure (criteria) for evaluating student performance
10. Tentative Test Schedule/Assignment(s) Schedule
11. Attendance Policy

Your Dean reviews the syllabi for each instructor against this checklist (see section on Evaluation). These are minimum requirements for the syllabus, and they should not keep you from customizing your syllabus. Please remember that your individual course policies must be consistent with the mission of the College and the Principles of Education. Refer to the Faculty Teaching Support section for more information on course syllabi.

FACULTY EVALUATION (for adjunct faculty)

Adjunct faculty participate in the faculty evaluation process. The evaluation of faculty is directed to the following objectives:
   a. assessment of the professional performance of the faculty;
   b. improvement of performance and quality of instruction; and,
   c. to provide one of the factors which may be considered in making subsequent appointments.

For specific details, faculty should consult the Division of Continuing Education collective bargaining agreement, Article 11, Evaluation. Faculty who teach an online course should refer to the March 9, 2001 Memorandum of Agreement on Distance Evaluation Evaluations at http://www.mccc-Union.org/distanceedagreement.htm for the evaluation forms and process for distance education courses.

Course materials – Syllabi are to be submitted to the Dean no later than the end of the first (1st) week of classes. Prior to the end of the semester, faculty will submit to the Dean copies of all major exams. The College will maintain the confidentiality of these materials. Materials will be evaluated according to the DCE-E1 “checklist.” (See the form in the DCE Unit Agreement at http://www.mccc-union.org/dcecontract.htm.)

Classroom observations shall be conducted at least once for faculty who have not met the “threshold for reappointment” (see the current Division of Continuing Education collective bargaining agreement, article 11.04 and the DCE-E4 form at http://www.mccc-union.org/dcecontract.htm). Discretionary observations may be conducted for any faculty member for stated written reasons.

Students evaluate faculty each semester toward the end of the course. Instructions for carrying out this evaluation are included on the DCE-E2 form. (See form in the DCE Unit Agreement at http://www.mccc-union.org/dcecontract.htm.)
A Comprehensive Evaluation, including course materials, student evaluations, classroom observation, and material in the personnel file, will be conducted during your first semester teaching.

Faculty and Deans should maintain close contact. Faculty members shall be afforded the opportunity to respond to all evaluations in writing. All questions should be referred to the appropriate Dean.

PROCEDURE FOR RE-EMPLOYMENT (for adjunct faculty)

All adjunct instructors are hired through an open search process in accordance with approved Equal Opportunity and Affirmative Action policies. The objective of the search process is the establishment of a pool of qualified candidates from which assignments to teach courses can be made. The assignment process aims at achieving excellence in instruction as well as demonstrating the commitment of the College to affirmative action.

Once you have been selected to teach, you need not go through the entire procedure again. Rehiring will be based upon satisfactory evaluations, availability of courses, adequate enrollment, established seniority lists (where applicable), and payment of dues or agency fees.

All course assignments will be made via electronic communication as outlined in the guidelines for electronic communication of DCE notices. Adjunct faculty receive and reply electronically to teaching availability forms and tentative assignments. The employment contracts (appointment letter), from the Chief Academic and Student Affairs Officer, are also sent electronically. The adjunct instructor will electronically accept or decline the appointment letter by the stipulated date. The instructor’s decision is then transmitted electronically to the Human Resources Department.

SENIORITY (for adjunct faculty)

From Article X – 10.02, 10.03: “A unit member who has taught at least five (5) courses over three (3) consecutive fiscal years in the Division of Continuing Education at the College who has received a satisfactory evaluation in a work area(s) shall be eligible for a reappointment in that work area(s)... A tentative appointment for one course will be offered first to those eligible unit members as defined above with the longest service in the Division of Continuing Education at the college in that work area, except under [conditions spelled out in 10.03].”
FACULTY AMENITIES AND OPPORTUNITIES

Office Space, Computer, Phone, Voicemail, Office Key

FOR FULL-TIME FACULTY:
All full-time faculty are assigned an office with a computer and a phone. The phone has a voice mail system with on-phone assistance to help you set up your voice mail box. Your group administrative assistant can help you if you have any problems.

FOR ADJUNCT FACULTY:
Shared office space is provided for the convenience of adjunct faculty to store course materials, grade papers/exams, prepare for classes, and meet with students. This will most likely be shared space, so coordination with other faculty using the same office is recommended. Keys will be issued, and it is advisable to keep the door locked when the office is not in use.

If you are an adjunct faculty person who teaches in the evening, weekends, summer, or intersession and have a need for an office, contact your Dean. Offices will be issued as available.

The Technology Committee has put in place a procedure designed to ensure that every staff person on campus has a computer with sufficient capabilities to enable them to do their job. The form that needs to be filled out when you need a computer upgrade or peripheral equipment is called “Technology Equipment Request Form” and can be found by choosing the TAC form at http://www.gcc.mass.edu/it/policies-forms/.

If you need assistance with your office computer, network access, or classroom computing, please contact the Information Technology Department at (413) 775-1350.

Computer Network Access, GCC Email, MyGCC, Network Access Removal

Access to the computer in your office, your GCC email, and MyGCC requires a user name and password. To generate your unique access to the network, complete a Computer Network Application available at http://www.gcc.mass.edu/it/policies-forms/ or in the Human Resources office. Submit the completed form to the Human Resources Department. You will be notified by your group administrative assistant of your username and password for GCC systems when it has been generated.

The Policy for acceptable use of the GCC computer network is available in Appendix C of this document and at http://www.gcc.mass.edu/it/policies-forms/.

MyGCC, at https://mygcc.mass.edu, is where all faculty enter grades, adjunct instructors accept their tentative assignments and appointment letters, advisors register students, as well as other pertinent transactions.

All GCC employees are assigned a GCC email account at the time of hire. Information is frequently distributed through GCC email; it is necessary that you check your GCC email regularly in order to receive essential communications. You can access your GCC email using a computer external to GCC from the GCC homepage at http://www.gcc.mass.edu by clicking on “Login” then “Faculty/staff email”.

If you need help accessing the network, Submit a request for assistance at http://helpdesk.gcc.mass.edu/portal, or call (413) 775-1350.

In the event of an emergency or an unusual circumstance, Information Technology will remove network access per order of the President, Chief Financial Officer, or the Human Resources Director.
Mail and Messages

All faculty will be assigned mailboxes by the administrative assistant for their group. It is important that you check your mailbox each time you are on campus. Mail and messages will be placed in your mailbox. You will have voice mail, which can be accessed from off-campus. Contact the administrative assistant in your group to have a voice mailbox set up.

Keys

In addition to getting a key for your office, you can, with the approval of your Dean, request additional keys for entry into specialized classrooms that you use, faculty support offices, etc. Your administrative assistant will send a key request form to Public Safety listing which keys you are entitled to have. Once reviewed, the request is forwarded to Facilities where the keys will be cut and delivered to Public Safety. Public Safety will notify you directly (by phone and/or email) that your keys are ready for you to pick up at their office, S110. You will need to sign for your keys and you may need to show photo identification. Once a person is no longer employed by the college, they must return their keys to their administrative assistant or Public Safety.

Parking

Employees must obtain parking hang tags from Public Safety if they wish to park in Lot F (nearest the South entrance of the Main Building). Parking in Lots A through E does not require a parking permit. Vehicles are to be parked in marked spaces only. Parking is prohibited on college roadways, sidewalks, access lanes, etc. Parking is prohibited in Visitor Parking spaces, Handicapped Parking spaces, Special Medical Permit spaces, and other reserved spaces without the appropriate permit. Special Medical Parking Permits may be issued for a limited number of circumstances. For more about campus parking and parking permits go to http://www.gcc.mass.edu/safety/parking/policies/.

Office Access During Times When The Campus Is Closed

If you need access to the campus during times when the college is closed, please call Public Safety 15 minutes in advance of your arrival. You can reach the on-duty officer at (413) 775-1212. Also, please let the officer know when you leave so we can know how many people are in the building in case of an emergency. Please note, students are not allowed in the buildings when the college is closed unless prior arrangements are made through your Dean and Public Safety. See the Building Access Policy at http://www.gcc.mass.edu/safety/policies/.

Schedule Cards

Your administrative assistant will request that you review and edit a schedule card of your classes, office hours, regularly scheduled meetings, etc. and return it by the end of the first week of the semester. The administrative assistant will then provide a copy for your office door. Please note: If changes to your schedule are authorized (room number, class hours, etc.) please advise the administrative assistant in your group immediately.

Human Resources Office

The Human Resources Office, located on the fourth floor of the south wing of the Main Building, is the office where you can discuss your benefits, health insurance, payroll deductions, etc. The phone is (413) 775-1313 and their website is http://www.gcc.mass.edu/hr/.
Taking GCC Courses

Tuition remission is available to you and your dependents at any Massachusetts public college or university. Tuition only is waived at other state colleges. Tuition and some fees are waived at GCC. This benefit applies differently to adjunct instructors. The details of this benefit for both MCCC members and adjunct instructors are available at http://www.gcc.mass.edu/hr/files/2010/08/TUITION-REMISSION-POLICIES-PROCEDURES.pdf.

Lactation Space

C106 (across from the Testing Center) is a space for nursing mothers who need to breastfeed or pump while on campus. The room is open during campus hours and open to all campus community members. A small refrigerator is available for temporarily storing milk.

Wellness and Fitness Program

All college employees are invited to participate in the GCC Wellness and Fitness Program. The purpose is to improve the quality of campus life and encourage participation in any number of wellness activities such as: fitness screening and evaluation, individualized wellness programs, personal trainers, employee group fitness classes, workshops, use of the fitness center, and much more. All programs and facilities are either free or available at a very nominal fee to college employees. The fitness center is located in the East Building in E106. For more information about rules governing use of the fitness center or for fitness evaluation or recommendations, call the Fitness Center coordinator, at (413) 775-1143 or visit the website at http://www.gcc.mass.edu/student-and-academic-affairs/fitness_center.
FACULTY TEACHING SUPPORT

Academic Calendar

The college academic calendar is updated each year and can be found in Appendix F, in the college catalog, and in the Faculty and Staff section of the GCC website at http://www.gcc.mass.edu. The academic calendar has dates that will be helpful to you as you plan your semester including days when classes begin, end, or do not meet, when final exams are held, when students can add or drop a class, when Early Progress Reports and final grades are due, etc.

Course Syllabi

The course syllabus is one of the most important ways for you to communicate your requirements and expectations to your students. Individual instructors shall determine requirements for each course they teach in accordance with the Curriculum and Academic Policy Committee-approved instructional objectives.

You must provide each student with a copy of your course syllabi during the first meeting of the class. You are also required to submit a copy of these materials directly to your Dean no later than the end of the first (1st) week of classes for adjunct faculty, or prior to the conclusion of the add/drop period for full-time faculty.

The Collective Bargaining Agreements contain checklists of the items that you must include in your syllabi. The checklists can be found online at http://www.mccc-union.org/.

The check list for full-time faculty from Form XIII-E2 in the Day Unit Agreement includes:

1. Instructor’s Name, office location, and telephone number (either college, secretary, or office)
2. Course Title/Number
3. General course description and prerequisites (according to College catalogue)
4. All required texts and paperbacks, including information on publisher and edition used
5. Instructional objectives (list)
6. Teaching procedures (briefly describe)
7. Course topics and/or assignments and/or required and/or supplemental reading
8. Tentative test schedule/assignment(s) schedule
9. Basis for student grading and criteria for evaluating student performance
10. Attendance policy

The check list for adjunct faculty from Form DCE-E1 in the DCE Unit Agreement includes:

1. Instructor’s Name
2. Course Title/Number
3. General course description (according to College catalogue)
4. All required texts and paperbacks, including information on publisher and edition used
5. Course Topics and/or assignments and/or required and/or supplemental reading
6. Teaching procedures (briefly describe)
7. Instructional objectives (list)
8. Basis for student grading
9. Procedure (criteria) for evaluating student performance
10. Tentative Test Schedule/Assignment(s) Schedule
11. Attendance Policy
FACULTY TEACHING AND ADVISING SUPPORT

Your Dean reviews the syllabi for each instructor against this checklist. These are minimum requirements for the syllabus, and they should not keep you from customizing your syllabus. Please remember that your individual course policies must be consistent with the mission of the College. The instructional objectives for your course section must follow the approved course instructional objectives, however, to customize them for your section, go to CAP Guidelines at the website by logging on to Moodle.

The following explain in detail three course syllabus checklist items, which have given students and faculty some concern:

• The “General course description” used in your syllabus must be word-for-word from the college catalogue. You are free to include additional information or details that pertain to your own class, but it should be in addition to the catalogue description, not in place of or integrated into it.

• The “Basis for student grading” deals with what you’ll be grading (e.g., tests, papers, attendance, class participation).

• The “Procedure (criteria) for evaluating student performance” deals with how you determine what the grade will be. Examples might include whether you give partial credit; give retests; permit students to submit test/paper revisions to improve their grades; permit students to earn extra credit; evaluate student work by a specific set of standards that you will distribute with each assignment; look for understanding/explanation in addition to a correct answer.

Recommended Additions to Syllabi

In addition to the items required in the checklist, we recommend you include in your syllabus information that will set the tone for your semester and give your students a clearer picture of your expectations. Sample syllabi from your colleagues may be obtained by contacting the administrative assistant in your group. Also the College Library has a good book, Tools for Teaching, which contains a wealth of ideas for teachers. It includes some very valuable information, for new as well as seasoned teachers, on creating a course syllabus. The library has other teaching resource books as well.

Furthermore, to communicate clearly your expectations, you might include in your syllabus statements regarding the following: students with special needs, peer tutoring, Advising Day, missed classes, classroom civility, academic honesty, the proper attribution of sources, library resources for traditional and/or online/blended courses, technology support, and Student Activities. Sample statements for each of these topics appear below.

“Students with special needs” sample statement:

• To support access and inclusion, Greenfield Community College offers reasonable accommodations to students who have documented disabilities (e.g. physical, learning, psychiatric, sensory, etc.). If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in the strictest confidence, unless you give me written permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services. For more information, or to schedule an appointment, please call 413-775-1332. Disability Services is located in the Wellness Center on the fourth floor of the Core in C423.

“For Peer Tutoring” sample statement:

• The Peer Tutoring Program offers one-on-one peer tutoring for most courses offered at the college. This is a wonderful resource available at no cost to all GCC students. Peer Tutoring is available until 7:00 p.m. Monday through Thursday, until 4:00 p.m. on Friday, and 10:00 a.m. to 4:00 p.m. on Saturday. Peer Tutoring is located on the fourth floor of the Core, above the library. Appointments can be made in person or by calling (413) 775-1330. It's recommended that students make appointments in advance. For more information, visit http://www.gcc.mass.edu/tutoring/.
“Advising Day” sample statement:

- Please join us on Advising Day. Advising Day typically falls on the first day of registration for the coming semester. It is a great time to meet with your advisor to discuss your education and career goals. Also, the advisor can help you get the best class schedule by registering early. Contact your assigned academic advisor to schedule an appointment.

“Missed classes” sample statement:

- Anything that is scheduled to occur on a day when class is canceled (e.g., an exam is scheduled or an assignment is due) will occur on the next class day.

“Classroom civility” sample statement:

- A statement outlining the standards of behavior expected at an institution of higher learning can be found on the GCC website with other student policies and procedures at [http://www.gcc.mass.edu/student-and-academic-affairs/students/policies](http://www.gcc.mass.edu/student-and-academic-affairs/students/policies). In addition to these expectations, in this classroom please remember that everyone is entitled to the opportunity to learn. Please do not arrive late, leave early, or in any other way detract from the right of your classmates to the best learning environment possible.

“Academic honesty” sample statement:

- The faculty and staff at Greenfield Community College expect academic honesty. The college upholds the definition of plagiarism published by the Modern Language Association in the 7th edition of the MLA Handbook for Writers of Research Papers, edited by Joseph Gibaldi and published in 2009: “Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft… Students exposed as plagiarists may suffer severe penalties, ranging from failure in the assignment or in the course to expulsion from school” (52-53). Students should consult with individual instructors for how to acknowledge sources properly and for the consequences of plagiarism. Students may also want to refer to the Student Code of Conduct section in the GCC Student Handbook or view it at [http://www.gcc.mass.edu/student-and-academic-affairs/student/policies](http://www.gcc.mass.edu/student-and-academic-affairs/student/policies).

“Greenfield Community College Copyright and Intellectual Property Policy” statement:

- Copyright and Intellectual Property Policy: It is the responsibility of all faculty, staff, students and anyone using the facilities or resources of Greenfield Community College to read, understand and follow the Greenfield Community College Copyright and Intellectual Property Policy. The policy and related information is available on the GCC Library web page at [http://www.gcc.mass.edu/library/about/copyright/](http://www.gcc.mass.edu/library/about/copyright/). If you have questions regarding the policy please contact the Deborah Chown, Library Director, at (413) 775-1832 or chown@gcc.mass.edu.

“Library Resources for class research for Face-to-Face Course” sample statement:

- When conducting any research related to this class, please take advantage of the resources available to you in the College’s Library. The Library collection contains over 50,000 items (with access to over 6 million items via a regional network) including circulating and reference books, ebooks, newspapers, magazines, scholarly journals, videos, and DVDs. The Library’s 80+ online databases offer access to hundreds of thousands of periodical articles and reference sources, which are available 24/7 from any on campus computer and from off campus with a GCC library card. Librarians are available to help you during any step of the research process, from on or off-campus. Stop by to ask for help in person (the library is located on the third floor of the Core), by phone at (413) 775-1830, by email at reference@gcc.mass.edu, or by chat at [http://www.gcc.mass.edu/library/ask/](http://www.gcc.mass.edu/library/ask/). For more information about the library, visit [http://www.gcc.mass.edu/library/](http://www.gcc.mass.edu/library/).
“Library Resources for class research for Online or Hybrid Course” sample statement:

• When conducting any research related to this class, please take advantage of the resources available to you in the College's Library. In addition to its print collection, the Library has access to 30,000 ebooks and 80+ online databases, which offer access to hundreds of thousands of periodical articles and reference sources. Research guides tailored to your courses (found at http://www.gcc.mass.libguides.com/guides) can help point you towards some of the best books, databases, and websites to start your research in. These online resources are available 24/7 from any on campus computer and from off campus with a GCC library card. You can apply for a library card online at http://www.gcc.mass.edu/library/cards/. Your barcode (needed for access to the databases) will be emailed to you and the card sent through the mail. Librarians are available to help you during any step of the research process, from on or off-campus. Stop by to ask for help in person (the library is located on the third floor of the Core), by phone at (413) 775 – 1830, by email at reference@gcc.mass.edu, or by chat at http://www.gcc.mass.edu/library/ask/. For more information about the library, visit http://www.gcc.mass.edu/library/.

“Technology Support” statement:

• If you experience technical challenges (cannot log in to Email or Moodle, a tool or feature does not work in Moodle, or with MyGCC, etc.), you may email me; but, you will also want to copy the “Student Help Desk” (email address: StudentHelp@stuemail.gcc.mass.edu) on this email. Even though I may know who you are, it is important to provide: (1) your full name, (2) your student identification number, (3) the class you are in, and finally, (4) clearly state the challenge you are experiencing. This information will help the support team at the “Student Help Desk” provide you with assistance should they respond to your email before I have a chance.

“Student Activities” statement:

• We strive to create conditions where students may take an active role in the student body, and attain a sense of personal investment in GCC. We do this by creating opportunities for students to create or join a club, participate in student governance, and attend educational, cultural, volunteer and social events. Student activities and student academic support activities are typically held over the Monday, Wednesday and Friday noon hour.

Legal Issues Relating to Course Content

Students around the country are beginning to use legal means to hold institutions accountable for the delivery of promised services. Some attorneys feel that College catalogs and program brochures are the basic elements of a contract between the College and the student.

You must copy the catalog course description verbatim on your syllabus. A course description listed in a catalog or advertisement brochure states that the course will cover certain content areas. The student who enrolls in that course and pays whatever course fees are involved has, in essence, entered into a contract with the College in relation to that course.

Examine the most recent College catalog, course outline, list of instructional objectives, and advertising piece that describes the course you are teaching. Note the content and, if indicated, whether your course actually covers those content areas and provides the experiences that are delineated in the course description. Instructors must not change the focus of the course from that listed in the course outline and description. If you disagree with the outline or description, this should be pursued through your department and, ultimately, by bringing a curriculum action to the Curriculum and Academic Policy (CAP) Committee. The CAP curriculum forms can be found in Appendix D and through the Curriculum and Academic Policy website by logging on to Moodle.
Class Sessions

1. Class sessions must begin on time and meet for the full class period.
2. Class sessions should meet in the room assigned. If you wish to change the room location, you must discuss this with the administrative assistant in your group prior to initiating any change. If you wish to change an evening/weekend or summer classroom, notify the administrative assistant in your group.
3. Deans must be apprised of field trips and off-campus sessions. See page 69 for more information on the field trip policy.
4. Class meetings must be held on campus except for approved field trips or visitations. Off-campus instruction must not take place in private homes under any circumstances.

Room Assignments

Rooms are assigned when schedules are created by the department chair/program coordinators and/or Deans or they are assigned by the group administrative assistant. If you need a special room for your class, or have a preference, be sure to let that person know when you submit your preferred schedule. If you need to change your classroom assignment you must schedule the change through the administrative assistant in your group.

Please be sure to turn the lights off when you leave your classroom and return the classroom furniture to its original arrangement, leaving the room ready for the next class and assisting our maintenance staff. Also, please remember; only harmless, water-soluble materials should be dumped in any college sinks.

Accommodations for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, GCC offers accommodations and/or auxiliary aids for eligible students with documented disabilities. It is the responsibility of the student to request services; however, you may find yourself referring students to the Wellness Center to seek support and information about possible accommodations.

The college has in place a protocol for securing needed accommodations. All instructors are responsible for familiarizing themselves with this protocol, which can be found online at http://www.gcc.mass.edu/ds/. For further information, please contact the Coordinator of Disability Services at (413) 775-1812, located in the Wellness Center on the fourth floor of the Core, C423.

The College has accessible facilities, including elevator services, bathroom facilities, a videophone for deaf and hard of hearing students (located on the fourth floor balcony in the Core outside of the Wellness Center), accessible drinking fountains, and automatically opening doors. Instructors, staff, and students should familiarize themselves with the accessible entrances for persons with disabilities in all buildings.

Instructors are strongly encouraged to include a statement on their syllabus indicating their desire to have students with disabilities discuss their needs with them. (See page 26 for a sample statement.)

Each instructor is asked to announce at the beginning of each course and periodically thereafter that students who may need consideration because of any sort of disability should make an appointment to see the instructor during office hours.

Students who receive academic accommodations must have registered with Disability Services and should present their instructors with an Accommodation Agreement at the beginning of the semester. The Accommodation Agreement is a document that is generated using information gathered from a student’s approved documentation in conjunction with an intake session conducted with the Coordinator of Disability Services. Please take time to meet with the student and review any questions
you might have about accommodations. If an instructor requires support in meeting a student’s needs as outlined in the Accommodation Agreement, they are encouraged to contact the Coordinator of Disability Services immediately.

Students with disabilities must coordinate academic accommodations with the Office of Disability Services at (413) 775-1332.

Instructors may not establish specific requirements for courses that inadvertently discriminate against students with disabilities. Section 504, of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, prohibit any kind of discrimination against students with disabilities that would prevent them from having access to any course, program, or service offered by the College. The law also requires that no students be prevented from taking courses offered by the College solely because of their disability. In establishing course requirements, instructors should be aware of the following:

1. There should be no course requirements which discriminate on the basis of a disability.
2. Students with disabilities should expect the same class experiences which are available to students without disabilities. These experiences include field trips, guest speakers, and audio-visual presentations.
3. Any course which requires off-campus experiences, including clinical fieldworks and internships, must be arranged so that the experience for students with disabilities is comparable to that of the students without disabilities.
4. All course materials must be made available to students with disabilities in an appropriate usable format (e.g. individual who is legally blind may require large print or electronic handouts.)
5. Modification in degree or course requirements may be necessary to meet the requirements of some students with disabilities. Some examples of such modifications are as follows:
   A. Prohibitive rules, such as those banning tape recorders from the classroom, must be waived for some students with disabilities.
   B. Personal care attendants, scribes, or interpreters must be permitted in the classroom when they are required to insure the participation of students with disabilities. Note: Students must be registered with Disability Services in the Wellness Center when using these auxiliary aides.
   C. Alternate testing and evaluation methods for measuring student achievement will be necessary for students with impaired sensory, manual, or speaking skills (except where those are the skills being measured).
   D. Classes may have to be relocated to permit access for students with mobility impairments.
   E. Equipment or devices used in the classroom (and in some cases teaching techniques that rely upon the sight, hearing, or mobility of students) may require adaptation in individual cases. Students should contact the Coordinator of Disability Services immediately to discuss arrangements for use of adaptive equipment.
   F. It is discriminatory to counsel students with disabilities toward more restrictive careers than students without disabilities, unless such counsel is based on strict licensing or certification requirements in a profession.

Please note that you are under no obligation to satisfy a student’s request for an accommodation unless that accommodation is in writing in the Agreement developed with the Coordinator of Disability Services or the Learning Support Counselor. If there is any question, contact the Wellness Center at (413) 775-1332 or the Coordinator of Disability Services at (413) 775-1812.
Testing Accommodations for Students with Disabilities

There are numerous types of appropriate testing accommodations, depending upon the nature of the coursework and the disability-related needs of the student. Following are some of the most commonly requested accommodations:

**Extended time.** This is one of the most common accommodations across disability groups. The typical recommendations are time and one-half or double time, but students working with a reader or scribe may require more than double time. We do not recommend unlimited time ("un-timed tests") unless the option is made available to all students.

**Accessible testing site and accessible seating.** Students who may need accessible seating include those who cannot walk up or down steps, have difficulty maneuvering through a row of seats, have vision or hearing impairments, or have disabilities that affect their ability to remain focused on visual or auditory lecture material.

**Oral Exams or Reading services.** Some exams may be administered on the computer (using screen reader software) or with the use of an audio recording. This option is used with students who are blind, have other vision issues, or have a learning disability impacting visual processing. This accommodation is not appropriate for accommodating issues of literacy (limited skills as opposed to limited ability).

**Scribe services.** Physically writing the student’s answers, verbatim, or filling out a Scantron answer sheet according to the student’s instructions. This accommodation is most often used when an individual is unable to use his or her hand to complete written work.

**Converted format.** This may include large print, digital format (usually formatted in Word, RTF, or PDF), Braille, or audio taped exam material. Converting material takes a minimum of two weeks, so arrangements for this accommodation must be made well in advance of exam dates. This includes the placement exam given to all incoming students.

**Computer Access.** Many students can independently complete essay exams on computers. Some may need technology such as enlargement, speech output, speech recognition or a spell check program, available through Disability Services by advance arrangement.

**Quiet, non-distractive testing environment.** Some students require a low distraction environment, especially those with learning disabilities or Attention Deficit Disorder. All students should have testing environments comparable to those of their classmates – i.e. testing space free from frequent interruptions, with proper writing surface, seating and lighting.

**Please Note:** Students are not permitted to use calculators as an accommodation to a learning disability when calculation is being measured. This includes the placement test given to all incoming students.

Arrangements for testing accommodations that require the use of equipment and/or alternative format should be made directly through the Office of Disability Services. Please contact the office at (413) 775-1332.

**Testing Arrangement NOT Recommended by Disability Services**

Sometimes questions arise about the use of other arrangements as appropriate testing accommodations. The following accommodations are not recommended:

**Unlimited time for taking tests.** Disability Services does not recommend this unless the instructor provides this option for all students in the class.

**Oral exams.** Disability Services usually discourages these unless this is the method of evaluation for all students. Oral exams require the student to immediately analyze, interpret and respond to a question, eliminating the additional “thought” time available in written exams. In addition, the method of grading may be different from that used for written exams and students are not encouraged to develop their critical writing abilities. The use of taped exams or exams in
computer format (text file) are the preferred alternative. This allows the student the opportunity to stop, cue and review as needed.

**Different tests for students with disabilities.** Again, Disability Services strongly discourages this since it is usually unnecessary, given the other testing accommodations that are possible, and because students with disabilities **should be held to the same standards as their classmates without disabilities.**

**Clarification of test questions.** Disability Services does not view clarification of test questions (e.g. the instructor or proctor giving the student a definition or explaining the meaning of a phrase or question) as a **disability accommodation.** Students with disabilities should be held to the same standards as other students when it comes to the expectations about understanding course content, exam questions, etc. If students without disabilities are allowed to receive clarification of questions they have, however, students with disabilities should receive a similar allowance, whether taking an exam with the class or in a private testing site.

**Textbooks**

Faculty members are responsible for notifying the Follett College Store of textbooks they have assigned for their course(s) by the designated bookstore deadline. They are also responsible for obtaining their own desk copies and any other supplementary classroom materials from publishers. Faculty members will receive the textbook order form electronically and reminders/communications from the textbook buyer (email 1313txt@fheg.follett.com and campus phone (413) 775-1192). Return the completed forms via mail or email to the Follett College Store. In some cases departments work collaboratively on textbook selection and textbooks are assigned for all sections of the same course. There are also instances in which a faculty member is hired late in the semester and the textbook may already have been ordered for the course. For questions related to textbooks in your area, consult your Department Chair or the administrative assistant in your group. All textbooks should be reviewed to ensure that they are free of racial/ethnic/sexual bias and stereotyping. Note: Federal financial aid regulations require that book information for courses be publicly available before classes start.

The bookstore website is [http://greenfieldshop.com](http://greenfieldshop.com). There you can see how your course materials are listed to be sure it conveys the correct information to students. You can also enter your adoptions or research titles by entering the faculty part of the website at the bottom of the main page under “Online Adoptions”. You will have to register to use this part of the website. After you set up your account with your own password the password to enter the site is 1313.

**Curriculum and Academic Policy (CAP) Committee**

The Curriculum and Academic Policy (CAP) committee is responsible for establishing “…policy and practice, with the approval of the chief academic and student affairs officer, on issues related to academic integrity; scholastic quality; curriculum development; and the evaluation, implementation and assessment of curricula and academic policy, including but not limited to new academic programs, distance education, course offerings, graduation requirements, grading policies, and credit for life experience.”

For CAP Committee information, including membership, forms, and guidelines, see Appendix D or log on to Moodle at [https://online.gcc.mass.edu/login/](https://online.gcc.mass.edu/login/). Choose GCC Curriculum and Academic Policy in the Course Overview section. Also, see the following sections for a summary of the curriculum process, the forms, and how to make a request to investigate an academic policy.

**Curriculum Development Process and Forms**

To create, change, or inactivate a course or program, complete a draft of the appropriate curriculum action form and follow the instructions as indicated on the form. The three curriculum forms are found in Appendix D and on the Curriculum and Academic Policy site in Moodle.
To determine when to submit your action, refer to the Dates for Submitting Curriculum Actions in Appendix D. Be sure to review the document for additional requirements, such as the Department of Higher Education Academic Program Approval process.

Once your curriculum form is complete in draft form, submit a printed copy to the chair of the CAP committee for review. The chair of CAP will help guide you through the process and help you to determine the effective term and/or the publications affected by your action.

Early submission of curriculum actions is encouraged. Submit curriculum forms, with all appropriate signatures, to committee members at least one week prior to a CAP meeting. The current membership of the committee can be found in Appendix D. The CAP committee considers actions at all meetings but has a review deadline for considering new courses and programs, and changes to courses and program that will be included in the next catalog.

Curriculum approved at a CAP meeting goes to the Chief Academic and Student Affairs Officer for review/approval. All actions approved by the Chief, other than Provisional and Special Topics courses, will appear in the Catalog.

If you wish to propose a course be offered on a provisional basis or as a Special Topics course (240), complete the CA-1 course form and submit a draft to the CAP chair for review. Once the review is complete, the completed form, with appropriate signatures, can be submitted directly to the Chief Academic and Student Affairs Officer; (it does not require committee approval). An approved provisional course can only be taught twice and an approved Special Topics course can be taught only three times. In order to offer the course beyond the provisional offerings, the course must go through the CAP committee process described earlier in this section.

Request to Investigate an Academic Policy

To request the CAP committee review a particular academic policy, submit the RI-1 form, Request to Investigate an Academic Policy, to the CAP committee chair. The form can be found in Appendix C and on the Curriculum and Academic Policy site in Moodle.

Course Contact Time

Course contact time is established in compliance with the federal definition in NEASC’s Policy on Credits and Degrees, which states:

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than —

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Alternative Course Modalities

Greenfield Community College supports and encourages creative modes of course presentation. We recognize that it is valuable to provide options and choices for our students concerning the format of the classes that they take. To that end, in addition to the more traditional lecture/discussion and laboratory formats, GCC offers courses using the following modalities.
**Online Course Development Priority Setting and Online Course Development Proposal Process**

GCC considers carefully which courses it will support for development for online delivery. As college and grant funds are used to support this innovation, it is critical that new online courses developed be within the college’s authority for online delivery per its NEASC accreditation. In addition, selected courses must meet college need and be in sufficient demand for this delivery format. The Distance Education Fully-Online Course Development Proposal form, in Appendix C, indicates those priorities and describes the process by which any faculty may propose a course for online delivery. Forms must have the signature of the department chair/program coordinator and the academic group dean.

**Directed Study**

Directed Study allows a student to collaborate with a qualified instructor to complete a project for advanced individual study beyond the specific offerings at GCC. To qualify, the student must have completed all available offerings in the given topic. For additional information and application materials, contact the Registrar at (413) 775-1813, or an Academic Group office, or visit [http://www.gcc.mass.edu/registrar/forms](http://www.gcc.mass.edu/registrar/forms). For eligibility information, students should work with their advisor, the instructor, and/or the program coordinator.

**Internships**

Faculty can work with a student on two types of site-based learning experience internships. An internship extends a student’s learning opportunities beyond the classroom setting. An internship allows the student to work with a faculty mentor and a sponsor from a business or organization to gain hands-on experience in professional work environments that relate to their academic and career interests. The internship form is available in group offices and from the list of forms online at [http://www.gcc.mass.edu/registrar/forms](http://www.gcc.mass.edu/registrar/forms). The internship support person, Christine Copeland, (413) 775-1472 or copelandc@gcc.mass.edu, can help both students and faculty to design effective internship experiences.

**Learning Communities**

There are many forms that learning communities can take. The most common form to date at GCC has been the pairing of two courses from two different disciplines wherein students must register for both classes. For the first time a Learning Community is offered, the full-time faculty receives reassigned time during the semester that they offer the courses. For example, if in fall 2007, Professor Green, who teaches SOC 101 for 3-credits, and Professor Rosa, who teaches ENG 101 for 3-credits, teach a new six-credit Learning Community (Rerun Culture and TV Legends, combining ENG 101 and SOC 101) and during the contact time they are both present and, in effect, co-teach the Learning Community, they would each get one three-credit reassigned time for their instructional workload. For a second and any subsequent offering of the same Learning Community, faculty will receive the equivalent of one half of the three-credit reassigned time. Adjunct faculty will be paid a stipend equivalent to the correlating amount of reassigned time for a first time offering. That is, an adjunct instructor teaching a learning community for the first time would receive the normal salary for teaching the course plus a stipend equal to the correlating amount for the paired course. For a second and any subsequent offering of the same Learning Community, the adjunct faculty would receive the normal course salary plus a stipend equal to one half the correlating amount for the paired course.

The following factors are considered prior to approving the development of learning communities at GCC:

- At least one of the learning community courses typically has 3 concurrent sections that are consistently offered during a semester (exceptions given for courses with a defined cohort of students).
- Maintaining a student to faculty ratio of approximately 11:1 (22:2)
FACULTY TEACHING AND ADVISING SUPPORT

- Minimum number of students 18
- Learning community course offerings should take into account departmental/group/institutional priorities and align with department curriculum needs.
- Appropriate time for pedagogical preparation and publicizing for the course(s).

Initial proposals for learning communities should be submitted to the Dean one year in advance of the anticipated offering.

Faculty offering a learning community should anticipate offering the course at least two additional times in a timeframe that correlates with department and academic affairs planning.

If you have interest in Learning Communities, please contact the appropriate Dean(s) to discuss potential proposals.

**Service Learning and Civic Engagement**

The college is building a service learning program that includes many community based options. Service learning can be built into courses or students may participate outside of class. For help in adding service learning options to a course, contact the Director of Student Development at (413) 775-1819, or raperj@gcc.mass.edu.

**Co-curricular Programming Requests**

The Student Development grouping which consists of Transition Services Programs, Fitness Center, Women’s Resource Center, Veterans’ Center, Early Transitions Program, and Student Activities and Community Service has made available the opportunity for you to request co-curricular programs that coincide with class times or to be used for extra credit with your students. Student Development provides programming on a wide variety of topics designed to enhance classroom learning and align with general education abilities. If you are interested in requesting a program please fill out the form at this link http://www.gcc.mass.edu/staff/co-curricular. Should you have further questions please contact Judy Raper, Director of Student Development at raperj@gcc.mass.edu.

**Teaching GCC Courses at Smith College**

Every Fall and Spring semester GCC offers an array of courses on the campus of Smith College in Northampton. Any GCC student can enroll in these classes and registering is the same as for on-campus GCC classes. Some classes will have Holyoke Community College (HCC) students registered as well.

A few weeks prior to the start of classes, GCC’s office of Student and Academic Affairs will send instructors additional information and procedures to follow when teaching at Smith College. Instructors can also expect to receive information from HCC. Included in the information from GCC and HCC will be important announcements for instructors to make to students. Also, GCC and HCC will periodically provide rosters to instructors. Please reply in a timely manner; as your response affects students’ records.

Classes are held in Seelye Hall, located just off Greene Street. GCC provides a site supervisor who is available every Tuesday and Thursday nights in Seelye Hall and can be reached at (413) 834-1066 between 5:45 and 8:45. At other times and for questions or concerns, contact Laura Earl in the office of Student and Academic Affairs at earl@gcc.mass.edu or (413) 775-1816. For questions about your teaching assignment, please contact the dean or administrative assistant for your group.

**Services Available to Students in GCC Courses at Smith College**

The Smith College Library is available for students’ use. There is a computer lab available for limited use in Seelye Hall. Copy machines are located in the Smith College Library or at Paradise Printing and there is a fee for copying. For additional information students should visit http://www.gcc.mass.edu/academics/smith/.
Emergency Procedures for GCC Course Delivery at Smith College

For GCC faculty members teaching at Smith College, in case of emergency call the Smith College Campus Police by dialing extension 800 from campus phones, or (413) 585-2490 from a cell phone or from off campus — please program this number into your cell phone.

If you witness a crime or suspicious activity on campus, immediately call the Smith College Campus Police by dialing extension 800 from campus phones, 413-585-2490 from a cell phone or by activating any blue light emergency phone. There are 77 blue light emergency phones at various locations around campus. They are linked directly to the Campus Police Dispatch Center. No dialing is necessary. Give pertinent details you know, including location, nature of the incident, descriptions of persons involved, etc.

GCC Course Delivery at Other Sites

On occasion, the college delivers GCC courses at additional locations, most often at vocational technical high schools or agencies with which the college has a partnership agreement. These courses are taught by approved GCC instructors using approved course descriptions and outcomes. We welcome the involvement of full-time and adjunct faculty in providing educational opportunities in these off campus sites.

Blended courses

GCC provides some courses through a blended format that includes for-credit students in the same class as credit-free students enrolled through our Community Education Program. Faculty seeking to have a course open for this blended delivery option are to provide their proposals directly to their Dean. The Dean and Grouping Administrative Assistant will then work with the Director of Community Education and Workforce Development to have the course listed in their publications to support credit-free student enrollment.

Credit-Free Classes and Workshops

The college, through the Office of Community Education and Workforce Development, offers a wide array of credit-free classes and workshops and classes that are published each semester in the Lifelong Learning guide. If you have an interest in offering a credit-free class or workshop, please email either stilesa@gcc.mass.edu or lively@gcc.mass.edu for a workshop proposal letter and form. Visit the Community Education website at http://www.gcc.mass.edu/creditfree/.

Distance Learning and Instructional Technology

Learning Management Systems and Online Courses at GCC

Presently, Greenfield Community College has over 300 active course sections each semester online on our Moodle server. Courses listed in Banner for any given semester have Moodle course shells created automatically. Faculty have access to their Moodle course shells on Advising Day. January intersession and Spring course shells are available on Fall Advising Day, Summer I, Summer II and Fall course shells are available on Spring Advising Day. Workload calculations for faculty who teach online courses are described in the Memorandum of Agreement found at http://www.mccc-union.org/CONTRACTS/DistanceEd/DE_Agreement.pdf. Forms relevant to distance education courses can be found at http://www.mccc-union.org/distanceedagreement.htm.

Professional development is available for online course development, see page 37. If you have any questions about teaching online, contact the Coordinator of Online Learning and Instructional Technology, Michelle Barthelemy, at (413) 775-1481. For additional information and resources for online teaching and instructional support, go to http://www.gcc.mass.edu/online-learning.
**FACULTY TEACHING AND ADVISING SUPPORT**

*Fully Online Certificates and Degrees*

The college has been approved by our accrediting body to delivery fully online certificates and degrees. At the time of this publication, the Associate in Arts in Liberal Arts-general is available fully online as is the Management certificate, the Associate in Science in Management, and the Associate in Arts in Business Administration Management.

*Learning Management System (LMS) Course Retention*

GCC Learning Management System (LMS) Course Retention policy, found in Appendix C, outlines the length of time courses contained in Moodle, the College’s LMS, will be retained and defines the responsibility of course data ownership.

*Professional Development for Online Course Development—The Mentor Program for Online Learning*

Consistent with the Distance Education Memorandum of Agreement, section VI - Compensation, at [http://www.mccc-union.org/distanceedagreement.htm](http://www.mccc-union.org/distanceedagreement.htm), GCC provides the appropriate stipend for course development for first time development of a course for online delivery: $500 per credit or for full time faculty workload reduction. In addition, GCC provides a $250 per credit stipend for first time delivery. As part of this compensation the faculty member developing the new online course will be expected to participate in a structured 27 hour program of professional development — the Mentor Program for Online Learning. Each instructor new to teaching online at GCC will be matched with an experienced online instructor as a mentor; and the cohort of mentors and mentees will meet together for 14 hours during a semester prior to first time delivery. For the remaining 13 hours the mentors and mentees will arrange meeting times.

*Expectations for Faculty Teaching Fully Online Courses*

**Mentor/Mentee Program:** Full-time and adjunct faculty teaching an online course for the first time at GCC are expected to participate in the Faculty Online Mentor/Mentee program. This semester-long program provides a small number of focused workshops and one-on-one support for online course development.

**Pre-course information for students:** Information and guidelines are sent to faculty the week prior to the first day of classes on how to make a course available in Moodle. This information is also available at [http://www.gcc.mass.edu/online-learning/](http://www.gcc.mass.edu/online-learning/) and [http://www.gcc.mass.edu/online-learning/faculty-staff-resources/online-teaching-manual/](http://www.gcc.mass.edu/online-learning/faculty-staff-resources/online-teaching-manual/). If you need assistance making an online course, contact the Coordinator of Online Learning and Instructional Technology, Michelle Barthelemy, at (413) 775-1481 or barthelemym@gcc.mass.edu for help in making online course overview information available to students before the course begins.

**First day of classes:** Online courses must be available to students on the first day of classes. At minimum, each course should have the syllabus, instructor contact information, an overview of the course and expectations, and a welcome announcement that gives the students information on what they can expect for the first week or two of the course.

**When to Make Courses Available:** The MACER Distance Education Committee and the GCCPA have agreed to make all fully online courses automatically available at 8 a.m. the first day of classes.

**On-going expectations for online courses:** Greenfield Community College prides itself on student interaction with faculty members. This practice is embedded in GCC’s mission and supports one of NEASC’s criteria for an online course. Therefore, the expectation is that instructors communicate with their students through announcements, assignments, discussions, journals, chat, and/or other means on a regular basis.
Moodle Course Shell and Online Student Learning Orientation: Tutorials have been built into our online learning materials and course shells. In addition, there is a “How to Course for Students” in Moodle that introduces students to commonly used tools and activities in Moodle. Please introduce student to these resources.

Suggested Design Elements for Online Courses: The MACER Distance Education Committee and the GCCPA have endorsed the “Suggested Design Elements for Online Courses” developed through the three-semester work of faculty and related online-course support personnel. These elements, which can be found in Appendix C, and are online at http://www.gcc.mass.edu/online-learning/, are based on established best practices and can provide a useful tool for self-assessment of one’s online course(s).

Web Pages and Blogs for Faculty and Departments

Information Technology and Marketing & Publications have implemented a web content management system (CMS) that makes it possible for staff and faculty to maintain web pages or blogs for their departments, programs, projects and/or individual selves. We use web-based software that allows you to update your website from any computer with internet access and that requires no knowledge of web programming or design.

Training in using our CMS is offered on a regular basis, and is always available by appointment by contacting GCC’s webmaster (webmaster@gcc.mass.edu).

Your program or department may have a website already. If not, or if you are interested in making changes to an existing GCC site or creating a new site for yourself or your area, submit your request at the IT Helpdesk, http://helpdesk.gcc.mass.edu/portal.

Our process is to meet with you to discuss needs, goals and content strategy; work with you on the design and functionality of your site; then turn the site over to you for continued maintenance. GCC web design guidelines and policies are to be used in the design of any GCC webpage.

Dual Site Interactive Video Presentations

Often in programs with limited enrollment (Fire Science and Engineering are two examples), courses have used video teleconferencing to connect one campus interactively with another. Contact the Educational Technology department for more details.

Instructional Technology Support for Faculty

Faculty Instructional Technology Support (FITS) group

Faculty developing online courses and/or integrating web-based and classroom instructional technology enhancements into their courses should contact Michelle Barthelemy, Coordinator of Online Learning and Instructional Technology. Michelle can be reached at (413) 775-1481 or at barthelemym@gcc.mass.edu, office C302. Tutorials and general information are available at http://www.gcc.mass.edu/online-learning/, under the “Faculty & Staff Resources” tab.

FITS, a faculty and staff resource team can help you with questions and concerns about using technology in the classroom and online instruction. They also arrange and run workshops in the following areas: SMARTboard, Moodle, Camtasia, WordPress, PowerPoint, presentation equipment, imaging, CD burning, and Web applications. Contact the FITS team at FITS@gcc.mass.edu. The FITS team members are Michelle Barthelemy, Caitlin Worth, and Trevor Kearns.

Classroom Equipment Support

The Educational Technology Center (ETC) Technicians provide service for SMARTboards, classroom projection equipment, DVD players, and VCRs, during regular hours. For assistance, fill out a help desk
FACULTY TEACHING AND ADVISING SUPPORT

ticket at: http://helpdesk.gcc.mass.edu/portal. For training on equipment please call (413) 775-1842 to make an appointment.

- Karen Truehart, truehart@gcc.mass.edu, 8:30 a.m. - 4:30 p.m., Monday - Friday
- Fraser Stowe, st oweF@gcc.mass.edu, 2:45 p.m. - 9:00 p.m., Monday - Thursday

**Media Events, Presentation, Development/Production/Distribution**

The Educational Technology Center (ETC) Instructional Media Specialist is available to assist in producing events held in the Dining Commons (C119), theater (SG01), lecture hall (N335), or television studio (S308A). For assistance fill out an event form once a room is booked: http://edtech.gcc.mass.edu/forms/EventsForm_10_2_12.aspx.

For assistance with other types of development or production of media materials for use in your courses or classroom presentations including online course videos, schedule an appointment by calling (413) 775-1843.

- Garry Longe, longe@gcc.mass.edu, 8:30 a.m. - 4:30 p.m., Monday - Friday

**Information Security**

The Information Security Office (ISO) assures the availability, integrity and confidentiality of information by increasing information security awareness for the College. For more information visit: http://www.gcc.mass.edu/information-security/ or contact the information Security Officer:

- John Canon, canon@gcc.mass.edu, (413) 775-1365, office: S211

**Technical Support**

**Moodle Assistance:** For help with passwords, logging on to the system, and technical support, the following Academic Computing staff member is available during the hours listed:

- Robin Howard, howard@gcc.mass.edu, 7:00 a.m. - 3:00 p.m., Mon. - Fri., (413) 775-1356, office: E137A or by submitting a help desk ticket at http://helpdesk.gcc.mass.edu/portal

**Classroom Assistance:** For general assistance, fill out a helpdesk ticket at http://helpdesk.gcc.mass.edu/portal.

**Office Computer Assistance:** For general assistance, fill out a helpdesk ticket at http://helpdesk.gcc.mass.edu/portal.

For emergency assistance with your office computer (password or access issues), the following Administrative Computing staff members are available:

- Corey Ames, amesc@gcc.mass.edu, 8:00 a.m. - 4:00 p.m., Mon. - Fri., (413) 775-1363, office: N313
- for MAC computers: John Canon, canon@gcc.mass.edu, (413) 775-1365, office: S211

**Educational Technology Center (ETC)**

The Educational Technology Center (ETC) is located in S306-S308 and staffed Monday through Thursday, 8:30 a.m. to 9:00 p.m. and Friday, from 8:30 a.m. to 4:30 p.m. during the academic year. The staff is:

- Garry Longe, Instructional Media Specialist, (413) 775-1843
- Karen Truehart, Audio-visual Technician, (413) 775-1841
- Fraser Stowe, Evening Audio-visual Technician, (413) 775-1867

The mission of the Center is to serve the academic community in all disciplines by providing access to and assistance on traditional, new, and emerging educational technologies. The major focus of the ETC is to help faculty and students in developing and incorporating technology in the learning environment.
FACULTY TEACHING AND ADVISING SUPPORT

This includes production of materials for and maintenance of the College's YouTube account and digital signage. For more information, see Appendix C.

In addition, the ETC schedules, distributes, installs, and maintains the College's audio video presentation equipment in all campus spaces. Appointments for services such as equipment delivery and set up, production support, or training services should be made in advance. ETC also houses and circulates student equipment. Student equipment circulation hours are coordinated through the instructors requiring specific course service and vary each semester.

The ETC houses a complete production facility which includes: a television production studio also equipped as a 45 seat multimedia presentation space; a faculty multimedia lab with video editing suites and graphic/animation workstations; a satellite and cable distribution area with digital conversion capability and media duplication. In addition, ETC manages and stores the institutional media archives through a searchable database at http://edtech.gcc.mass.edu/video/video.html.

The ETC also staffs and operates satellite production equipment in the Dining Commons (C119), the Sloan Theater (SG01) and the Stinchfield Lecture Hall (N335). These areas are capable of producing live recordings of presentations and performances. The Sloan Theater is equipped with a fully professional theater lighting system. Production equipment is operated by ETC trained staff who are scheduled by using Tech support form: http://edtech.gcc.mass.edu/forms/EventsForm_10_2_12.aspx or by contacting them at (413) 775-1843.

Please visit ETC's website: http://edtech.gcc.mass.edu. Our site provides current AV equipment locations with classroom descriptions and photos, and a searchable database of the institutional media archives on our video page. It includes recommended classroom equipment specifications and the YouTube and digital signage guidelines as well as other useful information.

Library

The Nahman-Watson Library is located on the 3rd floor of the Core and serves the study and research needs of a diverse group of teachers and learners by providing a variety of services, collections, and technology. Both quiet and conversation-friendly study spaces are available. The Library is open to the entire GCC community, as well as to the public. For more detailed information, stop by the Library, call (413) 775-1830, email reference@gcc.mass.edu, or visit the Library's website at http://www.gcc.mass.edu/library/.

To stay updated on library events, programs, and services, consider becoming a fan on Facebook at http://www.facebook.com/libraryatgcc.

Regular semester hours are:
  Monday-Thursday, 8:00 a.m. - 8:00 p.m.
  Friday, 8:00 a.m. - 5:00 p.m.

Library Technology

The Library maintains computers for use within the Library by GCC students, faculty, and staff. Other equipment includes a coin-operated photocopier; scanners, and video/DVD viewing stations. Computer stations equipped with Dragon Naturally Speaking software, and other assistive technologies are available in several of the study rooms. Wireless internet access is available throughout the library. For more information, visit http://www.gcc.mass.edu/library/services/technology/.

The Library has a Technical Support Desk available to help students, faculty, or staff with many technology-related questions. The Technical Support Desk can be found at the library circulation desk.
Library Collections

Print & Online Collections:

The Library collection contains over 50,000 physical items, including circulating and reference books, newspapers, magazines, scholarly journals, and DVDs. As part of the Central and Western Massachusetts Library Network (C/W MARS), the GCC Library shares an online catalog with the other community colleges and most public libraries in the central and western regions of the state, providing access to over 6 million items. You may request items from any of these libraries through the C/W MARS catalog using your GCC library card. The Five Colleges are not part of the C/W MARS network.

The Library’s 80+ online databases offer access to hundreds of thousands of periodical articles and reference sources and are available from any campus computer. Off campus access is available 24 hours a day with a GCC student, faculty or staff library card. The Films on Demand and Media Education Foundation databases offer access to thousands of streaming educational videos, which can be embedded in a Moodle course. Thousands of eBooks and audiobooks are also available on or off-campus, through the library catalog.

Archibald MacLeish Collection:

The MacLeish Collection was founded in 1974 by six educators from Greenfield Community College to advance the knowledge and understanding of poet Archibald MacLeish—the man, his life, his works, and his times. Mr. MacLeish authorized and supported this effort by contributing his own time and energy to a series of interviews about his work and offering books and manuscripts to the Collection. In 1984, the heirs to his estate donated 1690 additional items to the Collection. The Archibald MacLeish Collection is housed on the third floor of the Core, just outside the library, in room C307. For more information contact the Curator at (413) 775-1835.

Library Cards & Borrowing

Students, faculty, and staff may request a GCC library card online at http://www.gcc.mass.edu/library/cards/ or in person at the Circulation Desk.

Faculty loan periods are as follows:

- Books: Remainder of the current semester
- Videos & DVDs: Two weeks

Please note that your students may borrow books for 4 weeks, with one renewal, and DVDs for 2 days. For borrowing and overdue materials policies go to http://www.gcc.mass.edu/library/services/borrowing/.

Interlibrary Loan:

GCC students, faculty, and staff may request circulating items from other libraries through Interlibrary Loan only if they are not owned by any of the libraries in the C/W MARS network. For more information or to place an order, please visit http://www.gcc.mass.edu/library/services/ill/.

Library Services for Faculty

Information Literacy Instruction for Your Students:

Information literacy encompasses the ability to know when information is needed, and to locate, retrieve, evaluate, analyze, synthesize, and use that information. All Library instruction sessions are taught by GCC Librarians and are aimed at cultivating information literacy in your students. Information literacy sessions take place during your usual class time, either in the Library’s SMARTBoard-equipped computer lab or in your classroom. Topics include Library catalog and online database searching, website
evaluation, scholarly vs. popular sources, understanding citations, academic honesty, and many others. For a full menu of topics, or to request an instruction session for your class, visit http://www.gcc.mass.edu/library/help/faculty-request/ or contact one of the following librarians.

Day classes: Eric Poulin, (413) 775-1834 or pouline@gcc.mass.edu; or Liza Harrington, (413) 775-1836 or harringtonl@gcc.mass.edu

Library instruction sessions work best when they are directly related to a research assignment. Librarians can help you to design effective research assignments, for use in conjunction with instruction sessions or simply for your course. For more information about effective research assignments, visit http://www.gcc.mass.edu/library/faculty/assignments/.

Research Guides:

Online research guides (“LibGuides”) for a range of subject areas are available through the Library website at http://www.gcc.mass.libguides.com/guides. Librarians will create, or work with you to create, a specialized LibGuide for your course or subject area. These guides can be posted to the Moodle site for your course and/or used to supplement information literacy instruction sessions.

Embedded Librarians:

Librarians are available to be embedded in your Moodle course site. Librarians can then help to answer research-specific questions as they arise.

Librarians can also be available on our chat service (http://www.gcc.mass.edu/library/ask/) during specific “office hours” for your students.

To embed a librarian in your course or to request online librarian office hours, visit the library or email reference@gcc.mass.edu.

Research Consultation:

Librarians provide reference and research assistance, including individual reference help to students, faculty, and staff during the Library’s open hours in person, by phone at (413) 775-1831, by email at reference@gcc.mass.edu, and group instruction sessions designed for specific courses and assignments. Research guides for a range of subject areas and several specific courses are available in print in the Library and on the Library's website. For more in depth research assistance, individual appointments for you or your students can be scheduled in advance. To schedule a research consultation, email reference@gcc.mass.edu.

Course Reserves:

Faculty members may place their own materials or available GCC Library materials on reserve in the Library so they are easily accessible to students. Reserve materials are kept at the Circulation Desk and may be checked out by students for use in the Library, or for whatever short-term loan period you designate. Instructors are responsible for copyright compliance related to materials they place on reserve, and written confirmation of copyright permission must be submitted with copyrighted materials (see http://www.gcc.mass.edu/library/about/copyright/ for more information on copyright). Please bring items you wish to place on reserve to the Circulation Desk or contact Terry Smith for more information at (413) 775-1837 or smitht@gcc.mass.edu.

Reproduction of Course Materials (Central Duplicating)

Central Services, located in CB11 and CB14, provides assistance for duplicating syllabi, exams*, quizzes*, and other course-related materials. These should be placed in campus-mailing envelopes with the appropriate Central Duplicating request form (see Appendix C) completed and brought or ‘mailed’ to the Central Duplicating office. Alternatively, you can make your request electronically by going to http://www.gcc.mass.edu/central-services/ where you can fill out your duplicating request for submission to Central Duplicating.
Services provide by Central Duplicating encompass a broad range of products, including:

- Black and White copies
- Color Copies
- Single or double sided printing
- Single or double stapled
- 2 or 3 hole punches
- Document size up to 11 x 17
- Multiple page electronic scans to your email or to your thumb drive, reproduced in PDF, JPEG, or TIFF
- Pamphlets (multi-page booklets) in finished sizes of 5 ½ x 8 ½ or 8 ½ x 11
- Comb Bound for books up to 2 ½” thick.
- Laminating up to 24” wide
- Pads of Paper (Be green: Recycle your non-confidential paper; however, no student names or ID numbers). Central Duplicating will glue and cut your paper in scrap pads or into memo pads.

The duplicating center normally asks for a two day turn around period, but is more than willing to help on short notice or in an emergency.

All materials will be delivered to your department Administrative Assistant, or for convenience can be picked-up in the duplicating suite (Room CB14).

Faculty are encouraged to use Central Duplicating as the per-copy costs are less than equipment found in other areas of the buildings. All instructors are expected to adhere to all Copyright laws, and written confirmation of copyright permission must be submitted with the copyrighted materials to be photocopied. Basic information on obtaining copyright information is posted near each copier. Central Duplicating can provide information regarding the current copyright laws; additionally the GCC Library offers information on current copyright requirements on their web page. The GCC Bookstore works with instructors to provide course packets and other copyrighted materials to students.

* All exam or quiz duplicating request forms and cover envelopes should be clearly marked “CONFIDENTIAL”.

The staff is:
- Kathy Maleno, Duplicating Technician, (413) 775-1727

Central Receiving

All college related deliveries are brought to Shipping and Receiving, Room CB11. After receiving the packages and recording their destination, packages will then be delivered to the specific department, and turned over to the departmental Administrative Assistant.

It is the policy of the College that personal packages are not to be delivered to GCC’s Central Receiving Department.

The staff is:
- John Markoski, Storekeeper, (413) 775-1711

Classroom Supplies

Writing pads, pens, pencils, and other classroom and office supplies for instructor use are available in the group offices.
Special Financial Requests

Most departments have budgets used to support faculty and classroom needs. Contact your department chair, program coordinator, or Dean if you have a particular request.

Program Handbooks

Some academic programs or departments have handbooks, academic websites, program flyers, and other communications with information that is specific to that area. Check with your program coordinator, department chair, or Dean to see if such is the case in your discipline.

Marketing of Instructional Programs

Marketing, Publications & Web (MPW) manages the college’s marketing efforts, media relations and coordinates all official college publications, event publicity, and web content management. MPW is responsible for maintaining and strengthening GCC’s institutional identity through accurate and timely information, professional publications, and comprehensive website design management.

If you are interested in promoting a GCC program your first step is to notify your Dean of your intent. If your goal is to communicate with current and/or incoming students, please contact Elaine Lapomardo, Dean of Enrollment Services at 413-775-1804 or LapomardoE@gcc.mass.edu. If your goal impacts a publication or media relations contact Liz Carroll at (413) 775-1421 or carroll@gcc.mass.edu. Please note, all materials produced by faculty or staff, including brochures and flyers representing GCC must include the affirmative action statement found at: http://www.gcc.mass.edu/hr/college-policies/, follow style guidelines located at http://www.gcc.mass.edu/marketing/, and posted to the GCC web calendar if applicable. Print marketing materials are adapted for the web by Erica Goleman, webmaster at webmaster@gcc.mass.edu.

Classroom Action Research

Greenfield Community College’s Mission Statement asserts, in part, that we shall teach, in a small, supportive and intimate learning environment, the knowledge and skills necessary for our students to reach their highest potential.

We spent many long months developing our entire Mission Statement, and we are very serious about its components. (Please see page 3 of this Handbook for the complete Statement.) Many factors go into teaching the knowledge and skills necessary for reaching one’s highest potential, but the factor over which you, our faculty, have control is assuring excellence in teaching. For new faculty, during the first few months of your association with GCC, you will be oriented to the school and its policies, your course materials will be reviewed and evaluated, your classes will be visited and evaluated, and students will have an opportunity to provide us and you with feedback as to their perceptions of your teaching.

Because we take great pride in the quality of teaching at GCC, we are continually seeking new ways to improve and modify the process. One modification we encourage faculty to consider as part of their instructional repertoire is Classroom Action Research.

What is Classroom Action Research?

Basically, Classroom Action Research is a process whereby faculty gather feedback during the semester, often on a day-by-day basis to ascertain if what they are teaching is being learned. It is a means by which, on an on-going basis, a faculty member can assess if instructional objectives are being met. There are many other benefits, such as providing students who might not otherwise participate in class the opportunity to give their input, critique assignments, exams, teaching methods, etc.
Most Classroom Action Research takes place during the first or last few minutes of selected class periods. Students need not put their names on their papers, but they need to pass in their thoughts and comments before they leave class. Many faculty often then utilize the research to begin the next class, thereby validating its usage as well as student input. For example, after asking students to write on “What was unclear during this session?” a faculty member who thought she had explained a concept very well, discovered several students who didn’t understand. She began her next class by asking those who grasped the concept to explain it to those for whom it was still unclear.

In general, Classroom Action Research should take five minutes or less to complete, and should relate directly to the class just taught, or the process/progress of the class thus far. You should use Classroom Action Research only if you want to know the answers to your research questions and also plan to utilize the information in your classroom.

Below are some suggestions for specific research questions. You are encouraged to be creative and invent some of your own. Also, consider sharing with your colleagues research questions that work well (and those which don’t), as well as what you learn from asking the questions.

- What was the main, overriding thesis in today’s session?
- What was the most useful/meaningful thing you learned today?
- What was the least useful/meaningful thing you learned today?
- What, if anything, was unclear to you today?
- What did you learn today that has special significance to you?
- Do you still have unanswered questions on what we covered today?
- Comment on the format of this class. What should stay the same, be eliminated, be improved?
- Please give me your critique of this exam/assignment.
- What could you have done to better prepare for this exam/assignment?
- What could the instructor have done to help you be better prepared for this exam?
- What has been the hardest concept/issue/idea in this class to grasp so far?
- Because of your previous responses, I changed the format/technique for today’s class. Please comment and give suggestions.
- In your opinion, are all students in this class treated fairly and equitably?
- How important/effective are the films/tapes/videos presented in class?
- Do you feel included in this class? Have you ever felt excluded?

Please feel free to use any and all of the above suggestions.

The GCC Library can provide books and journal articles on the planning and use of classroom action research techniques. Alternatively, check with your Dean who may be able to help you or refer you to a faculty member in your area who can provide you with examples used in his or her class.

**Institutional Review Board/Other College Research**

Often faculty or staff wants to conduct other research at the college that goes beyond Classroom Action Research and contributes more generally to our knowledge base or involves more complex research methodology and use of human subjects. For those instances, please contact the chair of the GCC Institutional Review Board, Brian Kapitulik, (413) 775-1252, E116G. The Institutional Review Board (IRB) works to ensure that the college meets the objectives of protecting people's privacy, health and safety, and people's ability to participate voluntarily in human subject research. If you plan to conduct any research that involves human subjects, visit the GCC Institutional Review Board webpage at [http://www.gcc.mass.edu/about/irb/](http://www.gcc.mass.edu/about/irb/) for information, guidelines, application, and other forms. The IRB chair, Brian Kapitulik, can be reached at (413) 775-1252 or kapitulikb@gcc.mass.edu.
Professional Development and Institutional Meetings and Events

All faculty are invited to discuss, with their Dean, activities relevant to their professional development. In addition, we welcome everyone’s participation in the institutional events and professional development opportunities scheduled as follows:

• Faculty Technology Training – date to be announced
• Fall New Employee Orientation – Monday, August 31, 2015
• GCC Community Breakfast – Tuesday, September 1, 2015
• Fall Professional Half-Day (MCCC) – designated grouping and department/program meetings – Tuesday, September 1, 2015 after 12:00 noon
• Fall Advising Day – Tuesday, November 3, 2015
• Spring New Employee Orientation – Thursday, January 21, 2016
• Faculty Technology Training – January, 2016, dates to be announced
• Spring Professional Half-Day (MCCC) – designated college program and time for department/program assessment meetings – Tuesday, January 26, 2016
• Spring Advising Day – Thursday, April 7, 2016
• The Annual Community College Teaching, Learning and Student Development Conference – April 1, 2016 at Massasoit Community College. Registration information will be available early in the spring. GCC will pay the registration fee and travel expenses for college employees who attend.
• Spring Professional Half-Day (MCCC) - designated for department/program year-end assessment meetings – Wednesday, May 25, 2016
• “All College” meetings – August 10, September 21, October 19, November 16, December 14, January 11, February 8, March 14, April 11, May 9, June 13, July 11, August 8
• Various Assembly and department meetings to be announced
• Other Technology trainings to be announced
• Conferences, workshops, and other professional development opportunities to be announced

If you have ideas for professional development programs you would like to see offered at the college, please contact your Dean.

Professional Resources on GCC’s Website for Teaching and Learning

This interactive website, http://www.gcc.mass.edu/faculty-support/, contains posted resources for faculty such as teaching tips, assessment, articles, links to other resources, a blog and materials from professional development workshops, information about upcoming conferences.

Faculty Workshops

GCC offers an ongoing schedule of faculty workshops and drop in support hours provided by the Faculty Instructional Technology Support team (FITS) made up of experienced online faculty and the Coordinator of Online Learning and Instructional Technology. Look for periodic FITS Newsletters which provide timely information and tips for faculty as well as upcoming technology workshops.
Grant Writing

Faculty who want to pursue special projects or initiatives that require funding are encouraged to work with the GCC development office to seek external funding. The Grants Office will help you clarify your ideas, find funding sources, assure necessary approvals, and draft the proposal. The Grants Office can be reached at, (413) 775-1426 or (413) 775-1406, or on the web at http://www.gcc.mass.edu/development/. At that web page, they state:

- Our mission: The Grants Office will increase external funding received by Greenfield Community College by coordinating college grant-writing activities and improving the process of grants development and program implementation.
- Our belief: That external funds are an essential component of a vibrant college community in that they both spark innovation and help meet the needs of the institution. Building a culture of innovation in resource development benefits the college as a whole as well as individuals within it.

GCC Alumni Association

The Greenfield Community College Alumni Association is an independent organization that cultivates lifelong relationships with current and future alumni. As a committed partner and supporter of the College, the Association strives to foster connections among graduates, former students, current students, friends, and the community.

The Alumni Association has created an endowed scholarship fund that awards two scholarships each year to GCC students, with alumni serving on the selection committee. Also, the Alumni Association helps connect GCC alums working in a variety of fields with current GCC students to provide information on career options.

The Alumni Association meets four times per year at the GCC Downtown Center, 270 Main Street in Greenfield. All alumni are welcome and encouraged to attend. To learn more, visit http://www.gcc.mass.edu/alumni or contact Regina Curtis (’86), President of the Alumni Association at (413) 775-1426 or curtisr@gcc.mass.edu.

GCC Foundation

Since 1968, the Greenfield Community College Foundation has invested in the dreams of students who work, students who cannot afford tuition, students who cannot travel to other educational institutions—people for whom higher education is otherwise beyond the borders of their personal geographies.

We are committed to supporting the mission of Greenfield Community College—its students, faculty, staff, and alumni—by building relationships and raising funds throughout a service area that encompasses Franklin and Hampshire Counties in Western Massachusetts, and the counties of Southern Vermont and New Hampshire and beyond. To learn more visit http://www.gcc.mass.edu/foundation/.
STUDENT ADVISING SUPPORT

Academic Advising

Academic advising is a collaborative teaching and learning relationship crucial to student success. Advising embodies GCC’s Principles of Education by engaging students in a consistent and enduring relationship; helping students to recognize that teaching and learning occur in many activities, services and interactions, as well as in the classroom; and fostering an understanding of the connection between students’ education and their lives.

Students are encouraged to develop and maintain close relationships with their academic advisor. Advisors provide helpful guidance in selecting courses, exploring career options, and transferring to another institution. Obtaining good advice early can help students avoid problems later. All students who are matriculated into a degree or certificate program are assigned an academic advisor. Students can find information about their academic advisor by visiting either the Academic Advising Center or by logging onto MyGCC (the college’s student information system). Advisors generally post office hours and other contact information on their office doors.

Advising Resources

Administrative Support

The administrative assistant in each academic group office and the Academic Advising Center can often help advisors find answers to their advising questions. Degree Audit forms can be found online through the Academic Advising page at http://www.gcc.mass.edu/advising or through each group office and the Registrar’s Office. These forms are organized by year for each degree and certificate program.

Academic Advising Center

The Academic Advising Center is located in the Main Building Core (C118) and normally is open Monday through Thursday, 8:30 a.m. to 5:00 p.m., and Fridays 8:30 a.m. to 4:00 p.m. The Center closes at noon on Friday in the summer. While students may drop in for assistance any time, the Academic Advising Center strongly recommends appointments to ensure sufficient time to provide appropriate assistance. To make appointments, students may stop by the Academic Advising Center (C118C) or call (413) 775-1339 or email at advising@gcc.mass.edu.

Advisor Orientation and Training

The Academic Advising Center offers workshops throughout the year on a variety of advising topics. Advisors who would like orientation to or training in any aspect of academic advising may contact Anna Berry, Director of Educational Support at (413) 775-1868, or berrya@gcc.mass.edu.

Banner for Advising

Banner is the college’s student information management system and contains a great deal of information about students, including their addresses and telephone numbers, their placement test scores, their class schedules, their academic transcripts and much more. Banner is available to faculty both on and off campus through the login MyGCC link on the GCC home webpage. For training in the use of Banner, faculty may contact Kathy Mielnikowski in the Information Technology Department by email at mielnikowskik@gcc.mass.edu or by telephone at (413) 775-1358.
Academic Support Services for Students

A full range of services provides academic support for students. These services include the Academic Advising Center, Academic Technology Support, the Hammond Business Studio, Counseling, Disability Services, the Educational Technology Center, the Fitness Center, the Nahman-Watson Library, the Math Assistance Program, the Math Studio, Peer Advising, Peer Tutoring, the Science Studio, the Social Sciences Studio, Student Activities, the Women’s Resource Center and the Writing Assistance Program. Faculty and advisors should be familiar enough with these resources to be able to refer students appropriately. More information is available in the Services for Students section of this handbook beginning on page 80.

Tips on Advising

• All new students take placement tests in English and mathematics before their first terms at GCC, unless they have successfully completed a college-level English or mathematics course at another college. Information on placement testing is available on the GCC website at http://www.gcc.mass.edu/testing/ and at the Testing Center (C110), (413) 775-1821.

• Students who believe their placement test scores understate their appropriate placements have two options. They can (1) retake the English placement tests twice and retake the Mathematics Placement test once, and (2) appeal their scores to the English and Mathematics departments. For additional information, contact the Testing Center (C110), (413) 775-1821.

• Students who believe their placement test scores overstate their appropriate placements should discuss their concerns with an English or mathematics faculty member.

• Course prerequisites require especially careful attention. Advisors do not have the authority to ignore or reinterpret course prerequisites or placements. Of course, exceptions are possible, but those decisions must be made by the departments offering the course or the academic dean of the appropriate group.

• If you have questions about how to best advise students about what level of course is most appropriate for them, faculty members in the academic departments provide the most helpful resources. The Mathematics Department publishes an information sheet to help advisors and students to choose the right course.

• Degree and certificate requirements must be considered literally. Advisors do not have the authority to ignore or reinterpret requirements. Requests for exceptions must be submitted to the Graduation Review Board using the GRB-1 or GRB-2 Academic Requirement Exception forms, which can be found in Appendix C and through the Curriculum and Academic Policy website by logging on to Moodle. Requests for exceptions must be submitted as early as possible to receive sufficient consideration. Contact the Registrar for questions on degree requirements. Degree audit forms for the most current 5 years are found at http://www.gcc.mass.edu/registrar/degree-audits.

• The Academic Advising Center registers most new students and assists current students when their assigned academic advisors are not available. The Art, Business, Criminal Justice, Engineering Science, Music, and Health Occupation departments register their own new students. After registering for the first time, students will be assigned to their primary academic advisors. Refer students to their assigned advisors whenever possible.

• In advising students, help them to develop short- and long-term educational and career goals. Students with realistic and attainable goals are much more likely to succeed than those without such goals. Regularly check with students about their progress toward their goals.

• Encourage students who plan to transfer to investigate the requirements of their preferred transfer school as early as possible. Students may be able to fulfill many of those requirements while completing an associate’s degree at GCC with careful planning. For more information about transfer, contact the Transfer Coordinator at (413) 775-1207.
FACULTY TEACHING AND ADVISING SUPPORT

- Encourage students to complete foreign language requirements at GCC, as some colleges and universities will require foreign language. It is best to check with the 4-year school of choice as to specific language requirements before transfer.
- Encourage students to consider completing mathematics and science requirements at GCC. The small class sizes and abundant support available provide significant benefits to students who fulfill their requirements at GCC.

Use of Advising Notes

Located in MyGCC, Advising notes serve as a common record of student interactions with college faculty and staff. Although Advising Notes are used primarily by advisors, the registrar, financial aid counselors, and deans also document in the Advising Notes system. Advisor Notes provide an opportunity to keep track of our students' journey through their academic programs. Advisor Notes are also essential for communication among advisors. They offer advisors the ability to access information regarding student advisement, progress and factors that impact student success. There are countless times where documentation can clarify the whys and hows of the student journey.

At Greenfield Community College, Advisor Notes located in MyGCC, provide a place to create a permanent advising record. For most students, the first point of contact with an advisor is typically in the Academic Advising Center. If your advisee came through the Academic Advising Center as a new student, there’s a good chance she has a record of advising notes that are available to you. Notes may include information about:

- prior school/college experience
- transfer credits
- prerequisite courses completed
- career goals
- other interests
- explanation for course selections
- financial aid concerns
- graduation requirements

Take a minute to read your advisee’s advising notes before an advising session. It can alert you to a variety of issues, improve the quality of the session and save you from a potential advising headache. Likewise, take a minute to write an advising note following an advising session. It can document the information shared and serve as a record of your meeting and as a reminder of what you and your advisee agreed to do.

And finally, the records you keep in Advising Notes can be used at the end of each semester to document your advising work. Advisors are required by contract to submit documentation of advising. Rather than word processing or creating a hand written document, you can create a record of advising appointments for the student advisement log (E4) with one click of a button in MyGCC.

Advising Notes serve as an excellent tool for documenting advising sessions, creates a record of advisement, and provides a convenient format for running advising reports at the end of each semester. To get more information on writing Advising Notes please log into your MyGCC account. Advising Notes can be accessed via the advising dashboard, or through the “students and advisees tab under “advisee listing.” As always, do not hesitate to contact the Academic Advising Center at advising@gcc.mass.edu or by calling 415-775-1339.
Institutional Statement on Academic Advising

The Institutional Statement on Academic Advising defines academic advising at Greenfield Community College and includes a description of where advising occurs, the responsibilities of advisors and students, and the benefits of effective academic advising for students. For the full text of the Institutional Statement on Academic Advising, please see pages 7-9.

Advisor Assignment

The Academic Advising Center assigns most students enrolled in degree or certificate programs to academic advisors based on recommendations from Deans, Department Chairs, and Program Coordinators. Advisors may be full-time faculty, adjunct faculty and professional staff members. The top priority for advisor assignments is to assign students to faculty members in their major fields of study who have taught the students in class. Advisors and students may obtain more information about advisor assignments by contacting Julie Shaw-MacDougall in the Academic Advising Center (C214A), shaw@gcc.mass.edu, (413) 775-1398.

Advising Opportunities

At times the college needs to contract with faculty for additional advising services. For full-time faculty this would typically be for additional advisees above the contractual limit of 18 students. The college also contracts with eligible and approved adjunct faculty to perform student advising. Please visit GCC’s Human Resources web page for the Academic Advisor job posting and also contact your Dean for additional information on these advising opportunities.
POLICIES AND PROCEDURES

Many of GCC’s policies and procedures are included in the following pages. Some of these and others are also available at the following websites:

- Educational Technology Center: http://edtech.gcc.mass.edu, then choose “Policies & Releases”
- Human Resources: http://www.gcc.mass.edu/hr/policies/college-policies/
- Information Security: http://www.gcc.mass.edu/information-security/
- Information Technology: http://www.gcc.mass.edu/it/policies-forms/
- Library: http://www.gcc.mass.edu/library/, then choose “Policies” from the “About the Library” tab
- Public Safety: http://www.gcc.mass.edu/safety/policies/
- Student Policies: http://www.gcc.mass.edu/student-and-academic-affairs/students/policies/
- Student Activities: http://www.gcc.mass.edu/student-activities/policiesforms/

Emergency Assistance

When an emergency occurs on campus, it should be reported in person to the Public Safety Office (room South 110) or by dialing extension 1111 from on-campus or (413) 775-1111 from a cell-phone or from off campus. Campus call boxes may also be used to contact Public Safety. The situation should be described in detail to the person responding. This procedure is to be followed at all times, twenty-four hours a day, seven days a week.

Student Conduct and Grievance Procedures

Standards of Behavior

As an institution of higher learning, Greenfield Community College actively encourages the free and open exchange of ideas and opinions. The College encourages diversity in the belief that, in doing so, it promotes growth and positive change in individuals. The College recognizes, however, that maintaining an atmosphere where such discourse can flourish requires that faculty, staff and students acknowledge and remain sensitive to the needs, beliefs and feelings of others. It therefore expects all individuals to maintain certain standards of behavior as members of its community.

These expectations include the exercise of discretion in the use of language, both in the choice of terms used and in the tone in which discourse is delivered and individuals are addressed. Insulting or demeaning language or gestures, perhaps generally accepted or even common in other social settings, are not suitable in an academic environment. A courteous regard for the differing backgrounds and perspectives held by others is encouraged.

The above expectations hold for behavior throughout the institution and for all of its members. With regard to behavior in the classroom, yet another set of expectations exists. Classrooms are unique environments, places expressly reserved for the exchange of information and ideas. They constitute sanctuaries of learning, gatherings in which students and an instructor or instructors come together for a particular purpose: to grow and develop through personal interaction and directed activity. Because classrooms are unique in this way, they hold particular expectations of their members. Generally speaking, these are extensions of the rules of civility and courtesy that prevail in the institution at large, though the classroom instructor might add to or modify these rules to promote particular goals. Deviation from the expectations or rules set forth in a classroom is not acceptable.

It should be noted that behavior influenced by an individual’s mental state (irrespective of the ultimate evaluation), or use of drugs or alcoholic beverages shall not limit the responsibility of the individual for the consequences of his or her actions.
Finally, Greenfield Community College, while intent on maintaining an environment that promotes learning within a secure and collegial atmosphere, is resolutely committed to defending every individual’s right to personal expression.

**Student Code of Conduct**

The college begins with the assumption that students will abide by the rules and regulations of the college as well as applicable local, state and federal laws. The Student Code of Conduct Disciplinary Process and Disciplinary Offenses follow here. For a copy of the full Student Code of Conduct visit [http://www.gcc.mass.edu/student-and-academic-affairs/students/policies/](http://www.gcc.mass.edu/student-and-academic-affairs/students/policies/).

**Code of Conduct Disciplinary Process**

The Disciplinary Process is initiated once a complaint is filed against a student by a member of the College community or by the Code of Conduct Officer (CCO), Judy Raper, Director of Student Development. This policy is not intended to prevent members of the College Community from attempting to resolve matters informally. Failure to cooperate with the College’s investigation of an alleged Code of Conduct violation will result in the student forfeiting his/her rights to a hearing or appeal and/or may result in disciplinary action.

1. **Disciplinary Process**
   a. All complaints under the Code of Conduct shall be filed with or by the CCO.
   b. When the CCO files or receives a complaint alleging that a student has acted in a manner which may be in violation of the Code, the CCO initiates the disciplinary process by meeting with the Accused Student, putting him/her on notice of the alleged violation and providing him/her an opportunity to respond to the allegations. The CCO may conduct a further investigation if necessary.
   c. If the CCO determines that a violation exists, three procedural options are available.
      (1) Verbal or Written Warnings - For low-level offenses, the CCO may issue a verbal or written warning to the Accused Student. Warnings shall not be subject to a hearing before a Judicial Board or an appeal.
      (2) Administrative Disposition - Under an Administrative Disposition, the Accused Student and the CCO mutually agree upon a disciplinary remedy. By accepting the Administrative Disposition, the Accused Student waives his/her right to a hearing before the Judicial Board or an appeal.
      (3) Judicial Board Hearing - When an Administrative Disposition cannot be reached, the CCO shall refer the alleged violation to the Judicial Board for a hearing. Please see Section 2 below for Judicial Board rules.

Failure to cooperate with the College’s investigation of an alleged Code of Conduct violation, which includes appearing before a Judicial Board or College official if summoned to do so, will result in the student forfeiting his/her rights to a hearing or appeal and/or may result in disciplinary action.

2. **Judicial Board Hearing**
   a. A hearing with the Judicial Board shall be scheduled by the CCO not later than thirty (30) days following an Accused Student’s request for a hearing.
   b. A written Statement of Charges shall be presented to the Accused Student not less than five (5) days prior to the hearing.
   c. A Judicial Board hearing is an administrative hearing. The rules of evidence do not apply.
   d. In a matter involving more than one Accused Student, the Judicial Board may permit at its discretion individual hearings for each Accused Student.
e. The Accused Party has the right to be accompanied by any advisor of his/her own choosing and at his/her own expense. The advisor may be an attorney. An advisor’s role is limited to advising the Accused Student directly. An advisor is not permitted to participate directly in the hearing.

3. Conduct of Hearing
   a. A hearing is normally conducted in private.
   b. There shall be a record created of all hearings. The record shall be the property of the College.
   c. All procedural questions are subject to the final decision of the Judicial Board.
   d. Admission of any person(s) to the hearing shall be at the discretion of the Judicial Board.
   e. A hearing shall proceed as follows:
      • The CCO presents the Statement of Charges on behalf of the College. The CCO may present documents, materials and/or witnesses in support of the Statement of Charges.
      • Accused Student responds to the Statement of Charges. The student may present documents, materials and/or witnesses in response to the Statement of Charges.
      • Following the parties’ presentations, the Judicial Board may question each party, their witnesses and/or review all information presented. The Judicial Board has the discretion to request additional documents, materials or information from either party.
      • While direct cross-examination by the parties is not permitted, each party will be given the opportunity to question the other by presenting questions through the Judicial Board. If the Board determines a question is relevant, the other party will be asked to respond.
      • The Board shall have a final opportunity to question the parties.
   f. After the hearing, the Judicial Board shall determine by majority vote whether the Statement of Charges has been proven.
   g. In reaching its decision, the Judicial Board shall determine whether it is more likely than not that the Accused Student violated the Code of Conduct based on the information presented.
   h. Within fifteen (15) days of the conclusion of a hearing, the Judicial Board shall issue a written decision outlining its findings and disciplinary action, if any, to the parties.

4. Sanctions
   A student found in violation of the College’s Code of Conduct shall be subject to one or more of the following sanctions:
   a. Verbal or Written Warning
   b. Restrictions/Loss of Privileges
   c. Community/Educational Service
   d. Restitution
   e. Probation
   f. Suspension
   g. Expulsion

   The intent of the College is to impose sanctions in a progressive manner, beginning with the least punitive sanction. However, depending on the nature and severity of a student’s violation the College reserves the right to impose any of the above-referenced sanctions at any time.

5. Appeal
   a. Within five (5) days of receiving the Judicial Board’s decision, either the CCO or the Accused Student may appeal the Judicial Board’s decision to the College’s Appeals Officer.
b. An appeal must be in writing and be based on a credible claim that: the hearing was not conducted in conformity with the Code of Conduct; the decision was not supported by a preponderance of the evidence presented; the sanction imposed was not appropriate in light of the Judicial Board’s decision; or new evidence exists, which was not presented at hearing because it was not reasonably known to the Accused Student at that time, and which is sufficiently relevant such that it could alter the Judicial Board’s decision.

c. The Appeals Officer shall issue a written decision within ten (10) days of receiving the appeal. The Appeals Officer may accept, reject or modify the Judicial Board’s decision or sanction.

d. The Appeals Officer’s decision shall be final.

Disciplinary Offenses

A student shall be subject to disciplinary action under this policy for engaging in acts including, but not limited to:

1. Physical violence or the threat thereof and/or any conduct that threatens or endangers the health or safety of any person.
2. Creating or false reporting of bombs.
3. Extortion - The use, or the express or implicit threat of the use, of violence or other criminal means to cause harm to person, reputation, or property as a means to obtain property from someone else without his/her consent.
4. Unauthorized use of fire alarm or fire equipment.
5. Unauthorized or illegal gambling.
6. Hate Crimes as defined under state or federal law.
7. Hazing as defined under state or federal law.
8. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on College premises.
9. Conduct resulting in a violation of the College’s Computer/Technology Acceptable Use and/or Email Policies.
10. Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties, including failure to identify oneself when requested to do so.
11. Violation of College’s drug and/or alcohol policies.
12. Breach of peace; including disorderly, lewd, or indecent conduct, or aiding, abetting, or procuring another person to breach the peace on College premises or at functions sponsored by, or participated in, by the College.
13. Defacement or destruction of College property.
14. Acting in a manner that interferes with or disrupts the normal and/or safe operation of the College, including but not limited to disrupting or interfering in the educational process.
15. Harassment (verbal or physical) and or intimidation of a member of the College Community.
16. Acts of dishonesty, including but not limited to the following:
   a. Forgery, alteration, or misuse of any College document, record, or instrument of identification;
   b. Furnishing false information to any College official, faculty member or office; or
   c. Disrupting or tampering with the election of any College recognized student organization.
17. Acts of academic dishonesty, including but not limited to the following:
   a. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
POLICIES AND PROCEDURES

b. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
c. The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.
d. Plagiarism, which is defined as the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Taking credit for work done by another person or doing work for which another person will receive credit. Copying or purchasing other’s work or arranging for others to do work under a false name.

18. Abuse of the Disciplinary process, including but not limited to:
a. Falsification, distortion, or misrepresentation of information before a Judicial Board.
b. Disruption or interference with the orderly conduct of a judicial proceeding.
c. Attempting to discourage an individual’s proper participation in, or use of, the judicial system.
d. Attempting to influence the impartiality of a member of a Judicial Board prior to, and/or during the course of, the judicial proceeding.
e. Harassment (verbal or physical) and/or intimidation of a member of a Judicial Board prior to, during, and/or after a judicial proceeding.
f. Failure to comply with the sanction(s) imposed under the Student Code.
g. Influencing or attempting to influence another person to commit an abuse of the judicial system.

19. Unauthorized possession, duplication, or use of keys to any College premises or unauthorized entry to or use of College premises.

20. Unauthorized solicitation, including but not limited to sale of goods and services for personal profit.

21. Unauthorized activity that constitutes forgery.

22. Violation of State or Federal Laws not otherwise enumerated herein.

23. Violation of published College policies, rules, or regulations not otherwise enumerated herein.

Discipline in the Classroom or on College Property

Disrupting or interfering in the educational process is prohibited under this policy. If a student engages in disruptive conduct in the classroom or anywhere on campus, a faculty member or other college employee may address and informally resolve the matter without filing a complaint under the Code. A faculty member or other college employee may exercise his/her right to immediately remove a disruptive student from a class meeting or other college area. On the first occasion when a student is removed from a classroom or other college area, the faculty member or other college employee is strongly encouraged to notify the Code of Conduct Officer (CCO). In all subsequent cases of removing a student from a classroom or other college area, the faculty member or other college employee shall notify the CCO. A faculty member or other college employee may seek the assistance of college security if necessary to remove the student from the class meeting or other college area. If the removal of a student from the classroom is intended to be permanent, a complaint under this policy shall be filed with the CCO by the faculty member. The CCO can exercise his/her discretion to allow the accused student to attend class during the disciplinary process upon consultation with the faculty member and the Chief Academic Officer or his/her designee.
Off Campus Behavior

The College reserves the right to take disciplinary action against a student for off-campus conduct when such conduct adversely affects the College Community, poses a threat of harm to the College Community; interferes with the College’s pursuit of its objectives and mission, and/or if a student is charged with a violation of state or federal law. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.

Interim Suspension

The College reserves the right to issue an interim suspension when it reasonably concludes that a student poses a threat to: (a) him/herself or others; (b) College property or equipment; or (c) disrupts or interferes with the normal operations of the College. During an interim suspension, a student is prohibited from entering upon College's property or participating in any College activities.

Complaints Alleging Sexual Harassment or Discrimination

Claims of discrimination or sexual harassment shall be pursued under the College's Affirmative Action Plan. For more information, please contact Peter Sennett, the College's Affirmative Action Officer, at (413) 775-1312 or sennettp@gcc.mass.edu.

Student Grievance Procedure (Revised 2013)

Policy Goal: Conflict Resolution

Before invoking the Student Grievance Procedure, a reasonable effort shall be made by those involved in a dispute to resolve it amicably. A dispute is most effectively handled and resolved by those closest to the problem, having the best understanding of the issues, and having the ability to formulate a mutually acceptable resolution. Therefore, it is in the best interest of the student, the potential subject of a Grievance, and the College to resolve disputes through open and cooperative dialogue. Only when such efforts are unsuccessful should the Student Grievance Procedure be invoked. Throughout all phases of the Student Grievance Procedure, all reasonable efforts shall be made to maintain confidentiality in accordance with applicable law.

Definitions

1) **COMPLAINT:** the informal, unwritten stage of an allegation of mistreatment.
2) **DAY:** as used in this policy, shall mean a calendar day.
3) **GRIEVANCE:** a written grievance filed by a student with the person designated by the President as the Student Grievance Officer specifically alleging an abridgment of his or her rights as a student.
4) **GRIEVANT:** the student filing the Grievance. The Grievant must have been a registered student of the College at the time of the alleged mistreatment.
5) **INSTRUCTIONAL PERIOD:** the academic semester, summer session or intersession when a grievable act or omission occurs. The Instructional Period shall end on the last day of final exams.
6) **RESPONDING PARTY:** the person against whom a complaint or Grievance is directed.
7) **SENIOR OFFICER:** senior level employee who reports to the President for the Responding Party’s work area.
8) **STUDENT GRIEVANCE OFFICER:** a College employee assigned responsibility for administering the Student Grievance Procedure, including the maintenance of specified records. The Student Grievance Officer shall ordinarily be the Senior Student Affairs Officer. If this individual is the person against whom the Grievance is filed, the President shall designate another College official to act as the Student Grievance Officer.
9) **SUBSTANTIAL EVIDENCE OF ERROR OR INJUSTICE**: for purpose of Grade Appeals, substantial evidence of error or injustice is defined as:

a. The assignment of a course grade to a student on some basis other than performance in the course; or

b. The assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied by the same instructor to other students in that course; or

c. The assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor’s previously articulated standards.

10) **TIME**: the number of days indicated at each level shall be considered as a maximum. All reasonable efforts shall be made to expedite the process, but the President or his/her designee may extend the time limits in extenuating circumstances with notice to both parties in writing, or by mutual written agreement between the Grievant and the Responding Party.

**Utilizing the Student Grievance Procedure**

The Student Grievance Procedure may be used by a student to address alleged abridgment of the student's rights, as stated in the College's Student Handbook and/or Policy Guide. The student Grievant or the Responding Party may consult with the Student Grievance Officer at any time. The College's Student Grievance Officer is Judy Raper, Director of Student Development.

The Student Grievance Procedure may not be used to address allegations of discrimination, including sexual harassment. When a student believes that he/she has been discriminated against due to his/her race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, veteran status, genetic information or national origin, the College's Affirmative Action Grievance Procedure is a mechanism for resolution. The College’s Affirmative Action Grievance Procedure is contained in the College’s Affirmative Action Plan. The College's Affirmative Action Officer is Peter Sennett, Executive Director of Human Resources.

If a Grievance involves a grade dispute, a student shall process the Grievance in accordance with the Student Grievance Procedure. However, if a grade dispute raises issues of discrimination or sexual harassment, the Grievance should be processed in accordance with the College's Affirmative Action Grievance Procedure and the Affirmative Action Officer shall conduct the process in collaboration with the Chief Academic and Student Affairs Officer or designee.

Claims of physical or sexual assault shall not proceed under the Student Grievance Procedure. A claim of physical assault alleged against a student shall be reported to the Code of Conduct Officer: A claim of physical assault alleged against an employee shall be reported to the Human Resources Office. In both cases, law enforcement authorities shall also be notified. A claim of sexual assault shall be reported to the College’s Affirmative Action Officer and/or Title IX Coordinator and law enforcement authorities and shall proceed under the College’s Affirmative Action Plan. In matters involving physical or sexual assault, alleged victims are strongly encouraged to independently report the incident to the law enforcement authorities. The College’s Campus Police Safety Department can assist with the reporting process.

At any Level of the Student Grievance Procedure, either party may request mediation by contacting the Student Grievance Officer. Mediation shall be mutually agreed upon, and not unreasonably refused by either party. The Student Grievance Officer shall select an impartial mediator who shall be mutually agreed upon and not unreasonably refused by either party, make the arrangements, determine the timetable for the mediation process, and inform the parties of the timetable in writing. Where practicable, a mediation session shall be conducted no later than thirty (30) days after requested and agreed to by the parties. The purpose of mediation is to resolve the dispute to the satisfaction of both
parties. If a mediated resolution cannot be achieved, the Grievant may proceed with the Grievance Process. The Grievant has the right to be accompanied by any advisor of his/her own choosing and at his/her own expense throughout the grievance process. The advisor may be an attorney. An advisor’s role is limited to personally advising the Grievant only. An advisor is not permitted to participate directly in any aspect of the grievance process.

Except for under extenuating circumstances, as determined by the President or his/her designee, failure by a party to comply with the Student Grievance Procedure during the course of a Grievance may result in the waiving of the noncompliant party’s rights under the Procedure.

Grade Appeals

Complaints or Grievances filed in connection with assigned grades represent a special case within the Grievance procedure. Grading reflects careful and deliberate assessment of a student’s performance by the instructing professional(s). As such decisions are necessarily judgmental the substance of those decisions may not be delegated to the Grievance process. Nevertheless, the College recognizes that in rare cases the process of grading may be subject to error or injustice.

Except as otherwise provided by a separate appeal procedure for a clinical program as approved by the President of the College, a student who alleges an error or injustice in the grading process may file a Grievance under the Student Grievance Procedure. A Grade Appeal Grievance shall proceed no further than Level Two, Step Two. For purposes of a grade appeal, the Chief Academic and Student Affairs Officer, or his/her designee, shall serve as the Student Grievance Officer throughout the grade appeal process.

If the faculty member who assigned the challenged grade is no longer employed by the College or is not available within the timelines specified (see “Time” definition), the student may initiate his/her Level One complaint with the chief administrator of the appropriate instructional division (who shall be identified by the Chief Academic and Student Affairs Officer).

If at any level substantial evidence of error or injustice is produced, the grading process may be remanded to the instructor of record for reassessment. If after reassessment, the dispute remains unresolved, the matter shall be referred to the Chief Academic and Student Affairs Officer, or his/her designee, for final review. If the instructor of record is no longer available, the Chief Academic and Student Affairs Officer or his/her designee shall instead reassess the grading process.

Level One - Informal Procedure

This is the informal stage where most complaints are resolved. The Grievant and the Responding Party should consult with the Student Grievance Officer at this time.

A Grievant initiates the informal phase of the Grievance process. The Grievant shall first present his/her complaint orally and informally to the Responding Party. This shall be done in a reasonable period of time, not exceeding thirty (30) calendar days following the instructional period when a grievable act or omission occurs.

The Responding Party must respond to the Grievant’s complaint within ten (10) days. Though this phase of the process is informal, the parties may present their positions in writing. If the matter is not resolved informally within ten (10) calendar days from the date a response to the complaint was due, the Grievant may proceed to Level Two.
Level Two - Formal Procedure

Prior to filing a written Grievance at Level Two, a Grievant must consult with the Student Grievance Officer. The Responding Party should also consult with the Student Grievance Officer at this phase of the process.

L2 - STEP ONE

The Student Grievance Officer shall notify the parties in writing when a complaint is not resolved informally at Level One.

The Grievant may, within ten (10) calendar days after receipt of the Student Grievance Officer's written notice, file with the Student Grievance Officer a Grievance. The Grievance shall contain the following information: the name and title of the person(s) against whom the Grievance is directed, a statement of all known facts, documents and materials supporting the grievance, a list of individuals who have information pertinent to the grievance, and the relief sought by the Grievant. All supporting documents, if any, shall be attached to the grievance as part of the Grievance. The Grievance shall also state the date it is filed and that it is being filed at "Level Two, Step One."

The Grievance may be filed with the Student Grievance Officer by email, regular mail, certified mail, or in hand. Thereafter, the Student Grievance Officer shall deliver the Grievance, and all supporting documents, if any, to the Responding Party within five (5) calendar days. If the Responding Party is unavailable at the time the Grievance is filed, the Student Grievance Officer shall use reasonable means to deliver the Grievance within a reasonable period of time.

The Responding Party shall forward a written Level Two - Step One response to the Student Grievance Officer within ten (10) calendar days of his/her receipt of the Grievance. The Student Grievance Officer shall deliver the written response to the Grievant within five (5) calendar days of receipt.

L2 - STEP TWO (Supervisor Level)

If the Grievance is not resolved to the satisfaction of the Grievant within ten (10) calendar days after his/her receipt of the Step One response, or if no written response is submitted, the Grievant may within ten (10) calendar days after the written response was received or due, request the Student Grievance Officer to forward the Grievance and response, if any, to the Dean of Student Services, with a copy to the Chief Academic and Student Affairs Officer.

The Dean of Student Services shall investigate the Grievance and confer with the Chief Academic and Student Affairs Officer. The Dean of Student Services shall forward his/her written decision to the Student Grievance Officer, within ten (10) calendar days after receipt of the Step Two Grievance. Thereafter, the Student Grievance Officer shall deliver the decision to the Grievant and the Responding Party within five (5) calendar days.

At any time before the issuance of the Dean of Student Services Step Two decision, the Chief Academic and Student Affairs Officer may request that the parties meet to discuss the issue and attempt to resolve it.

Grade appeals do not go beyond this Step (Level Two - Step Two) per the section on Grade Appeals.

No new issues or allegations may be raised by either party after Step Two.

L2 - STEP THREE (Student Grievance Committee Level)

If the Grievance is not resolved to the satisfaction of the Grievant within the period allowed at Level Two - Step Two, the Grievant may request a hearing before a Student Grievance Committee. Such a request must be in writing and presented to the Student Grievance Officer within ten (10) calendar days from the issuance of the Supervisor's Level Two - Step Two decision.
Within ten (10) calendar days of the Student Grievance Officer’s receipt of the Grievant’s request for a hearing, the Student Grievance Officer shall arrange a hearing before a Student Grievance Committee. The Student Grievance Officer shall use reasonable efforts to schedule the hearing at a time mutually convenient to the parties. At least twenty-four (24) hours prior to the hearing, the Student Grievance Officer shall provide each member of the Committee and all parties to the Grievance with copies of the Grievance, responses to the Grievance, decisions issued, and all relevant supporting documentation and materials. The Committee’s make-up and hearing rules are discussed later in this policy.

The Committee shall deliver its findings and recommendations to the Student Grievance Officer within ten (10) calendar days following the hearing. A copy of the Committee’s findings and recommendations shall be delivered to the President or his/her designee, within five (5) calendar days of receipt.

Within ten (10) calendar days of the President’s receipt of the Committee’s findings and recommendations, the President or his/her designee, shall issue a written statement accepting, modifying or rejecting the Committee’s recommendations.

The decision of the President, or his/her designee, shall be final and binding on all parties.

Membership of the Student Grievance Committee

The composition of the College's Student Grievance Committee shall consist of five members: one student, one unit professional, one faculty member, one non-unit professional and one unit classified employee. The President or his/her designee shall appoint each member from among the recommendations submitted by the Student Grievance Officer.

Service on the Committee shall be voluntary, provided that a member who has a personal interest in a particular Grievance shall be ineligible to serve on the Grievance Committee. All College employees serving on the Student Grievance Committee, and acting within the scope of their official duties on the Committee, shall be protected from liability to the full extent provided under Massachusetts General Laws, Chapter 258, and eligible for indemnification as provided for pursuant to M.G.L. Chapter 258, Section 9.

All Student Grievance Committee members, as well as all others in attendance at a student Grievance proceeding, shall maintain the confidentiality of the proceedings. The Student Grievance Officer shall attend all Committee hearings but shall not vote.

Student Grievance Committee Hearing & Decision Guidelines

The following guidelines provide the framework for conducting a Student Grievance Committee Hearing:

1) Prior to the hearing, the newly impaneled Committee shall meet to elect a Committee Chairperson. The Chairperson shall be selected by a simple majority vote.

2) The Chairperson on the Committee shall be responsible for conducting the hearing and drafting the decision of the Committee, but shall vote only in the event of a tie.

3) All hearings shall be closed and deliberations of the Committee shall be confidential and conducted in private.

4) The Grievant and the Responding Party shall be in attendance at the hearing. Each party may be accompanied by an advisor at the hearing. The advisor, however, may not participate in the hearing or question witnesses. Either party may at anytime during a hearing consult in private with his/her advisor.

5) Witnesses may be asked by the Committee to remain outside of the hearing room until they are called to testify.

6) The Grievant will address the Committee first. The Grievant will state the nature of his/her Grievance and may present relevant evidence and/or witnesses in support of the Grievance.
7) The Responding Party may respond to the Grievant’s allegations and present relevant evidence and/or witnesses in opposition to the Grievance.

8) Once the parties have presented their respective positions, the Committee may question the parties and/or witnesses.

9) After the Committee has questioned the parties, each party will be given the opportunity to question the other party and their respective witnesses. All questions must be directed through the Committee. If the Committee determines that a question is relevant to the Grievance, the party or witness to whom it is addressed will be asked to respond.

10) Following the parties’ questioning of each other, the Committee will have another opportunity to question the parties and witnesses.

11) Hearings before the Committee shall not be subject to the formal rules of evidence. In all cases, the hearing shall be conducted in a fair and impartial manner.

12) If a party to a Grievance fails to appear for a scheduled hearing, the Committee has the discretion to proceed with the hearing and issue its findings and recommendations in the party’s absence.

13) The decision of the Committee shall be based on the relevant evidence presented at the hearing. The decision shall be in writing and include: a list of all documentary evidence and witnesses presented; a summary of the testimony offered by both parties and their respective witnesses; the findings of the Committee and its recommendations. Copies of the decision and recommendations of the Student Grievance Committee shall be forwarded by the Student Grievance Officer to the President or his/her designee for review and final disposition. The President or his/her designee shall accept, reject or modify the Committee’s decision and/or recommendations and issue a final written decision.

14) All findings and decisions reached under this Procedure shall be based on a “preponderance of evidence” standard (i.e.; more likely than not). Any action taken hereunder shall be reasonable under the circumstances, in accordance with applicable College rules and procedures and be grounded in fundamental fairness.

Withdrawal

A student may withdraw his/her complaint or Grievance at any time. Withdrawal must be accomplished in writing or by oral agreement confirmed in writing.

Retaliation

No member of the College community shall retaliate or threaten to retaliate against, interfere with, restrain, or coerce any student in the exercise of his/her rights under the Student Grievance Procedure or his/her participation in any Grievance proceedings.

Collateral Rights of Person Grieved By Student

If the recommendations made at any level of the Grievance procedure result in sanctions against a college employee, the sanctions shall be regarded as administrative actions subject to all conditions of applicable collective bargaining agreements and College or Board of Higher Education personnel policies.

Alternative Forums

Filing a Grievance in accordance with the Student Grievance Procedure in no way abrogates a student’s right to file a complaint with an appropriate state or federal agency or in another forum.
Getting Help for Students

Student Concerns

To report a student concern, use the Student Concern icon on the front page menu of MyGCC to submit your report online. You can find the following documents in Appendix B of this handbook: Guidelines for Filing a Student Concern Report, Report of Student Concern form, and Classroom Behavior Difficulties. In the event of threatening or dangerous behavior, do not use the reporting system, but instead, immediately contact Public Safety and your direct supervisor.

A quick reference resource called Getting Help for Students, for managing a variety of situations that might occur when working with students, is available in Appendix B. Methods for managing various students concerns and disruptive behaviors are elaborated below.

Personal or emotional issues

If a student is struggling with personal and/or emotional issues, behavior reflecting these struggles may surface in the classroom. While only trained counselors are qualified to attempt diagnosis in such situations, it is our collective responsibility to address concerns with our students and direct them to appropriate assistance. Obviously, we have limited contact with our students and do not always have the opportunity to observe them in alternative dimensions of their lives, but that does not mean we don’t address signs that indicate serious issues.

While none of us can know for sure when someone is in trouble emotionally, there are signs we can look for. These include, but are not limited to:

- A dramatic shift in academic performance, including excessive absences
- Withdrawing from friends, activities (in or outside the classroom)
- Fixation with death or violence (which may be exhibited verbally or in writing)
- Indications that a student is in an abusive relationship (visible bruises etc. that students refuse to talk about when asked)
- Dramatic changes in weight (may be a sign of an eating disorder or depression)
- Sudden neglect of hygiene/appearance
- Constantly tired in class
- Alcohol on breath or signs of drug use (dilated pupils)

If you suspect a student is experiencing some sort of emotional difficulty, or if the student confides problems, there are several options open to you. If you feel connected to the student and feel comfortable, you may be in a great position to have an impact. When talking privately with the student, however, it is important to focus on the student’s behavior and avoid statements that may infer judgment. Communicate strongly your care and concern for the student at the same time.

Students should be referred out when: a problem exceeds your level of expertise, a student is becoming overly dependent on you, your attempts to help have not succeeded or a student is unwilling to discuss an issue with you. Refer the student to GCC’s Learning Support counselor or suggest an outside agency using the list below.

It is also important that you take care of yourself when offering this assistance. It is not your responsibility (or the college's) to provide ongoing counseling for the student(s) you are seeking to help. Counseling on campus as well as referrals to counselors in the community can be arranged.

If you would like to talk with the student about your concerns, but feel you need support in formulating an effective plan for doing so, you can contact the Wellness Center/ Counseling Services Office at GCC: (413) 775-1337 or (413) 775-1332.
Discrimination or Harassment

Discrimination or Harassment of a student may be something you witness or may be brought to your attention by a student. Greenfield Community College’s discrimination and harassment policy is as follows:

It is the policy of Greenfield Community College to prohibit unlawful discrimination on the basis of race, ancestry, color, gender, religion, ethnic or national origin, age, personal disability, veteran status, social class, or sexual and/or affectional preferences/orientation. The College operates under an affirmative action plan and encourages underrepresented individuals to apply, both in terms of employment and to all rights, privileges, programs, and activities generally accorded or made available to its students. This policy is in compliance with all applicable federal, state and local statutes, ordinances and regulations.

If a student has been discriminated against, please encourage the student to speak with the Chief Academic and Student Affairs Officer or the Executive Director of Human Resources. This kind of behavior has no place in our community, and it is not possible to follow up on unreported cases.

Physical or Learning Disability

It is important to know that students with disabilities have the responsibility to disclose his/her disability and to provide current and comprehensive documentation of the disability to the college if he or she is seeking academic accommodations. If a student discloses a disability to you and asks for accommodations, please refer the student to the Wellness Center/Disability Services Office. Under civil rights law, the college has a legal responsibility to provide academic accommodations to students with disabilities. Under similar laws, the student has the right to confidentiality and is not required to disclose sensitive disability related information to anyone except the Wellness Center staff who verifies eligibility and helps in the determination of appropriate academic accommodations. In many cases, requested accommodations will be straightforward and relatively easy to provide. If you have questions regarding how to accommodate a student’s needs or if a student discloses to you but has not contacted the Wellness Center, you should contact the office at (413) 775-1332.

Talks about Suicide

Any talk or writing in assignments about suicide should be taken seriously. Students may not always state their intent/desire to end their lives, but it may be expressed through behavior(s) such as:

- Giving away prized possessions
- Expressing the belief that life is meaningless
- Obtaining a weapon
- Writing about suicide or death
- Neglecting appearance and hygiene
- Withdraw from friends

If a student expresses suicidal thoughts to you, it is imperative that you notify the Learning Support Counselor and make a student concern electronic notification so help can be received in a very timely manner. Do not be afraid of being wrong. Even trained counselors can struggle to know whether an individual is serious about ending his/her life. If the student has a specific plan for carrying out a suicide, this is typically an indication that the student is serious. Express care and concern, and assure the student that you will help him/her reach a professional. If an incident occurs during business hours, escort the student to the Wellness Center located in the Core, C423, and arrange a meeting with the Learning Support Counselor for consultation. Outside of business hours, call Public Safety at x1111 and notify your Dean. Submit a Report of Concern online through MyGCC.
Disruptive Behavior

You have the right to teach your classes without having to deal with disruptive student behavior that interferes with course goals and objectives. Of course, students (and all of us) can be disruptive on occasion, but when this behavior becomes a pattern or when the behavior is so outrageous that even one incident interferes significantly with your class, you have the right and responsibility to act.

In most of these situations, a one on one conversation outside of the classroom or in online discussion with a student will probably resolve the issue. You also have the option to brainstorm solutions with your Dean. However, should you need/desire additional support in holding students accountable for behavior that is disruptive to your class, contact the Student and Academic Affairs office. You can fill out a Student Concern report online or turn it into the Chief Academic and Student Affairs Officer. Please provide as much objective information as possible so that the office can follow up in an effective and appropriate manner. The student and academic affairs office responsible for meeting with the student will share as much information with you about the follow up as possible.

Local Resources

Child and Family Services: http://www.cfs.org/ Child and Family Services offers support for substance abuse, mental health issues and have a disability resource program. They have seven locations in the Pioneer Valley including Greenfield.

- The Carson Center for Human Services: http://www.carsoncenter.org/aboutus
- Clinical and Support Options: 140 High St, Greenfield, MA (413) 774-1000
- Crisis and Respite Services: 140 High St, Greenfield, MA (413) 774-5411
- ServiceNet Inc: Outpatient Mental Health Center – 50 Pleasant St, Northampton (413) 584-6855 and 55 Federal St, Greenfield (413) 772-2935
- NELCWIT (New England Learning Center for Women in Transition): 479 Main St, Greenfield (413) 772-0871 or HOTLINE (413) 772-0806
- MSPCC (Massachusetts Society for Prevention of Cruelty of Children): 479 Main St, Greenfield (413) 773-3608
- Baystate Franklin Medical Center-164 High St, Greenfield (413) 773-0211

Veterans’ Services can be found at the following locations:

- Greenfield Area Veterans’ Services District: 294 Main St, Greenfield, MA 01301, (413)-772-1571
- Greenfield Outpatient Clinic: 143 Munson St, Greenfield, MA 01301 (413)-772-8428
- Franklin-Hampshire Career Center: One Arch Place Greenfield, MA 01301 (413)-774-4361
- Channing and Marie Bete Veterans Center: One College Dr. Suite N215 Greenfield, MA 01301 (413)-775-1882

Employee Email Policy (May 2015)

1. Introduction to the Policy
2. Users
3. Acceptable Uses of E-mail
4. Unacceptable Uses of E-mail
5. Data Confidentiality
6. No Expectation of Privacy
7. Policy Violations
1. **Introduction to the Policy**

Greenfield Community College, under the Commonwealth of Massachusetts Board of Higher Education, provides users with electronic mail communication. GCC assigns each employee an e-mail account.

E-mail communication is intended primarily for educational and business communications. Use of e-mail constitutes acceptance of the following GCC e-mail policies, and all applicable state and federal laws including laws relating to copyright and the laws relating to obscenity. The College President is responsible for the administration of this policy.

2. **Users**

This policy applies to employees and contracted personnel including but not limited to faculty, staff, and administrators who access their GCC e-mail account(s) through any device. There is a separate e-mail policy for students (Student E-mail Policy).

3. **Acceptable Uses of E-mail**

GCC encourages users to use e-mail for educational and business communications in the following way. When using e-mail, there are several points users should consider. First, because e-mail addresses identify the organization that sent the message (username@gcc.mass.edu), users should consider e-mail messages to be the equivalent of letters sent on official letterhead. For the same reason, users should ensure that all e-mails are written in a professional and courteous tone. Finally, although many users regard e-mail as being like a telephone or text message in offering a quick, informal way to communicate, users should remember that e-mails can be stored, copied, printed or forwarded by recipients. As such, users should not write anything in an e-mail message that they would not feel just as comfortable putting into print. (Please see GCC’s Acceptable Use Policy at http://www.gcc.mass.edu/it/files/2012/01/gcc-acceptable-use-policy.pdf.)

- The “All-Users” e-mail group should be used for college-related business pertaining to most members of the college community. For non-business-related information, please use the group called “Bulletin.”

4. **Unacceptable Uses of E-mail** (See also “Limitations” in Acceptable Use Policy available on the IT Website at http://www.gcc.mass.edu/it/files/2012/01/gcc-acceptable-use-policy.pdf)

It is unacceptable for any person to use GCC’s e-mail:

- in furtherance of any illegal or unethical act, including violation of any criminal or civil laws or regulations, whether state or federal;
- for any commercial or profit-making purpose.
- to send threatening or harassing messages, whether sexual or otherwise;
- to access or share sexually explicit, obscene, or otherwise inappropriate materials;
- to infringe on any intellectual property rights;
- for any use that causes interference with or disruption of network users and resources, including propagation of computer viruses or other harmful programs;
- to intercept communications intended for other persons;
- to misrepresent GCC or a person’s role at GCC;
- to distribute chain letters;
- to libel or otherwise defame any person.
5. **Data Confidentiality**

In the course of performing their jobs, GCC employees often have access to confidential or proprietary information, such as personal data about identifiable individuals or commercial information about business organizations. Under no circumstances may employees acquire access to confidential data unless such access is required by their jobs. Under no circumstances may employees disseminate any confidential information that they have rightful access to, unless such dissemination is required by their jobs. The confidentiality of student educational records shall additionally be subject to the requirements of the Family Educational Rights and Privacy Act (FERPA).

6. **No Expectation of Privacy**

GCC’s computer resources are the property of GCC and/or the Commonwealth of Massachusetts and are to be used in conformance with this policy, with the Acceptable Use Policy and in compliance with all applicable laws.

Users should be aware that the president authorizes network administrators to monitor network traffic, and may authorize the network administrator to inspect any GCC-owned computer, any data contained in it, and any data sent or received by that computer, on a case by case basis, in order to ensure proper network operations. Users shall have no expectation of privacy in any e-mail sent or received over a GCC computer or network.

7. **Policy Violations**

Subject to all terms and conditions applicable to collective bargaining agreements and/or college policies:

a. all violations of this policy and/or the Acceptable Use Policy may subject the violator to disciplinary action;

b. if any user is found to have violated this or any other applicable IT (information technology) policy, GCC has the right to suspend or revoke the use of college e-mail and/or college computing facilities.

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**Service Animal Policy (June 2013)**

In accordance with the American's with Disabilities Act Amendments Act (ADAAA) of 2008, Greenfield Community College generally permits service animals assisting individuals with disabilities in all facilities maintained by the College. Therefore, an individual with a disability shall be permitted to be accompanied by his/her service animal in all areas of the College's facilities where members of the public are permitted. The College reserves the right to impose restrictions on the use of service animals on its property in order to maintain safety or to avoid disruption of College operations.

This policy applies only to facilities owned by the College or under its control. Please be advised that there may be restrictions imposed on the use of service animals in non-college facilities, such as hospitals, science laboratories or other clinical or internship experience locations. Such restrictions are established by the individual facilities according to their own policies and procedures and the College has no control over such restrictions.

**“Service Animal” Defined**

The Americans with Disabilities Act's regulations define “service animal” as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. However, in
certain instances, the use of other animals as a service animal may be permitted under other laws so please consult with the College’s Disability Services Officer.

Type of Work or Tasks a Service Animal May Provide

Work or tasks performed by a service animal must be directly related to its handler’s disability. Examples of work or tasks performed by service animals include, but are not limited to:

- assisting individuals who are blind or have low vision with navigation and other tasks;
- alerting individuals who are deaf or hard of hearing to the presence of people or sounds;
- providing non-violent protection or rescue work;
- pulling a wheelchair;
- assisting an individual during a seizure;
- alerting individuals to the presence of allergens;
- retrieving items such as medicine or the telephone;
- providing physical support and assistance with balance and stability to individuals with mobility disabilities; and
- helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

Services that do not qualify as work or tasks performed by a service animal include:

- crime deterrent effects; or
- the provision of emotional support, comfort, or companionship, often referred to as “therapy” or “companion” animals.

Service Animal Documentation

Consistent with state law, all dogs on campus shall:

- possess an animal license in compliance with Massachusetts law;
- be properly immunized and vaccinated; and,
- wear a current license and rabies vaccination tag.

It is recommended that a service animal wear some type of recognizable symbol identifying it as a service animal. However, there is no requirement for documentation to prove that the animal has had particular training or is a “certified” service animal.

Registration of a Service Animal on Campus

When practicable, a student or employee seeking to use a service animal is requested to notify the Office of Disability Services prior to bringing the animal on to College property. A service animal’s handler will be asked to complete a voluntary Service Animal Registration Form. (This form can be found in Appendix C of this document.) These documents shall be maintained confidentially by the College. If the animal qualifies as a service animal, the handler will voluntarily agree to comply with this policy at all times while the animal is on College property. Members of the general public intending to visit the college with a service animal should notify the College’s Office of Disability Services in advance when practicable. Specific questions related to the use of service animals on College property can be directed to Alicia Brandon via email at brandona@gcc.mass.edu or by phone at 775-1812.

Permissible Inquiries about a Service Animal

It is permissible for the College to make the following inquiries in order to determine whether an animal qualifies as a service animal:

- is the animal required because of a disability? and
- what work or task is the animal trained to perform?

The College shall not inquire about the nature or extent of a person’s disability. Further, the College shall not make these inquiries about a service animal when it is readily apparent that an animal is
trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

**Control of a Service Animal**

The College is not responsible for the care or supervision of a service animal. A service animal must be under the control of its handler at all times. A service animal shall have a leash or other tether, unless the handler is unable because of a disability to use a leash or other tether, or the use of such would interfere with the service animal's safe, effective performance of its work or tasks. Under those circumstances where a service animal is not tethered, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

**Health, Hygiene and Cleanliness**

Service animals must be clean. Daily grooming and occasional baths should be utilized to keep the animal's odor to a minimum. Adequate flea prevention and control must be maintained. If a service animal's odor is offensive to other individuals, the handler will be requested to bathe the service animal prior to returning to the College. A service animal's handler must clean up after the animal. If due to a disability the handler is unable to do so, the handler shall make alternative arrangements to do so.

**Exclusion of a Service Animal from College Property**

The College may direct an individual with a disability to remove a service animal from the premises if the animal:

- is out of control and its handler does not take effective action to control it (including the animal poses a direct threat to others on campus and/or exhibits behavior that interferes with the educational process);
- is not housebroken, is ill, or presents a reoccurring offensive odor; and/or
- is not properly licensed and/or vaccinated.

If the College excludes a service animal from its premises, it shall still afford the individual with a disability the opportunity to participate in its programs or activity without having the service animal on the premises.

**Public Etiquette Rules**

Members of the public should avoid:

- petting a service animal as it may distract the animal from its work;
- feeding a service animal;
- deliberately startling a service animal;
- calling or attempting to attract the attention of a service animal; and
- attempting to separate a service animal from its handler.

**Grievances**

Any person who believes that his/her rights to use a service animal on College property have been violated may file a complaint under the College's Affirmative Action Plan by contacting the College's Affirmative Action Officer.

**Field Trip and Off-Campus Class Meeting Policy**

For the safety and protection of our students and staff, there is a formal process a faculty person must go through in preparing for a field trip. There are restrictions on who can drive students when carpooling. The administrative assistant in your group has the latest policy and forms and can guide you on completing and submitting those forms.
Policy on Guests and/or Children Visiting a Classroom

At times, students who are parents run into short-term child care problems and may request that they bring their child to a class. In addition, a student may request that they bring a guest to the classroom. The faculty person may use his or her discretion in deciding whether that is appropriate. As written in the Student Handbook, “responsibility for the supervision and safety of guests on campus who are minors shall rest with the person who brings that minor to campus. This responsibility is applicable at all times both inside and outside college facilities. Greenfield Community College cannot accept responsibility for the safety or conduct of minors who may visit the college with college employees, students or guests.”

Room Reservations and Event Planning

To reserve a room for a meeting or to schedule an event either Downtown or on the Main Campus, log on to MyGCC to check room availability in the Facilities Calendar. This is a master calendar that reflects all classes, meetings, and events at any given time in any given room on campus. For more information please refer to the Room Reservation Procedure and Facilities Calendar page in Appendix C. Scheduling rooms for credit classes must be done through your group office administrative assistant.

If you also need additional services for your meeting or event, or would like your event to appear on the public events calendar on the GCC website, you must contact the appropriate department. Refer to the Room Reservation Procedure and Facilities Calendar page in Appendix C.

Displays, Art Exhibits, and Postings

Various spaces and bulletin boards throughout the college are used to display information and exhibits such as advertising, quotes, photographs, student work art exhibits, and more. Refer to Appendix F for the Values and Guidelines for Displays and Art Exhibits at GCC when planning a display, exhibit, or posting.

Faculty and staff who would like to post meetings and events on bulletin boards should drop off 15 copies of their flyer to the Student Activities office, C216, to be hung. Fliers should include date, location, and contact information.

School Closing Due to Inclement Weather

Inclement Weather Policy (Weather Hotline: 413/775-1010)

The decision to cancel classes because of adverse weather conditions rests solely with the President of the college.

Every effort will be made to announce a cancellation for day classes by 6 am and for evening classes by 4:00 pm. It is recognized, however, that in some circumstances it will be impossible to follow these time lines. Please call the GCC Weather Hotline after 6 am for day class information and after 4 pm for evening class information. Please DO NOT call the Public Safety Office for questions on school closures or delays so that the phone lines can be kept open for emergency calls. Information on delayed openings, or cancellations, is available at http://www.gcc.mass.edu and also on local television and radio stations.

Conditions may vary greatly within the college’s service area and, therefore, when classes are being held, students must ultimately determine if they are able to attend classes. When a class is missed, students are responsible for contacting their instructors to request an opportunity to make up missed work. Each instructor is the judge of the validity of the student’s reason for not attending and will permit make-ups according to their individual policies. Students are encouraged to become familiar with the policies of their instructors.

In the event the college must cancel classes, or should you need to cancel your class, please refer to pages 78-79 of this handbook for information on class make-up procedures.
GCC is a Drug Free School and Campus

Greenfield Community College is in compliance with federal legislation, which requires the College to adopt and implement a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. Refer to the Human Resources website for more information at http://www.gcc.mass.edu/hr/policies/college-policies/.

Smoking Policy

The purpose of the Smoking Policy is to prevent exposure of the Greenfield Community College community to the effects of second hand smoke and electronic or e-cigarette vapor. The policy shall apply to all members of the Greenfield Community College community for reasons of health, safety and well-being. Visitors shall be made aware of our policies and procedures by the faculty, staff and students, as applicable. It is the responsibility of all members of Greenfield Community College to ensure that our working environment is free of the effects of second-hand smoke and electronic or e-cigarette vapor.

Smoking, including the use of electronic or e-cigarettes, will be permitted only in the following designated areas:

• Parking Lots A through F
• The Gazebo adjacent to Parking Lot A and adjacent to Parking Lot F at the South entrance
• The Smoking Shack outside the 4th Floor North
• At the Downtown Center - No smoking or vaping is allowed within twenty feet of the rear entrance.

Information on the hazards of smoking and available resources for quitting is available in the Human Resources office.

Grading Policies

Grades, Testing, and Course Requirements

Student learning is facilitated when the course instructor provides clear information about course requirements, testing procedures, and the process for setting each student’s grades. This should be done within the first two class meetings and the information should also be on your syllabus. Students should have the opportunity to ask questions about this information for clarification purposes.

Course Prerequisites

Where prerequisites have been listed for courses, it is important that the student adhere to this academic requirement. Deviation from the policy must have the approval of the instructor and their Dean.

Class Rosters

Faculty have access to their class rosters via their MyGCC. These include Confirming rosters, Early Progress Report (EPR) rosters, and Final Grade rosters. Various types of listings including detail and summary versions are available under the Classes & Schedule tab, Classes column.

Confirming Rosters

Confirming rosters are available via MyGCC and should be submitted approximately 10 days after the beginning of full semester classes. The exact date is available from the Academic Calendar (see Appendix F). Classes that run shorter or longer than a full semester have adjusted dates. Contact the Registrar for the specific dates. Confirming class rosters will only be available electronically through faculty accounts at MyGCC on the web and must be completed through that medium.
Early Progress Report (EPR) Rosters

Early Progress Report (EPR) rosters are available in MyGCC. Consult the Academic Calendar (see Appendix F) for the due dates of full semester classes. Classes that run shorter or longer than a full semester have adjusted dates. Check here for specific dates: [http://www.gcc.mass.edu/registrar/class-deadlines/](http://www.gcc.mass.edu/registrar/class-deadlines/).

Early Progress Report (EPR) rosters will only be available electronically through faculty accounts at MyGCC on the web and must be completed through that medium.

Final Grades Roster

Final Grade rosters are available in MyGCC. Consult the Academic Calendar (see Appendix F) for the due dates of full semester classes and those that finish before the end of the full semester. Classes that run longer than a full semester are due within two days after the final exam. Contact the Registrar for questions. Final Grade rosters will only be available electronically through faculty accounts at MyGCC on the web and must be complete through that medium.

Final Exams

Each semester, the Student and Academic Affairs Office releases a confirmed final exam schedule for day classes, after consultation with the Deans. Once in place, the final exam schedule is official and faculty must adhere to it. If you need to make special arrangements for a final exam time, advise your Dean. If you are teaching multiple sections of one course, you may request an exam period during which all of those sections would take the exam.

More of our faculty are using new instructional methods and technologies. As a result of the increased use of online assignments and testing, case-study methods, portfolios, and project-based learning, the last weeks of the semester can include a host of assignment types. For this reason, please consider the following as you use the final exam period and the last two weeks of classes:

- We count the full semester, including the final exam period, as instructional time.
- Students may have varied types and numbers of assignments due in the last week or two of the semester. When it works for your course delivery plans, please try to spread final assignments and last exams out over time.
- Students may have multiple assignments or exams on the same day. Please continue to help any students in this situation work out assignment due dates that respect these conflicts.

Managing multiple deadlines is a part of work expectations. However, our new students may not have mastered those skills yet, so we ask for your special support of students who are in first-year courses.

Evening final exams are held at the same time, on the same evening, and in the same room as when the class normally meets, with the possible exception of GCC's Northampton site classes, which may meet at a different location. If the evening class meets more than once per week, the final exam is held on the first evening available in the final exam period on the evening the class normally meets.

The Final Exam period runs two hours with 30 minutes between exam periods, unless students have approved accommodations for a longer testing period. In these cases, students should work with their instructor(s) for extended time.

For planning purposes, the preliminary exam schedule is published in the college catalogue and in the Appendix F of this handbook.
Final Grades

Grades will be available to students through their online student account approximately two weeks after the close of the semester. Listed below are the grading symbols used here:

- A = Excellent
- B = Good
- C = Satisfactory
- D = Poor
- F = Failing

A modifying minus symbol may be used with an “A” grade; modifying plus and minus symbols may be used for grades of “B” and “C”.

NOTE: “D” grades cannot be given in developmental courses (CIS096, COL090, ENG090, MAT090, MAT094, MAT095, MAT096).

IN Incomplete: indicates work of acceptable quality where the student has failed to complete course requirements and the instructor wishes to allow time for the completion of the work. The “IN” must be removed within four weeks of the beginning of the next semester or it is replaced by an “F” or “NC” (for courses graded CR/NC). If an incomplete grade for a pre-requisite course is not completed by the next term, the student will be withdrawn from the course roster.

W Withdrawn: indicates an officially withdrawal from a course or from the College. Withdrawal from the College requires submission of a completed withdrawal form to the Registrar’s office.

AW Administratively Withdrawn: indicates administratively withdrawal for failure to fulfill financial, medical (immunization records), or property obligations to the College. Once administratively withdrawn, a student may not be reinstated during that semester.

AU An audit carries no credit and has no grade point equivalent. AU grades cannot be used to satisfy graduation requirements.

CR * Credit

NC * No Credit (credit/no credit option)

PA** Pass

FA** Fail (pass/fail option)

NG No Grade Submitted is assigned temporarily by the Registrar to indicate that no grade was received from the instructor.

O “Insufficient Basis for Evaluation: Indicates a student has discontinued attendance without formally withdrawing from the class or the College prior to the final withdrawal date. The “O” grade will be treated as an “F” grade in the calculation of the grade point average. The “O” grade is considered an indication of unsatisfactory academic progress for financial aid purposes.

* In courses designated CR/NC, student must perform work of “C” quality or better to earn credit (CR). Such courses often are not transferable to other institutions.

** Note: Full-time students may elect to take one course each semester on a PA/FA basis, in addition to courses normally graded PA/FA provided that at least nine credits of coursework are taken on a graded (A,B,C,D,F) basis. Students must perform work of “C” quality or better to earn credit (PA). This option must be selected at the time of registration. Courses taken on a PA/FA basis often are not transferable to other Institutions with the exception of ART studio courses with ART prerequisites, all of which are graded PA/FA. A grade of FA will count negatively into student GPA calculations.

Final Grade rosters will only be available electronically through accounts at MyGCC on the web and must be completed through that medium.

NOTE: Final grades must be submitted by the deadline provided by the Registrar each semester.
Grade Appeals

Complaints or grievances filed in connection with assigned grades represent a special case within the grievance procedure. The full student Grievance Procedure can be found in the Student Handbook and at http://www.gcc.mass.edu/student-and-academic-affairs/students/policies/. Grading reflects careful and deliberate assessment of a student's performance by the instructing professional(s). As such, decisions are necessarily judgmental, the substance of those decisions may not be delegated to the grievance process. Nevertheless, the college recognizes that in rare cases the process of grading may be subject to an injustice.

Except as otherwise provided by separate appeals procedures for clinical programs as approved by the President of the college, a student who alleges an error or injustice in the grading process may file a grievance under the Student Grievance Procedure. A grade appeal grievance shall proceed no further than Level Two, Step Two. For purposes of a grade appeal, the Chief Academic and Student Affairs Officer, or his/her designee, shall serve as the Student Grievance Officer throughout the grade appeal process.

If the faculty member who assigned the challenged grade is no longer employed by the college or is not available within the timelines specified (see “Time” definition), the student may initiate his/her Level One complaint with the chief administrator of the appropriate instructional division (who shall be identified by the Chief Academic and Student Affairs Officer).

If at any level substantial evidence of error is produced, the grading process may be remanded to the instructor of record for reassessment. If the instructor of record is no longer available, the chief administrator of the appropriate instructional division or his/her designee shall instead reassess the grading process.

Auditing a Course

There may be circumstances under which a student will wish to audit a course, i.e., participate in the class without earning a grade, credit hours, or academic credit. Students must state their intention to audit at the time of registration and are required to pay all tuition and fees associated with the class. Financial aid does not cover the cost of audited classes. The student is encouraged by their instructor to participate fully in the learning process. Changes to or from an audit status are treated as adding a class and must be processed prior to the end of the published add period.

Grade Point Average

Students’ semester and cumulative grade point averages are calculated at the end of each semester or after any grade change. See Appendix A for the Grade Change form. A formula which converts the letter grade to a number is utilized to arrive at the GPA.

President’s List and Dean’s List

The President’s List and Dean’s List are two ways that Greenfield Community College recognizes superlative student academic performance each semester. We applaud the success of students who earn these high grades and appreciate sacrifices that are often made by students in order to earn these grades.

To be included on the President’s List students must have:
- achieved a term GPA of 4.0;
- earned at least 12 credits at GCC;
- earned at least 6 college-level graded credits for a semester or during summer terms I and II combined;
- no incomplete grades at the end of the term;
- no grade less than a “C” in the term; and
- achieved a cumulative GPA of at least 2.00 at the end of the term.
To be included on the **Dean’s List** students must have:

- achieved a term GPA of 3.50 or higher but less than 4.0;
- earned at least 12 credits at GCC;
- earned at least 6 college-level graded credits for a semester or during summer terms I and II combined;
- no incomplete grades at the end of the term;
- no grade less than a “C” in the term; and
- achieved a cumulative GPA of at least 2.00 at the end of the term.

**Phi Theta Kappa International Honor Society**

Each candidate for membership must have completed 12 semester hours of associate degree work, with a GPA of 3.5 or better. A GPA of 3.25 or better must be maintained to continue membership. Candidates with a 3.5 GPA or better that adhere to the school conduct code and possess recognized qualities of citizenship will be invited to join Alpha Sigma Omicron chapter of Phi Theta Kappa, the international honor society for two-year colleges. Upon graduation, PTK membership will show on a student’s transcript.

**Early Entrant Student Academic Recognition**

Early Entrant students who meet the following qualifications are recognized each semester. We honor the exceptional performance of these students who are enrolled at GCC while still in secondary school.

To be included on the Early Entrant Student Academic Recognition list, students must have:

- achieved a term GPA of 3.50 or higher;
- earned at least 12 credits at GCC;
- earned at least 6 college-level graded credits for a semester or during summer terms I and II combined;
- no incomplete grades at the end of the term;
- no grade less than a “C” in the term; and
- achieved a cumulative GPA of at least 2.00 at the end of the term.

**Withdrawal from the College**

Students may withdraw from the College any time during the first two-thirds of the term provided they are not enrolled in a class that has already ended. No record will appear on the transcript for withdrawals during the first third of the term. Students withdrawing during the second third of the semester will receive grades of “W” for all courses in which they were enrolled. Official withdrawals are not processed during the last third of the semester, and students who stop attending class will receive the grade assigned by the instructor. Students cannot withdraw from a class that ended prior to the submission of a withdrawal request.

Students considering withdrawing from GCC should consult with their academic advisor and instructors first. To withdraw officially, students must meet with an academic advisor in the Academic Advising Center and submit a complete withdrawal form to the Enrollment Services office in room C103. As with dropping a course, simply stopping attending class or telling instructors of plans to withdraw do not lead to official withdrawal and may jeopardize eligibility for tuition refunds, financial aid, and future enrollment at GCC.

If extraordinary circumstances force students to consider withdrawal during the last third of the semester, they may discuss with the Dean of Enrollment Services or the Registrar, the possibility of making an exception to the policy. Any withdrawals after the end of the semester should be referred to the Chief Academic and Student Affairs Officer.
Medical Withdrawal

Students needing to withdraw from the College for health reasons may request a medical withdrawal by submitting the appropriate medical withdrawal forms to the Dean of Enrollment Services. A medical withdrawal requires the recommendation of the Dean of Enrollment Services. A note from a doctor, therapist, psychologist, etc. on letterhead stationery or a completed provider information form must accompany medical withdrawal requests. Please call the Dean of Enrollment Services for further guidance on medical withdrawals at (413) 775-1804. If a medical withdrawal is approved, the Dean of Enrollment Services will notify the Registrar. That documentation, along with the original request, will become part of the student’s record. Medical withdrawals follow the same refund policy as any other withdrawal.

Administrative Withdrawal

Administrative withdrawal is the result of action taken by the College when a student fails to fulfill financial, medical (immunization records), or property obligations to the College during the semester or, in rare cases, for disciplinary reasons. Once a student has been administratively withdrawn, the student may not be reinstated until the next semester.

Policy Against Sexual Harassment

It is the goal of Greenfield Community College to promote an educational environment and workplace that is free of sexual harassment. Sexual harassment of students or employees occurring in the classroom or the workplace is unlawful and will not be tolerated by the College.

Further, any retaliation against an individual who has complained about sexual harassment or retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace free from sexual harassment, the conduct that is described in this policy will not be tolerated and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by students or employees.

Because Greenfield Community College takes allegations of sexual harassment seriously, we will respond promptly to complaints of sexual harassment and where it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

In Massachusetts, the legal definition for sexual harassment is this: “sexual harassment” means unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment or academic decisions; or,
- Such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s academic or work performance by creating an intimidating, hostile, humiliating or sexually offensive learning or working environment.

Under these definitions, direct or implied requests by a supervisor or instructor for sexual favor in exchange for actual or promised job or academic benefits constitute sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a hostile, offensive, intimidating, or humiliating workplace or academic environment to male or female workers or students may also constitute sexual harassment.
While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct, which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- Unwelcome sexual advances — whether they involve physical touching or not;
- Sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; comment on an individual's body; comment about an individual's sexual activity, deficiencies, or prowess;
- Displaying sexually suggestive objects, pictures, cartoons;
- Unwelcome leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
- Inquiries into one's sexual experiences; and,
- Discussion of one's sexual activities.

All employees and students should take special note that, as stated above, retaliation against an individual who has complained about sexual harassment, and retaliation against individuals for cooperating with an investigation of a sexual harassment complaint is unlawful and will not be tolerated by Greenfield Community College.

**Complaint Procedures**

If any student or employee believes that he or she has been subjected to sexual harassment, the student or employee has the right to file an Affirmative Action Discrimination Complaint Form (see Appendix F) with the College.

If you would like to file a grievance you may do so by contacting the College's Affirmative Action Officer, Peter Sennett. The Affirmative Action Officer is also available to discuss any concerns you may have and to provide information to you about our policy on sexual harassment and our complaint process. If the Affirmative Action Officer is the person against whom the grievance is filed, the President shall designate another College official to act as the Affirmative Action Officer.

**Investigation Procedures**

When we receive a grievance alleging sexual harassment, the matter is handled pursuant with this Policy's Grievance Procedure. The grievance procedure will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. If it is determined that a violation of this policy has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action. Such disciplinary action shall be consistent with the appropriate collective bargaining agreement, if applicable.

**Disciplinary Action**

If it is determined that a violation of this policy has occurred, the College will take such action as is appropriate under the circumstances. Such action may range from counseling to termination from employment or expulsion from the College. Such disciplinary action shall be consistent with the appropriate collective bargaining agreement, if applicable.

**State and Federal Remedies**

In addition to the above, if you believe you have been subjected to sexual harassment, you may file a formal complaint with the governmental agencies set forth below. Filing a grievance under this Policy does not prohibit you from filing a complaint with these agencies.

- United States Equal Employment Opportunity Commission (“EEOC”) One Congress Street, 10th Floor Boston, MA 02114, (617) 565-3200.
Religious Absences

Students

Religious beliefs may occasionally cause students to miss class or other college activities. Under Massachusetts state law, students are excused from class on a particular day when it conflicts with their religious beliefs. Instructors must provide students with the opportunity to make up a missed examination or class work, provided that such makeup examinations or work do not create an unreasonable burden on the College.

Faculty

Instructors are also excused from classes on religious holidays. (See the following section regarding substitutes and/or makeup classes or assignments for adjunct instructors who miss a class.)

Pregnancy or Childbirth Absences (Student)

In accordance with Title IX of the Educational Amendments of 1972, absences due to pregnancy or related conditions, including recovery from childbirth, shall be excused for as long as the student's doctor deems the absences to be medically necessary. When the student returns to the College she shall be reinstated to the status she held when the leave began, which includes the opportunity to make up any missed work. The College may offer the student alternatives to making up missed work, such as retaking a semester, taking part in on-line instruction, or allowing the student additional time in a program to continue at the same pace and finish at a later date.

Attendance (Student)

Regular class attendance is expected. Absences may jeopardize academic status and financial aid in addition to lowering grades. Individual instructors and program coordinators have the authority to establish attendance standards appropriate for their courses. At the beginning of each semester you must clearly explain to students your policy regarding attendance. This information must be included in the syllabus, which you give to each student during the first meeting of the course. There is no college-wide attendance policy, but since you will be required to provide the number of absences for students receiving a mid-semester or final grade of “O,” “F,” or “IN,” you are strongly encouraged to maintain attendance records. This information regarding attendance is necessary for the College’s reporting for Title IV Federal Financial Aid. Faculty must also provide the last date of attendance for students receiving financial aid who stop attending classes without officially withdrawing. While reporting attendance is necessary, faculty choose if they want to use attendance as a basis for grading. Students participating in some special academic programs will require signatures from faculty attesting to their regular attendance.

Absences/Illness (Instructor); Class Cancelations; Class Make-ups

For All Faculty:

If you need to miss a class due to illness or other emergency, use the automated system accessed by logging into your secure MyGCC to officially cancel a class meeting. The instructions are in Appendix F. When you complete the process, an email message is sent directly to all enrolled students at their GCC
email. Students may also opt-in to receive a text message. An email message is also sent to your group administrative assistant and dean so that an official notice will be posted on your classroom door. For Smith College classes: The automatic notification system only works for GCC enrolled students. The college will notify HCC if a class meeting is cancelled.

If you must cancel your class and are unable to use the automated system, notify your administrative assistant so that proper signage can be posted on the classroom doors. If you are unable to reach your administrative assistant, refer to the Class Cancellation Process Flowchart in Appendix F for who to contact.

FOR FULL-TIME FACULTY:

Faculty will also need to complete an absence form at their group office. Similarly, forms must be filled out at the group office if a faculty person will be absent for a conference or professional meeting. It is up to the full-time faculty person’s discretion as to whether the class will be taught by a colleague, be made up at a future date, will be replaced by a special project, or simply cancelled.

FOR ADJUNCT FACULTY:

It is expected that you will meet with your class for the full scheduled time period and in the scheduled location; but if class must be cancelled and a substitute is required, the faculty member is expected to work with their Dean to arrange for a qualified instructor. The Dean’s office must be made aware of the substitution in writing in advance. He/She will administer the appropriate arrangements.

When arrangements are made for a substitute to cover another instructor’s class for a short-term, the salary for the class instructor will be reduced by the part-time professional staff rate ($26.40/hour effective 1/1/2015). The substitute will be compensated using that same part-time professional staff rate. A different rate exists for salary reduction and substitute compensation for those courses which are already being taught on an hourly basis. A different salary reduction and substitute compensation rate may be used when a substitute is needed for an extended period of time.

Classes which adjunct faculty miss due to absence or class cancellation, and when a substitute is not employed, must be made-up in one or more of the four ways outlined in article 13.04 of the DCE Collective Bargaining Agreement, with prior approval required from your Dean: (1) schedule a make-up class, (2) begin earlier and/or continue classes later to make up the lost time, (3) assign an appropriate project for the students to do outside of class, to cover the lost time, or (4) by another method proposed by the unit member and approved by the appropriate dean.

Confidentiality for Students

The College does not disclose personally identifiable information to persons other than appropriate college officials, except for directory information which is generally available unless a student specifically requests that it not be disclosed. Directory information consists of name, town, state, major, dates of attendance, graduation date, and honors conferred, only.

Confidentiality for Faculty

Your home telephone number/address will not be given out by GCC without your permission. If someone is trying to reach you (student, parent, etc.), you will be notified. It is up to you to make the contact with them.
SERVICES FOR STUDENTS

Instructors will find that students in their classes frequently request assistance that goes beyond the function of the course instructor. The College provides a full range of academic support services and instructors should refer students to the following resources whenever appropriate. Refer to Appendix A for additional reference information for students including a list of Important Phone Numbers for Students and the reference: Who Should I Call for Questions About…

Student Handbook

In order to completely understand GCC policies and procedures, it is recommended that you review the Student Handbook at http://www.gcc.mass.edu/student-and-academic-affairs/students/student-handbook/.

The Academic Advising Center

The Academic Advising Center staff assist new students with their initial course registration and enrolled students when their assigned advisors are not available. Such assistance includes advice on the selection of appropriate courses to fulfill degree or certificate requirements, information about college policies and procedures, guidance in the admission and transfer processes, and referral to other services on campus. Student engagement with faculty and staff is a key element in their success. The Academic Advising Center does not replace the important relationship between students and their assigned advisor and seeks to strengthen that relationship by augmenting the information that an assigned advisor has shared or by referring students back to their assigned academic advisor whenever possible.

For more information about the Academic Advising Center or to view the Institutional Statement on Academic Advising please go to http://www.gcc.mass.edu/advising/ or page 7–9 in this handbook.

Admission

Refer to Appendix A for checklists of important information for students to complete in the enrollment process if they are a new student, a readmitted student, a transfer student, or an Early Entrant high school student.

Programs with Special Admission Process

Certain health career programs at GCC (LPN, ADN, and PMC), and the Outdoor Leadership program have special admission requirements. The student’s application to GCC must be completed prior to consideration of additional application materials for these programs. For general information visit http://www.gcc.mass.edu/admission/apply-online/ or call the Office of Admission at (413) 775-1801. For specific health occupations program admission requirements, contact Laura Earl at (413) 775-1816 or earl@gcc.mass.edu.

General Policy on Early Entrants

Greenfield Community College defines early entrants as students who seek to enroll in credit-bearing courses at the college prior to their secondary schooling completion date. In order to be accepted as an early entrant student one must do the following:

- Submit a completed application for high school students on-line at http://www.gcc.mass.edu/admissions.
- Complete and submit all supplemental paperwork which is listed at http://www.gcc.mass.edu/admissions.
- Demonstrate their readiness for coursework at GCC by scoring satisfactorily on standardized placement tests in reading, sentence skills, and mathematics.

If a student intends on participating in athletics while also taking courses at GCC completion of a Massachusetts Interscholastic Athletic form may be required before acceptance to the College.

* Early Entrants who wish to continue their college studies upon completion/graduation from their secondary institution must complete an application for admission as a new student.
Early Entrant Student Success Program

Early Entrant students are assigned an academic advisor to provide support for their transition from high school to college. Students, families, and school officials identify courses to be taken and work with the academic advisor to establish a student schedule.

Specially Funded Early Entrant Opportunities

The Educational Transitions Program (ETP), in partnership with Greenfield and Turners Falls High Schools, provides an option for students who want to complete their high school education outside of the traditional high school environment. Working with an assigned GCC academic advisor and their high school guidance office, students have the opportunity to take classes at GCC while completing their high school graduation requirements. This cohort based program is available to juniors and seniors. Students participate in first year experience courses designed to develop skills and resources to enhance academic success.

Accuplacer Testing for Early Entrant Students

As a part of early entrant enrollment, student may need to complete Accuplacer testing to show that the student has met course prerequisites. For more details contact the Office of Admission at (413) 775-1801.

Course Registration for Early Entrant Students

All early entrant students must meet the prerequisites for any course for which they would like to register. The College has identified academic advisors to work with early entrant students and all students must meet with their advisor to register for course work.

Course Content in Relation to Early Entrant Students

The College does not expect faculty to alter their course content and/or instructional methodology due to the enrollment of an early entrant student. Faculty who believe that their course content or a portion thereof is inappropriate for an early entrant student may recommend to the Chief Academic and Student Affairs Officer that the student not be permitted to enroll in the course. Such a request shall be in writing and specifically state and provide examples of the course content believed by the faculty member to be inappropriate. The faculty member’s Dean will review the written statement of reasons with the faculty member. If the Dean supports the recommendation, the Chief Academic and Student Affairs Officer will review the statement and determine, in consultation with the President, whether to allow or deny access to that course.

Faculty and Staff Responsibilities and Rights Regarding Early Entrant Students

Faculty have a responsibility to maintain an active, engaging, intellectually challenging and safe classroom environment. That responsibility is neither heightened nor diminished with the enrollment of an early entrant student. Neither the college, nor its faculty shall act in loco parentis. The inclusion of early entrant students in a class should not impact negatively either faculty’s academic freedom or the college’s academic standards. If a parent, legal guardian, or a high school/home school official asks for information from faculty or staff regarding any student, including one less than 16 years old, the Family Educational Rights and Privacy Act (FERPA) forbids disclosing information without the student’s consent. See Appendix F for further information on FERPA.

Readmission to the College

Students who have had a break in their attendance for one semester or longer are required to reapply to the College before registering for courses. The application for readmission can be found online at
http://www.gcc.mass.edu/admissions or by calling the Office of Admission to obtain a paper copy. If a student has attended another college or university prior to readmission and is seeking transfer credit, an official copy of the student’s transcript should be sent to the Office of Admission for transfer credit evaluation.

**Transferring in: Common Transfer Policy (Community Colleges)**

The community colleges of the Commonwealth of Massachusetts, in order to ease and clarify the process of transferring earned credit from one college to another; whether among themselves or from other public or private institutions; to provide standards for the evaluation of alternative sources of credit; to reduce the time and cost of completing a college education; and to increase the opportunities for graduation of their students, establish this common transfer policy. This policy respects the academic standards, quality and integrity of each of the Massachusetts community colleges.

In accepting undergraduate transfer credit from other institutions, the Massachusetts community colleges apply this policy to ensure that credit accepted reflects appropriate levels of academic quality and is applicable to students’ programs. Each community college makes this policy publicly available to students and prospective students on their websites and other communications. This policy reduces unnecessary barriers to protect the colleges’ academic quality and integrity.

This policy addresses issues of academic credit earned through coursework completed at one institution and transferred to another. It also addresses the related issue of credit earned through alternative sources of credit, such as examinations, professional courses, military training and other prior learning experiences.

**Transfer Conditions at GCC under the Policy**

- For credit to transfer, the courses must have been taken at an institution accredited by one of the six regional accreditation agencies in the United States or, when allowed by college practice, by a national accreditation agency recognized by the Council for Higher Education Accreditation (CHEA). Consult the transcript evaluator about any special requirements for online courses.
- Credit earned at international institutions not accredited by one of the six regional United States accreditation agencies may transfer.
- Colleges require official transcripts from the institutions where credit was earned for credit to transfer.
- Students must be accepted by GCC and have declared their major programs of study for credit to be transferred.
- At minimum, credit will be granted for courses that apply to students’ current programs of study.
- Once credit is transferred it becomes part of students’ permanent records.
- Only credit for college-level coursework will transfer.
- Credit for pre-college-level or developmental coursework does not transfer.
- GCC may choose to use developmental coursework for student placement purposes.
- Grades do not transfer; only credit transfers. Therefore, transfer credit grades are not used in calculating grade or quality point averages.
- Transfer credit is designated on transcripts with an appropriate letter or symbol in the grade field.
- Credit will transfer as (1) the course equivalent at GCC, if it exists, or (2) as an elective equivalent within a comparable department, if it exists.
- Credits earned in a quarter-hour system will be converted to semester-hour equivalents.
- Audited coursework does not transfer.
- Credit will not be granted for duplicate coursework or for two courses that cover the same or similar content.
SERVICES FOR STUDENTS

Minimum Grades

• GCC accepts grades of C- or higher for transfer.
• Grades of D, D+, C- and CD (1.00 to 1.99 on a 4.00 scale) may transfer if they are for courses that are part of the 34-credit MassTransfer Block and students have completed the Block with a cumulative grade or quality point average of 2.00 or higher.
• Grades higher than C (2.00) may be required for admission to certain programs, for use as pre-requisite courses and for application of credit to certain program requirements.
• Grades of Pass (P), Satisfactory (S) or similar grades will transfer only when official transcripts indicate that such grades are equivalent to a grade of C or higher.

Residency Requirement/Maximum Transfer Credit Allowed

Students must complete at least 15 credits or two-thirds of the credit hours required for a certificate program to receive a certificate. Transfer of the remaining credits will depend upon the associate degree program's requirements and elective options.

Students wishing to earn an additional associate's degree must:
• meet all specific requirements of each degree program;
• complete at least 15 credits of course work beyond the previous degree awarded; and of those 15 additional credits, at least 12 must be completed at GCC.

Note: a student may not earn more than one Associate in Liberal Arts degree.

Alternative Sources of Credit

• Credit will be granted for satisfactory scores on Advanced Placement (AP) examinations based on GCC's policies.
• Credit will be granted for satisfactory scores on College-Level examination Program (CLEP) examinations based on GCC's policies.
• Official score reports from the College Board are required in order to receive credit for AP and CLEP.
• Credit will be granted for satisfactory scores on challenge or credit by examinations. See http://www.gcc.mass.edu/testing for more information.
• Credit may be granted for formal courses or examinations offered by various organizations, including businesses, unions, government and military (see the VALOR Act Academic Credit Evaluation Policy)* based on the recommendations of the American Council on education (ACE) as found in its national Guide to College Credit for Workforce Training, a resource of its College Credit Recommendation Service (CREDIT).
• Credit also may be granted for life experience (service learning, internships, learning from experience at work, volunteering in the community, job training, etc.)*
• Members of the Servicemembers Opportunity Colleges (SOC) Consortium adhere to the Consortium's Academic Residency Requirements for servicemembers at their institutions.
• Academic credits earned through the evaluation of military occupation, training, experience and coursework are transferable within the Massachusetts public higher education system in accordance with the Mass Transfer agreement.
• Credit granted by one institution from alternative sources may not transfer to another institution.

* Criminal Justice programs do not award life experience credits or credit for military or police training.
 SERVICES FOR STUDENTS

Time Limits
• Credit will be transferred without time limits, except for math and sciences. Math currency is five years; science currency is ten years.
• Certain programs, courses or admission standards may require courses to be taken within a specified time period. See individual programs for specifics.

Student Appeals
• GCC maintains and publishes a process for students to appeal decisions made about transfer credit.

Appeal Process: Students who disagree with the transfer credit decisions at GCC may appeal those decisions as follows. Students should provide evidence, such as course descriptions and syllabi, that the courses in question are either the equivalent of or comparable to courses offered by GCC.
• Students first must appeal the transfer credit decision to the Transfer Credit Evaluator.
• If the disagreement is not resolved with the Transfer Credit Evaluator, students may appeal to the appropriate Department Chair or Program Coordinator.
• If the disagreement is not resolved with the appropriate Department Chair or Program Coordinator, students may appeal to the appropriate Associate Dean.
• If the disagreement is not resolved with the appropriate Associate Dean, students may appeal to the Dean of Student and Academic Affairs. The decision of the Dean of Student and Academic Affairs shall be final and not subject to appeal.

The VALOR Act Academic Credit Evaluation Policy
Greenfield Community College (GCC) welcomes students with prior military experience. The College recognizes that much of the training and coursework undertaken by military personnel warrants review and potential transfer as academic credit. To that end, we have established the following guidelines.
• Greenfield Community College will grant academic credit associated with degrees the college offers based on documentation of military occupation, training, experience, and coursework.
• Greenfield Community College awards credit based on documentation presented by the student veteran from the ACE Guide to the evaluation of educational experiences in the Armed Services, CLEP, and/or DANTES Subject Standardized Tests as related to courses and programs provided through GCC.
• Academic credits earned through the evaluation of military occupation, training, experience, and coursework are transferable into GCC and within the public higher education system in accordance with the Mass Transfer agreement.
• The Transfer Credit evaluator (413-775-1816; earl@gcc.mass.edu) is the single point of contact for student veterans to contact for guidance on the VALOR Act Academic Credit Evaluation Policy.
• The Transfer Credit evaluator provides individualized, accurate, and complete guidance with regard to the VALOR Act Academic Credit Evaluation Policy and the transfer of military credits.

College Store (A Follett business)
Up-to-date information in addition to textbooks and other merchandise is available at the College Store website, greenfieldshop.com
To find textbook information online go to “greenfieldshop.com”. From the homepage click on “BOOKS” in the green bar. From the new page that opens select your term, course department, course number and section. Then click “submit”. If the instructor has given the bookstore information, a list of books and possibly supplies appears. You can choose between new, used, rental and ebooks, if available. Not all
options are available for every book. Ordering from our website increases your chance of getting used books as stock can come from any Follett store in the US, our warehouse, or other vendor partners. Order early as it can take a week to deliver, if the book is coming from the west coast. Have the books shipped directly to your home and avoid the crowds on the first days of classes. You should be able to access text information on your GCC page when you select courses during registration. This depends on instructors giving the bookstore the information on time. You can also find text information and purchase your books in Moodle. Click the blue and orange flame symbol and enter Follett Discover.

Fall and Spring semester hours are Monday – Fridays 9:00am until 4:00pm. Summer session hours are Monday – Thursday 9:00am until 4:00pm and Fridays 9:00am until NOON. Evening, exceptions and special occasion hours will be posted.

The College Store stocks required and optional textbooks, study guides, software, school, office, medical and art supplies. Also available are snacks and GCC clothing and gifts. GCC gift certificates are available for sale in any denomination.

MasterCard, Visa, Discover and American Express, cash and personal checks for the amount of the purchase are accepted. Checks must belong to the person using them, ID required, no third party/parent checks. Any checks returned due to insufficient funds will incur a $20–$25 charge from the collection agency, FEDchex. Purchases on financial aid or other third party accounts require a valid photo ID.

**Standard Return Policy: RECEIPT REQUIRED**

A valid receipt and/or packing slip are required for all refunds or exchanges. All items (except Course Materials and Hardware/Software) unopened and in original condition returned within 30 days of purchase may be exchanged or refunded to the original form of tender.

**Course Materials and Hardware/Software Details:**

**Course Materials (textbooks)**

- A full refund will be given for textbooks (excluding Final Sale items) returned prior to the campus specific refund deadline. Generally Fall & Spring textbooks are returnable for one week from the first day of classes, two weeks after the first day of classes with proof of add/drop. Specific dates are posted for each term. Materials purchased after the campus specific deadline (but before the final week of class) must be returned within 2 business days of purchase. Materials purchased during the last week of classes or final exams are not returnable/refundable. Books must be returned in the same condition as purchased, if applicable, still in shrink wrap

- Final Sale items include the following: Inking Digital Textbooks, Study Guides, Test Prep Books, Bar Charts, Cliff Notes, Professional Reference Study Aids or clearance items. All these items are not returnable/refundable.

**Hardware & Software:**

- No returns. No refunds. Please contact manufacturer for support. Keep your receipt.

We buy back books every day, but you get the most money when we have a need for the book in the store. The best time to sell your books is immediately after your last class or final exam.

**Computer Lab**

There are several computer labs in the school that are available for faculty and student use. The administrative assistant in your group can assist you to find one that meets your needs. The website that details location, hours, availability, acceptable use policies, etc, is at [http://www.gcc.mass.edu/it/](http://www.gcc.mass.edu/it/).
Student Academic Computing Lab

A student computing lab, located in the East Building, is open to all currently enrolled GCC students, regardless of major or credit load. The lab's personal computers may be used for homework, term papers, or other student projects. For those who need help working on a computer, a monitor or consultant is on duty. Computers are also available at the college library in the main building.

Course Placement Assessments

Most students are required to complete reading, writing, and mathematics assessments before registering for their first credit course. This assessment helps to place students in appropriate courses. Students may be exempt from skills assessment if:

- they have completed the assessment process at GCC or other college that uses Accuplacer within the past five years;
- they have successfully completed an appropriate course in English composition and/or mathematics at another college (a math course must have been within the last five years);
- they are taking courses on an audit basis and not for credit.

Recent high school graduates may have math placement shaped by high school GPA and grades in high school upper-level math courses. Math placement test scores on the Accuplacer assessment are used to place students into their first math course at GCC. Math placement scores may not be used to get into subsequent math courses, e.g. students may not “skip” a math course by retaking the placement test after completing a math course at GCC.

Those for whom their first language is not English, should call (413) 775-1226 for assistance with skills assessments. Students who believe their assessment scores do not reflect their level of skill should contact the Testing Center at (413) 775-1821 to discuss their options and to arrange for a retest.

Information about the placement assessments can be found at http://www.gcc.mass.edu/testing/cpt. (There is more information on the role of the placement assessment in faculty advising on page 49 of this handbook.)

World Language course placement assessments are conducted through the World Language Department. For more information contact Charlotte Gifford, Program Coordinator for World Language at (413) 775-1227 or gifford@gcc.mass.edu.

Enrollment Services

The Enrollment Services Office (C103) provides students information and assistance in many areas, including applying for admission, registering for classes, and obtaining academic transcripts. A wide range of faculty support information is also available through this office. The office is located in C103 of the Main Building and may be contacted by calling (413) 775-1801.

Evening Support Services

Evening students who need advising, counseling, tutoring, or specific disability related accommodations in the classroom should contact one of the following support services and make arrangements for evening appointments:

- For academic advising services, contact the Academic Advising Center at (413) 775-1339
- For tutoring services, contact the Peer Tutoring Program at (413) 775-1330
- For counseling or disability accommodations, contact the Wellness Center at (413) 775-1332
Financial Aid
The Financial Aid Office assists students in finding the financial resources necessary to allow them to attend college. Due to the complexity of financial aid regulations, the Financial Aid Office recommends that faculty and staff refer all students with questions about financial aid to the Financial Aid Office. Faculty may refer to http://www.gcc.mass.edu/financial-aid/faculty-advisor-faqs for frequently asked questions. Students may find helpful information on the Financial Aid page of the college’s website at http://www.gcc.mass.edu/financial-aid/. The Financial Aid Office is located in C102 of the Main Building and may be contacted by calling (413) 775-1109.

Health Records Office
The Health Records office reviews all immunization records, which can be obtained from the student’s high school, physician’s office, military records, or other colleges attended. The Bursar can transfer health records to another college if a student wishes to transfer. Health Records is located in the N408 or by calling (413) 775-1430. Medical withdrawals will be processed through the Registrar’s office located on the first floor in the Core.

Human Development Courses (HUD)
One and two credit personal development courses are offered in such areas as career decision-making, assertive communication, stress management, and college success (Such courses are coded HUD in the catalog and course guides.)

Library
For detailed information on Library services, including library cards, borrowing and overdue materials policies, research help, as well as hours, collections, facilities, computer and other equipment, and contact information, see the Library section under Faculty Teaching and Advising Support on pages 40-42 of this handbook, or visit http://www.gcc.mass.edu/library/.

New Student Orientation
Beginning in Spring semester 2014, orientation is mandatory for all new, matriculated students. There is an online orientation that serves as an alternative for those who cannot make one of the multiple orientations taking place on campus. Orientation credit is given to any student enrolled in an academic program that already includes a mandatory orientation. Not attending orientation will cause a delay in registration for the following term. Faculty and faculty advisors may be asked to assist with orientation, as these connections with students make a difference in a successful transition to the college. For more information contact Bryan Smith or visit http://www.gcc.mass.edu/orientation/.

Peer Tutoring
Peer tutoring is provided free for any GCC student who needs help with course work and who wishes to improve academic performance. Tutors are available for most courses. Tutors and students meet to review course material, discuss and practice study skills, and work on specific assignments. The tutor’s role is to assist students with the content of these courses while furthering the process of learning how to learn. The Peer Tutoring Program is located on the 4th floor core, above the library. Students may stop by or call 413-775-1330 to make appointments. Hours are Monday - Thursday 8:30 a.m. - 7 p.m., Friday 8:30 a.m. - 4 p.m., Saturday 10 a.m. - 4 p.m.
Math Assistance/Math Studio
This program helps students succeed in math, science, information technology and business courses. Services include peer tutoring and Math Studio drop-in hours. The coordinator is available to meet with individual students to discuss tutoring and math advising.

Writing Assistance
This program helps students succeed in all courses that require writing and language learning. Peer tutoring is offered for writing papers, note-taking, exam preparation and content review. The coordinator is available to meet with individual students to discuss tutoring and general writing assistance for coursework.

Assistance with Course Content
Peer tutors are available for most courses and can help students review course content, take notes, and prepare for exams. For support in math, science, business and information technology courses, students contact Norman Beebe. For support in humanities and social sciences, students contact Cindy Snow. Students can also stop by the 4th floor Core, or call (413) 775-1330.

Student Activities and Community Service Office
Student Activities and Community Service Office supports the academic mission of the College through leadership development opportunities and co-curricular programming. Through the establishment and support of clubs and organizations, students are encouraged to plan and assist in the planning of campus events. Activities include musical performances, cultural programs, involvement in clubs and organizations, orientation, commencement, volunteering, and student governance. The Office of Student Activities and Community Service is located in C216 and is open daily when the College is open. For more information about clubs, upcoming events, and services, visit us online at http://www.gcc.mass.edu/student-activities/ or call (413) 775-1200.

To obtain a GCC student ID card, please bring a valid photo ID to the Office of Student Activities and Community Service (C216) between the hours of 8:30 am - 4:30 pm during the fall and spring semesters.

Clubs
Student clubs offer countless opportunities for individual and group development and they represent the most visible and accessible avenue to student involvement on a college campus. Additionally, student clubs reflect the diverse interests and activities of GCC's student body. For additional information and a list of the current clubs visit http://www.gcc.mass.edu/student-activities/student-clubs/.

Activities Council
The GCC Activities Council plans and organizes cultural, social, educational, and recreational activities to enhance the student experience. This group is open to all students interested in planning and implementing campus events. For more information, contact Mary McEntee at (413) 775-1200 or visit http://www.gcc.mass.edu/student-activities/activities-council/.

The Student Association
Students who pay the student activities fee automatically become members of the Student Association, the structure within which the Student Senate and the Student Activities Program operate. Members may hold office, vote in elections and participate in Association programs.
The Student Senate

Members of the Student Association who are in good standing with the college are eligible for election by members of the Association to the Student Senate. The Student Senate reviews budget requests for, and oversees the allocation of the Student Activity Fee with the consent of the college President. The Senate’s objectives are:

• to promote and support activities that enhance the life of the college community;
• to administer and allocate the funds of the Student Association in conjunction with the college administration;
• to represent the student body on and off campus; and
• to act with college officers in supervising the college activities program.

The Studios

The Engineering Studio, Main Building, S302, offers a cooperative work space for students. It also doubles as a classroom for smaller engineering classes. The studio is equipped with 12 computers, all loaded with engineering related software. Mathematica, Matlab, Vernier, MacSpice, VectorWorks, AutoCad, are examples of the packages available. Engineering students can use the studio any time the building is open (with permission). It also provides a work space for model building with mechanical tools, a drill press, electronic bread boarding supplies, and robotic systems, all items necessary for the tinkering Engineer.

The Hammond Business Studio, East Building Room 132, provides a working and brainstorming space for all students. The studio is equipped with pull-down outlets for laptop plug-ins, a SMARTBoard, whiteboards, a flat screen television with streaming stock quotes, full wireless capabilities and comfortable, modular furniture. Faculty offices ring the studio which encourages faculty-student interaction.

The Humanities Studio, Main Building, N250, is a space for individual, group, and guided work staffed by Humanities faculty, during posted hours, who can assist with writing, presentations, and projects. The studio is equipped with comfortable seating, worktables, computers, a multimedia presentation station, and reference materials. The studio is open whenever the building is open and is also a space for lectures, visiting writers, and other special presentations.

The Math Studio, Fourth Floor North, is a place for students to work with each other and with faculty on questions and problems related to mathematics. The Math Studio is equipped with comfortable chairs and tables, computers, and math resources and texts. The studio is open for use throughout the day and is staffed by math faculty during posted hours. No appointment is needed; students may just come by.

The Science Studio, Main Building, Fourth Floor South, offers a cooperative work space for individual students or groups of students. The studio is equipped with two computers, anatomy and physiology models, resource books and movable furniture. It opens to faculty offices to allow student interactions with their professors. Students are encouraged to make use of the space during all building hours.

The Social Sciences Studio, East Building Room E115, provides a welcoming and resource-rich space for students to convene and interact with each other and faculty in the social and behavioral sciences. Students and faculty use the Social Sciences Studio for tutorials, study groups, computer projects and access to the college network and the Internet, small group projects, as well as college/community meeting and networking. The studio also provides gallery display space and periodically presents special events, speakers, and films.

The Testing Center

The Testing Center, located in C110 of the Main Building, provides High School Equivalency Testing (HiSET, formerly GED testing) in both English and Spanish, placement assessment (Accuplacer), distance learning exams and currency exams. In addition, the Testing Center staff proctor make-up tests and tests
for those who require academic accommodations. To arrange a proctored test, send or email the test (with instructions on a proctored exam cover-sheet) to the Testing Center (email test to both DevlinC@gcc.mass.edu and SherwinK@gcc.mass.edu). A proctored exam cover-sheet template is emailed to all faculty at the beginning of each semester and can also be downloaded from the Testing Center website. Students must call the Testing Center to arrange an appointment and bring a photo ID for verification when they come to take a test. For additional information, contact Kate Devlin, Coordinator at (413) 775-1147, DevlinC@gcc.mass.edu or visit at http://www.gcc.mass.edu/testing/.

Transcripts and Other Student Records

Students may request transcripts of their GCC academic record for themselves or for other colleges or employers by completing a transcript request form. They also may request a transcript with a signed letter or a signed fax in which they clearly identify themselves and where they would like a transcript to be sent. Telephone requests are not accepted. Students are provided with a free official transcript once per student and are charged $2 for each subsequent transcript. Due to the volume of requests, allow three business days to process a request.

The Registrar’s office will provide assistance in sending transcripts to other colleges and clarifying matters relating to grades or student records. The Registrar’s office is located in the Main Building, room C103 or call (413) 775-1807.

Transferring to Other Schools

The Transfer Office, located in room C118D, provides services to students considering transfer to another college or university. Students considering transferring are encouraged to contact the Transfer Coordinator as early in their time at the College as possible. The Transfer Coordinator assists students in exploring transfer options, educational goals, planning appropriate course work while at GCC, completing applications to other schools, writing college essays, and in choosing people to write college recommendations.

The Transfer Office maintains a small library of college catalogs, and the Transfer Coordinator arranges visits from college representatives to meet with prospective students on campus throughout the academic year. Contact the Transfer Coordinator at (413) 775-1207 or for more information visit http://www.gcc.mass.edu/transfer/.

Students planning to transfer to one of the Massachusetts state-supported colleges or universities are eligible for MassTransfer. MassTransfer provides community college graduates who complete designated associate’s degrees with the benefits of the full transfer and applicability of credit, guaranteed admission (2.5 GPA or higher), and a partial tuition discount (3.0 GPA or higher).

For details about the MassTransfer policy, contact the Transfer Coordinator in the Academic Advising Center or go to http://www.gcc.mass.edu/transfer/.

Community college students who matriculated prior to fall 2009 and who participate in the Commonwealth Transfer Compact and/or Joint Admissions programs will be required to complete their associate degrees by August 2013 and must matriculate at a Massachusetts state college or University of Massachusetts campus by fall 2014 to receive the benefits of these programs.
OPTION I: Benefits for students who complete associate's degrees under MassTransfer are:

<table>
<thead>
<tr>
<th>Minimum Final GPA</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 GPA</td>
<td>Guaranteed full transfer of a minimum of 60 credits applied to the bachelor's degree, <strong>if admitted.</strong> Satisfaction of the general education/distribution/core requirements at the receiving institution, with the receiving institution able to add no more than six additional credits/two courses. <strong>Note:</strong> Students will be required to submit the regular application and all supplemental materials required of the 4-yr school are applying to.</td>
</tr>
<tr>
<td>2.50 GPA</td>
<td>Guaranteed admission, plus all of the above benefits. Fill out simplified application, not Common Application.</td>
</tr>
<tr>
<td>3.00 GPA</td>
<td>A one-third tuition discount, plus all of the above benefits (UMass/Amherst offers 100% tuition break)</td>
</tr>
</tbody>
</table>

Stipulations:
- If students change their majors or if the linked baccalaureate programs require a higher grade point average or specific courses which are required of native students, MassTransfer students must meet these additional requirements.
- If, because of space or fiscal limitations, the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for MassTransfer applicants as it does for its native students.

OPTION II: Transfer Block

MassTransfer also provides students in the Massachusetts public higher education system the intermediate goal of completing a portable general education Transfer Block that will satisfy the general education/distribution/core requirements across institutions. Students completing the Transfer Block without earning a degree at any Massachusetts higher education institution with a 2.0 or higher grade point average will earn the 34 credit hours outlined below, exclusive of developmental coursework.

**Transfer Block**

- English Composition/Writing: 6 credits
- Behavioral and Social Sciences: 9 credits
- Humanities and Fine Arts: 9 credits
- Natural or Physical Science: 7 credits
- Mathematics/Quantitative Reasoning: 3 credits

Total Credits: 34 credits

Benefits for students who complete the Transfer Block:

<table>
<thead>
<tr>
<th>Minimum Final GPA</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 GPA</td>
<td>Satisfaction of the general education/distribution/core requirements at the receiving institution, with the receiving institution able to add no more than six additional credits/two courses, <strong>if admitted</strong></td>
</tr>
</tbody>
</table>

Stipulations:
- Students enrolled in a specific major or degree program may be required to take additional courses if these courses are specifically required for the major or program and are required of native students.
- Completion of the Transfer Block does not guarantee admission to the college or university.
- **Note:** Students will be required to submit the regular application and all supplemental materials required of the four-year school they are applying to.
Transfer Agreements with Other Colleges

GCC maintains several articulation agreements with colleges that award bachelor’s degrees. The purpose of articulation agreements is to make transfer from GCC to those colleges easier than it would be otherwise. In most cases, the articulation agreements ensure the transfer of a minimum number of credits and placement at the junior year level. Some of the articulation agreements are general and may include scholarship funds to help lower tuition while others are specific to certain programs at GCC and the institution to which the student transfers.

Faculty are encouraged to stay current regarding regional institution transfer requirements in their discipline. (For example, we have program specific transfer agreements with UMass in Business and Engineering; transfer agreements with Worcester State University in almost all disciplines; and transfer agreements with Elms as noted below.)

The Massachusetts Academic Pathways Project is bringing together faculty from two and four-year institutions to update transfer information. A set of content areas is selected as the focus of each year’s work. Deans work with Department Chairs and Program Coordinators to identify participating faculty.

In a few cases, the articulation agreements also include provisions for transfer scholarships. For information about articulation agreements with other colleges, contact the Transfer Coordinator.

Bachelor’s Degree On-Campus Partnership

Elms College is partnering with GCC on the delivery of four Bachelor’s Degree Completion programs:
- Business Management and Marketing
- Early Care and Education
- Nursing
- Social Work
- Speech Language Pathology Assistant (SLPA) (Online)

For more information contact:
Kathleen M. Vranos, Dean, Greenfield Community College, (413) 775-1471, vranosk@gcc.mass.edu, office East 120C, or
Ben Conrick, Elms Program Coordinator for the GCC/Elms Bachelor’s Completion Programs, (413) 265-2336, conrickb@elms.edu, office East 123A on the GCC campus

Veterans’ Services

Greenfield Community College supports the success of veterans, current military members, and their families by providing an on-campus point of contact in the Channing & Marie Bete Veterans Center. The Veterans Center offers comprehensive information about benefits and resources as well as creating institutional readiness in support of the unique needs of veteran students. The Veterans Center at GCC provides a safe haven for veterans and their allies to gather, study, and relax. The Veterans Center is open year round and is accessible for the entire community.

Location: GCC Main Building, North End, Room 215
Hours: Monday – Thursday 7 a.m. – 8 p.m. and Friday 7 a.m. – 5 p.m.
Phone: (413) 775-1882
Fax: (413) 775-1883
Online: http://www.gcc.mass.edu/veterans/
Wellness Center – Offices of Counseling and Disability Services

Counseling Services

The mission of Greenfield Community College’s Counseling Services is to support learning and retention by addressing the stress and conflicts that may distract students from achieving their full potential. We work to empower students to take responsibility for self-care and to achieve optimal levels of wellness in order to reach their full academic potential. Licensed professional counseling is available for GCC students at no cost to them. Students are encouraged to set up an appointment even if they are not sure if counseling is what they need. Appointments are scheduled with the student’s scheduling needs in mind, usually during the hours of 9:00 am – 5:00 pm. Walk-in hours are available Monday through Friday between 1:00 – 2:00 pm and no appointment is necessary at this time. Other appointment times are available upon request. Referrals to community service agencies can also be arranged. To schedule an appointment please call the Wellness Center/Counseling Services at (413) 775-1332 or (413) 775-1337.

Disability Services

Disability Services assists students with disabilities to discover their unique strengths and learn about how their disability impacts their lives in relation to their personal, academic and vocational goals. Disability Services provides assistance with course accommodations and on-campus use of adaptive technology and/or equipment. Disability Services also collaborates with academic support programs (such as counseling) and links students with community resources (such as service agencies and independent living centers). Disability Services is located in C423 of the Main Building. For general questions about Disability Services, please refer to the website at http://www.gcc.mass.edu/ds/ or call (413) 775-1812. If you would like to schedule an appointment with Disability Services, please call (413) 775-1332.

Women’s Resource Center

The Women’s Resource Center aspires to provide GCC with a range of opportunities promoting gender equity and enriching the personal, professional and academic lives of all members of the GCC community, particularly women students. Through dialogue, co-curricular programming, advocacy, information and referral to public and private local, state and federal resources, the WRC staff work to enhance the academic achievement of GCC students. The WRC is located in C212. Rosemarie Freeland, WRC Coordinator is available by phone at (413) 775-1114 or by email at freeland@gcc.mass.edu. Rosemarie invites you to visit the WRC and engage in lively conversation with other WRC participants, donate to and/or select from the free Clothing Exchange or visit the WRC webpage http://www.gcc.mass.edu/womens-resource-center/.
STUDENT FORMS AND REFERENCE INFORMATION

PAGE
Drop/Add ................................................................. A-1
Grade Change............................................................ A-1
Next Steps for New Students............................... A-2
Next Steps for a Readmitted Students.................. A-3
Next Steps for Transfer Students........................ A-4
Next Steps for Early Entrant High School Students A-5
Important Phone Numbers for Students .......... A-6
Who Should I Call for Questions About............. A-7 – A-8
Greenfield Community College
Drop/Add Form - Advisor Signature Required for Processing

Instructions: Complete all items below, obtain your advisor’s signature and submit the form to Enrollment Services (C103). Please print legibly.

<table>
<thead>
<tr>
<th>GCC ID</th>
<th>Date of Birth</th>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name</th>
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<table>
<thead>
<tr>
<th>Permanent Street Address</th>
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Term: Fall ________ Spring ________ Summer ________ Year ________

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<thead>
<tr>
<th>Course(s) to be dropped:</th>
<th>Course(s) to be added:</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Section</td>
<td>Credits</td>
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</tbody>
</table>

Total Credits Dropped: ________
Total Credits Added: ________
Total Credits After Change: ________

Student’s Signature: ____________________________
Advisor’s Signature: ____________________________
Processor’s Signature: ____________________________

Date: ____________________________ Date: ____________________________ Date: ____________________________

Greenfield Community College
Office of the Registrar
One College Drive, Greenfield, MA 01301

To: Registrar
Date: ____________

From: ________________________________________ (Please Print)
Subject: Grade Change

Student’s Name: ____________________________ Number: ____________________________
(Please Print)

Course Code: ___________ Section: ___________ Semester: □ Fall □ Summer □ Spring Year: ___________

Current Grade: _________ New Grade: _________

Reason for Change:
__________________________________________
__________________________________________

Revised 9/99
Instructor’s Signature

A-1
Next Steps For New Students

See the checklist below for important information to complete the enrollment process

- **Activate your MyGCC and email accounts.** Use the credentials given to you in your acceptance packet to do so. Contact the Office of Admission at (413) 775-1801 if you have questions or trouble accessing these accounts.

- **Make an appointment to take Placement Tests in sentence skills, reading comprehension and/or math if:**
  - You have never completed equivalent college coursework elsewhere.
  - You have never completed Accuplacer Placement Testing at GCC or another institution.
  *If you are unsure if testing is needed, please contact the Testing Center at 413-775-1821*

- **Complete the FAFSA and your Intent to Enroll Form** accessible at [www.gcc.mass.edu/financial-aid/forms](http://www.gcc.mass.edu/financial-aid/forms). Questions? Call 413-775-1109.

- **Submit immunization documentation.** MA state law requires all FULL TIME (at least 12 credits) students to provide proof of immunization. The form to submit to your doctor is included in your acceptance packet. Call 413-775-1430 for more information.

- **Did you receive a CORI form in your acceptance packet?** Some programs of study require a CORI check. **If you received the form,** be sure to complete this form and return it to the Office of Admission. Failure to complete your CORI will prevent you from registering for classes. If you are unsure if this applies to you or you need another form, call the Office of Admission, 413-775-1801.

- **Register for classes.** Call the Academic Advising Center at 413-775-1339 to learn when the registration period begins and schedule an appointment.

- **Reconcile your bill.** Visit [www.gcc.mass.edu/billing/your-bill/how-to-pay](http://www.gcc.mass.edu/billing/your-bill/how-to-pay) to check the status, see payment options or to make a payment. Call the Bursar's Office at 413-775-1301 with questions.

- **Attend Mandatory Orientation.** Learn about important college services and prepare for class. Information is provided in your acceptance packet and you can register online at [www.gcc.mass.edu/orientation](http://www.gcc.mass.edu/orientation).

- **In need of Academic Accommodations?** Contact the Wellness Center- Offices of Counseling and Disability Services at (413) 775-1332 to get more information about accommodations.

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Admission Office, Greenfield Community College
One College Drive, Greenfield, MA 01301
(413) 775-1801 • [www.gcc.mass.edu/admission](http://www.gcc.mass.edu/admission)
Next Steps For Readmitted Students

See the checklist below for important information to complete the enrollment process.

- **Activate your MyGCC and email accounts.** Use the credentials given to you in your acceptance packet to do so. Contact the Office of Admission at (413) 775-1801 if you have questions or trouble accessing these accounts.

- **Do you want to receive credit for coursework at another college?** For a review for transfer credit, request official transcripts from all colleges and universities you previously attended to be sent to the Office of Admission, GCC, One College Drive, Greenfield, MA 01301.

- **Make an appointment to take Placement Tests in sentence skills, reading comprehension and/or math if:**
  - You have never completed equivalent college coursework elsewhere.
  - You have never completed Accuplacer Placement Testing at GCC or another institution.
  - Your math placement test was taken more than five years ago.
  *If you are unsure if testing is needed, please contact the Testing Center at 413-775-1821*

- **Complete the FAFSA and your Intent to Enroll Form,** accessible at www.gcc.mass.edu/financial-aid/forms. Questions? Call 413-775-1109.

- **Contact Health Records to check the status of your immunization documentation.** You may need to update or provide additional records as mandated by the state of MA. Call 413-775-1430 for more information.

- **Did you receive a CORI form in your acceptance packet?** Some programs of study require a CORI check. If you received the form, be sure to complete this form and return it to the Office of Admission. Failure to complete your CORI will prevent you from registering for classes. If you are unsure if this applies to you or you need another form, call the Office of Admission, 413-775-1801.

- **Register for classes.** Call the Academic Advising Center at 413-775-1339 to schedule an appointment.

- **Reconcile your bill.** Visit www.gcc.mass.edu/billing/your-bill/how-to-pay to check the status, see payment options or to make a payment. Call the Bursar's Office at 413-775-1301 with questions.

- **Attend Mandatory Orientation.** Learn about important college services and prepare for class. Information is provided in your acceptance packet at www.gcc.mass.edu/orientation.

- **In need of Academic Accommodations?** Contact the Wellness Center- Offices of Counseling and Disability Services at (413) 775-1332 to get more information about accommodations.
See the checklist below for important information to complete the enrollment process

- **Activate your MyGCC and email accounts.** Use the credentials given to you in your acceptance packet to do so. Contact the Office of Admission at (413) 775-1801 if you have questions or trouble accessing these accounts.

- **Do you want to receive credit for coursework at another college?** For a review for transfer credit, request official transcripts from all colleges and universities you previously attended to be sent to the Office of Admission, GCC, One College Drive, Greenfield, MA 01301.

- **Make an appointment to take Placement Tests in sentence skills, reading comprehension and/or math if:**
  - You have never completed equivalent college coursework elsewhere.
  - You have never completed Accuplacer Placement Testing at GCC or another institution.
  - Your math placement test was taken more than five years ago.
  *If you are unsure if testing is needed, please contact the Testing Center at 413-775-1821*

- **Complete the FAFSA and your Intent to Enroll Form,** accessible at www.gcc.mass.edu/financial-aid/forms. Questions? Call 413-775-1109.

- **Submit immunization documentation.** MA state law requires all FULL TIME (at least 12 credits) students to provide proof of immunization. The form to submit to your doctor is included in your acceptance packet or can be found at www.gcc.mass.edu/admissions. Call 413-775-1430 for more information.

- **Did you receive a CORI form in your acceptance packet?** Some programs of study require a CORI check. If you received the form, be sure to complete this form and return it to the Office of Admission. Failure to complete your CORI will prevent you from registering for classes. If you are unsure if this applies to you or you need another form, call the Office of Admission, 413-775-1801.

- **Register for classes.** Call the Academic Advising Center at 413-775-1339 to schedule an appointment.

- **Reconcile your bill.** Visit www.gcc.mass.edu/billing/your-bill/how-to-pay to check the status, see payment options or to make a payment. Call the Bursar's Office at 413-775-1301 with questions.

- **Attend Mandatory Orientation.** Learn about important college services and prepare for class. Information is provided in your acceptance packet and you can register online at www.gcc.mass.edu/orientation.

- **In need of Academic Accommodations?** Contact the Wellness Center- Offices of Counseling and Disability Services at (413) 775-1332 to get more information about accommodations.
Next Steps For Early Entrant High School Students

See the checklist below for important information to complete the enrollment process

❑ **Activate your MyGCC and email accounts.** Use the credentials given to you in your acceptance packet to do so. Contact the Office of Admission at (413) 775-1801 if you have questions or trouble accessing these accounts.

❑ **Make an appointment to take Placement Tests in sentence skills, reading comprehension and/or math** by contacting the Testing Center at 413-775-1821.

❑ **Register for classes.** Contact your academic advisor, Julie Shaw-MacDougall if you are an Early Entrant student at (413) 775-1398. If you are participating in an Educational Transitions Program (ETP), contact Bryan Smith at (413) 775-1846.

❑ **Reconcile your bill.** Visit [www.gcc.mass.edu/billing/your-bill/how-to-pay](http://www.gcc.mass.edu/billing/your-bill/how-to-pay) to check the status, see payment options or to make a payment. Call the Bursar’s Office at 413-775-1301 with questions.

❑ **Attend Mandatory Orientation.** Learn about important college services and prepare for class. Information is provided in your acceptance packet and you can register online at [www.gcc.mass.edu/orientation](http://www.gcc.mass.edu/orientation).

❑ **In need of Academic Accommodations?** Contact the Wellness Center- Offices of Counseling and Disability Services at (413) 775-1332 to get more information about accommodations.
## IMPORTANT PHONE NUMBERS
### FOR STUDENTS

<table>
<thead>
<tr>
<th>Questions About</th>
<th>Contact</th>
<th>Phone</th>
<th>Room</th>
<th>Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Advising</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration appointments</td>
<td>Academic Advising Center</td>
<td>775-1339</td>
<td>Academic AdvisingCtr. (C118)</td>
<td>8:00-5:00</td>
</tr>
<tr>
<td>Day and Health Science Students</td>
<td>Lou Peugh</td>
<td>775-1848</td>
<td>Academic AdvisingCtr. (C118)</td>
<td>9:00-5:00</td>
</tr>
<tr>
<td>Day and Transfer Students</td>
<td>Kathy Maisto</td>
<td>775-1207</td>
<td>Academic AdvisingCtr. (C118)</td>
<td>9:00-5:00</td>
</tr>
<tr>
<td>Evening Students</td>
<td>Academic Advising Center</td>
<td>775-1339</td>
<td>Academic AdvisingCtr. (C214A)</td>
<td>By Appt.</td>
</tr>
<tr>
<td>Early Entrant Students</td>
<td>Julie Shaw-McDougall</td>
<td>775-1339</td>
<td>C214A</td>
<td>8:00-4:00</td>
</tr>
<tr>
<td><strong>Admission – General</strong></td>
<td>Joanna Rodriguez</td>
<td>775-1801</td>
<td>Admission Office(C103)</td>
<td>8:00-5:00</td>
</tr>
<tr>
<td>General and Early Entrants</td>
<td>Mark Hudgik</td>
<td>775-1810</td>
<td>Admission Office(C103)</td>
<td>8:00-4:00</td>
</tr>
<tr>
<td>General and International Students</td>
<td>Mark Hudgik</td>
<td>775-1810</td>
<td>Admission Office(C103)</td>
<td>8:00-4:00</td>
</tr>
<tr>
<td>Nursing/LPN/Paramedic</td>
<td>Betsey Cronin</td>
<td>775-1802</td>
<td>Admission Office(C103)</td>
<td>8:00-4:00</td>
</tr>
<tr>
<td>Transfer Credit Evaluations</td>
<td>Laura Earl</td>
<td>775-1816</td>
<td>Stud/Academic Affairs(C205)</td>
<td>9:00-4:00</td>
</tr>
<tr>
<td><strong>Placement Assessments/GED Testing</strong></td>
<td>Kate Devlin</td>
<td>775-1147</td>
<td>Testing Center (C110)</td>
<td>9:00-5:00</td>
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<tr>
<td></td>
<td>Kendra Sherwin-Williams</td>
<td>775-1821</td>
<td>Testing Center (C110)</td>
<td>8:00-12:00</td>
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<tr>
<td><strong>Financial Aid – General</strong></td>
<td>Financial Aid Staff</td>
<td>775-1109</td>
<td>Financial Aid Office(C102)</td>
<td>8:30-5:00</td>
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<tr>
<td>Veteran’s Benefits</td>
<td>Veteran’s Center</td>
<td>775-1885</td>
<td>Veteran’s Center (N215)</td>
<td>Call for hours</td>
</tr>
<tr>
<td><strong>Bills/Payments/Student Health Insurance</strong></td>
<td>Bursar’s Staff</td>
<td>775-1301</td>
<td>Bursar’s Office(C102)</td>
<td>8:30-5:00</td>
</tr>
<tr>
<td><strong>Wellness Center for Counseling and Disability Services</strong></td>
<td>Carol Leary</td>
<td>775-1332</td>
<td>Counseling/Disability (C423)</td>
<td>9:00-5:00</td>
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<tr>
<td><strong>Records/Registrar</strong></td>
<td>Holly Fitzpatrick</td>
<td>775-1813</td>
<td>Registrar’s Office (C103)</td>
<td>8:30-5:00</td>
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<tr>
<td>Gen. Records/Transcript Requests</td>
<td>Laurie Parker</td>
<td>775-1807</td>
<td>Registrar’s Office (C103)</td>
<td>8:00-4:00</td>
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<tr>
<td><strong>Health Documents</strong></td>
<td>Annette Moise</td>
<td>775-1431</td>
<td>Health Records (N408)</td>
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<tr>
<td>Peer Tutoring</td>
<td>Montserrat Archbald</td>
<td>775-1330</td>
<td>Peer Tutoring (C401)</td>
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<tr>
<td></td>
<td>Randy Kness (evening)</td>
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<tr>
<td>Educational Transitions Programs</td>
<td>Bryan Smith</td>
<td>775-1846</td>
<td>C214D</td>
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<tr>
<td>Women’s Resource Center</td>
<td>Rosemarie Freeland</td>
<td>775-1114</td>
<td>C212-A</td>
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<tr>
<td>Student Organizations/ID Cards</td>
<td>Student Life Staff</td>
<td>775-1200</td>
<td>Student Activities Office (C216)</td>
<td>8:30-4:30</td>
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<td>Food Pantry</td>
<td>Julie Shaw-McDougall</td>
<td>775-1339</td>
<td>C214A</td>
<td>8:00-4:00</td>
</tr>
</tbody>
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* Note: Most college offices close at 4:00 pm on Friday from mid-August through the last week of May, and at 12:00 noon on Fridays from the first week of June through mid-August.
<table>
<thead>
<tr>
<th>Office</th>
<th>Contact Person</th>
<th>Phone (775-)</th>
<th>Location</th>
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<tr>
<td>Academic Advising (new students)</td>
<td>Academic Advising Ctr.</td>
<td>1339</td>
<td>C118</td>
</tr>
<tr>
<td>Academic Computing Lab (PCs) Day Evening</td>
<td>Robin Howard</td>
<td>1356</td>
<td>E127A</td>
</tr>
<tr>
<td></td>
<td>Diane Franklin</td>
<td>1367</td>
<td>E127A</td>
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<tr>
<td>Academic Group Offices:</td>
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<tr>
<td>Community Education</td>
<td>Gail Villeneuve</td>
<td>1609</td>
<td>D104</td>
</tr>
<tr>
<td>Business, Information Technology,</td>
<td>Amy Sullivan</td>
<td>1752</td>
<td>E120</td>
</tr>
<tr>
<td>Professional Studies, &amp; Social Sciences</td>
<td>Nicole Crafts</td>
<td>1440</td>
<td>E120</td>
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<tr>
<td>Engineering, Math, Nursing and Science</td>
<td>Linda Horta</td>
<td>1120</td>
<td>N421</td>
</tr>
<tr>
<td>Humanities</td>
<td>Jan Ross</td>
<td>1220</td>
<td>S322</td>
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<tr>
<td>Academic Standing</td>
<td>Anna Berry</td>
<td>1868</td>
<td>C118</td>
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<tr>
<td>Admission/Readmission</td>
<td>Mark Hudgik</td>
<td>1810</td>
<td>C103C</td>
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<tr>
<td>Business Office (Bursar)</td>
<td></td>
<td>1301</td>
<td>C102</td>
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<tr>
<td>Business Studio (East 132)</td>
<td>Amy Sullivan</td>
<td>1752</td>
<td>E120B</td>
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<tr>
<td>Challenge Exams</td>
<td>Testing Center</td>
<td>1821</td>
<td>C110</td>
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<tr>
<td>Changing An Advisor</td>
<td>Evelyn Tillotson</td>
<td>1339</td>
<td>C118</td>
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<tr>
<td>Changing A Major</td>
<td>Laurie Parker</td>
<td>1807</td>
<td>C103</td>
</tr>
<tr>
<td>College Store</td>
<td>Joan Garuti</td>
<td>1190</td>
<td>N109</td>
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<tr>
<td>Community Education Workshop Registrations</td>
<td>Karen Chastney</td>
<td>1661</td>
<td>D110</td>
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<tr>
<td>CORI Information</td>
<td>Laura Earl</td>
<td>1816</td>
<td>C205B</td>
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<tr>
<td>Counseling</td>
<td>Kathleen Keough</td>
<td>1337</td>
<td>C428</td>
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<tr>
<td>Currency Exams</td>
<td>Laura Earl</td>
<td>1816</td>
<td>C205B</td>
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<tr>
<td>Digital-Sign System</td>
<td>Garry Longe</td>
<td>1843</td>
<td>S306A</td>
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<tr>
<td>Disability/Accommodations</td>
<td>Alicia Brandon</td>
<td>1812</td>
<td>C426</td>
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<tr>
<td>Distance Learning Exams</td>
<td>Testing Center</td>
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<td>C110</td>
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<tr>
<td>Early Entrant Students</td>
<td>Mark Hudgik</td>
<td>1810</td>
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<tr>
<td>Educational Technology Center</td>
<td>Karen Truehart</td>
<td>1842</td>
<td>S306</td>
</tr>
<tr>
<td>Educational Transitions Program</td>
<td>Bryan Smith</td>
<td>1846</td>
<td>C214D</td>
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<tr>
<td>Email Accounts (student)</td>
<td>Diane Franklin</td>
<td>1367</td>
<td>E127A</td>
</tr>
<tr>
<td>Electronic Studio (Macs)</td>
<td>John Canon</td>
<td>1365</td>
<td>S211</td>
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<tr>
<td>English for Speakers of Other Languages (ESOL)</td>
<td>Kit Carpenter</td>
<td>1226</td>
<td>N325</td>
</tr>
<tr>
<td>Event Support (Technology Planning)</td>
<td>Garry Longe</td>
<td>1843</td>
<td>S306A</td>
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<tr>
<td>Financial Aid/Student Loans</td>
<td>Sue Hopkins</td>
<td>1109</td>
<td>C102</td>
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<td>Beth LaPorte</td>
<td>1109</td>
<td>C102</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>Bob LaPalme</td>
<td>1143</td>
<td>E106</td>
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<tr>
<td></td>
<td>Sarah Scarchilli-Janus</td>
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<tr>
<td>Food Pantry (N240)</td>
<td>Julie Shaw-MacDougall</td>
<td>1398</td>
<td>C118C</td>
</tr>
<tr>
<td>GED Testing</td>
<td>Kate Devlin</td>
<td>1147</td>
<td>C110</td>
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<tr>
<td></td>
<td>Kendra Sherwin-Williams</td>
<td>1821</td>
<td>C110</td>
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<tr>
<td>Grades</td>
<td>Holly Fitzpatrick</td>
<td>1813</td>
<td>C103</td>
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<td>Health Occupations Admission</td>
<td>Laura Earl</td>
<td>1816</td>
<td>C205B</td>
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<tr>
<td></td>
<td>Betsey Cronin</td>
<td>1802</td>
<td>C103</td>
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<tr>
<td>Health Insurance - waivers/enrollment</td>
<td>Bursar's Office</td>
<td>1301</td>
<td>C102</td>
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<tr>
<td>Health Records</td>
<td>Annette Moise</td>
<td>1430</td>
<td>N408</td>
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<tr>
<td></td>
<td>Sandra Patch</td>
<td></td>
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<tr>
<td>Office</td>
<td>Contact Person</td>
<td>Phone (775-)</td>
<td>Location</td>
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<td>High School Articulation Credit</td>
<td>Laura Earl</td>
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<td>International Student Admission</td>
<td>Mark Hudgik</td>
<td>1810</td>
<td>C103C</td>
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<td>Lactation and Nursing Space</td>
<td>Liza Harrington</td>
<td>1836</td>
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<td>Library</td>
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<td>Math Studio (N402)</td>
<td>Linda Horta</td>
<td>1120</td>
<td>N421</td>
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<td>Moodle on-line</td>
<td>Michelle Barthelemy</td>
<td>1481</td>
<td>E132K</td>
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<td>Kathy Mielnikowski</td>
<td>1358</td>
<td>C302</td>
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<td>New Student Orientation</td>
<td>Bryan Smith</td>
<td>1846</td>
<td>C214D</td>
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<tr>
<td>Non-Academic Problems</td>
<td>Sheryl Hruska</td>
<td>1811</td>
<td>C205A</td>
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<tr>
<td>Peer Tutoring</td>
<td>Montserrat Archbald</td>
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<td>C401</td>
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<td>Phi Theta Kappa</td>
<td>Trevor Kearns</td>
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<td>Science Studio (S417)</td>
<td>Linda Horta</td>
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<td>Sexual Harassment and Affirmative Action</td>
<td>Peter Sennett</td>
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<td>Social Science Studio (East 115A)</td>
<td>Amy Sullivan</td>
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<td>Student Activities / ID cards</td>
<td>Mary McEntee</td>
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<td>Student and Academic Affairs Chief</td>
<td>Sheryl Hruska</td>
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<td>Student Code of Conduct Officer</td>
<td>Sheryl Hruska</td>
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<td>Student Grievance Officer</td>
<td>Judy Raper</td>
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<td>Student Lounge</td>
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<td>1801</td>
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<td>Student VISA Information</td>
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<td>Study Abroad</td>
<td>Kit Carpenter</td>
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<td>Charlotte Gifford</td>
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<td>Testing Center/GED Testing/ Accuplacer/ accommodation/make-up tests</td>
<td>Kate Devlin, Kendra Sherwin-Williams</td>
<td>1147, 1821</td>
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<td>Transcripts (GCC)</td>
<td>Laurie Parker</td>
<td>1807</td>
<td>C103</td>
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<td>Transfer Credit (In) (transcript evaluation)</td>
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<td>1816</td>
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<tr>
<td>Transfer (Out)</td>
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<td>Tutoring Services</td>
<td>Montserrat Archbald</td>
<td>1330</td>
<td>C401</td>
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<td>Verifications (for health insurance, etc.)</td>
<td>Enrollment Services</td>
<td>1801</td>
<td>C103</td>
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<td>Veterans Services</td>
<td>Christopher Demars</td>
<td>1825</td>
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<td>Holly Lovelace</td>
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<td>Weather Line</td>
<td></td>
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<td>Wellness Center: Counseling</td>
<td>Kathleen Keough</td>
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<td>Disability Services</td>
<td>Alicia Brandon</td>
<td>1812</td>
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<td>Women’s Resource Center</td>
<td>Rosemarie Freeland</td>
<td>1114</td>
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<td>Workstudy Program</td>
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<td>YouTube Site at GCC</td>
<td>Garry Longe</td>
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</table>
STUDENT CONCERN AND CLASSROOM BEHAVIOR ISSUES

Guidelines for Filing a Student Concern Report.................B-1 – B-2
Report of Student Concern Form ............................................B-3
Classroom Behavior Difficulties............................................B-4
Getting Help for Students......................................................B-5 – B-6
Behavioral Intervention Team

Guidelines for Filing a Student Concern Report

The Behavioral Intervention Team (BIT) is a campus resource charged with responding to reports of concerning behavior on campus. The team includes:

Chief Academic and Student Affairs Officer
Director of Educational Support (Chair)
Director of Public Safety
Director of Student Development (Student Conduct Officer)
Executive Director of Human Resources (Title IX Officer)
Learning Support Counselor
Student and Academic Affairs Staff Assistant

The Report of Concern provides a mechanism through which a report can be logged regarding a student behavior that is concerning to you. Submission of a report initiates a process of inquiry and action intended to be supportive to the individual of concern and the people impacted by the behaviors. The report is only part of a process to generate help for a student or yourself. Concerns may be reported about classroom behavior, any conduct that negatively impacts the classroom- learning or campus environment, and safety to self or others. Submitting a Report of Concern contributes to college-wide threat assessments through prevention and via an early intervention system.

When concerned about a student's behavior, any member of the campus is encouraged to submit a concerning student report which will initiate action by the Behavioral Intervention Team. The electronic Report of Concern form is available via MyGCC and should be filled out as soon after an incident as is reasonable. The concern should also be reported to the reporter's immediate supervisor.

Any threatening or dangerous behavior should immediately be reported to Public Safety and your direct supervisor. Do not use the report of concern system when immediate threat is present.

The sequence for intervention, which should be considered by the reporter is:

1. Speak directly with the student
   a. Describe the observed behavior. Ask the student for their thoughts about the behavior or incident that is concerning to you. Be open, honest, and direct in your communication with student. A two-way conversation may be particularly helpful in reaching an early resolution to the concern.
   b. Provide them with information and resources if the student brings forward associated concerns impacting their lives and behavior.
   c. Advocate for them to obtain assistance by other individuals or offices on or off campus if needed.

2. Report any academically related student concern that you have with your Dean.
   a. Describe observed behaviors and the impact of these behaviors on instruction, student learning, or the classroom learning environment
b. Collaborate with the dean on identifying options for interventions that may help to address the student's concerning behavior
c. Report back to the dean about the results of planned and implemented interventions for improvement; take next steps accordingly

3. File a Student Concern Report when the concern extends beyond academic classroom progress concerns
   a. Follow directions and give as much information as possible
      i. Include others involved
      ii. Note any actions you have already taken
   b. Resist your interpretation of why you think a person may have behaved in a certain way and only report observable behaviors
   c. Write your report as if the student were going to read it. This will help you stick with describable behaviors rather than interpretation

4. The Behavioral Intervention Team will review each report and shape action steps in response
   a. A team member may meet with the reporter and/or faculty member(s) to consult re: details of the situation, any updates in the situation, and to consider intervention techniques
   b. The Student Conduct Officer may follow up with a disciplinary hearing if warranted
   c. Public Safety may be engaged in the intervention
   d. Other persons or services may be involved for intervention

The office of the Chief Academic & Student Affairs Officer will be the keeper of the records. In accordance with FERPA recommendations, the student's disciplinary records are not part of the educational record and will be treated accordingly.
<table>
<thead>
<tr>
<th>Incident Date/Time Information</th>
<th>Time of Incident: □ a.m. □ p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Incident:</td>
<td></td>
</tr>
<tr>
<td>Time of Incident:</td>
<td>a.m. p.m.</td>
</tr>
</tbody>
</table>

Name(s) and contact information for pertinent witnesses:

Please describe the behavior: (Use specific, observable behaviors and details. Avoid opinions, interpretations, or clinical analysis)

Please indicate any steps that have been taken in response to this incident:
Greenfield Community College
Classroom Behavior Difficulties

As a faculty member you not only have the right but you have an obligation to create an environment that is conducive to learning. This gives you the authority to set and enforce the expectations for your classroom.

Early and clear articulation of behavioral expectations is one way to set the stage and prevent behavior that disrespects/disrupts the learning process.

The following is an example of a sequential progressive intervention method for classroom disruptions.

1. Set expectations from the start and be consistent with those expectations.
2. Give nonverbal cues to conform.
3. Take the person(s) aside for a private conversation.
4. Issue a public cue to conform to expectations. This may be a verbal intervention that is respectful but clear.
5. Public limit setting.
6. Ask the student to meet with you and the Dean to resolve the issues.

Most unwanted behaviors will extinguish with the first or second nonverbal cues. It is important to be consistent with your limits as well as expectations. This sequence is a suggested sequence. Faculty should feel comfortable using the respectful and authentic method that works for you.

Additional information can be found in the Faculty Handbook as well as some departmental handbooks.
## Getting Help for Students

This document will guide you in managing a variety of situations that might occur when working with students. The second page provides important information to consider in such circumstances and information about whom to contact. Additional resources and information for working with students are available in the GCC Faculty Handbook.

### Injured/Ill Student
- Find the nearest college phone and **CALL PUBLIC SAFETY IMMEDIATELY** by dialing 1111) (or 413-775-1111 from a cell phone)
- Give as much of the following information as possible:
  - Your name
  - Location of ill or injured person
  - Type of illness or injury
  - Condition of injured person.
- Remain with the person until emergency personnel arrive and have an opportunity to speak with you.
- Always be sure to notify your Dean of the situation.

### Student Concerns

This includes students with a problem or problems that may require referral to an office in Student and Academic Affairs.

**Personal or emotional issue** – Refer the student for counseling services at x1332

**Discrimination or harassment** – Refer the student to the College’s Affirmative Action / Title IX Coordinator at x1312

**Physical or learning disability** – Refer the student to Disability Services at x1332

**Talks about suicide** – Contact a counselor (x1332 or x1337) or if unable to reach someone, call Public Safety at x1111.

In any of these situations, always be sure to notify your Dean and submit a Student Concern Report online through MyGCC. Look for the following icon:

![Student concern icon]

### Disruptive Student

Disruptive students are those to whom one or more of the following apply:
- Exhibit inappropriate classroom behavior
- Disruptive in class
- Breach GCC’s Standards of Behavior as contained in the Student Handbook. Inappropriate actions aimed at an individual
- Drug or alcohol use that affects the classroom

- **If the situation does not call for immediate action**, discuss it with your Dean, who will help you decide the best course of action, refer you to the appropriate GCC personnel, and work with you to resolve the situation.

- **If the situation calls for immediate action** –
  - Weekdays when the college is open –
    - Between 9:00 a.m. and 4:00 p.m., contact either your Dean/grouping office, or Public Safety (x1111)
    - After 5:00, contact Public Safety (x1111)
  - Evenings, weekends and when the college is not open – contact Public Safety (x1111)

Always be sure to notify your Dean of the situation and submit a Student Concern Report online through MyGCC.

### Dangerous Student

- **Immediate threat of danger** –
  - **CALL Public Safety IMMEDIATELY** by dialing 1111 from a college phone (or 413-775-1111 from a cell phone)
  - Notify your Dean of the situation

- **Exhibits potential for dangerous behavior** –
  - Contact your Dean, who will refer you to the appropriate GCC personnel and work with you to resolve the situation.

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Revised May 2014
Getting Help for Students

Release of Information:

- With the exception of Directory Information (student's name, major, dates of attendance, graduation date(s), honors conferred), all information about students or staff at GCC is confidential. Do not release information about class schedules, academic progress, telephone number, address, health related issues, or other information to anyone who is not a GCC employee, including parents and family members. All such inquiries should be directed to the Registrar (x1813). In addition, only GCC Public Safety personnel should deliver emergency messages to students. Never disclose the location of a student on campus.

Contact Information:

- In the evening or when classes are not in session, on weekends and at other times when the college is not open, call Public Safety (x1111) if confronted with a situation that must be dealt with immediately.

Telephone Numbers: (413) 775-

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<th>Administrative Assistant</th>
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<td>Humanities</td>
<td>x1221</td>
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<tr>
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<td>x1327</td>
<td>x1752, x1440</td>
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<td>Engineering, Math, Nursing and Science</td>
<td>x1469</td>
<td>x1120</td>
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<td>Chief Academic and Student Affairs Officer</td>
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<td>x1816</td>
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<td>Counselors in the Wellness Center</td>
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Revised May 2014
ACADEMIC FORMS, SERVICE FORMS, AND GUIDELINES

Academic Requirements Exemption Forms
- Procedure for Completing and Submitting Waivers............. C-1
- GRB-1, for an Individual Student........................................ C-2 – C-3
- GRB-2, for Multiple Students............................................. C-4 – C-5
Central Duplicating Request Form......................................... C-6
Computer Network Acceptable Use Policy............................. C-7 – C-10
Distance Education Fully-Online Course
  Development Proposal......................................................... C-11 – C-14
Educational Technology Center (ETC) Production Guidelines..... C-15
  GCC YouTube Specific Guidelines...................................... C-16 – C-18
  Digital Sign System Guidelines........................................ C-19 – C-21
Learning Management System (LMS) Course Retention Policy... C-22
Request to Investigate an Academic Policy, RI-I Form ............. C-23
Room Reservation Procedure and Facility Calendar................. C-24 – C-25
Service Animal Registration Form........................................ C-26
Suggested Design Elements for Online Courses............... C-27 – C-29
Procedure for Completing and Submitting Waivers (GRB-1, GRB-2)

An Academic Requirements Exemption Form must be completed for any advisee who does not meet the requirements of their program of study as stated in the GCC catalog. There are two different Exemption Forms, depending on the nature of the request.

The Academic Requirements Exemption Form for an Individual Student (GRB-1) is the standard form to be submitted for an advisee not meeting program requirements. Please only submit one request per form. The request must be accompanied by the following documentation:

- Completed degree audit with attached transcript
- Appropriate course descriptions from the GCC catalog
- Appropriate course descriptions from other institutions (if applicable)
- Copy of transcript(s) from other institutions (if applicable)
- Any additional documentation that supports the request

The Academic Requirements Exemption Form for Multiple Students (GRB-2) is a "blanket request" to be used when one or more students have been affected by a departmental action or program change. Examples include a required course not being offered for several semesters, or an approved Program Change which students have been advised to follow, but which is not yet technically effective due to the timing of catalog publications.

Both forms must be submitted to the Chair of the Graduation Review Board for review prior to submission to the full committee.

Upon approval by the chair, please submit the original form and five (5) sets to the chair.

Thank you.
Greenfield Community College
Academic Requirements Exemption Form for an Individual Student (GRB-1)

To: Chief Academic and Student Affairs Officer
From: (please print) *

* I am this student’s academic advisor of record: ☐ Yes ☐ No

Student’s name: ____________________________________________________________
Student’s identification number: ____________________________________________
Student’s major: __________________________________________________________
Matriculation date: ☐ Fall ☐ Spring ☐ Year _________________
Audit catalog year: _________________

REQUEST (Please state request in a single sentence. Identify the course substitution and the Program to which it applies. Example: “Permit BUS 116 to substitute for BUS 125 in the Marketing AS program.”):

JUSTIFICATION: (Provide brief overview of justification for request supported by attached documentation.)

Advisor’s signature: _______________________________________________________
Student’s signature: _______________________________________________________

or verification of contact with student.

The student was contacted regarding this request on (date): _______________________

Revised 08-26-2011
Department Chair’s/Program Coordinator’s Recommendation:
I have reviewed this request and support its approval.  □ Yes  □ No

Comments (as needed) ____________________________________________________________________________
______________________________________________________________________________________________

Signature ____________________________________________ Date ____________________

Dean’s Recommendation:
I have reviewed this request and support its approval.  □ Yes  □ No

Comments (as needed) ____________________________________________________________________________
______________________________________________________________________________________________

Signature ____________________________________________ Date ____________________

Graduate Review Board’s (GRB) Recommendation:
We have reviewed this request and support its approval.  □ Yes  □ No

Comments (as needed) ____________________________________________________________________________
______________________________________________________________________________________________

Chair(s) of GRB ___________________________ Date _____________________

Reconsideration by GRB (if original request denied):
□ Yes  □ No

Comments (as needed) ____________________________________________________________________________
______________________________________________________________________________________________

Chair(s) of GRB ___________________________ Date _____________________

Action by Chief Academic and Student Affairs Officer:
□ I approve this request
□ I do not approve this request

Comments (as needed) ____________________________________________________________________________
______________________________________________________________________________________________

Signature ____________________________________________ Date ____________________

Revised 08-26-2011
Greenfield Community College
Academic Requirements Exemption Form for Multiple Students (GRB-2)

To: Chief Academic and Student Affairs Officer
From: (please print) ________________________________________________

REQUEST (Please state request in a single sentence. Identify the course substitution, the Program to which it applies, and the semester(s) to which it applies. Example: “Permit BUS 116 to substitute for BUS 125 in the Marketing AS program for all students graduating under requirements from a catalog year prior to 2010-11.”):

JUSTIFICATION: (Provide brief overview of justification for request supported by attached documentation.)

Approximately how many students will be affected by this action? _____
Department Chair’s/Program Coordinator’s Recommendation:
I have reviewed this request and support its approval.  Yes ☐ No ☐
Comments (as needed) __________________________________________
______________________________________________________________
______________________________________________________________
Signature _______________________________ Date __________

Dean’s Recommendation:
I have reviewed this request and support its approval.  Yes ☐ No ☐
Comments (as needed) __________________________________________
______________________________________________________________
______________________________________________________________
Signature _______________________________ Date __________

Graduate Review Board’s (GRB) Recommendation:
We have reviewed this request and support its approval.  Yes ☐ No ☐
Comments (as needed) __________________________________________
______________________________________________________________
______________________________________________________________
Chair(s) of GRB _______________________________ Date __________

Reconsideration by GRB (if original request denied):
Yes ☐ No ☐
Comments (as needed) __________________________________________
______________________________________________________________
______________________________________________________________
Chair(s) of GRB _______________________________ Date __________

Action by Chief Academic and Student Affairs Officer:
☐ I approve this request
☐ I do not approve this request
Comments (as needed) __________________________________________
______________________________________________________________
______________________________________________________________
Signature _______________________________ Date __________
Greenfield Community College
Central Duplicating Request Form

Date: ____________________
Ext: ____________________

Name: ________________________________
Cost Center #: __________________

Department: ___________________________

Number of copies to be duplicated: ______________

Number of pages in original copy: ______________ (NOTE: one two-sided page = two pages)

Printed (check one): 1 Side: ☐ 2 Sides: ☐ As is: ☐

COLOR (check appropriate box)

Size of Paper: Standard 8 ½” x 11” ☐ white ☐ blue ☐ green ☐ pink ☐ yellow ☐
Legal 8 ½” x 14” ☐ white ☐ blue ☐ green ☐ pink ☐ yellow ☐
X-Large 11” x 17” ☐ white ☐

Want a different color? You may supply the paper. If so, mark here: ☐

Copies to be: Folded ☐ (submit sample of fold)
Collated: Same sheets together (a) (b) (c) ☐ Group sort (a,b,c) (a,b,c) ☐
Stapled ☐ Three-hole punched ☐
Cut ☐ Made into pads ☐ (100 sheet minimum)
Cards*: 4” x 6” ☐ 5” x 8” ☐

Will duplicated materials be used off-campus or to publicly represent GCC? (E.g., business cards, letterhead, posters. Postcards flyers, etc.) Yes ☐ No ☐
If yes, check here to indicate these materials have been reviewed by Marketing & Publications: ☐

Date Required: _________________
Delivery Location: _______________________

Special Instructions:

NOTE: Copyrighted material will not be reproduced without permission slip attached.
☐ Attached is permission from the publisher to reproduce material.

Dean’s Signature: ____________________________
(Color Ink Copies require the signature of your division’s Dean or Associate Dean)

Questions? Please contact Central Services ext. 1727 or ext. 1711

For Office Use Only:

Date Completed: _________________ Time: _________________
By: ______________________________ Machine: ______________________

Please note that when possible next day service will be provided; however, you should plan for a maximum of 2 working days lead time (excluding weekends/holidays).
Greenfield Community College
Information Technology Department

Acceptable Use Policy

1.0 Overview
The Information Technology Department is committed to protecting Greenfield Community College's students, employees, partners and the college from illegal or damaging actions by individuals, either knowingly or unknowingly. Concurrently, the GCC Information Technology Department wants to preserve our culture of openness, trust and integrity.

GCCNET - Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts providing electronic mail, web browsing, and S/FTP, are the property of Greenfield Community College. These systems are to be used for business and academic purposes in serving the mission and principles of the college and of our students and employees in the course of normal operations.

Effective security is a team effort involving the participation and support of every Greenfield Community College employee, student and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines and to conduct their activities accordingly.

2.0 Purpose
The purpose of this policy is to outline the acceptable use of computer equipment and information technology systems at Greenfield Community College. These rules are in place to protect the employee, student and Greenfield Community College. Inappropriate use exposes Greenfield Community College to risks including virus attacks, compromise of network systems, non-public data, services, and legal issues.

3.0 Scope
This policy applies to employees, students, contractors, consultants, temporaries, and other users at Greenfield Community College, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by Greenfield Community College.

4.0 Policy
4.1 General Use and Ownership
1. While Greenfield Community College's network administration desires to provide a reasonable level of privacy, users should be aware that the data they create on the college systems remains the property of Greenfield Community College. Because of the need to protect Greenfield Community College's network, the Information Technology Department cannot guarantee the confidentiality of information stored on any network device belonging to Greenfield Community College.
2. Employees are responsible for exercising good judgment regarding the reasonableness of personal use. The Human Resources Department follows college guidelines concerning personal use of Internet/Intranet/Extranet systems that apply to all employees. If there is any uncertainty, employees should consult their supervisor or the Human Resources Department.
3. The Information Technology Department recommends that any information that users consider sensitive or vulnerable be encrypted. For guidelines on information classification, see Information Technology Department's Information Sensitivity Guidelines. For directions on how to encrypt email and documents, go to the Information Technology Department's Security Awareness webpage http://web.gcc.mass.edu/information-security/.
4. For security and network maintenance purposes, authorized employees of Greenfield Community College may monitor equipment, systems and network traffic upon request by the President.
5. Greenfield Community College reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy and security.
4.2 Security and Proprietary Information

1. The user interface for information contained on Internet/Intranet/Extranet-related systems should be classified as either confidential or not confidential, as defined by Information Sensitivity Guidelines and the Family Educational Rights and Privacy Act (FERPA). Employees should take all necessary steps to prevent unauthorized access to this information.

2. Authorized users are responsible for the security of their passwords and accounts and should keep passwords secure and not share accounts. System level passwords should be changed quarterly; user level passwords should be changed every six months.

3. All PCs, laptops and workstations should be secured with a password-protected screensaver with the automatic activation feature set at 20 minutes or less, or by logging-off (control-alt-delete for Windows users) when the PC, laptop or workstation is unattended.

4. Because information contained on portable computers is especially vulnerable, special care for security should be exercised. Protect laptops in accordance with the “Laptop Security Tips” located at the Information Technology Department’s Security Awareness webpage http://web.gcc.mass.edu/information-security/.

5. Postings by employees from a Greenfield Community College email address to newsgroups should contain a disclaimer stating that the opinions expressed are strictly their own and not necessarily those of Greenfield Community College, unless posting is in the course of business duties.

6. All hosts used by an employee, student or community user that are connected to the Greenfield Community College Internet/Intranet/Extranet, whether owned by the employee, student or community user or by Greenfield Community College, shall be continually executing approved virus-scanning software with a current virus database.

7. Employees, students or community users must use caution when opening e-mail attachments received from unknown senders, which may contain viruses, e-mail bombs, Trojan horse code, or other such damaging material.

4.3. Limitations

1. Full GCC computer resources are available only to currently enrolled students and full and part-time faculty and staff of GCC. Guest access is available to the general public on wireless, on open-access kiosks and in the Library.

2. All users are responsible for deleting files which are no longer needed.

3. All use of the GCC Computer Network must comply with this GCC Acceptable Use Policy and applicable state and federal laws. These policies are available online on the Information Technology Department’s webpage (http://web.gcc.mass.edu/it).

4. The GCC Computer Network must not be used for private or commercial business activities or personal computing not connected with the college.

5. Individual accounts and passwords are not transferable. Usage is limited to the person to whom access was issued. Use of another person’s account or providing unauthorized access to your account constitutes grounds for termination of all access privileges.

6. Profanity, harassing, obscene, or sexually explicit materials may not be sent through, downloaded to or transmitted from the GCC system. Such use constitutes grounds for termination of all access privileges and possible legal action.

7. Any attempt to disrupt, interfere with, modify, or damage the operation of the GCC Computer Network constitutes grounds for termination of all access privileges and possible legal action. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer worms and viruses or other damaging material, and using the network to make unauthorized entry to any other machine accessible via the network.

8. Any attempt to acquire information stored on the GCC Computer Network other than public information and the user's own files constitute a violation of the Commonwealth's Confidentiality laws and could be subject to legal action.
4.4. Unacceptable Use

The following activities are, in general, prohibited. Employees may be exempted from these restrictions during the course of their legitimate job responsibilities (e.g., systems administration staff may need to disable the network access of a host if that host is disrupting production services or requested by the President).

Under no circumstances is an employee or student of Greenfield Community College authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing Greenfield Community College-owned resources.

Any disciplinary action associated with this policy is subject to the terms of collective bargaining agreements.

The lists below are not exhaustive and provide a framework and guidance for unacceptable use activities.

**System and Network Activities**

The following activities are prohibited:

1. Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by Greenfield Community College.
2. Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which Greenfield Community College or the end user does not have an active license is strictly prohibited.
3. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate supervisor should be consulted prior to export of any material that is in question.
4. Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.).
5. Revealing your account password to others or allowing use of your account by others.
6. Using a Greenfield Community College computing systems to engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction.
7. Making fraudulent offers of products, items, or services originating from any Greenfield Community College account.
8. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes.
9. Port scanning or security scanning is expressly prohibited unless prior notification to the Information Technology Department is made.
10. Executing any form of network monitoring which will intercept data not intended for the employee's host, unless this activity is a part of the employee's normal job/duty.
11. Circumventing user authentication or security of any host, network or account.
12. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the Internet/Intranet/Extranet.
13. Providing information about, or lists of, Greenfield Community College employees or students to parties outside Greenfield Community College without authorized college agreement.

**Email and Communications Activities**

1. Refer to the Greenfield Community College e-communication policy.

This policy is not intended to interfere with rights under the First Amendment or the National Labor Relations Act.
5.0 Revision History

2/11/2011 – M.F. review
4/17/2011 – M.F. incorporation of edits for joint review with M.A.
4/20/11 – M.F. incorporation of edits from joint review with M.A.
8/3/2011 – M.A. Added Information Security Site Link
9/17/2012 – IRM Support of Policy
3/2014 – M.A. Added first amendment and disciplinary action clause.
3/2014 – Endorsed By College Council
3/31/2014 – Endorsed By College Council
First, thanks for taking the time to consider the development of a fully-online course! This form is a first attempt at gathering information needed to approve and insure the support of the development of online courses. Over time, it will be modified based on feedback and questions that are raised from regular use. Parts of this form may be hard to address until you actually begin building the course. That’s OK. Complete what you are able to.

Name: ______________________ Phone Number: ______________________

Department: ______________________ Full-Time: □ Adjunct: □

GCC Email: ______________________

Proposed course developer, please describe the nature of the course you would like to develop for online delivery:

Course Name & Number: ______________________

Is this course offered online by other colleges in our region (STCC, HCC, BCC, UMass, etc.)? Yes □ No □

Does this course satisfy a Liberal Arts core requirement? Yes □ No □

Does this course satisfy a degree course requirement? Yes □ No □

Do you have experience with teaching distance education courses? Yes □ No □

Does this course make it possible to begin to deliver a certificate or degree fully online? Yes □ No □

What was the lecture course enrollment for fall 2011 and spring 2012? Fall ________ Spring ________

Are there other factors that should be considered about this course (i.e. is it a specialty course?) Yes □ No □

What supports do you anticipate needing in the development / offering of the course?
Type, unlimited characters: ______________________

Instructional objectives: Observable Student Learning Outcomes (instructor):
Type, unlimited characters: ______________________

Instructional objectives (from CAP):
Type, unlimited characters: ______________________

What materials/resources will you provide for your students and in what forms?
(Example: resources provided by publisher, conversion of traditional supplemental resources to online format, modification or creation of new resources, identification and organization of Web available resources for student use.)

Type, unlimited characters: ______________________
How will you use the learning management system for instruction?
(Example: discussion boards, email, chat, quizzes, journal, blogs etc.)
Type, unlimited characters: 

What assessment/evaluation methods will you use in this course?
(Example: on-site/testing center exams, discussion board, online quizzes, projects, papers, assignments, etc.)
Type, unlimited characters: 

What course materials will be needed for this fully-online course? (Check all that apply)
Textbook □ DVD/CD-ROM □ Webcam/mic □ Speakers/headset □ Software □ (List the software below)
(List the additional software students are expected to have access to for this course. If the application is free provide the link to the site.)
Type, unlimited characters: 

Which of the above items would be additional expenses for students? All □ (complete below)  None □
(List the applications and the estimated cost to students)
Type, unlimited characters: 

**Proposed Course Developer Consults with Academic and Student Support Services:**

**Advising**
(Based on the technology diagnostic, what is anticipated skill/tech level for this course (basic word/ppt/excel; familiarity with browser features, etc.?)
Type, unlimited characters: 

**Library**
What existing Library resources are required for this course? Please be specific.
(Based on the technology diagnostic, what is anticipated skill/tech level for this course (basic word/ppt/excel; familiarity with browser features, etc.?)
Type, unlimited characters: 

Are there any additional Library resources needed to support this online course? Yes □  No □
Additional Resources:

What are the estimated total costs? 
The proposed course developer and the Director of Library services have discussed the requirements for this course. Yes ☐ No ☐

Comments: ____________________________________________________________

**Tutoring**
What existing Tutoring (Peer tutoring & Online) resources are required for this course? Please be specific.
Type, unlimited characters: _____________________________________________

Are there any additional tutoring services needed to support this online course? Yes ☐ No ☐

Additional Resources: _________________________________________________

What are the estimated total costs? ________________________________

The proposed course developer and the co-directors of Tutoring Services have discussed the requirements for this course. Yes ☐ No ☐

Comments (Type, unlimited characters): _________________________________

**Signatures to Confirm the Approval of the Proposal**

**Program/Department Chair completes:**

I am aware of and approve the request to development this fully-online course as detailed in this form.

Comments:

Comment ____________________________________________________________

Date: ____________________________

Program/Department Chair Signature: ________________________________
Dean of Area completes:
I am aware of and approve the request to develop this fully-online course as detailed in this form.

Comments:

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
</table>

Dean’s Signature

Date: ____________________

Director of Learning Outcomes, Assessment and Professional Development completes:
I am aware of and approve the request to develop this fully-online course as detailed in this form.

| Director of Learning Outcomes, Assessment and Professional Development’s Signature |
| Date: ____________________ |

Chief Academic and Student Affairs Officer completes:
I am aware of and approve the request to develop this fully-online course as detailed in this form.

| Chief Academic and Student Affairs Officer’s Signature |
| Date: ____________________ |

Return this completed form to the Coordinator of Distance Education

This course has been approved. □
This course has not been approved. □

The faculty member was notified on

C-14
Educational Technology Center (ETC) Production Guidelines

A) All Production Work is prioritized by purpose:
   1) Direct classroom teaching and learning support
   2) Direct teaching and learning general campus community support
   3) Indirect classroom teaching and learning support
   4) College marketing
   5) Program marketing
   6) General community support services

B) In general, event based productions (date, time, and place specific) are scheduled 2 to 4 weeks in advance and generally completed based on occurrence date. Priority is given to first scheduled events with a general time line of two weeks until final completion depending on ETC staff demands and availability. Many weeks contain more than one event especially during the last weeks of a semester, though we do our best to work on many projects concurrently the event occurring on a Monday will receive higher priority than the one occurring on a Wednesday in post-production and be finished first.

C) Long term more intensive projects are given specific schedules and due dates based on the extent of work per project as well as available staffing. Most projects of this nature are generally completed within a semester with a limited number of these projects being taken on in a semester due to staffing limitations.

D) Masters of all production work are housed in the ETC archives and property of GCC. Limited copies of works will be provided to those involved in the production but additional amounts of duplication may require the supplying of blank materials or be out sourced. Duplication work and guidelines are developed when a production is first proposed.
GCC YouTube Specific Guidelines

At this time there are three separate GCC Youtube Sites or Channels:

- The Main Site contains current events and general activities or presentations occurring at GCC which are open to all and will be of general interest to the community.
  www.Youtube.com/greenfieldcc

- Student Work at Greenfield Community College which hosts student performances and presentations recorded as part of academic work done by students in various programs.
  www.youtube.com/channel/UC7LShaDfiKxWBNZJd11OfVw

- Online Learning at GCC which has videos produced for specific online courses, workshops for staff, and training video’s on how to do specific tasks or activities on campus.
  www.youtube.com/channel/UCaR62JsZJ8EAVvTyiDIVROg

GCC has very specific goals and directions in utilizing YouTube as a method of information dissemination and has already established base rules for such outreach and publication of Media materials which will be applied to YouTube posting. Postings and technical support for the GCC YouTube site will be managed through the Educational Technology Center (Garry Longe) with the specific GCC website management integration through Erica Goleman.

1) All individuals appearing or heard on videos must have official signed GCC releases in order for postings to occur. These blanks are available in ETC and once filled out are stored in the ETC archive.

2) Materials to be posted on the GCC YouTube site must be consistent with the mission of the college and its purpose. Individuals wishing to post personal materials should establish their own individual sites.

3) Technical standards must meet and be consistent for all postings in terms of video quality and sound clarity as these materials will be representative of the institution. Assistance with this will be provided by Educational Technology Center. It is recommended that individuals wishing to do this type of video work without ETC assistance contact Garry Longe for standards before starting projects.

4) Specific identifying logo’s or ID’s will be used to brand stamp GCC materials on the GCC YouTube website which may be acquired through the ETC for any individuals producing their own materials.

5) It should be noted that the GCC YouTube websites are to be used by the administration, faculty and staff of the college to further educational and marketing goals consistent with the college mission. Sections of the site will be dedicated to academic classroom support and campus marketing with linking support available to enhance current GCC informational web pages and Moodle academic pages.

6) Currently the GCC YouTube pages are not available for posting student produced materials although future plans and development may lead to this as a possibility.

7) All postings on the site will be kept current and be removed at specified dates when materials are no longer of use to specific classes or marketing objectives in order to keep the site vibrant and allow new materials to be posted. Materials may be reposted again at later dates when needed for specific classes or marketing drives. Keep in mind this is a free off campus site for GCC’s use and we are limited to the amount of physical storage space available for the campus to use.
Additional YouTube Rules

GCC has acquired a non-profit YouTube site at no cost for our academic institutions use which is managed under the content guidelines established by YouTube. In order to maintain our use of these sites we need to abide by the following pre-established YouTube rules for all content we post.

Respect the YouTube Community - Don't Cross the Line

Here are some common-sense rules that will help you steer clear of trouble:

- YouTube is not for pornography or sexually explicit content. If this describes your video, even if it's a video of yourself, don't post it on YouTube. Also, be advised that we work closely with law enforcement and we report child exploitation. Don't post videos showing bad stuff like animal abuse, drug abuse, under-age drinking and smoking, or bomb making.
- Graphic or gratuitous violence is not allowed. If your video shows someone being physically hurt, attacked, or humiliated, don't post it.
- YouTube is not a shock site. Don't post gross-out videos of accidents, dead bodies or similar things intended to shock or disgust.
- Respect copyright. Only upload videos that you made or that you are authorized to use. This means don't upload videos you didn't make, or use content in your videos that someone else owns the copyright to, such as music tracks, snippets of copyrighted programs, or videos made by other users, without necessary authorizations. Read our Copyright Tips for more information.
- We encourage free speech and defend everyone's right to express unpopular points of view. But we don't permit hate speech (speech which attacks or demeans a group based on race or ethnic origin, religion, disability, gender, age, veteran status, and sexual orientation/gender identity).
- Things like predatory behavior, stalking, threats, harassment, intimidation, invading privacy, revealing other people’s personal information, and inciting others to commit violent acts or to violate the Terms of Use are taken very seriously. Anyone caught doing these things may be permanently banned from YouTube.
- Everyone hates spam. Don't create misleading descriptions, tags, titles or thumbnails in order to increase views. It's not okay to post large amounts of untargeted, unwanted or repetitive content, including comments and private messages.

Please take these rules seriously and take them to heart. Don't try to look for loopholes or try to lawyer your way around the guidelines—just understand them and try to respect the spirit in which they were created. If you'd like more details, check out our Community Guideline Tips.

We Enforce These Guidelines

Okay, this one is more about us than you. YouTube staff review flagged videos 24 hours a day, seven days a week to determine whether they violate our Community Guidelines. When they do, we remove them. Sometimes a video doesn't violate our Community Guidelines, but may not be appropriate for everyone. These videos may be age-restricted. Accounts are penalized for Community Guidelines violations and serious or repeated violations can lead to account termination. If your account is terminated, you won't be allowed to create any new accounts. For more information about how the Community Guidelines are enforced and the consequences of violating them, please visit the Help Center.
Community Guideline Tips
Want a little more insight into the limits and exceptions in the Community Guidelines? Here are some helpful examples and tips:

Sex and Nudity  Most nudity is not allowed, particularly if it is in a sexual context. Generally if a video is intended to be sexually provocative, it is less likely to be acceptable for YouTube. There are exceptions for some educational, documentary and scientific content, but only if that is the sole purpose of the video and it is not gratuitously graphic. For example, a documentary on breast cancer would be appropriate, but posting clips out of context from the documentary might not be.

Hate Speech  "Hate speech" refers to content that promotes hatred against members of a protected group. For instance, racist or sexist content may be considered hate speech. Sometimes there is a fine line between what is and what is not considered hate speech. For instance, it is generally okay to criticize a nation, but not okay to make insulting generalizations about people of a particular nationality.

Shocking and Disgusting  The world is a dangerous place. Sometimes people do get hurt and it’s inevitable that these events may be documented on YouTube. However, it’s not okay to post violent or gory content that’s primarily intended to be shocking, sensational or disrespectful. If a video is particularly graphic or disturbing, it should be balanced with additional context and information. For instance, including a clip from a slaughter house in a video on factory farming may be appropriate. However, stringing together unrelated and gruesome clips of animals being slaughtered in a video may be considered gratuitous if its purpose is to shock rather than illustrate.

Dangerous Illegal Acts  While it might not seem fair to say you can’t show something because of what viewers theoretically might do in response, we draw the line at content that’s intended to incite violence or encourage dangerous, illegal activities that have an inherent risk of serious physical harm or death. This means not posting videos on things like instructional bomb making, ninja assassin training, sniper attacks, videos that train terrorists, or tips on illegal street racing. Any depictions like these should be educational or documentary and shouldn’t be designed to help or encourage others to imitate them.

Children  Videos involving children (anyone under the age of 18) are particularly sensitive. Videos containing children should never be sexually suggestive or violent. Please be cautious when posting something involving a child. If you’re sharing a private moment or home movie, consider making it a private video so that only your family and friends can see it.

Copyright  When you create something original, you own the copyright for it. Likewise, when other people create content, they may have a copyright to it. As a creative community, it’s essential that everyone on YouTube respect the copyrights of others. If you’re not sure if something will violate someone’s copyright, the safest thing to do is to create something completely original, with images and audio you’ve created. If it’s all yours you never have to worry about copyright—you own it. If you’ve recorded something from a DVD, videotaped your TV screen, or downloaded a video online, don’t post it unless you have permission.
Digital Sign System Guidelines

Purpose-

Primary Purpose- of digital sign system is to provide timely weekly relevant information to GCC Students and Employees about occurring events, deadlines, and activities happening on campus or about the Academic System.

Secondary Purpose- the digital sign system can be used to provide programming which could be commercial news and weather or pre-recorded GCC events, activities, or promotional spots during system maintenance periods.

Tertiary Purpose- when there is a lack of student information available to keep the weekly programming interesting filler material may be used to keep the signage visually stimulating. This may be shorts from the GCC archives, Manila Film Collection, thoughtful imagery and text, Link-TV, or other campus information.

Service-

The system is automated to run daily. During the week some monitors are programmed to run for six hour blocks of time other monitors run all the time but have sensors to shut down if there is no one walking in the area for 15 - 30 minutes. Winter Break and January Intersession the system will be shut down as well as during Spring Recess and the bulk of the summer season. This automation schedule will be able to be achieved with current ETC staffing and available technology.

Every Friday a schedule of received materials for playback will be scripted and will be developed and tested for playback the following week by ETC staff based on available materials, requests, and written information received by 12Noon on the proceeding Thursday. The script of the playback of materials will be identical for each day during a week due to the complexity of scripting a schedule. The run for the week is usually completed and posted Friday at 1PM.

The service will primarily be a visual display system though at times low volume sound may play through the system when appropriate. This sound or sound files are not intended to be the focal point of the message and will not be audible from a distance of more than 8-10 feet. If the audio is to be truly heard an individual will have to “step up” to the screen to focus on the sound. Closed text captions will be displayed for all commercial broadcast audio. The system is not intended to be disruptive to the daily routine of the campus but should be viewed as an additional resource for informing the campus visually.

Posting a Sign-

Digital-Sign requests will only be accepted from college employees. Students in Clubs or involved in planning activities must have their advisors or coordinators review and submit any materials for posting. Work Study students are not considered college employees for posting purposes.

Users wishing to post a sign or message to the programming schedule must e-mail all relevant information to the digital-sign@gcc.mass.edu by Thursday 12 Noon for the material to run the following week. Most materials will only run or be highlighted for two weeks or until the relevant date has passed in order to keep information current and interesting. Submitting multiple events
as lists weeks or months in advance is not recommended as ETC staff will need to make editorial
decisions on which event actually should be highlighted each week. Materials submitted are
referenced and coordinated with the GCC web calendar.

Emails to “All Users” or “Bulletin” or other campus lists are not to be considered as a submittal to
the digital sign system as the digital-sign account address will block these messages as SPAM. If a
request is not specifically submitted to the Digital-Sign account directly chances are it will not
appear on the signs so please only use this account for submittals.

To easily make publicity requests to all avenues of campus marketing with one quick swift entry
visit the event page of the GCC Publicity page at http://web.gcc.mass.edu/marketing/publicity/.

If you do not feel comfortable with designing a sign by yourself a simple information email with
details of your message will suffice and we will cut and paste your information into an available,
appropriate template for display. The earlier you send us the information the better the chance
that you may review your sign if you wish. If we receive information at 12 Noon on Thursday you
are not likely to see your sign until it is actually in the schedule and running on Monday morning.

If you do feel comfortable with design all data submitted must be in a Windows compatible MS
word document, single Power Point slide, Publisher, or JPEG Format. Self designers should note
that the digital signage system display is in a landscape 600 X 800 horizontal format so any
materials submitted should take this into consideration. Vertical poster PDF files do not work
within this confine as they are not readable. Appropriate “taste” for public display should be
regarded in all signs submitted and if any questionable materials appear in signs submitted they
will be forwarded to responsible area deans for scheduling approval.

If you wish to learn how to produce your own signs or need help in developing original materials
we will be providing this training by appointment so call extension 1843. The ETC has a wide range
of clip art resources with graphic, photographic, animations, and video clips that will help add
emphasis to your messages.

ETC staff will not be responsible for erroneous information that is submitted and once a sign is in
the schedule it will be run for the following week as is. This will be primarily a cut and paste
operation so be sure to proof all information that you intend to post. Although there will be some
production design involved in material posting and we will be working with your information
closely please do not consider ETC staff as a proof reading service.

With every sign we will do our best to add motion and animation to the imagery and text to help
make it more visually appealing time permitting. Video clips may also be added to sign imagery
but must be submitted as early as possible in order for us to render them into compliant formats
for use with the system. Sound clips will only be accepted when absolutely necessary to the
success of the message, ie an upcoming concert or performance.

Helpful Hints-
1)  These signs should be approached as billboards for brief messages.
2)  Use the catch the message in a glance or blink approach.
3)  If you have an abundance of important information more than one sign may be more
     appropriate.
4) A journalistic who, what, when, where, and why questioning will help you develop your most important text.

5) Avoid pure white as your background or dominate image color. Remember this is not a print medium.

6) Darker backgrounds with lighter lettering tend to help messages stand out better.

7) De-saturated or muted colors tend to look more pleasing and interesting to the viewers. They will also lengthen the life of this equipment.

8) Avoid using red as a color unless it is extremely de-saturated. We have found red will bleed on this system making images or text very fuzzy.

9) “A picture is worth a thousand words.” Adding appropriate images may help pronounce your message more clearly.

10) Avoid highly detailed repetitive patterns in your images as these will tend to vibrate on the screen or moiré.

11) If you have seen a sign design you liked used in the past refer to that as a template for your message and we’ll do our best to fit your message to this format.

12) All copyright rules will be in effect for any materials displayed on the digital sign system.

If you have any questions on system requirements or on using this system please feel free to contact Garry Longe in the ETC at extension 1843.

C-21
Information Technology Department

LMS Course Retention Policy

Purpose of Policy:
To define the length of time courses contained in the College's Learning Management System (LMS) will be retained and define the responsibility of course data ownership.

Guiding Principles
• To retain course sites and content for a period of time which instructors and students find adequate, useful and abide by program retention laws.
• To optimize the performance of the LMS experience.
• To ensure that the storage and backup space is used efficiently and to minimize the financial and technical impact of constantly increasing disk storage.
• Retaining copies of the syllabus, electronic grade book and electronic student work is the sole responsibility of the instructor.

Scope of Policy
This policy covers courses contained in the Learning Management System (currently Moodle) managed and maintained by the Information Technology Department (IT).

Statement of Policy
IT will retain LMS courses for Seven (7) years from the end of the course. At the end of seven years, the course will be deleted. IT will process removal of course sites more than seven years old each summer.

Instructors may request that a course be exempt from deletion; with proper approval from the Dean or Chief Academic Officer, however a course will not remain within the LMS for more than ten (10) years. Instructors may request that a course or courses be deleted sooner than seven (7) years from the end of the semester.

Deleting a course from the LMS permanently removes it from the system. When a course is deleted it is removed from the instructor and user’s course list. All materials stored in the course are deleted. This includes but is not limited to files, grades, assignments, quizzes, surveys, links and any other data contained within the course that is stored in the LMS database and file system.

It is recommended that instructors archive their courses at least twice a semester, after midterm grades have been submitted and when final grades are due. The Information Technology department will send out reminders before removing courses from the system so that instructors have an adequate reminder to archive material. Instructors should always download student work and/or make copies of the grade book prior to removal of material from the course.

Instructions on how to archive a course are provided at the Distance Learning website http://www.gcc.mass.edu/distance-ed/ under information about the current Learning Management System - Moodle.

Review of Policy
This policy shall be reviewed by Information Technology, the Information Resource Management Committee, and other appropriate departments as deemed necessary by the Chief Information Officer. This review will occur at least annually and at other times as needed, and faculty shall be notified of any resultant changes.

creation: February 2014 – M.A.
revised: March 2014 - IRM
GREENFIELD COMMUNITY COLLEGE
Curriculum and Academic Policy Committee – Request to Investigate an Academic Policy
E-mail a copy of the proposed request to the chair for review. NOTE: Two proposers are required.

1st Proposer: ___________________________ Date: _______________________
2nd Proposer: _______________________________ Date: _______________________

SECTION A (Proposed area for investigation and rationale)

<table>
<thead>
<tr>
<th>Issue for Investigation:</th>
<th>RATIONALE:</th>
</tr>
</thead>
</table>

SECTION B

Would you be willing to serve on a task force to investigate this issue?

1st proposer □ Yes □ No
2nd proposer □ Yes □ No

Do you know of others who might be willing to serve? (please list)

SECTION C (Action of CAP Committee on this request)

SECTION D (Attach any relevant documentation, eg. report of task force)

SECTION E (Recommendation of the CAP Committee)

REQUIRED SIGNATURES:

Chair, Curriculum and Academic Policy Committee
Signature: ___________________________ Date: _______________________

Dean of Academic Affairs
Signature: ___________________________ Date: _______________________

For CAP Committee information, log on to Moodle at https://online.gcc.mass.edu/login/ and choose GCC Curriculum and Academic Policy in the Course Overview section.
Revision: 4-29-03
Room Reservation Procedure and Facilities Calendar
(April 9, 2013, revised January 28, 2015)

This procedure reserves a room for your event or meeting. A Facilities Calendar that reflects all activities at any given time in any given room on campus is available on MyGCC for use when scheduling your meeting or event to avoid a room conflict with another event or meeting.

To make reservations (to reserve a room) for any meetings or events on Campus, you must use the following process:

**Step 1:** Log on to MyGCC – Select Facilities Calendar

**Step 2:** Look for the date and time of your proposed meeting or event in the calendar to see what is already scheduled and verify the room you want to use is available (no event or meeting scheduled for that date and time). Be sure to check the box titled “classes” so that any classes scheduled in that room appear.

**Step 3:** Complete the Room Reservation web form located here: [http://web gcc mass edu/room-reservations](http://web.gcc.mass.edu/room-reservations)

You will need to include the following information to reserve a room:

- Date(s)
- Start and End Time(s)
- Event Name
- Room
- Number of people expected at the meeting or event

The completed form will automatically be routed to the appropriate contact. **Six people on campus will be responsible for all room reservations on campus.** They will enter the events or meetings into Banner.

<table>
<thead>
<tr>
<th>Room</th>
<th>Contact Person</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Conference Rooms on Main Campus including the Multipurpose Room, Stinchfield, Sloan Theater, and Lobby</td>
<td>Laura Earl</td>
<td>775-1816</td>
</tr>
<tr>
<td>Dining Commons and Fields on Main Campus</td>
<td>Ryan Aiken</td>
<td>775-1309</td>
</tr>
<tr>
<td></td>
<td>Bjorn Silvia</td>
<td>775-1316</td>
</tr>
<tr>
<td>Classrooms on Main Campus, Dance Studio, TV Studio, and Art Gallery</td>
<td>Nicki Crafts</td>
<td>775-1440</td>
</tr>
<tr>
<td>Any rooms Downtown</td>
<td>Gail Villeneuve</td>
<td>775-1609</td>
</tr>
<tr>
<td>Library</td>
<td>Deb Chown</td>
<td>775-1832</td>
</tr>
</tbody>
</table>

Once the event or meeting has been entered into Banner, the system will automatically generate a confirmation email to the individual making the room request. **Booking a room is only step one in scheduling and event or meeting.**

If you need additional services for your meeting or event you still have to contact the appropriate department (Food Services to provide your food, Facilities Management for special seating and table arrangements, Ed Tech for audio and visual equipment, etc.). All scheduled events/meetings will be available to view by GCC Faculty and Staff (not students) through MyGCC, under the My Account tab in the Facilities Calendar.

The “Facilities Calendar” **does not replace** the public events calendar on the GCC website. If you want your event to appear on the public events calendar you still need to complete the publicity request at [http://web gcc mass edu/marketing/publicity](http://web.gcc.mass.edu/marketing/publicity)

**Remember, to reserve a room you must use this process.**

Whenever possible, please give at least three days advance notice when reserving a room.

**Cancellation of an event or meeting – please notify the contact person listed above.**

If you also want your event to appear on the public events calendar on the GCC website you still need to complete the publicity request at [http://web gcc mass edu/marketing/publicity](http://web.gcc.mass.edu/marketing/publicity).
## Conference Rooms and Their Technology

<table>
<thead>
<tr>
<th>Conference Room</th>
<th>Room #</th>
<th>Technology</th>
<th>Seating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising Center</td>
<td>C118A</td>
<td>Data/Video projector and screen with VGA port to hook up your laptop. Cable and assistance available through Ed Tech Center.</td>
<td>16</td>
</tr>
<tr>
<td>East Conference Room</td>
<td>E131</td>
<td>TV</td>
<td>20</td>
</tr>
<tr>
<td>Learning Center</td>
<td>C427</td>
<td>Computer, smart board, Data/Video projector</td>
<td>11</td>
</tr>
<tr>
<td>MacLeish</td>
<td>C307</td>
<td>Computer, smart board, Data/Video projector</td>
<td>16</td>
</tr>
<tr>
<td>Multi-Purpose</td>
<td>C208</td>
<td>TV with VGA port to hook up your laptop.</td>
<td>50</td>
</tr>
<tr>
<td>President's</td>
<td>C201</td>
<td>Computer, smart board, Data/Video projector, telephone</td>
<td>28</td>
</tr>
<tr>
<td>Student &amp; Academic Affairs</td>
<td>C203</td>
<td>TV with VGA port to hook up your laptop.</td>
<td>16</td>
</tr>
</tbody>
</table>
SERVICE ANIMAL REGISTRATION FORM

Service Animal Handler Information
Name: __________________________________________
Address: _______________________________________
Phone Number: ___________________ Email: ________________
College ID #: _______________________________________
Please check status:  Student ☐ Employee ☐ Visitor ☐

Service Animal Information
Animal’s Name: _______________________________________
Type of Animal and Breed: _________________________________
Physical Description of Animal: ____________________________
State of Licensure and License Number: ______________________
Veterinarian: ___________________________ Phone #: ___________
Recent Vaccination and Immunization History: _________________________

Service Animal Eligibility Information
Is the animal required because of a disability? YES_______ NO________
What work or task is the animal trained to perform? _________________________
_____________________________________________________________________
I verify that I have read and understand the College’s Service Animal Policy and will abide by its requirements.

___________________________________________  ____________
Handler’s Name                  Date

___________________________________________
Signature

Fed law/ADA/service animals/registration form 3-6-12-#t
Greenfield Community College: Suggested Design Elements for Online Courses

Purpose
The proposed guidelines serve as a potential tool for reflection in the design or redesign of online courses. These guidelines respond to frequent faculty requests for best-practice support as they review and design online instruction. The intent of this tool is not to be prescriptive, but rather to organize and highlight key elements considered important by contributing GCC members and also described in the literature as factors that facilitate student learning and engagement in online instruction.

This tool is divided into four major components: Design, Delivery, Assessment, and Support. Under these categories are elements that have been identified as beneficial to web-based instruction and learning. For more details about the origins and development of these draft guidelines, please see the attached page on history and impetus for this GCC initiative.

(I). Design
This category is to be utilized prior to the delivery of the course. Elements to consider for design include the following: layout, structure, instructional objectives, orientation to course, and universal access.

<table>
<thead>
<tr>
<th>Design Elements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Layout</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td><em>Course Presentation</em></td>
<td>o Is the course organized on a weekly basis or on a topic basis?</td>
</tr>
<tr>
<td></td>
<td>o Is there an orientation to the course, including any of the following?</td>
</tr>
<tr>
<td></td>
<td>▪ instructor introduction</td>
</tr>
<tr>
<td></td>
<td>▪ students introduction</td>
</tr>
<tr>
<td></td>
<td>▪ summary of structure and flow</td>
</tr>
<tr>
<td></td>
<td>▪ outline of weekly or daily expectations</td>
</tr>
<tr>
<td></td>
<td>▪ list of instructional objectives</td>
</tr>
<tr>
<td></td>
<td>▪ list of necessary technology skills</td>
</tr>
<tr>
<td></td>
<td>▪ list of applications required</td>
</tr>
<tr>
<td></td>
<td>▪ indication whether use of resources in the GCC Library is required</td>
</tr>
<tr>
<td></td>
<td>o Is the navigation simple, with as few clicks needed as possible?</td>
</tr>
<tr>
<td></td>
<td>▪ Are documents easy to locate (grouped in folders if there are more than two)?</td>
</tr>
<tr>
<td></td>
<td>▪ Are links easy to locate (embedded in a folder within the description field if there are more than two links)?</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td><em>Format</em></td>
<td>o Is the course self-directed or based upon discussion boards/group activities?</td>
</tr>
<tr>
<td><strong>Instructional Objectives</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td><em>Identifying Content</em></td>
<td>o Are the objectives clearly identified in the course?</td>
</tr>
<tr>
<td><strong>Universal Access</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td><em>Equal Access to Content</em></td>
<td>o Is content presented in different formats (PDF, Word, rtf, Closed</td>
</tr>
<tr>
<td>Delivery Elements</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Delivery options</strong></td>
<td><strong>Activities, Tools and External Resources</strong></td>
</tr>
<tr>
<td>Consider the following:</td>
<td>o What activities can be utilized to facilitate the instructional objectives?</td>
</tr>
<tr>
<td></td>
<td>o What tools can be utilized to facilitate student learning?</td>
</tr>
<tr>
<td></td>
<td>o Are there links to relevant external resources?</td>
</tr>
<tr>
<td></td>
<td>o Do these activities, tools and resources support student success?</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Course Material</strong></td>
</tr>
<tr>
<td>Consider the following:</td>
<td>o Does the content of the course support the instructional objectives?</td>
</tr>
<tr>
<td><strong>Medium</strong></td>
<td><strong>Which Materials Are Used</strong> [PowerPoint, video, discussion boards, lecture capture, etc.]</td>
</tr>
<tr>
<td>Consider the following:</td>
<td>o Does the medium reinforce the learning objectives?</td>
</tr>
<tr>
<td></td>
<td>o Are there various media available for various learning styles?</td>
</tr>
<tr>
<td></td>
<td>▪ Are there images/video for visual learners?</td>
</tr>
<tr>
<td></td>
<td>▪ Can electronic models be incorporated to support kinetic learners?</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td><strong>Student &amp; Faculty</strong></td>
</tr>
<tr>
<td>Consider the following:</td>
<td>o Does the site encourage active student participation?</td>
</tr>
<tr>
<td></td>
<td>o Are there assignments/activities that support group discussion/learning?</td>
</tr>
<tr>
<td><strong>Flow</strong></td>
<td><strong>Steady, Forward Movement</strong></td>
</tr>
<tr>
<td>Consider the following:</td>
<td>o Are deadlines clearly presented?</td>
</tr>
<tr>
<td></td>
<td>o Are assignments clearly presented?</td>
</tr>
<tr>
<td></td>
<td>o Are students able to actively participate in the course (consider deadlines and due dates)?</td>
</tr>
<tr>
<td></td>
<td>o Is feedback offered in a timely manner?</td>
</tr>
<tr>
<td></td>
<td>o Is material available weekly, bimonthly or all at once at the start of the semester?</td>
</tr>
</tbody>
</table>
(III). Assessment:

This category is to be utilized during the delivery of the course. Student learning outcomes may be assessed through different methods and modalities. In addition, this category may be used following delivery through a reflective process, to identify areas for proactive improvement for course design.

<table>
<thead>
<tr>
<th>Assessment Elements</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Direct Links to Instructional Objectives</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td></td>
<td>o What methods are best for demonstrating that students are meeting the instructional objectives?</td>
</tr>
<tr>
<td></td>
<td>o Does the student need a proctored/non-proctored examination?</td>
</tr>
<tr>
<td></td>
<td>o What modalities are utilized for assessment? (Quiz, multiple choice, essay, etc.)</td>
</tr>
<tr>
<td></td>
<td>o Do the assessments directly reflect, or are they directly linked to, the learning objectives?</td>
</tr>
<tr>
<td><strong>Course Assessment</strong></td>
<td><strong>Faculty Assessment of the Course</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td></td>
<td>o Is the course well organized in its design?</td>
</tr>
<tr>
<td></td>
<td>o Is the course easy to navigate?</td>
</tr>
<tr>
<td></td>
<td>o Are students able to be actively engaged/participate?</td>
</tr>
<tr>
<td></td>
<td>o Is the course successful in facilitating student success with the instructional objectives?</td>
</tr>
</tbody>
</table>

(IV). Support:

This category is to be utilized during the delivery of the course. Elements to consider include the needs of both the student and faculty.

<table>
<thead>
<tr>
<th>Support Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Support</strong></td>
<td><strong>Foundation for Student Success</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td></td>
<td>o Are instructions on how to contact the instructor with course-related questions available?</td>
</tr>
<tr>
<td></td>
<td>o Is information about how to request technical support for the learning management system, college email, Library use and resources, and student information system available?</td>
</tr>
<tr>
<td><strong>Faculty/Instructor Support</strong></td>
<td><strong>Foundation for Student Success</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Consider the following:</td>
</tr>
<tr>
<td></td>
<td>o Are resources available for instructors who have technical or pedagogical questions?</td>
</tr>
<tr>
<td></td>
<td>o Do faculty/instructors have online access to guides or tutorials?</td>
</tr>
<tr>
<td></td>
<td>o Do faculty/instructors know how to get technical support and questions answered for the learning management system, email, and the student information system?</td>
</tr>
</tbody>
</table>
CURRICULUM DATES, FORMS, AND COMMITTEE MEMBERS

PAGE

Dates for Submitting Curriculum Actions ..............................................D-1
CA-1, for a Credit Course in the College Catalog....................D-2 – D-8
CA-2, for an Academic Program in the College Catalog.....D-9 – D-13
CA-3, for changes to multiple courses and/or programs in the College Catalog which result from an action/change to a course..................................................................................................................D-14 – D-15
Curriculum and Academic Policy (CAP) Committee Members ....D-16
Dates for Submitting Curriculum Actions during 2015-2016

IMPORTANT: The CAP committee is responsible for reviewing and recommending curriculum to the Chief Academic and Student Affairs Officer. Submitting a curriculum action by the dates below does not guarantee the curriculum change will be included in the corresponding publication. Early submission of curriculum actions is encouraged. ***PLEASE PLAN AHEAD***

2015-2016 CAP meetings: 9/14, 10/5, 11/16, 12/14*, 2/1, 2/8*, 3/7, 4/4, 5/16
* tentative meeting dates as needed

### CA-1 form for Credit Courses

<table>
<thead>
<tr>
<th>Draft CA-1 to CAP Chair</th>
<th>Signed copies to CAP members</th>
<th>Registration Period and Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>on or before August 24</td>
<td>September 4</td>
<td>November Registration -- Spring 2016 Schedule Bulletin or any future registration period or publication</td>
</tr>
<tr>
<td>September 14 or October 26</td>
<td>September 28 or November 9</td>
<td>Any of the following as well as any future registration period or publication: January Registration -- 2nd Spring 2016 Schedule Bulletin; April Registration -- Summer 2016 Schedule Bulletin; April Registration -- Fall 2016 Schedule Bulletin</td>
</tr>
</tbody>
</table>

IMPORTANT: The CAP committee will consider course actions at all meetings. However, please consult with the Chair of the CAP committee to determine the effective term and/or the publications affected by your action.

### CA-2 form for Academic Programs for 2016-17 Catalog

<table>
<thead>
<tr>
<th>Draft CA-2 to CAP Chair</th>
<th>Signed copies to CAP members</th>
<th>Registration Period and Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>on or before September 14</td>
<td>September 28 or November 9</td>
<td>New degree programs, as well as certificate programs with 30 or more credits requiring DHE approval</td>
</tr>
<tr>
<td>October 26</td>
<td>November 9</td>
<td>Changes to degree &amp; certificate programs requiring DHE approval</td>
</tr>
</tbody>
</table>

### CA-1 form for Provisional and Special Topics Credit Courses (these will not appear in the college catalog)

<table>
<thead>
<tr>
<th>Draft CA-1 to CAO</th>
<th>Signed original to CAO on or before</th>
<th>Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25</td>
<td>October 2</td>
<td>Spring Schedule Bulletin</td>
</tr>
<tr>
<td>February 13</td>
<td>February 19</td>
<td>Summer Schedule Bulletin</td>
</tr>
<tr>
<td>February 19</td>
<td>February 26</td>
<td>Fall Schedule Bulletin</td>
</tr>
</tbody>
</table>

NOTE: Actions approved by the Chief Academic and Student Affairs Officer, other than Provisional and Special Topics courses, will appear in the 2016-2017 Catalog. However, actions received after November 9, even if approved, may not appear until the 2017-2018 Catalog.

① CAP committee chair: Jeff Galbraith, x1483 galbraith@gcc.mass.edu.
② Send printed copies to all CAP members (for the members list, log on to Moodle at https://online.gcc.mass.edu and choose GCC Curriculum and Academic Policy in the “Course Overview” section.) Send printed original actions, with all appropriate signatures, to Sue Belcher to be added to a meeting agenda.
③ Program actions can be effective for a fall semester only.
④ For the Department of Higher Education (DHE) Academic Program Approval process, go to http://www.mass.edu/forinstitutions/academic/programapprovalpublic.asp.
⑤ Dates for Provisional and Special Topics credit courses may change based on the download dates for the Schedule Bulletins.
⑥ Send printed original of Provisional and Special Topics actions, with all appropriate signatures, to the Chief Academic and Student Affairs Officer.

For more Curriculum and Academic Policy committee information, log on to Moodle at https://online.gcc.mass.edu and choose GCC Curriculum and Academic Policy in the “Course Overview” section.

Revised 5/11/2015
GREENFIELD COMMUNITY COLLEGE
Curriculum Action Form CA-1, for a Credit Course

To: Curriculum Proposers and Deans

Please review the questions below and refer to them when you are proposing your curriculum. Germaine questions should be addressed in the Rationale of the Curriculum Action Form.

Considerations for Proposers and CAP

- What identifiable learning need does the curriculum satisfy?
- How central to the “Mission” of the College is the curriculum?
- How does the proposed curriculum instantiate “The Principles of Education?”
- Which “General Education Abilities” does the curriculum support?
- How does the curriculum support Program Learning Outcomes?
- To what degree are the Course Instructional Objectives clearly articulated and developmentally appropriate?
- What kind of degree requirements will the curriculum meet: general electives, program electives, or program requirements?
- What assessment findings recommend or inform this curriculum?
- How will the overall effectiveness in quality of the proposed curriculum be assessed?
- How will the curriculum prepare students for transfer? How transferable is the curriculum?
- How does the curriculum contribute to the students’ employability? How does the curriculum contribute to the potential career advancement, including salary and benefit level?
- How does the curriculum contribute to addressing social or recreational needs of students?
- What motivates the curriculum change at this time? Why this curriculum? Why now?
- Will students be able to complete the curriculum in a reasonable amount of time given the requirements of the course, certificate or option? Why, for example, require more than 60 credits for an option?
- How affordable to students will the curriculum be?
- To what extent does the curriculum lend itself to alternative modes of delivery, online or hybrid courses?

Additional Considerations for Deans

When Deans recommend approval of new curriculum, in addition to the preceding questions, they should factor answers to the following questions in their deliberation.

- What initial and ongoing enrollments are projected? On what information is this projection based?
- How would this curriculum affect other enrollments? How would this curriculum likely impact enrollments of other existing courses or programs?
- To what extent does this projected enrollment justify the estimated allocation of resources?
- What additional expenses, one-time or recurring, will the curriculum require for such things as staffing, facilities, equipment, materials, and external mandates?
- Relative to existing and anticipated resources, how sustainable are these expenses?
- What revenue is the curriculum expected to generate?
- What external resources are expected to augment the curriculum: grants or other funds, clinical or internship sites, collaborative possibilities with other institutions?
- How will the curriculum contribute to local economic development?
- How does the curriculum contribute to addressing social needs of the community?
- How does the curriculum strengthen institutional identity and reputation?

Thank you for familiarizing yourself with these considerations and for using them as a part of the curriculum development process.

DO NOT INCLUDE THIS PAGE WHEN SUBMITTING YOUR FORM.

For CAP Committee information, log on to Moodle at https://online.gcc.mass.edu/login/ and choose GCC Curriculum and Academic Policy in the Course Overview section.

Rev. 05-11-2015
CURRICULUM ACTION FORM BASICS

CA-1
- Propose a course (new, or provisional, or provisional to permanent)
- Modify a course
- Inactivate a course
- And as noted below

CA-2
- Propose a program
- Modify a program
- Inactivate a program
- And as noted below

CA-3
- As noted below

GUIDELINES FOR WHEN AN ADDITIONAL CURRICULUM ACTION IS NEEDED

If a CA-1 course action modifies

- the course code and the course also appears
  - as a prerequisite on another course(s), then complete a CA-3 listing the other course(s) affected.
  - on any programs(s) and/or option(s), then complete a CA-3 listing the program(s) and/or options(s) affected.
- the course title and the course also appears in any program(s) and/or option(s), then complete a CA-3 listing the program(s) and/or options(s) affected.
- the course credits and the course also appears
  - on the required course list for any program(s) and/or option(s), then complete a CA-2 showing the modified total program credits and/or course substitute(s).
  - on the electives course list for any program(s) and/or option(s), then complete a CA-3 listing the program(s) affected.

If a CA-1 course action inactivates a course and the course also appears

- as a prerequisite on another course(s), then complete a CA-1 and/or a CA-3, which depends on how the course removal affects the prerequisite(s).
- as a required course for any program(s) and/or option(s), then complete a CA-2 showing modified total program credits and/or course substitute(s).
- as an electives course for any program(s) and/or option(s), then complete a CA-3 listing the program(s) affected.

These additional CA-1s, CA-2s, and CA-3s should be signed and submitted with the originating CA-1. Additional signatures may include program contacts from other programs or options as well as their dean.

There may be exceptions and variations to these guidelines.

DO NOT INCLUDE THIS PAGE WHEN SUBMITTING YOUR FORM.

For CAP Committee information, log on to Moodle at https://online.gcc.mass.edu/login/ and choose GCC Curriculum and Academic Policy in the Course Overview section.

Rev. 05-11-2015
GREENFIELD COMMUNITY COLLEGE
Curriculum Action Form CA-1, for a Credit Course

Proposed by: _____________________________ Date: ____________

IMPORTANT INSTRUCTIONS: Prepare a separate action for each course. After an initial review by your colleagues, print and send a copy of the proposed action, according to the submission deadlines, to the Curriculum and Academic Policy Committee (CAP) chair for review.

Semester Effective: __________________ (must be completed, except for a provisional course which is below.)

PERIODICITY – indicate when this course will be offered (check all that apply)

Every:  [ ] Fall  [ ] Spring  [ ] Summer  [ ] January
Odd Numbered Years:  [ ] Fall  [ ] Spring  [ ] Summer  [ ] January
Even Numbered Years:  [ ] Fall  [ ] Spring  [ ] Summer  [ ] January

The following periodicity choices CANNOT be used for courses that are required in program(s)

[ ] For Articulation only  [ ] Periodically  [ ] By Arrangement

[ ] Dean’s signature: _____________________________ Date: ____________

Required for both periodicity changes and for new courses, including when a provisional or special topics course is made permanent.

NOTE: Periodicity changes will take effect for the next fall semester

Check the box below for the type of action requested

☐ Add a new course – Complete all PROPOSED sections below and on page 2, AND complete pages 3 through 5 of this form AND attach a proposed sample course syllabus. Contact Registrar for new course code and CIP code.

☐ Permanent Course (for the catalog)

☐ Provisional Course:  1st term: ________________________ CAO approval: ____________ Date: ____________
[ ] 2nd term: ________________________ CAO approval: ____________ Date: ____________

[ ] May be taught twice

List any degree, option, or certificate requirements this Provisional course is designed to satisfy, if any:

☐ Special Topics Course (240 designation) - may be taught 3 times. Include the topic title in the Course Title.

☐ Reactivate a course

☐ Make a Provisional or One-Time Only course permanent

☐ Make a Special Topics 240 course permanent

☐ Modify a current course  ☐ Permanent Change (for the catalog)

[ ] Provisional: (may be taught twice with the change)

1st term: ________________________ CAO approval: ____________ Date: ____________

2nd term: ________________________ CAO approval: ____________ Date: ____________

☐ Inactivate a course – Complete CURRENT COURSE CODE and TITLE, rationale on page 3, and page 5 of this form. Last semester for which this course may be scheduled:

☐ For CAP Chair’s Use Only: ____________

Academic group name: ☐ Bus/IT, Professional Studies, Soc. Sci. ☐ Engineering, Math, Nursing, Science ☐ Humanities

Course Subject (spelled out):

<table>
<thead>
<tr>
<th>CURRENT Course</th>
<th>Check box if NO change</th>
<th>PROPOSED Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE CODE:</td>
<td>[ ]</td>
<td>COURSE CODE:</td>
</tr>
<tr>
<td>COURSE TITLE:</td>
<td>[ ]</td>
<td>COURSE TITLE:</td>
</tr>
</tbody>
</table>

CIP Code: ____________________________ Needed for new courses (contact Registrar for code)

For CAP Chair’s Use Only: ____________
<table>
<thead>
<tr>
<th>CURRENT COURSE INFORMATION</th>
<th>Check box if NO change</th>
<th>PROPOSED COURSE INFORMATION</th>
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<td>see &quot;note&quot; on page 3</td>
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<td>letter grades (A,B,C,D,F)</td>
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<td>pass/fail (PA/FA)</td>
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<td>credit/no credit (CR/NC)</td>
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<td>credit/no credit (CR/NC)</td>
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<tr>
<td>module based (A,B,C,NC)</td>
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<td>module based (A,B,C,NC)</td>
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<tr>
<td>INSTRUCTIONAL OBJECTIVES:</td>
<td>on file</td>
<td>INSTRUCTIONAL OBJECTIVES: complete page 4</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION CATEGORY ASSIGNMENT** (See pages 52-53 of the College Catalog or the CAP Moodle site for current list of courses by category)

Are you proposing this course be considered a Gen Ed Course?  [ ] Yes  [ ] No

If so, choose a category, otherwise skip this section

- Behavioral and Social Sciences
- English Composition/Writing
- Humanities and Fine Arts
- Mathematics/Quantitative Reasoning
- Natural or Physical Sciences

Dean's signature: ____________________________  Date: ____________

Acknowledgement that you recommend the above Gen Ed Category assignment request per discussions with the proposer(s).

By what criteria is this course being considered for this Gen Ed Category? Also explain how it meets the criteria. (Attach a separate page if necessary.)

If the course is to count as a Gen Ed course in another department, summarize the recommendations of colleagues from the other department (Example: the course titled The History of Math, being proposed by the Math department, must have the support of the History department to be considered as a Humanities Gen Ed course.)
COMPLETE THE FOLLOWING FOUR (4) SECTIONS:

1. RATIONALE for your requested action:

2. OTHER COURSES WITH RELATED OR SIMILAR CONTENT (If none, please type "none"):

3. If prerequisites for this course are being added or removed and those prerequisites are from another discipline, please summarize the discussion with those colleagues (also be sure these colleagues sign the signature page):

4. COURSE EQUIVALENCY: IS THIS COURSE EQUIVALENT TO ANOTHER COURSE(S)?
In order for two or more courses to be considered equivalent, A, B, C, D, and E must be true*:
   A. The courses have 60% topic content overlap
   B. The courses have 75% of the same objectives
   C. The courses have the same credits
   D. The courses have the same Gen Ed category
   E. The courses satisfy the same prerequisite

If the courses meet A, B, C, D, and E above, then the following will apply to the courses:
   • The courses satisfy the same graduation requirements for a degree, option, and/or certificate
   • Students may not receive credit for both courses (the course description should include this note with the courses specified)

Is this course equivalent to another course(s)?  □ Yes  □ No
If yes, list the equivalent course(s):

* Even if one of the changes on this CA-1 is to modify the course code (e.g. COL 090 to ENG 094), the new course code will still be considered equivalent if A, B, C, D, and E are true.

Note: Course contact time is established in compliance with the federal definition in NEASC’s Policy on Credits and Degrees, which states:

Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than —

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
INSTRUCTIONAL OBJECTIVES

Submit new Instructional Objectives for this course if:
1. this is a new course, or
2. the Instructional Objectives are changing, or
3. the Instructional Objectives have not been updated since 2008

☐ Check this box if new Instructional Objectives are not being submitted (read statement above.) To view Instructional Objectives for the prior version of this course, go to the CapShare (P:) drive on your GCC computer.

When writing Instructional Objectives think of them as student learning outcomes, which specify actions or behaviors that follow instruction and could serve as evidence that the objective has been achieved. They should be developmentally appropriate, specific, clearly observable, practically teachable, and measurable. They should describe a learning result rather than a teaching process and describe what students will be able to demonstrate.

For more information on writing Instructional Objectives, click on the “Guidelines” tab in the Curriculum and Academic Planning Moodle site at https://online.gcc.mass.edu/login.

A student who successfully completes this course will be able to:
**Form: CA-1**

**CURRENT Course Code:**

**PROPOSED Course Code:**

**Date:**

**Comments and Signatures** (Refer to procedures on the CAP Moodle site.)

**FINAL INSTRUCTIONS** (in this order):

A. After the CAP chair has reviewed the action, obtain signatures (printed names for easy identification) in sections 2-8 below.

B. Make paper copies of your action and send them to committee members (names are on CAP’s Moodle site). Please be sure committee members receive your CA-1 by the appropriate deadline, namely one week before the next CAP meeting.

C. Bring the original signed action to the secretary of the CAP committee.

### 1. Consulted with Curriculum and Academic Policy Committee Chair

<table>
<thead>
<tr>
<th>REQUIRED CONSULTATIONS:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Colleagues in your discipline</strong></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td>Print and Sign your name: __________________ Date: ___</td>
</tr>
<tr>
<td></td>
<td>☐ Recommend ☐ Recommend with Reservation ☐ Do not recommend</td>
</tr>
<tr>
<td>Comments:</td>
<td>Print and Sign your name: __________________ Date: ___</td>
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<td>☐ Recommend ☐ Recommend with Reservation ☐ Do not recommend</td>
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<tr>
<td>Comments:</td>
<td>Print and Sign your name: __________________ Date: ___</td>
</tr>
<tr>
<td></td>
<td>☐ Recommend ☐ Recommend with Reservation ☐ Do not recommend</td>
</tr>
</tbody>
</table>

### 2. Colleagues outside of your discipline with courses with related or similar content

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Not applicable initials of CAP chair |

### 3. DCPC(s) outside of your discipline with courses with related or similar content

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Not applicable initials of CAP chair |

### 4. Dean(s) outside of your discipline with courses with related or similar content

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Not applicable initials of CAP chair |

### 6. Initiator of the course action

(Attend the CAP meeting in order for this CAP action to be addressed.)

| Comments: | Print and Sign your name: __________________ Date: ___ |

### 7. DCPC or Curriculum Coordinator for the course

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Recommend ☐ Recommend with Reservation ☐ Do not recommend |

### 8. Dean from appropriate area

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Recommend ☐ Recommend with Reservation ☐ Do not recommend |

### 9. Chair, Curriculum and Academic Policy Committee

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Recommend ☐ Recommend with Reservation ☐ Do not recommend |
| | ☐ Non Material Change |

### 10. Chief Academic and Student Affairs Officer

| Comments: | Print and Sign your name: __________________ Date: ___ |
| | ☐ Approve ☐ Disapprove |

For CAP Committee information, log on to Moodle at [https://online.gcc.mass.edu/login/](https://online.gcc.mass.edu/login/) and choose *GCC Curriculum and Academic Policy* in the Course Overview section.

Page 5 of 5  Rev. 05-11-2015
GREENFIELD COMMUNITY COLLEGE  
Curriculum Action Form CA-2, for an Academic Program

To: Curriculum Proposers and Deans

Please review the questions below and refer to them when you are proposing your curriculum. Germaine questions should be addressed in the Rationale of the Curriculum Action Form.

Considerations for Proposers and CAP

- What identifiable learning need does the curriculum satisfy?
- How central to the “Mission” of the College is the curriculum?
- How does the proposed curriculum instantiate “The Principles of Education?”
- Which “General Education Abilities” does the curriculum support?
- How does the curriculum support Program Learning Outcomes?
- To what degree are the Course Instructional Objectives clearly articulated and developmentally appropriate?
- What kind of degree requirements will the curriculum meet: general electives, program electives, or program requirements?
- What assessment findings recommend or inform this curriculum?
- How will the overall effectiveness in quality of the proposed curriculum be assessed?
- How will the curriculum prepare students for transfer? How transferable is the curriculum?
- How does the curriculum contribute to the students’ employability? How does the curriculum contribute to the potential career advancement, including salary and benefit level?
- How does the curriculum contribute to addressing social or recreational needs of students?
- What motivates the curriculum change at this time? Why this curriculum? Why now?
- Will students be able to complete the curriculum in a reasonable amount of time given the requirements of the course, certificate or option? Why, for example, require more than 60 credits for an option?
- How affordable to students will the curriculum be?
- To what extent does the curriculum lend itself to alternative modes of delivery, online or hybrid courses?

Additional Considerations for Deans

When Deans recommend approval of new curriculum, in addition to the preceding questions, they should factor answers to the following questions in their deliberation.

- What initial and ongoing enrollments are projected? On what information is this projection based?
- How would this curriculum affect other enrollments? How would this curriculum likely impact enrollments of other existing courses or programs?
- To what extent does this projected enrollment justify the estimated allocation of resources?
- What additional expenses, one-time or recurring, will the curriculum require for such things as staffing, facilities, equipment, materials, and external mandates?
- Relative to existing and anticipated resources, how sustainable are these expenses?
- What revenue is the curriculum expected to generate?
- What external resources are expected to augment the curriculum: grants or other funds, clinical or internship sites, collaborative possibilities with other institutions?
- How will the curriculum contribute to local economic development?
- How does the curriculum contribute to addressing social needs of the community?
- How does the curriculum strengthen institutional identity and reputation?

Thank you for familiarizing yourself with these considerations and for using them as a part of the curriculum development process.

DO NOT INCLUDE THIS PAGE WHEN SUBMITTING YOUR FORM.

For CAP Committee information, log on to Moodle at https://online.gcc.mass.edu/login/ and choose GCC Curriculum and Academic Policy in the Course Overview section.
CURRICULUM ACTION FORM BASICS

CA-1 - Propose a course (new, or provisional, or provisional to permanent)
       - Modify a course
       - Inactivate a course
       - And as noted below

CA-2 - Propose a program
       - Modify a program
       - Inactivate a program
       - And as noted below

CA-3 - As noted below

GUIDELINES FOR WHEN AN ADDITIONAL CURRICULUM ACTION IS NEEDED

If a CA-1 course action modifies

- **the course code** and the course also appears
  - as a prerequisite on another course(s), then complete a CA-3 listing the other course(s) affected.
  - on any programs(s) and/or option(s), then complete a CA-3 listing the program(s) and/or options(s) affected.
- **the course title** and the course also appears in any program(s) and/or option(s), then complete a CA-3 listing the program(s) and/or options(s) affected.
- **the course credits** and the course also appears
  - on the *required* course list for any program(s) and/or option(s), then complete a CA-2 showing the modified total program credits and/or course substitute(s).
  - on the *electives* course list for any program(s) and/or option(s), then complete a CA-3 listing the program(s) affected.

If a CA-1 course action inactivates a course and the course also appears

- as a prerequisite on another course(s), then complete a CA-1 and/or a CA-3, which depends on how the course removal affects the prerequisite(s).
- as a *required* course for any program(s) and/or option(s), then complete a CA-2 showing modified total program credits and/or course substitute(s).
- as an *electives* course for any program(s) and/or option(s), then complete a CA-3 listing the program(s) affected.

These additional CA-1s, CA-2s, and CA-3s should be signed and submitted with the originating CA-1. Additional signatures may include program contacts from other programs or options as well as their dean.

There may be exceptions and variations to these guidelines.

DO NOT INCLUDE THIS PAGE WHEN SUBMITTING YOUR FORM.
GREENFIELD COMMUNITY COLLEGE
Curriculum Action Form CA-2, for an Academic Program

IMPORTANT INSTRUCTIONS: Prepare a separate action for each program or advising option. After an initial review by your colleagues, colleagues in disciplines with related or similar content, program coordinator(s) or option advisor(s), and appropriate dean(s), print and send a copy of the proposed action, according to the submission deadlines, to the Curriculum and Academic Policy Committee (CAP) chair for review.

Proposed by: ___________________________ Date: ___________________________

Semester Effective: FALL 20 must be in a fall semester

Please check the box below for the type of action requested:

☐ REMOVE a program or advising option from the catalog

Complete RATIONALE section on page 2. Also complete page 3.

☐ ADD a new program or advising option

Important: see page 2 for the General Education requirements for Associate degrees

For new degrees or new certificates of 30 or more credits, refer to the Department of Higher Education Academic Program Approval procedures at: http://www.mass.edu/foradmin/academic/publicprogramapproval.asp.

PROPOSED Program or Advising Option Name: ___________________________

3-character prog. or adv. opt. code: ___________ Catalog page: ________

1. Check the box below for the type of program.

☐ Associate in Arts is this an advising option? ☐ no ☐ yes - for what AA degree?

☐ Associate in Science is this an advising option? ☐ no ☐ yes - for what AS degree?

☐ Certificate Choose one: ☐ under 30 credits ☐ 30 or more credits

2. Attach the proposed program as it should appear in the catalog AND the 2, 4, and/or 8 semester sequences.

3. If the program requires a separate selective admission process, include all the information as it should appear on the catalog program page.

4. Complete RATIONALE section on page 2. Also complete page 3.

5. Complete CA-1 form(s) if any proposed courses are being included in the program.

☐ MODIFY or ☐ REACTIVATE an existing program or advising option

ONE-TIME ONLY (A one-time change to a program will not appear in the catalog)

Important: see page 2 for the General Education requirements for Associate degrees

PROPOSED Program or Advising Option Name: ___________________________

3-character prog. or adv. opt. code: ___________ Catalog page: ________

1. Check the box(es) below for the change(s) being requested.

☐ Program/Option Name ☐ Program/Option Description ☐ “Your Next Step”

☐ Program/Option Requirements ☐ Total Credits ☐ Electives

☐ Notes and footnotes ☐ Program/Option Contact Information

☐ 2, 4, and/or 8 semester sequences ☐ Other:

2. Attach both the proposed program as it should appear in the catalog and the current program page, AND the revised 2, 4, and/or 8 semester sequences.

3. Complete RATIONALE and CHANGES sections on page 2. Also complete page 3.

4. Complete CA-1 form(s) if a course in the program is being modified or if any proposed courses are being added to the program.

① All Associate degrees must require a minimum of 60 credits. In addition all “Associate in Arts in Liberal Arts options” must meet all the requirements of the Liberal Arts Degree Program.

For CAP Committee information, log on to Moodle at https://online.gcc.mass.edu/login/ and choose GCC Curriculum and Academic Policy in the Course Overview section.

Page 1 of 3 Rev.: 05-11-2015 D-11
General Education Requirements for Associate degrees

- All Associate degrees must require a minimum of 60 credits.
- Associate in Arts in Liberal Arts options must meet all the requirements of the Liberal Arts Degree Program.
- Associate in Arts degrees require a minimum of 33 credits of general education courses.
- Associate in Science degrees require a minimum of 20 credits of general education courses.
- Programs that satisfy MassTransfer require 34 credits of general education courses. For more information, refer to the MassTransfer section of the GCC catalog.
**Program/Option Name and code:**

| 3-character program or advising option code: |  |

**Comments and Signatures** (Refer to procedures on the CAP Moodle site.)

**FINAL INSTRUCTIONS:**
- After the CAP chair has reviewed the action, obtain signatures (printed names for easy identification) in sections 2-8 below.
- Make paper copies of your action and send them to committee members (names are on CAP’s Moodle site). Please be sure committee members receive your CA-2 by the appropriate deadline, namely one week before the next CAP meeting.
- Bring the original signed action to the secretary of the CAP committee.

### 1. Consulted with Curriculum and Academic Policy Committee Chair → Date:

#### REQUIRED CONSULTATIONS:

<table>
<thead>
<tr>
<th>Section</th>
<th>Consulted with</th>
<th>Comments</th>
<th>Sign your name:</th>
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<td>2. Colleagues in your area</td>
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<td>Recommend with Reservation</td>
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<td>Do not recommend</td>
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<td>6. Initiator of the program action</td>
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<td></td>
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<td>Sign your name:</td>
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<td>7. DCPC or Curriculum Coordinator for the program</td>
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<td>Sign your name:</td>
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<td>8. Dean from appropriate area</td>
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<td>[ ]</td>
<td>Sign your name:</td>
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</table>

### Important: obtain this only after above signatures are received.

**For CAP Committee information, log on to Moodle at** [https://online.gcc.mass.edu/login/](https://online.gcc.mass.edu/login/) **and choose GCC Curriculum and Academic Policy in the Course Overview section.**

Page 3 of 3 Rev.: 05-01-2015

D-13
GREENFIELD COMMUNITY COLLEGE
Curriculum and Academic Policy Committee--Curriculum Action Form CA-3

This form is for changes that need to be made to multiple courses and/or programs in the College Catalog which result from an action/change to the following course: 

This form must be accompanied by the relevant CA-1 form for this course, if not already submitted.

SEMMESTER EFFECTIVE: [ ] (MUST BE COMPLETED) If the change affects programs, the change can take effect in a FALL semester only.

Submit original completed form, with signatures, to CAP committee secretary. (Copies do NOT need to be sent to CAP committee members.)

Proposed by: ___________________________ Date: ___________________________

Use this form for all of your changes. If more space is needed you may attach additional pages.

Changes to Other Courses that result from the course noted at the top of this page. (Type course code and course title as they currently appear in the course listing of the catalog, then describe the change being requested.)

<table>
<thead>
<tr>
<th>Course Code:</th>
<th>Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change from:</td>
<td>to:</td>
</tr>
</tbody>
</table>

If the same change needs to be made to more than one course, list all courses in the course code and course title fields here:

Changes to Programs that result from the course noted at the top of this page. (Type academic program name, then describe the change being requested.)

<table>
<thead>
<tr>
<th>Program Code:</th>
<th>Program Name:</th>
<th>Catalog Page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change from:</td>
<td>to:</td>
<td></td>
</tr>
</tbody>
</table>

If the same change needs to be made to more than one program, list all programs in the program code, program name, and catalog page fields here:

For CAP Committee information, log on to Moodle at https://online.gcc.mass.edu/login/ and choose GCC Curriculum and Academic Policy in the Course Overview section.
## Approvals

<table>
<thead>
<tr>
<th>Role</th>
<th>Print and sign your name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposer’s DCPC or Curriculum Coordinator</td>
<td></td>
<td></td>
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<tr>
<td>Proposer’s Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair, Curriculum and Academic Policy Committee</td>
<td></td>
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</tr>
<tr>
<td>Chief Academic and Student Affairs Officer</td>
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</tr>
</tbody>
</table>

**Other signatures as necessary** from DCPC(s) and Dean(s) of any affected programs and courses --- to ensure that they have been informed of the changes.

<table>
<thead>
<tr>
<th>Printed name</th>
<th>Signature</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
</table>
Send a copy of your curriculum action(s) to each CAP member so they receive the action(s) \textit{1 week prior to the CAP meeting} in which they will be reviewed.

Send or hand-carry the signed original of your CAP form(s) to Sue Belcher, C205-C.

- Linda Cavanaugh
- Mary Dent
- Rebecca Fil
- Holly Fitzpatrick
- Mary Ellen Fydenkevez
- Jeff Galbraith - chair
- Charlotte Giford
- Sandra Gokey
- Amanda Hyde
- Brian Kapitulik
- Trevor Kearns
- Kathy Maisto
- Christine Monahan
- Eric Poulin
- PTK student* – TBA

* Send the PTK student’s copy to Jeff Galbraith, \textit{in a separate envelope} from his copy, with a note indicating it’s for the CAP PTK student. If there is not a PTK student name above, you do not need to make a copy for the “PTK student.”
EVALUATION FORMS

Please refer to the following websites for faculty evaluation forms and other information:

- Day Unit Agreement for Full-time faculty evaluation forms at http://www.mccc-union.org/daycontract.htm
- DCE Unit Agreement for Adjunct faculty evaluation forms at http://www.mccc-union.org/dcecontract.htm
- Distance Education Agreement for distance education evaluations forms at http://www.mccc-union.org/distanceedagreement.htm
REFERENCE INFORMATION

Academic Calendar 2015-2016 ..............................................................F-1 – F-2
Academic Calendar 2016-2017 ..............................................................F-3 – F-4
Final Exam Schedule for Fall 2015 ......................................................F-5
Final Exam Schedule for Spring 2016 ...................................................F-6
DCE Salary Schedule for Adjunct Faculty .............................................F-7
Pro Rata Policy for Underenrolled Courses Taught by DCE Adjunct Faculty ..............................................................F-8
Affirmative Action Discrimination Complaint Form ......................F-10 – F-11
Class Cancelation Process Flow Chart .................................................F-12
Comprehensive Program Review Schedule .......................................F-13
Quick Reference Guide of Phone Numbers at GCC .......................F-14
Phone and Room Listing of Offices and Services At GCC
   Student and Academic Affairs Division .........................................F-15 – F-17
   Human Resources ........................................................................F-17
   Library ..........................................................................................F-17
   Public Safety ................................................................................F-17
   Governance Officers and Committee Chairs ...............................F-17
   Greenfield Community College Professional Association (GCCPA) Officers .................................................................F-17
Values and Guidelines for Displays and Art Exhibits at GCC .......F-18 – F-23
FALL SEMESTER 2015

Sat  Aug 22  Saturday Enrollment Day; College open for Late Enrollment
Mon Aug 31  New Employee Orientation
Mon Aug 31  Faculty on contract
Tue Sep  1  GCC Community Breakfast
Tue Sep  1  Professional Half-Day (MCCC)
Wed Sep  2  Day and evening classes begin
Fri Sep  4  Applications for September graduation due in Enrollment Services
Mon Sep  7  Labor Day – no day or evening classes
Wed Sep  9  Last day to add day and evening classes
Wed Sep  9  Last day to drop/withdraw from credit courses with 100% refund
Wed Sep 16  Last day to drop/withdraw from credit courses with 75% refund
Thu Oct  1  Incomplete ("IN") grades converted to "F"
Tue Oct  6  Last day to drop/withdraw – No Record
Mon Oct 12  Columbus Day - no day classes; evening classes meet as scheduled
Wed Oct 14  Follow Monday’s schedule for day classes; Follow Wednesday’s schedule for evening classes
Thu Oct 29  Early Progress Reports due by 2:00 p.m.
Tue Nov  3  Advising Day: students meet with their advisor – no day classes; evening classes meet as scheduled
Tue Nov  3  Priority registration for current students begins
Wed Nov 11  Veterans’ Day – no day classes; evening classes meet as scheduled
Thu Nov 12  Last day to drop/withdraw with a grade of "W"
Mon Nov 16  Registration for new students begins
Wed Nov 25  Moodle January Intersem course copy and classroom/lab software requests due
Wed Nov 25  No evening classes
Thu-Fri Nov 26-27  Thanksgiving Recess – no day or evening classes
Fri Dec  4  Applications for January graduation due in Enrollment Services
Mon Dec 14  Last day of evening classes
Tue-Mon Dec 15-21  Final Exams for evening classes
Wed Dec 16  Last day of day classes
Thu-Tue Dec 17-22  Final Exams for day classes
Wed Dec 23  Reserved for final exam make-up due to cancellation
Fri-Sun Dec 25-31  College Recess
Sun Jan  3  Moodle Spring course copy and classroom/lab software requests due
Sun Jan  3  Final grades due by 10:00 a.m.

JANUARY INTERSESSION 2016

Tue Jan  5  Classes begin
Tue Jan  5  Last day to add classes
Wed Jan  6  Last day to drop/withdraw from credit courses with 100% refund
Thu Jan  7  Last day to drop/withdraw from credit courses with 75% refund
Mon Jan 11  Last day to drop/withdraw – No Record
Tue Jan 12  Early Progress Reports due by 2:00 p.m.
Mon Jan 18  Martin Luther King, Jr. Birthday – no classes
Tue Jan 19  Last day to drop/withdraw with a grade of "W"
Mon Jan 25  Last day of classes
Tue Jan 26  Reserved for make-up due to cancellation
Wed Jan 27  Final grades due by 10:00 a.m.

SPRING SEMESTER 2016

Sat Jan  9  Saturday enrollment Day; College open for Late Enrollment
Thu Jan 21  Faculty on contract
Thu Jan 21  New Employee Orientation
Tue Jan 26  GCC Professional Half-Day
Wed Jan 27  Day and evening classes begin
Tue Feb  2  Last day to add day and evening classes
Tue Feb  2  Last day to drop/withdraw from credit courses with 100% refund
Fri Feb  5  Applications for June graduation due in Enrollment Services
Tue Feb  9  Last day to drop/withdraw from credit courses with 75% refund
Mon Feb 15  Washington’s Birthday – no day classes; evening classes meet as scheduled
Wed Feb 17  Follow Monday’s schedule for day classes; Follow Wednesday’s schedule for evening classes
Thu Feb 25  Incomplete ("IN") grades converted to "F"
Tue Mar  1  Last day to drop/withdraw – No Record
Fri-Sun Mar 18-27  Spring Recess – no day or evening classes
Tue Mar 29  Early Progress Reports due by 2:00 p.m.
Thu Apr  7  Advising Day: students meet with their advisor – no day classes; evening classes meet as scheduled
Thu Apr  7  Priority registration for current students begins
Wed Apr 13  Last day to drop/withdraw with a grade of "W"
Mon Apr 18  Patriots’ Day – no day classes; evening classes meet as scheduled
Tue Apr 19  Registration for new students begins
Tue May 10  Last day of evening classes
Wed-Tue May 11-17  Final Exams for evening classes
Mon May 16  Last day of day classes
Wed May 25  Moodle Fall course copy and classroom/lab software requests due
Wed May 25  Professional Half-Day (MCCC)
Wed May 25  Final grades due by 10:00 a.m.
Sat Jun  4  Commencement
Wed Jun 15  GCC Staff Professional Half-Day

Visit www.gcc.mass.edu for Student Orientation dates and Enrollment dates
(See reverse side for additional Fall and Spring information, as well as calendars for Summer Sessions I & II)

GREENFIELD COMMUNITY COLLEGE
Office of the President
2015 – 2016 Academic Calendar

Rev: 11/12/2014
<table>
<thead>
<tr>
<th>FALL: Day division</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
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<td>14</td>
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<tr>
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<td>14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING: Day division</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>14^3</td>
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<tr>
<td>Evening division</td>
<td>14</td>
<td>14</td>
<td>14</td>
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<td>14</td>
</tr>
</tbody>
</table>

1. Day classes that normally meet only on Mondays during the Fall semester will meet on Wednesday, October 14 to allow 14 class meetings for the semester.
2. Day classes that normally meet only on Wednesday during the Fall semester will NOT meet on Wednesday, October 14.
3. Day classes that normally meet only on Mondays during the Spring semester will meet on Wednesday, February 17 to allow 14 class meetings for the semester.
4. Day classes that normally meet only on Wednesdays during the Spring semester will NOT meet on Wednesday, February 17.

### TOTAL CLASS MEETINGS AND MINUTES FOR FALL & SPRING (for typical 3-credit classes)

<table>
<thead>
<tr>
<th>FALL - Day</th>
<th>Total Meetings</th>
<th>Total Minutes</th>
<th>SPRING - Day</th>
<th>Total Meetings</th>
<th>Total Minutes</th>
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<tbody>
<tr>
<td>MWF classes</td>
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<tr>
<td>MW classes</td>
<td>28</td>
<td>2100</td>
<td>MW classes</td>
<td>28</td>
<td>2100</td>
</tr>
</tbody>
</table>

5. Monday / Friday classes that meet in the Day during the Fall semester will meet on Wednesday, October 14 to equal 2100 minutes for the semester.
6. Wednesday / Friday classes that meet in the Day during the Fall semester will NOT meet on Wednesday, October 14.
7. Monday / Friday classes that meet in the Day during the Spring semester will meet on Wednesday, February 17 to equal 2100 minutes for the semester.
8. Wednesday / Friday classes that meet in the Day during the Spring semester will NOT meet on Wednesday, February 17.

### SUMMER SESSION I 2016

- **Mon May 23**: Classes begin
- **Tue May 24**: Last day to add classes
- **Thu May 26**: Last day to drop/withdraw from credit courses with 100% refund\(^1\)
- **Mon May 30**: Memorial Day – no day or evening classes
- **Tue May 31**: Last day to drop/withdraw from credit courses with 75% refund\(^1\)\(^2\)
- **Wed June 8**: Last day to drop/withdraw – No Record - credit classes
- **Wed June 15**: GCC Staff Professional Half-Day – day and evening classes meet as scheduled
- **Thu June 16**: Early Progress Reports due by 2:00 p.m.
- **Fri June 24**: Last day to drop/withdraw with a grade of “W” - credit classes
- **Mon July 4**: Independence Day – no day or evening classes
- **Thu July 7**: Last day of Tuesday/Thursday classes
- **Wed July 13**: Last day of Monday/Wednesday classes
- **Fri July 15**: Final grades due by 10:00 a.m.

### SUMMER SESSION II 2016

- **Thu July 14**: Classes begin
- **Fri July 15**: Last day to add classes
- **Tue July 19**: Last day to drop/withdraw from credit courses with 100% refund\(^1\)
- **Thu July 21**: Last day to drop/withdraw from credit courses with 75% refund\(^1\)\(^2\)
- **Fri July 22**: No classes due to computer shutdown for upgrades
- **Mon Aug 1**: Last day to drop/withdraw – No Record - credit classes
- **Wed Aug 10**: Early Progress Reports due by 2:00 p.m.
- **Wed Aug 17**: Last day to drop/withdraw with a grade of "W" - credit classes
- **Wed Aug 31**: Last day of classes
- **Fri Sep 2**: Final grades due by 10:00 a.m.

\(^1\) minus $20 registration fee  
\(^2\) Financial Aid enrollment freeze date on the following day

Confirming Rosters preferred due date:
- Summer Session I: Thursday, June 2
- Summer Session II: Tuesday, July 26

Please note: Dates listed on academic calendars relate to full semester classes only. Calendars for classes with a modified schedule, e.g. extended weeks, reduced weeks, etc., are available in the Registrar’s Office or visit [http://www.gcc.mass.edu/registrar/class-deadlines/](http://www.gcc.mass.edu/registrar/class-deadlines/).

Visit [www.gcc.mass.edu](http://www.gcc.mass.edu) for Student Orientation dates and Enrollment dates  
(See reverse side for Fall, January Intersession, and Spring calendars)  
Rev: 11/12/2014
GREENFIELD COMMUNITY COLLEGE
Office of the President
2016 – 2017 Academic Calendar

FALL SEMESTER 2016

<table>
<thead>
<tr>
<th>Mon</th>
<th>Aug 20</th>
<th>Saturday Enrollment Day, College open for Late Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>Aug 31</td>
<td>New Employee Orientation</td>
</tr>
<tr>
<td>Wed</td>
<td>Aug 31</td>
<td>Faculty on contract</td>
</tr>
<tr>
<td>Thu</td>
<td>Sep 1</td>
<td>GCC Community Breakfast</td>
</tr>
<tr>
<td>Thu</td>
<td>Sep 1</td>
<td>Faculty Professional Half-Day (MCC)</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 5</td>
<td>Labor Day – no day or evening classes</td>
</tr>
<tr>
<td>Tue</td>
<td>Sep 6</td>
<td>Day and evening classes begin</td>
</tr>
<tr>
<td>Fri</td>
<td>Sep 9</td>
<td>Applications for September graduation due in Enrollment Services</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 12</td>
<td>Last day to add day and evening classes</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 12</td>
<td>Last day to drop/withdraw from credit courses with 100% refund</td>
</tr>
<tr>
<td>Mon</td>
<td>Sep 19</td>
<td>Last day to drop/withdraw from credit courses with 75% refund</td>
</tr>
<tr>
<td>Tue</td>
<td>Oct 4</td>
<td>Incomplete (&quot;IN&quot;) grades converted to &quot;F&quot;</td>
</tr>
<tr>
<td>Fri</td>
<td>Oct 7</td>
<td>Last day to drop/withdraw – No Record</td>
</tr>
<tr>
<td>Mon</td>
<td>Oct 10</td>
<td>Columbus Day - no day classes; evening classes meet as scheduled</td>
</tr>
<tr>
<td>Tue</td>
<td>Nov 1</td>
<td>Early Progress Reports due by 2:00 p.m.</td>
</tr>
<tr>
<td>Tue</td>
<td>Nov 1</td>
<td>Advising Day: students meet with their advisor – no day or evening classes</td>
</tr>
<tr>
<td>Tue</td>
<td>Nov 1</td>
<td>Priority registration for current students begins (course schedule available online 2 weeks prior)</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 9</td>
<td>Follow Friday’s schedule for day classes; Follow Wednesday’s schedule for evening classes</td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 11</td>
<td>Veterans Day – no day classes; evening classes meet as scheduled</td>
</tr>
<tr>
<td>Mon</td>
<td>Nov 14</td>
<td>Registration for new students begins</td>
</tr>
<tr>
<td>Tue</td>
<td>Nov 15</td>
<td>Last day to drop/withdraw with a grade of &quot;W&quot;</td>
</tr>
<tr>
<td>Wed</td>
<td>Nov 23</td>
<td>No evening classes</td>
</tr>
<tr>
<td>Thu-Fri</td>
<td>Nov 24-25</td>
<td>Thanksgiving Recess – no day or evening classes</td>
</tr>
<tr>
<td>Fri</td>
<td>Nov 25</td>
<td>Moodle January Intersession course copy and classroom/lab software requests due</td>
</tr>
<tr>
<td>Fri</td>
<td>Dec 2</td>
<td>Applications for January graduation due in Enrollment Services</td>
</tr>
<tr>
<td>Thu</td>
<td>Dec 15</td>
<td>Last day of evening classes</td>
</tr>
<tr>
<td>Mon-Thu</td>
<td>Dec 19-22</td>
<td>Final Exams for evening classes</td>
</tr>
<tr>
<td>Mon</td>
<td>Dec 19</td>
<td>Last day of day classes</td>
</tr>
<tr>
<td>Tue-Thu</td>
<td>Dec 20-22</td>
<td>Final Exams for day classes</td>
</tr>
<tr>
<td>Fri</td>
<td>Dec 23</td>
<td>Reserved for final exam make-up due to cancellation</td>
</tr>
<tr>
<td>Fri</td>
<td>Dec 23</td>
<td>Moodle Spring course copy and classroom/lab software requests due</td>
</tr>
<tr>
<td>Sat-Mon</td>
<td>Dec 24-Jan 2</td>
<td>College Recess</td>
</tr>
<tr>
<td>Mon</td>
<td>Jan 2</td>
<td>Final grades due by 10:00 a.m.</td>
</tr>
</tbody>
</table>

JANUARY INTERSESSION 2017

| Wed  | Jan 4  | Classes begin                                         |
| Wed  | Jan 4  | Last day to add classes                               |
| Thu  | Jan 5  | Last day to drop/withdraw from credit courses with 100% refund |
| Fri  | Jan 6  | Last day to drop/withdraw from credit courses with 75% refund |
| Tue  | Jan 10 | Last day to drop/withdraw – No Record                 |
| Wed  | Jan 11 | Early Progress Reports due by 2:00 p.m.               |
| Mon  | Jan 16 | Martin Luther King, Jr. – no classes                  |
| Wed  | Jan 18 | Last day to drop/withdraw with a grade of "W"         |
| Tue  | Jan 24 | Last day of classes                                   |
| Wed  | Jan 25 | Reserved for make-up due to cancellation              |
| Thu  | Jan 26 | Final grades due by 10:00 a.m.                        |

SPRING SEMESTER 2017

| Sat  | Jan 7  | Saturday enrollment Day; College open for Late Enrollment |
| Mon  | Jan 23 | New Employee Orientation                                |
| Mon  | Jan 23 | Faculty on contract                                    |
| Tue  | Jan 24 | Faculty Professional Half-Day (MCC)                    |
| Thu  | Jan 26 | Day and evening classes begin                           |
| Wed  | Feb 1  | Last day to add day and evening classes                 |
| Wed  | Feb 1  | Last day to drop/withdraw from credit courses with 100% refund |
| Fri  | Feb 3  | Applications for June graduation due in Enrollment Services |
| Wed  | Feb 8  | Last day to drop/withdraw from credit courses with 75% refund |
| Mon  | Feb 20 | Washington’s Birthday – no day classes; evening classes meet as scheduled |
| Fri  | Feb 24 | Follow Monday’s schedule for day classes                |
| Fri  | Feb 24 | Incomplete ("IN") grades converted to "F"             |
| Wed  | Mar 1  | Last day to drop/withdraw – No Record                  |
| Sat-Sun | Mar 18-26 | Spring Recess – no day or evening classes |
| Wed  | Mar 29 | Early Progress Reports due by 2:00 p.m.                |
| Thu  | Apr 6  | Advising Day: students meet with their advisor – no day or evening classes |
| Thu  | Apr 6  | Priority registration for current students begins (course schedule available online 2 weeks prior) |
| Wed  | Apr 12 | Last day to drop/withdraw with a grade of "W"         |
| Mon  | Apr 17 | Patriots’ Day – no day classes; evening classes meet as scheduled |
| Tue  | Apr 18 | Registration for new students begins                   |
| Thu  | May 11 | Last day of evening classes                            |
| Mon-Thu | May 15-18 | Final Exams for evening classes  |
| Mon  | May 15 | Last day of day classes                                |
| Tue-Thu | May 16-19 | Final Exams for day classes  |
| Wed  | May 24 | Faculty Professional Half-Day (MCC)                    |
| Wed  | May 24 | Final grades due by 10:00 a.m.                        |
| Fri  | June 2 | Moodle Fall course copy and classroom/lab software requests due |
| Sat  | June 3 | Commencement                                          |
| Wed  | June 14 | GCC Staff Professional Half-Day |

① minus $20 registration fee
② Financial Aid enrollment freeze date on the following day
Confirming Rosters preferred due date: - Fall Semester: Tuesday, September 27 - January Intersession: Monday, January 9 - Spring Semester: Thursday, February 16

Please note: Dates listed on academic calendars relate to full semester classes only. Calendars for classes with a modified schedule, e.g. extended weeks, reduced weeks, etc., are available in the Registrar's Office or visit http://www.gcc.mass.edu/registrar/class-deadlines/.

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(See reverse side for additional Fall and Spring information, as well as calendars for Summer Sessions I & II)
CLASS MEETINGS BY DAY OF THE WEEK FOR FALL & SPRING

FALL:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</tr>
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<tbody>
<tr>
<td>Day division</td>
<td>14</td>
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<tr>
<td>Evening division</td>
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</tbody>
</table>

SPRING:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>Day division</td>
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<td>Evening division</td>
<td>14</td>
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<td>14</td>
<td>14</td>
<td>14</td>
</tr>
</tbody>
</table>

1. Day classes that normally meet only on Wednesday during the Fall semester will NOT meet on Wednesday, November 9.
2. Day classes that normally meet only on Fridays during the Fall semester will meet on Wednesday, November 9 to allow 14 class meetings for the semester.
3. Day classes that normally meet only on Mondays during the Spring semester will meet on Friday, February 24 to allow 14 class meetings for the semester.
4. Day classes that normally meet only on Fridays during the Spring semester will NOT meet on Friday, February 24.

TOTAL CLASS MEETINGS AND MINUTES FOR FALL & SPRING (for typical 3-credit classes)

<table>
<thead>
<tr>
<th>FALL - Day</th>
<th>Total Meetings</th>
<th>Total Minutes</th>
<th>SPRING - Day</th>
<th>Total Meetings</th>
<th>Total Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MWF classes</td>
<td>42</td>
<td>2100</td>
<td>MWF classes</td>
<td>42</td>
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</tr>
<tr>
<td>TTh classes</td>
<td>28</td>
<td>2100</td>
<td>TTh classes</td>
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<td>2100</td>
</tr>
<tr>
<td>MF classes</td>
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<tr>
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<td>28$^6$</td>
<td>2100</td>
<td>MW classes</td>
<td>28$^8$</td>
<td>2100</td>
</tr>
</tbody>
</table>

5. Monday / Friday classes that meet in the Day during the Fall semester will meet on Wednesday, November 9 to equal 2100 minutes for the semester.
6. Monday / Wednesday classes that meet in the Day during the Fall semester will NOT meet on Wednesday, November 9.
7. Wednesday / Friday classes that meet in the Day during the Spring semester will NOT meet on Friday, February 24.
8. Monday / Wednesday classes that meet in the Day during the Spring semester will meet on Friday, February 24 to equal 2100 minutes for the semester.

SUMMER SESSION I 2017

<table>
<thead>
<tr>
<th>Mon</th>
<th>May</th>
<th>22</th>
<th>Classes begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue</td>
<td>May</td>
<td>23</td>
<td>Last day to add classes</td>
</tr>
<tr>
<td>Thu</td>
<td>May</td>
<td>25</td>
<td>Last day to drop/withdraw from credit courses with 100% refund$^1$</td>
</tr>
<tr>
<td>Mon</td>
<td>May</td>
<td>29</td>
<td>Memorial Day – no day or evening classes</td>
</tr>
<tr>
<td>Tue</td>
<td>May</td>
<td>30</td>
<td>Last day to drop/withdraw from credit courses with 75% refund$^1$$^2$</td>
</tr>
<tr>
<td>Wed</td>
<td>June</td>
<td>7</td>
<td>Last day to drop/withdraw – No Record - credit classes</td>
</tr>
<tr>
<td>Wed</td>
<td>June</td>
<td>14</td>
<td>GCC Staff Professional Half-Day – day and evening classes meet as scheduled</td>
</tr>
<tr>
<td>Fri</td>
<td>June</td>
<td>16</td>
<td>Early Progress Reports due by 2:00 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>June</td>
<td>23</td>
<td>Last day to drop/withdraw with a grade of “W” - credit classes</td>
</tr>
<tr>
<td>Tue</td>
<td>July</td>
<td>4</td>
<td>Independence Day – no day or evening classes</td>
</tr>
<tr>
<td>Tue</td>
<td>July</td>
<td>11</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Thu</td>
<td>July</td>
<td>13</td>
<td>Final grades due by 10:00 a.m.</td>
</tr>
</tbody>
</table>

SUMMER SESSION II 2017

<table>
<thead>
<tr>
<th>Wed</th>
<th>July</th>
<th>12</th>
<th>Classes begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu</td>
<td>July</td>
<td>13</td>
<td>Last day to add classes</td>
</tr>
<tr>
<td>Mon</td>
<td>July</td>
<td>17</td>
<td>Last day to drop/withdraw from credit courses with 100% refund$^1$</td>
</tr>
<tr>
<td>Wed</td>
<td>July</td>
<td>19</td>
<td>Last day to drop/withdraw from credit courses with 75% refund$^1$$^2$</td>
</tr>
<tr>
<td>Thu</td>
<td>July</td>
<td>27</td>
<td>Last day to drop/withdraw – No Record - credit classes</td>
</tr>
<tr>
<td>Fri</td>
<td>July</td>
<td>28</td>
<td>No classes due to computer shutdown for upgrades</td>
</tr>
<tr>
<td>Tue</td>
<td>Aug</td>
<td>8</td>
<td>Early Progress Reports due by 2:00 p.m.</td>
</tr>
<tr>
<td>Tue</td>
<td>Aug</td>
<td>15</td>
<td>Last day to drop/withdraw with a grade of &quot;W&quot; - credit classes</td>
</tr>
<tr>
<td>Tue</td>
<td>Aug</td>
<td>29</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Thu</td>
<td>Aug</td>
<td>31</td>
<td>Final grades due by 10:00 a.m.</td>
</tr>
</tbody>
</table>

$^1$ minus $20 registration fee
$^2$ Financial Aid enrollment freeze date on the following day
Confirming Rosters preferred due date: - Summer Session I: Thursday, June 1
- Summer Session II: Friday, July 21

Please note: Dates listed on academic calendars relate to full semester classes only. Calendars for classes with a modified schedule, e.g. extended weeks, reduced weeks, etc., are available in the Registrar’s Office or visit http://www.gcc.mass.edu/registrar/class-deadlines/.
## Fall Semester 2015 Final Exam Schedule

**Day Division**

**December 17, 18, 21, 22, 2015** (make up day, December 23*)

<table>
<thead>
<tr>
<th>If your class meets FOR LESS THAN ONE HOUR on Mon / Wed / Fri</th>
<th>and starts between:</th>
<th>8-8:50 am</th>
<th>9-9:50 am</th>
<th>10-10:50 am</th>
<th>11-11:50 am</th>
<th>1:15:00 pm</th>
<th>2-2:50 pm</th>
<th>3-3:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Mon, Dec. 21</td>
<td>Mon / Wed / Fri</td>
<td>10-11:50 am</td>
<td>Mon / Fri</td>
<td>Mon, Dec. 21</td>
<td>Mon, Dec. 21</td>
<td>Fri, Dec. 18</td>
<td>Mon, Dec. 21</td>
</tr>
<tr>
<td>at 8:00 am</td>
<td>Fri, Dec. 18</td>
<td>at 10:30 am</td>
<td>at 8:00 am</td>
<td>at 10:30 am</td>
<td>at 1:00 pm</td>
<td>at 3:30 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets FOR ONE HOUR OR MORE on Mon / Wed, or Wed / Fri</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
<th>1-2:50 pm</th>
<th>3-4:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Mon, Dec. 21</td>
<td>Mon / Wed / Fri</td>
<td>11-11:50 am</td>
<td>Mon / Fri</td>
<td>Mon, Dec. 21</td>
</tr>
<tr>
<td>at 8:00 am</td>
<td>Fri, Dec. 18</td>
<td>at 10:30 am</td>
<td>at 1:00 pm</td>
<td>at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets FOR ONE HOUR OR MORE on Mon / Fri</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
<th>1-2:50 pm</th>
<th>3-4:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Mon, Dec. 21</td>
<td>Mon / Wed / Fri</td>
<td>11-11:50 am</td>
<td>Mon / Fri</td>
<td>Mon, Dec. 21</td>
</tr>
<tr>
<td>at 8:00 am</td>
<td>Fri, Dec. 18</td>
<td>at 10:30 am</td>
<td>at 1:00 pm</td>
<td>at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets FOR LESS THAN ONE AND ONE-HALF HOURS on Tue / Thu</th>
<th>and starts between:</th>
<th>8-9:15 am</th>
<th>9:30-10:45 am</th>
<th>11-12:15 pm</th>
<th>12:30-1:45 pm</th>
<th>2:3-15 pm</th>
<th>3:30-4:45 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Thu, Dec. 17</td>
<td>Thu, Dec. 22</td>
<td>Thu, Dec. 17</td>
<td>Thu, Dec. 17</td>
<td>Tue, Dec. 22</td>
<td>Tue, Dec. 22</td>
<td></td>
</tr>
<tr>
<td>at 8:00 am</td>
<td>Tue, Dec. 22</td>
<td>at 10:30 am</td>
<td>at 10:30 am</td>
<td>at 1:00 pm</td>
<td>at 3:30 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets FOR ONE AND ONE-HALF HOURS OR MORE on Tue / Thu</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
<th>12-1:50 pm</th>
<th>2-3:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Thu, Dec. 17</td>
<td>Thu, Dec. 17</td>
<td>Thu, Dec. 17</td>
<td>Tue, Dec. 22</td>
<td></td>
</tr>
<tr>
<td>at 8:00 am</td>
<td>Thu, Dec. 17</td>
<td>at 10:30 am</td>
<td>at 1:00 pm</td>
<td>at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets on Friday–only</th>
<th>your exam will be held on</th>
<th>Fall Multiple Section Exams:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Friday, December 18</td>
<td>Humanities, Thu, Dec. 17 at 3:30 pm</td>
</tr>
<tr>
<td></td>
<td>during your regular class meeting time</td>
<td>Social Sciences, Fri, Dec. 18 at 3:30 pm</td>
</tr>
<tr>
<td></td>
<td>(between 8:00 am and 3:00 pm)</td>
<td>Mathematics, Tue, Dec. 22 at 8:00 am</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business/Professional Studies, Tue, Dec. 22 at 3:30 pm</td>
</tr>
</tbody>
</table>

* Wednesday, December 23, 2015 is reserved for final exam make-up due to cancellation. The schedule will be determined as necessary.

**Notes:**

- Final Exams are held in the regular class meeting room. Instructors who teach a class that meets Mon / Wed, or Wed / Fri, or Mon / Fri and shares classrooms with other classes will notify students of the final exam room assignment several weeks prior to the end of the semester.
- The Final Exam period runs two hours with 30 minutes between exam period, unless students have approved accommodations for a longer testing period. In these cases, students should work with their instructor(s) for extended time.
- Classes with a lab use the lecture period time to determine their final exam.
- Some courses in the Art and Nursing departments may not follow the schedule above. Instructors for these courses will notify students of the final exam day, time, and room assignment several weeks prior to the end of the semester. These instructors will also provide alternative arrangements for any conflicts with regularly scheduled exams.
- Instructors who choose a multiple section exam time for their final exam will notify students of the final exam date, time, and room assignment several weeks prior to the end of the semester.

### Evening Division

**Tuesday, December 15 – Monday, December 21, 2015**

Evening final exams are held at the same time, on the same evening, and in the same room as when the class normally meets, with the possible exception of GCC’s Northampton site classes, which may meet at a different location. If the evening class meets more than once per week, the final exam is held on the first evening available in the final exam period on the evening the class normally meets.
### Spring Semester 2016 Final Exam Schedule

#### Day Division
**May 17, 18, 19, 20, 2016**

<table>
<thead>
<tr>
<th>If your class meets <strong>FOR LESS THAN ONE HOUR</strong> on Mon / Wed / Fri</th>
<th>and starts between:</th>
<th>8-8:50 am</th>
<th>9-9:50 am</th>
<th>10-10:50 am</th>
<th>11-11:50 am</th>
<th>1-1:50 pm</th>
<th>2-2:50 pm</th>
<th>3-3:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Wed, May 18 at 8:00 am</td>
<td>Fri, May 20 at 8:00 am</td>
<td>Wed, May 18 at 10:30 am</td>
<td>Fri, May 20 at 10:30 am</td>
<td>Wed, May 18 at 1:00 pm</td>
<td>Fri, May 20 at 1:00 pm</td>
<td>Wed, May 18 at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets <strong>FOR ONE HOUR OR MORE</strong> on Mon / Wed, or Wed / Fri</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
<th>1-2:50 pm</th>
<th>3-4:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Wed, May 18 at 8:00 am</td>
<td>Wed, May 18 at 10:30 am</td>
<td>Wed, May 18 at 1:00 pm</td>
<td>Wed, May 18 at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets <strong>FOR ONE HOUR OR MORE</strong> on Mon / Fri</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
<th>1-2:50 pm</th>
<th>3-4:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Fri, May 20 at 8:00 am</td>
<td>Fri, May 20 at 10:30 am</td>
<td>Fri, May 20 at 1:00 pm</td>
<td>Wed, May 18 at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets <strong>FOR ONE HOUR OR MORE</strong> on Mon / Fri</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
<th>1-2:50 pm</th>
<th>3-4:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Wed, May 18 at 8:00 am</td>
<td>Wed, May 18 at 10:30 am</td>
<td>Wed, May 18 at 1:00 pm</td>
<td>Wed, May 18 at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets <strong>FOR LESS THAN ONE AND ONE-HALF HOURS</strong> on Tue / Thu</th>
<th>and starts between:</th>
<th>8-9:15 am</th>
<th>9-30-10:45 am</th>
<th>11-12:15 pm</th>
<th>12:30-1:45 pm</th>
<th>2-3:15 pm</th>
<th>3:30-4:45 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Thu, May 19 at 8:00 am</td>
<td>Tues, May 17 at 10:30 am</td>
<td>Thu, May 19 at 10:30 am</td>
<td>Tue, May 17 at 1:00 pm</td>
<td>Thu, May 19 at 1:00 pm</td>
<td>Tue, May 17 at 3:30 pm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If your class meets <strong>FOR ONE AND ONE-HALF HOURS OR MORE</strong> on Tue / Thu</th>
<th>and starts between:</th>
<th>8-9:50 am</th>
<th>10-11:50 am</th>
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<th>2-3:50 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>your exam will be held on:</td>
<td>Thu, May 19 at 8:00 am</td>
<td>Thu, May 19 at 10:30 am</td>
<td>Tues, May 17 at 1:00 pm</td>
<td>Thu, May 19 at 1:00 pm</td>
<td></td>
</tr>
</tbody>
</table>

| If your class meets on Friday-only | your exam will be held on: | Friday, May 20 during your regular class meeting time (between 8:00 am and 3:00 pm) |
| --- | --- |

### Spring Multiple Section Exams:
- Mathematics, Tue, May 17 at 8:00 am
- Business/Professional Studies, Tue, May 17 at 3:30 pm
- Social Sciences, Thu, May 19 at 3:30 pm
- Humanities, Fri, May 20 at 3:30 pm

---

**Notes:**
- Final Exams are held in the regular class meeting room. Instructors who teach a class that meets Mon / Wed, or Wed / Fri, or Mon / Fri and shares classrooms with other classes will notify students of the final exam room assignment several weeks prior to the end of the semester.
- The Final Exam period runs two hours with 30 minutes between exam period, unless students have approved accommodations for a longer testing period. In these cases, students should work with their instructor(s) for extended time.
- Classes with a lab use the lecture period time to determine their final exam.
- Some courses in the Art and Nursing departments may not follow the schedule above. Instructors for these courses will notify students of the final exam day, time, and room assignment several weeks prior to the end of the semester. These instructors will also provide alternative arrangements for any conflicts with regularly scheduled exams.
- Instructors who choose a multiple section exam time for their final exam will notify students of the final exam date, time, and room assignment several weeks prior to the end of the semester.

---

### Evening Division
**Tuesday, May 11– Monday, May 17, 2016**

Evening final exams are held at the same time, on the same evening, and in the same room as when the class normally meets, with the possible exception of GCC’s Northampton site classes, which may meet at a different location. If the evening class meets more than once per week, the final exam is held on the first evening available in the final exam period on the evening the class normally meets.
DCE SALARY SCHEDULE
for Adjunct Faculty
(per the DCE Collective Bargaining Agreement)

DCE Adjunct Faculty Salary Schedule, effective 1/15/2015
for Spring 2015*, Summer Sessions I and II 2015, Fall 2015, January Intersession 2016

<table>
<thead>
<tr>
<th>Step</th>
<th>$986.00 per credit</th>
<th>$729.00 per lab hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>$1,055.00 per credit</td>
<td>$781.00 per lab hour</td>
</tr>
<tr>
<td>Step 3</td>
<td>$1,134.00 per credit</td>
<td>$839.00 per lab hour</td>
</tr>
<tr>
<td>Step 4</td>
<td>$1,191.00 per credit</td>
<td>$881.00 per lab hour</td>
</tr>
</tbody>
</table>

* not for Intersession 2015

DCE Adjunct Faculty Salary Schedule, effective 1/15/2016
for Spring 2016^, Summer Sessions I and II 2016, Fall 2016, January Intersession 2017

<table>
<thead>
<tr>
<th>Step</th>
<th>$1,025.00 per credit</th>
<th>$758.00 per lab hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2</td>
<td>$1,097.00 per credit</td>
<td>$812.00 per lab hour</td>
</tr>
<tr>
<td>Step 3</td>
<td>$1,180.00 per credit</td>
<td>$873.00 per lab hour</td>
</tr>
<tr>
<td>Step 4</td>
<td>$1,239.00 per credit</td>
<td>$917.00 per lab hour</td>
</tr>
</tbody>
</table>

^ not for Intersession 2016
GCC Pro Rata policy
For Underenrolled Courses
Taught by DCE Adjunct Faculty
Effective beginning Spring 2012

Policy
In accordance with Article 14 of the DCE Collective Bargaining Agreement and at the discretion of a dean, a pro rata salary may be offered to an instructor if a class has:
   a. fewer than 10 students enrolled for step 1 and 2 instructors
   b. fewer than 9 students for step 3 and 4 instructors

For determining the enrollment in an under enrolled course, Article 14.07 states “Course enrollment shall be determined after the second class meeting or after the second week in which that class meets, whichever is later.”

The instructor’s prorated salary for an under enrolled course will be determined based on the number of students according to Article 14.07 above, provided, the number shall not be less than the number enrolled when the decision was made to run the course.

Exceptions to this policy are:
1. sequence courses where there are no alternatives; however, it is agreed that the first semester of a two-semester course will require a minimum of 13 students;
2. any course which includes additional contact hours will require a minimum enrollment of 12 (however, for lab courses, see #3 below);
3. lab science courses will require a minimum enrollment of 13. The enrollment in the second lab science section of a lab course, when its other lab section has reached full enrollment, will require a minimum enrollment of 6 to run the additional section;
4. courses with capacity restrictions for which this above criteria do not apply.

Pro Rated Salary Example: If you are a step 2 instructor teaching a 3 credit class, and agree to teach an under enrolled class of 7 students, your prorated salary would be 7/10 of $3,165 or $2,215.50. This is calculated as follows:

\[
\text{step 2 rate of } \frac{\$1,055 \text{ per credit} \times 3 \text{ credits} \times 7 \text{ students}}{10 \text{ students}} = \$2,215.50
\]

For questions on pro rata salary calculations, please contact your group administrative assistant.

DCE Adjunct Faculty Salary Schedule,
for Spring 2015*, Summer Sessions I and II 2015, Fall 2015, January Intersession 2016

<table>
<thead>
<tr>
<th>Step</th>
<th>Per Credit</th>
<th>Per Lab Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>$986.00</td>
<td>$729.00</td>
</tr>
<tr>
<td>Step 2</td>
<td>$1,055.00</td>
<td>$781.00</td>
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<tr>
<td>Step 3</td>
<td>$1,134.00</td>
<td>$839.00</td>
</tr>
<tr>
<td>Step 4</td>
<td>$1,191.00</td>
<td>$881.00</td>
</tr>
</tbody>
</table>

* not for Intersession 2015

updated 07-07-2014
The Family Education Rights and Privacy Act of 1974
Memorandum to the College Community

The Family Education Rights and Privacy Act of 1974 (FERPA) states that facilities that maintain student educational records have the discretion to classify some information as “directory information” and to release only that information upon request.

GCC’s directory information consists of the following student information:

- Name
- Major
- Dates of Attendance
- Graduation Date(s)
- Honors Conferred
- Town/State

Aside from this, written consent must be obtained from the student prior to the release of data that is not identified as directory information. Information such as a student’s full address, class attendance record, class schedule, grades and financial status are included in the non-disclosure category.

Additionally, it is the policy of GCC that emergency messages (received by phone or in person) are delivered to students by GCC campus safety personnel only. At no time is the location of a student while on campus to be disclosed upon inquiry.

This policy applies to all students who are registered for classes offered by GCC and include workshop participants as well as those students who are enrolled in credit classes.

Requests for student information should be forwarded directly to the Registrar’s Office for review and response as appropriate.

If you have questions concerning the above, please contact me at 1813.

Holly Fitzpatrick
Registrar

10/13
AFFIRMATIVE ACTION DISCRIMINATION COMPLAINT FORM

The purpose of this form is to record information required to initiate an investigation into an alleged violation of the College’s Affirmative Action Policy. All reasonable efforts will be made to maintain the confidentiality of the parties involved during the complaint procedure in accordance with the Affirmative Action Policy.

It is unlawful to retaliate against a student, employee or any other person in the College for filing a complaint or for cooperating in an investigation of a complaint. All parties to a complaint may have a personal advisor (for union employees this may be a union representative) assist them throughout the process.

Date Filed: ___________________    Date(s) of Alleged Discrimination: ___________________

A. Name (Print): ________________________________

B. Check One:   Student:_________    Employee:_________

             Department/Division:________________________

C. Type of alleged discrimination or act (please check applicable category):

___ Race/Color       ___ Religion/Creed       ___ Age
___ National Origin  ___ Gender            ___ Disability
___ Sexual Harassment___ Sexual Orientation ___ Genetic Information
___ Maternity Leave  ___ Gender Identity   ___ Military Service
___ Retaliation      ___ Sexual Violence*    Other: ______________________________

*If sexual violence is alleged, specify type as defined under this Policy:________________________

D. Name of individual(s) you believe discriminated against you: ______________________________

____________________________________________________________________________________

____________________________________________________________________________________

E. List any witnesses:________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
F. Description of Complaint - please list the sequence of events, including dates, if possible, and any relevant facts and statements:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

(If additional writing space is needed, please attach additional sheets)

To the best of my knowledge and belief, the above information is complete, true and accurate and not a “false charge” as defined under this Policy. I hereby submit this complaint under the College’s Affirmative Action Complaint Procedure.

__________________________
Signature of Complainant & Date

Received by (College Official’s name/title): ________________________________

Date Received: ________________________________
To Cancel a Class using MyGCC

- Log on to MyGCC
- From the Classes & schedule tab, click on Cancel my class, choose the date(s) and class(es) to cancel, then click Save

If you do not have this tab in MyGCC please call
Kathy Mielnikowski 775-1358,
Deb Washer 775-1361,
or Tony Gasperini 775-1359
# Department Coordinators/Program Coordinators

## Comprehensive Program Review Schedule

*Seven year review cycle*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Art (08-09)</td>
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<tr>
<td>Business &amp; Information Technology</td>
<td>X</td>
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<tr>
<td>Criminal Justice</td>
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**Legend:**
- I = in progress
- O = planned
- X = completed
- S = scheduled per external accreditation cycle (ADN 8 yr; PNC 10 yr; EMS 3 yr; FST 3 yr; OLP 5 yr; EDU 3 yr, RE/EE 3 yr)
- O1 or S1=First review
- Prep = in advance of a S review

Schedule Revised 7/1/15
Aligned with Institutional Self-study

F-13
**QUICK REFERENCE GUIDE OF PHONE NUMBERS AT GCC**

Main number at GCC ........................................................... (413) 775-1000  
Emergency Assistance On-Campus ........................................ ext. 1111  
Emergency Assistance from a cell phone or other outside line .... (413) 775-1111  
Fax ....................................................................................... (413) 775-1827  
Public Safety, non-emergency .............................................. ext. 1212  
Voice/Relay .......................................................................... (413) 775-1000  
Weather Line........................................................................ (413) 775-1010

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PHONE AND ROOM LISTING OF OFFICES AND SERVICES
AT GCC

Main number at GCC: (413) 775-1000

STUDENT AND ACADEMIC AFFAIRS DIVISION

SHERYL HRUSKA, Chief Academic and Student Affairs Officer ....... 1811 ............... C205A
Sue Belcher, Staff Assistant .............................................................. 1205 ............... C205C
Laura Earl, Staff Assistant ............................................................... 1816 ............... C205B
Val Wong, Assistant ........................................................................... 1112 ............... C205

NORTHAMPTON SITE COORDINATOR AT SMITH COLLEGE
(Tuesdays and Thursdays, 5:45-8:45 p.m.) ....................................... (413) 834-1066 .... Smith College

BUSINESS, INFORMATION TECHNOLOGY,
PROFESSIONAL STUDIES AND SOCIAL SCIENCES

KATHLEEN VRANOS, Dean ............................................. 1471 ............... E120C
Nicole Crafts, Administrative Assistant ...................................... 1752 ............... E120B

PROGRAMS/DEPARTMENTS:
Amy Ford, Coordinator, Human Services ................................. 1127 ............... E1132U
Dawn Josefski, Director, EMS Program and Fire Science Program 1761 ............... E130B
Brian Kapitulik, Chair, Social Sciences ...................................... 1252 ............... E116G
Peggy Martalock, Coordinator, Early Childhood Education ...... 1118 ............... E116G
Walter Nieliwocki, Coordinator, Criminal Justice .................. 1136 ............... E132L
Austin Paulson, Coordinator, Outdoor Leadership ..................... 1126 ............... N112
Thom Simmons and Doug Wilkins, Co-Chairs, Business and Information Technology Programs ............ 1482/1480 ..... E132K/E132P
Claire Tyminski, Special Program Coordinator, Medical Assistant Certificate .................................................. 1129 ............... E121J

EDUCATIONAL SUPPORT

Anna Berry, Director ................................................................... 1868 ............... C118E

ACADEMIC ADVISING
Lou Peugh, Academic Counselor ............................................. 1848 ............... C118F
Julie Shaw-MacDougall, Special Programs Coordinator .......... 1339 ............... C118C
Evelyn Tillotson, Administrative Assistant ............................. 1339 ............... C118
Patricia Wachter, Academic Coordinator ............................... 1202 ............... C118

PEER TUTORING PROGRAM
Montserrat Archbald, Staff Assistant ...................................... 1331 ............... C401
Norman Beebe, Coordinator, Math Assistance Program .......... 1333 ............... C410
Randy Kness, Evening Peer Tutoring Assistant .......................... 1330 ............... C401
Cynthia Snow, Coordinator, Writing Assistance Program ........ 1335 ............... C408

TRANSFER OFFICE
Kathy Maisto, Coordinator ....................................................... 1207 ............... C118D

WELLNESS CENTER
Carol Leary, Assistant ............................................................... 1332 ............... C424

COUNSELING SERVICES
Kathleen Keough, Learning Support Counselor ........................ 1337 ............... C428

DISABILITY SERVICES
Alicia Brandon, Coordinator ..................................................... 1812 ............... C426

ENGINEERING, MATH, NURSING AND SCIENCE

MARY ELLEN FYDENKEVEZ, Dean ........................................... 1469 ............... N421A
Linda Horta, Administrative Assistant ..................................... 1120 ............... N421B
Val Wong, Assistant ..................................................................... 1345 ............... N421
Melissa Davis, ADN Office Assistant ........................................ 1753 ............... E121B
Sandy Elia, LPN Office Assistant .................................................. 1861 ............... S413
Natalie Feliciano, Laboratory Safety Officer .............................. 1366 ............... S402B
Anthony Reiber, Greenhouse/Laboratory Technician ............. 1366 ............... S402B
TBA, Farm and Food Systems, Special Projects Coordinator .... 1107 ............... S412

PROGRAMS/DEPARTMENTS:
Brian Adams and Teresa Jones, Co-Chairs, Science Department 1454/1462 .... S410/S419B
Linda Cavanaugh, Chair, Math Department .............................. 1455 ............... N420
Nancy Craig-Williams, Assistant Dean of Nursing (ADN & LPN), 1758 ............... E120A
Ted Johnson, Coordinator, Engineering Science ........................ 1429 ............... S419D
Teresa Jones, Coordinator, Renewable Energy/Energy Efficiency 1462 ............... S419B
Ginny Wahl, Coordinator, LPN Program ..................................... 10 Main Street, Florence

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<td>Rosemarie Freeland, Coordinator/Advocate</td>
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### PHONE AND ROOM LISTING OF OFFICES AND SERVICES AT GCC

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<td>Alyce Stiles</td>
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<td>Jeremiah Riordon</td>
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<td>Susan Reyes</td>
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<td>Karen Chastney</td>
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<td>Nicole Crafts</td>
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Values and Guidelines for Displays and Art Exhibits at GCC
College Affairs Committee

### Displays

**Definition:** Displays are recognized as short-term and semi-permanent displays of information, advertising, quotes, photographs, and student work, for example, on GCC’s 15-20 work area bulletin boards.

**Guiding Themes and Values:** The GCC Mission and Vision Statements and the Principles of Education outline what we are aiming to do at the college. The programs and activities, including academic and co-curricular, are expected and designed to reflect these values. The displays we add to the complex set of our college activities can enhance educational and inspirational messages, reinforcing our interest in “access and excellence” while stimulating viewers to experience new ideas at GCC. GCC’s displays could express, but are not necessarily limited to, these themes and values:

<table>
<thead>
<tr>
<th>Determination</th>
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<tr>
<td>Perseverance</td>
<td>The desire for better lives</td>
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<tr>
<td>Responsibility</td>
<td>Justice, peace, and freedom</td>
</tr>
<tr>
<td>All forms of literacy (visual, media, reading &amp; writing, and others)</td>
<td>Inclusion and diversity</td>
</tr>
<tr>
<td>Creativity</td>
<td>Collaboration and community</td>
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<td>Communication</td>
<td>Service</td>
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<tr>
<td>The student voice</td>
<td>Life-long learning</td>
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<tr>
<td>New ideas and perspectives</td>
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</table>

**Examples of Content Suitable for Displays:**

| Documentation of student, faculty, and staff performing art/music/dance/theater performances | Scientific displays |
| Student club activities | Multicultural displays |
| Artifacts of the natural world | Interviews and stories of faculty, staff, alumni, and student achievement |
| Photographs and quotes from community members, donors, employers, alumni, students, faculty and staff | Framed posters of significant GCC events |

**Responding to Displays on Campus: Creating Dialogue:**

For every display on campus, the name and contact information for the originator of that display should be clearly visible on that display. On a case-by-case basis, an explanatory note may be added to provide a context for viewers to interpret unusual material.

Additional ways to promote campus dialogue about displays could include:
- a comment/question book
- a discussion forum
### Exhibits

**Definition:** Art exhibits are recognized as short-term, semi-permanent, and permanent exhibitions of artwork. The college has two primary exhibition spaces: the South Gallery and the Core Gallery. Exhibits in the South and Core galleries are curated, designed, and installed by the full-time art faculty, who are themselves practicing and exhibiting artists.

**South Gallery:** The South Gallery is a teaching space in which GCC art students are learning to express ideas visually. Works are chosen carefully and the educational context invites dialogue, and is often promoted through gallery talks throughout the year. Potentially controversial work is considered educational within this context and may include themes such as sexuality, racism, violence, politics, religion, etc. Controversial exhibits are typically accompanied by a written essay discussing the work on display. The Art Department hosts four external exhibits each year that are carefully selected by the five full-time art faculty. The criteria for selecting work is based on the relationship of the work to the Art curriculum, the benefit of the work to our students’ art education, exhibiting a selection of diverse media over the course of the year, and the artistic merit of the work. See [http://art.gcc.mass.edu/gallery.html](http://art.gcc.mass.edu/gallery.html)

**Core Gallery:** The Core Gallery occupies the second floor mezzanine area around the open space above the lobby on the first floor, reaching back to around the elevators. Permanent or semi-permanent art exhibits on the south wall consist of students’ and alumni works, and on the north wall art faculty past and present. Though not yet complete, the exhibits are planned to extend through the hallways on the second floor to the back wall. See [http://art.gcc.mass.edu/core.html](http://art.gcc.mass.edu/core.html)

The Core Gallery is a more widely traversed and open area than the South Gallery and is a contextually different space. As a result, work consisting of potentially controversial or offensive content may be considered unsuitable for this venue.

**Hallways, Rooms, and Public Offices:** These types of spaces, which are typically open and do not provide a formal exhibition context, are better suited to less challenging content. Exhibits in hallways in the Main and East buildings have a different function than those in the acknowledged gallery spaces. Work is carefully selected to complement those spaces and the content is of a more formal nature. Walls deemed suitable for hanging artworks must be well lit and clear of other types of displays to avoid visual confusion.

On occasions when the Art Department helps employees procure art for their offices/areas, works are carefully selected to enhance the working environment of the faculty and staff who occupy those environments and the students who pass through them. The supervisor of those spaces is consulted before any artworks are hung to confirm that the presence of the work is appreciated. Because these works must be viewed on a daily basis, employees will be consulted about the types of art they want to view in their work spaces.
Values and Guidelines for Displays and Art Exhibits at GCC
College Affairs Committee

Creating a Dialogue around Exhibits:

- All art on display should include names of artists and their titles – faculty, staff, alumni, students. (Labels need to be visually consistent in size, typeface, weight and style of font, color, and format).
- The primary contact person for exhibits of artwork hung by the Art Department will be the Art Department Chair. The contact person for all other exhibits not associated with the Art Department will be the person who organized that exhibit. A telephone number and email address for this person should be posted in a suitable location within the exhibition space.
- Potentially challenging, offensive, or controversial exhibits should be accompanied by a written essay discussing the work on display.
- Additional ways to promote campus dialogue around exhibits could include:
  - A comment book, such as that used for the Annual Art Student Exhibit
  - A discussion forum
  - A screen on the campus electronic bulletin board system
  - A blog
- Whenever possible, exhibits should be announced and promoted beforehand. Options include:
  - Working with Marketing and Publications
  - Working with Educational Technology to create an announcement screen on the campus electronic bulletin board system
  - Posting the event on the College Events Calendar
### Guidelines for Creating a Visual Display at GCC (Art Faculty 2015)

Location - The location for your display should be chosen carefully:

- Avoid competing with other displays or exhibits - your display should have its own space to the left and the right.
- Be sensitive to the primary function of the location for your display – ensure that the display relates to that function and complements the space (including the use of color, which should complement that of the space, not compete with it).
- Make sure that the location is clean - if your display is to be mounted on a window then clean the window first; if walls have scuff marks request that they be cleaned or repainted.
- Only display in an area that is well illuminated.
- Check with Facilities Management to ensure that your display will not cause an obstruction, accessibility issue, or fire hazard – no displays should intrude into the hallways more than four inches. Note: displays in stairwells are strictly prohibited.

### Guidelines for Creating New Displays and Exhibits Not Affiliated with the Art Department:

- Consult the immediate supervisor and/or Dean to discuss new ideas for exhibits or displays.
- Consult Facilities Management to help locate an appropriate space and make recommendations regarding installation.
- Each work area will continue to take responsibility for its own displays, including any use of hallway space.
- Murals require greater oversight because of their permanent nature and impact on the physical structures of the campus. Please consult directly with Facilities Management before investing time in planning and organizing the creation of a mural.
- Interactive electronic exhibits may be an option in some cases. Please consult directly with Information Technology before investing time in planning and organizing digital displays.
- Art Department faculty may be consulted in regards to these or other new exhibits, but typically do not have funds or time to support them in other ways.
Values and Guidelines for Displays and Art Exhibits at GCC
College Affairs Committee

**Design:**

Take time to plan a display:

- Consider what you want the display to accomplish and determine a central theme around that idea.
- Establish a focal point for the display and structure the remainder of the content around this point.
- Maintain a visual hierarchy of information structured on how you want your audience to read the content of the display.
- Aim for a balance of space and information (or content). The space around elements should be as carefully considered as the elements themselves.
- If your display employs color, create a palette limited to no more than five or six colors. Too many colors will cause visual confusion and negate each other.
- Avoid clutter. Too much content or information may overwhelm the viewer. If in doubt use a grid structure.

**Production:**

- Construct displays from materials that are clean and of good quality (including the quality of images).
- When using adhesive be sure that elements to be mounted are of sufficient weight that the adhesive will not bleed through or warp the material.
- Cut edges straight and square.
- Check with Facilities Management before permanently or semi-permanently attaching displays to walls.
Values and Guidelines for Displays and Art Exhibits at GCC  
College Affairs Committee  

Appendix  

I. Recent history  
Soon after the Core was renovated, GCC donors Mike and Joan Haley contributed $15,000 toward the artworks to be displayed in the Core. At the request of President Pura, Paul Lindale, Art Department Chair, and the Art Department faculty selected student and alumni work to display. President Pura identified priority areas for hanging, and Paul took on the major responsibility for planning where and how to mount the art that had been selected, considering many aspects such as lighting, the function of space and compatibility of the artwork with its surroundings.

Meanwhile, as the Core opened, the College Affairs Committee began an inquiry about how the campus as a whole would manifest the natural and welcoming values that inspired the design of the new Core. President Pura asked College Affairs to generate a set of agreed-upon principles or values that would guide GCC’s choices in the many parts of the campus where informative, educational and expressive exhibits and displays could be created. The committee received input from many of GCC’s employees who oversee different areas of the college, and has been guided first and foremost by Paul’s generous assistance in shaping the above description. This effort is inspired by the completed Core, which is intended to symbolize both a welcoming environment and the achievements of students’ goals, made possible through access to higher education.

II. Where we are now  
The Art Department has continued to take responsibility for selecting and displaying artwork at GCC, principally in the open public spaces of the college, and has agreed to continue to perform this service to the college. In doing so, to inform the description of what guides GCC’s choices of what we all see here at GCC, the Department notes that it is important to distinguish between art exhibits and displays, as the two serve different purposes and differ in many ways.

III. Notes  
A. College Affairs recommends that this document (or parts of it) serve as a basic process guide for faculty, staff and students who wish to create displays or exhibits. This guide could be published on the GCC website, and hard copies could be available in division offices.

B. Nothing contained in these Values and Guidelines is intended to adversely impact either free or artistic expression. “As an inclusive community, Greenfield Community College engages in intentional and ongoing reflection of diversity to create a culture that values, encourages and embraces a wide range of individual and group differences.” ---GCC Catalog 2013-2014, p. 4.

IV. Conclusion  
This document is designed to suggest some of the values and guidelines GCC employs to express its mission in its interior spaces and spaces surrounding the Main Building, East Building and the Downtown Center. As new participants and ideas help GCC evolve in the future, this document can be updated to reflect new possibilities. What will not change is GCC’s commitment to meaningful experiences for students and joy in celebrating what our students are doing. The members of College Affairs thank all contributors to this document and hope it will facilitate exciting new expressions of GCC values to inspire the campus community. Suggestions are welcome.

College Affairs Standing Committee - March 9, 2015