



FACULTY HANDBOOK

LAMAR COMMUNITY COLLEGE 2024-2025

This Faculty Handbook (Handbook) contains pertinent information affecting faculty members specifically, current through the date of its issuance. To the extent that any provision of this Handbook is inconsistent with State Board for Community Colleges and Occupational Education Policies (BPs) or Colorado Community College System President's Procedures (SP's), the BPs and SPs shall supersede and control. BPs and SPs are subject to change throughout the year and are effective immediately upon adoption by the Board or System President, respectively. Faculty members are expected to be familiar with and adhere to the BPs, SPs as well as College directives and procedures, including but not limited to the contents of this Handbook.

[Visit the Policies & Procedures page of the Colorado Community College System website to access all BPs and SPs.](#)

NOTE: Nothing in this Handbook is intended to create (nor shall be construed as creating) an express or implied contract or to guarantee employment for any term or to promise that any specific process, procedures, or practice will be followed, or benefit provided by the College. The College reserves the right to modify, change, delete or add to the information in this Handbook, as it deems appropriate.

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1 GENERAL INFORMATION

1.1 WELCOME

The Lamar Community College’s Faculty Handbook contains policies, procedures, and guidelines specific to faculty. Please refer to this handbook and the staff handbook frequently as it changes and as we continually improve how we do things to better serve our students and create efficiencies for our faculty. If you cannot find a specific topic, please contact your supervisor to discuss whether it may be beneficial to add information to this all-campus guide. Individual departments are encouraged to adopt similar handbooks for processes and information specific to their areas.

Welcome to Lamar Community College!

Lamar Community College has a rich history of fostering academic success and enriching students’ lives since its original foundation as Junior College of Southeast Colorado in 1937, becoming Lamar Community College (LCC) in 1965. LCC embraces the privilege and responsibility as an outstanding institution of higher learning proudly serving in Southeast Colorado. We aim to serve as a launching point for students to reach beyond their own perceived potential.

Caring faculty and staff help unleash opportunities for students by integrating critical thinking and communication skills into practical experiences that extend beyond the classroom. I invite you to explore the many programs, activities, and

opportunities that make LCC a community college grounded within a culture of caring and mentorship. We are preparing our students for careers in high-demand fields, with the flexibility to be ready for jobs that have yet to be created.

Our academic programs balance our core commitment to a comprehensive undergraduate general studies education with outstanding applied and transfer degree programs in health care, education, business, agriculture, cosmetology, equine science, construction trades, and many others.

Across the College, we are collaborating on initiatives that support our goals to promote student success and completion and expanding partnerships and programs to meet our local industry's needs. We are all working every day to support students from the moment they first arrive on our campus until they cross our graduation stage.

Our LCC community is inclusive and diverse. Our students inspire us every day! We serve first-generation college students, recent high school graduates, and working adults. In addition, we serve high school students enrolled through our concurrent program who are getting a head start on the college experience. We also welcome adult learners entering an institution of higher learning for the first time after many years. Our diversity is a point of pride for us.

I am proud of the culture of innovation and collaboration at Lamar Community College as we continue to build on LCC's reputation for excellence in a caring and welcoming environment. I hope you will join our community of talented educators, students, and staff and become a part of our journey forward.

– Dr. Rosana Reyes

1.2 INTRODUCTION

1.2.1 Purpose of the Handbook

As a member of the Colorado Community College System, LCC is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). The SBCCOE sets overarching policy for member colleges. For up to date SBCCOE policy on college-related subjects, refer to [Policies & Procedures page of the CCCS website](#). Consult your dean or vice president if you have a question about system policy.

The governing board employs a System Chancellor to carry out the policies and directives for the Colorado Community College System (CCCS). The Board's policies take precedence over college policies and procedures when there is a conflict. Learn more about the [State Board and System President Policies](#).

The general operating procedures in this document are formulated from past and present practices at LCC and are intended to implement State Board Policy and State Fiscal Rules and Regulations. Concerns or questions not covered in this document should be directed to the appropriate dean/vice president.

1.2.2 Mission, Vision, & Value Statements

1.2.2.1 *Mission*

"We enrich lives through learning."

1.2.2.2 *Vision*

"Lamar Community College provides the highest quality education and service excellence in an environment of care, support, mutual respect, and integrity."

1.2.2.3 *Values*

Our LCC values inform and guide us throughout our work on behalf of our colleagues and our students. We believe in:

- **Respect** – We show consideration and thoughtfulness in relationships with colleagues, students, external stakeholders, and community members.

- Integrity – We strive to acquire and steadfastly adhere to high moral principles, honesty, and professional standards.
- Open Communication – We endeavor to reach levels of communication process, structures, and networks that guide our college in directions, make decisions, see future opportunities, and communicate those decisions and actions to our internal and external stakeholders.
- Valuing People – We respect the commitment to the development of faculty, staff, administrators, and students. We strive to develop an understanding of internal and external stakeholders’ contributions to the college. We vow to recognize excellence, passion, and a fulfillment of academic and professional goals.

1.2.3 Philosophy

Lamar Community College embraces the philosophy of a comprehensive community college as it serves the educational needs of its students. LCC is dedicated to providing all students with quality educational opportunities and services that assist learners to develop their maximum potential and operate successfully in an ever-changing world. The College is an “open-door” institution and enrolls all students 16 years of age or older, regardless of previous academic experience, who can benefit from the College’s learning environment. The College offers complete academic transfer programs through its Associate of Arts and Associate of Science degrees. The College also offers career and technical education programs, which lead to a variety of Associate of Applied Science degrees and certificates.

1.2.4 Accreditation

Lamar Community College is accredited by the Higher Learning Commission and operates under the auspices of the Colorado State Board for Community Colleges and Occupational Education. Certificate programs are approved by the State Board for Community Colleges and Occupational Education. The Colorado Commission on Higher Education approves all degrees. To learn more, visit [the accreditation page of LCC’s website](#).

2 TEACHING AND LEARNING

2.1 ASSESSMENT & INSTITUTIONAL LEARNING OUTCOMES

LCC equips students to intellectually and ethically compete for professional and academic advancement in an ever-changing world. The Learning Outcomes described below represent the essential components that work together to produce the desired academic result of college coursework. LCC utilizes aspects of the Association of American Colleges and [Universities LEAP Essential learning outcomes](#).

Active Thinking

- Reasoning
- Creativity
- Analysis
- Problem Solving

Communication

- Written
- Oral
- Interpersonal

Professionalism

- Reliability & Conscientiousness
- Focus & Follow Through
- Goal Setting
- Civility & Respect
- Ethical Behavior
- Technological Literacy

Social Connectedness & Engaged Citizenship

- Involvement in Campus Life
- Serving & Supporting Others
- Leadership
- Global Awareness

All faculty are required to participate in ongoing assessment of learning at LCC, which is required by the Higher Learning Commission. Assessment processes are managed through the Dean of Academic Services, and focus on Common Learning Outcomes, Program Learning Outcomes, and Co-Curricular Learning Outcomes.

2.2 JOB DESCRIPTION, ACCOUNTABILITY, EXPECTATIONS

2.2.1 Adjunct and Full-Time Faculty Job Description

In accordance with the academic expectations of Lamar Community College, faculty members are required to:

- Follow procedures as set forth in the Faculty and Staff Handbook, review the Lamar Community College Catalog and Course Schedules, and comply with all [policies and procedures of the Colorado Community College System](#);
- Demonstrate professional behavior, fairness, and respect toward all students; and,
- Conduct themselves as ethical members of the Lamar Community College and Colorado Community College System communities.

2.2.1.1 *Essential Duties, Responsibilities and Functions*

Teaching

- Assist with the development of measurable course competencies and plans.
- Prepare appropriate lesson plans for each course in accordance with approved course learning outcomes.
- Utilize sound instructional practices and current instructional materials.
- Be informed of emerging knowledge, skills, and research in their designated fields.
- Provide prompt and relevant feedback to students regarding their academic efforts and class participation.
- Select appropriate textbooks/course materials (full-time faculty).
- Teach classes as assigned by designated dean.
- Meet each scheduled class and be on time.
- Assist in the development of curriculum.
- Assess student learning.
- Develop a professional relationship with students which encourages teacher/student communication.
- Create a positive learning environment.

Administrative

- Meet all deadlines.
- Complete all necessary paperwork (e.g., W-4, I-9, criminal background check.).
- Remain in contact with Program Directors/Deans throughout the semester.
- Develop and submit course outlines, syllabi, first class assignments and materials needed to conduct the course by the deadline to the Program Directors/Deans.
- Provide course syllabi to students.
- Submit student rosters/grades on or before the deadlines.
- Return student papers and projects no later than the day that grades are submitted.
- Maintain accurate course records.
- Silence cell phones when teaching.

Recruiting/Advising (Full-Time Faculty)

- All full-time faculty members are assigned advisees at the time of admittance by the Admissions Office.
- Advise accurately. (See "O"/Academic/Advising for expectations).
- Refer students to counseling, transfer counselor, financial aid, LRC, and other college services when appropriate.
- Meet with advisees at least once each semester.
- Maintain accurate student records.

- Offer weekly access hours for student consultation (e.g., Friday afternoon).
- Participate in the recruitment of students when requested by Recruitment Office (e.g., Orientation, Career Fairs, high school visits, and special events).

General

- Represent the College in a professional manner throughout the community by promoting a positive public image.
- Participate in required and suggested professional development and training.
- Participate in College committees.
- Perform other administrative tasks that are required to deliver classes and serve LCC students in a professional manner.
- Perform all essential functions as outlined in job description.

Organizational Relationships

- Report to the Program Director/Dean.
- Cooperate with other program faculty.
- Work with the Student Services Center and advising personnel when necessary.

2.3 FACULTY QUALIFICATIONS POLICY/PROCEDURES

The Higher Learning Commission policy states:

Arts & Science Instructors (excluding teaching assistants in a graduate program a supervised by faculty) must possess a master's degree including 18 credit hours in a field related to what they are teaching. In Career and Technical Education fields with terminal certificate and degree programs, faculty members demonstrate education alongside relevant work experience. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

LCC Policies:

Minimum requirements for the initial employment of faculty are outlined below. Additional requirements specific to a position will be outlined in the job announcement for the position.

2.3.1 Academic Faculty

Preferred: master's degree in discipline to be taught.

Accepted:

1. Masters in a related field with 18 graduate hours in the discipline to be taught.
2. Masters in any discipline with 18 credit hours in the discipline to be taught.
3. Experts in any discipline with 18 credit hours of coursework related to the discipline and non-teaching work experience relevant to the discipline area.
4. Bachelors in discipline area with agreement to obtain Masters within prescribed amount of time set in contract.

2.3.2 Career & Technical Education (CTE) Faculty

Qualifications for initial full-time employment to teach in a CTE area:

1. Completion of a master's, bachelor's, or associate degree in a field related to the credential area. Must include adequate technical preparation content to the pathway. AND
2. Verified, paid occupational experience in the discipline within the last 7 years, except for applicants in the Health Sciences discipline, where experience must be in the past 5 years.

- a. Master's degree and 2,000 hours of verified, paid occupational experience.
- b. Bachelor's degree and 4,000 hours of verified, paid occupational experience.
- c. Associate's degree and 6,000 hours of verified, paid occupational experience.

A full time CTE applicant is still eligible for employment in the following cases:

1. They have completed a related degree but have less than the required occupational experience.
2. They have not completed a related degree but have 4,000 hours of verified, paid, occupational experience in the last 7 years (or 5 years for Health Science)
3. They have a current state, national, industry, military, or union license/certificate as appropriate for the skill or trade area in lieu of a related degree and have 4,000 hours of occupational experience directly related to the credential area.

Qualifications for initial part time employment to teach in a CTE area:

1. Must have an education adequate to carry out, under supervision, the objectives of the program. A high school diploma or G.E.D. certificate is required.
2. Completion of 4,000 hours of verified paid occupational experience in the credential area within the last 7 years, except for applicants in the Health Sciences area where experiences must be within the past 5 years.

ALL CTE faculty are required to obtain a Postsecondary Credential. Requirements to obtain a credential are the same as employment qualifications.

For information on applying for your postsecondary credential and the forms needed, see [the Credentialing page of the Career & Technical Education for Colorado website](#).

2.3.3 All Faculty

ALL Faculty must possess the following qualifications:

- Professional and/or research-oriented experience in any of the related disciplines of the Department.
- Language Skills
 - Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or government regulations.
 - Ability to write reports, business correspondence, course curriculum.
 - Ability to effectively present information and respond to questions from groups of managers, clients, students, customers, and the general public.
- Mathematical Skills
 - Ability to use educational measurement methods to assess student achievement.
 - Ability to understand and apply statistical methods to reports/research projects including quantitative and qualitative analysis.
- Reasoning Ability
 - Ability to solve practical problems and deal with a variety of concrete variables in situations where limited standardization exists.
 - Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Other Skills and Abilities
 - Ability to support and encourage the ethical standards of Lamar Community College and the Colorado Community College System.
- Physical Demands
 - Employees are required to perform essential functions, which are specific to their position and included in the job description. While performing the duties of this job, the employee is regularly required to operate work-related equipment (i.e., computers, projectors) and effectively communicate verbally with students and employees of the College.

2.3.4 Substitutes for Instructors

In the short-term absence of a full-time instructor, the faculty within the appropriate instructional division or department may be assigned by the Vice President of Academic Services or appropriate dean to serve as a substitute teacher without additional pay. If the absence is an extended one or if a regular faculty member is not available to serve as a substitute, an outside substitute may be employed following the instructor's consultation with the Vice President or appropriate dean.

2.4 ACADEMIC ACCOUNTABILITY

Academic accountability is the assurance that all courses adhere to the published course description, course outline objectives are met, and the course meets for the required number of class sessions, and for the full time scheduled. It is required that 100% of course learning outcomes outlined in the Common Course Numbering System must be met. This is required of all instructors in all courses.

Check with the appropriate dean for a suggested text list and course outline. Instructors should be familiar with the CCC Common Course Numbering course descriptions.

2.4.1 Course Syllabi, Course Outlines, and Course Plans

These items are extremely important in all courses. The course syllabus is a non-legal contract between the faculty and the students. It should be clear, concise, and understandable. A complete syllabus must reflect all the topics, objectives, and outcomes of the course and that the syllabus is followed and completed during that course. The syllabus must be posted on D2L (Desire to Learn) prior to the first session of class. It should be the first item of business. The syllabus is due at least two (2) weeks before the semester begins so that supervisors may approve, and students may peruse it prior to classes starting.

Templates of the syllabi may be accessed at: <O:\Academic\SYLLABI\5 Master Templates> or course specific syllabi by instructor and semester <O:\Academic\SYLLABI>. You may also access the [State Common Course Numbering System](#) or the [GT Pathways Required Course Syllabi Information](#).

2.4.2 Homework

Students are generally required to complete two hours per credit hour of work outside of class each week. The ratio of 2:1 means, for example, that for a 3-credit course, students should have 6 hours of homework each week. This is designed to create a "full-time" commitment of class time and homework for a student enrolled in 12-15 credit hours. Assignments that can be related to real-life home and work environments are the most meaningful.

For academic papers, students can be expected to produce a standard research paper of:

- 8-10 typewritten pages for a one-credit hour course
- 12-15 typewritten pages for a three-credit hour course, and
- 15-20 typewritten page for a four-credit hour course.

The instructor should outline clearly what is expected when assigning a paper. Students who are returning to school after an extended period of time in the workplace are often uncertain as to the standards of such an assignment. Clarify whether you expect a synthesis of the research, a thesis statement supported by research, an opinion piece, or a case study.

Traditionally, reading assignments are approximately 200 pages per credit hour per semester (i.e., a three (3) credit hour course would have 600 pages of reading assigned). Over a 15-week semester for a course that meets twice every week, this breaks down to 20 pages of reading for each class meeting. Exact amounts are left to the judgment of individual instructors. For complex, heavily theoretical texts, it helps the students if they are given guidelines (preferably written) on how to approach the reading.

Note: adult learners frequently ask for suggestions for additional reading. Please exercise some caution – it can be very frustrating to the busy, yet curious, adult to search endlessly for some obscure article or out-of-print text.

Any course that is defined as a Guaranteed Transfer (GT) course must follow the competencies defined by the State of Colorado Department of Higher Education. Each GT-Pathways discipline has a list of required criteria to fulfill the Guaranteed Transfer articulations with other two- and four-year schools in Colorado.

Learn more about the GT Pathways competency criteria on the [CCCS Transfers & Articulations page](#) or the [Colorado Department of Higher education Content Criteria for Statewide Guaranteed Transfer](#).

2.4.3 Attendance and Class Participation

It is important that instructors keep accurate attendance for each class meeting and be prepared to share this information for administrative purposes. Faculty should determine a system for recording student participation and maintain a copy of attendance on their D2L course shell. An instructor may choose to include a participation score as part of students' overall grade.

2.4.3.1 Important Guidelines

Instructors should clearly establish all ground rules at the beginning of the class and should include them in the syllabus. Policies about absences, late assignments, etc. are to be included in the syllabus and reviewed with students the first day of class. Information to cover in establishing ground rules includes, but is not limited to:

- What are the grading standards?
- How do absences impact a student's grade?
- What percentage of the final grade is each assignment worth?
- Remind students that it is their responsibility to withdraw themselves from a class.
- Meet all deadlines for submitting grades, faculty withdrawals, etc. Late paperwork can cause serious problems and can harm the students. The student, funding agencies, educational agencies and often the student's employer are dependent upon the timely submission of your paperwork.
- [Review the College Catalog](#). This document contains detailed information concerning many of the College's policies and procedures. The information is important to you and your students.

Instructors should also meet student and institutional expectations. This includes meeting all deadlines for turning in Early Alert notifications, submitting grades, faculty withdrawals, etc. Late paperwork can cause serious problems and can harm the students. The student, funding agencies, educational agencies, and often the student's employer are dependent upon the timely submission of your paperwork.

Instructors should also be familiar with the College Catalog and be prepared to advise students on related academic issues. Review the College Catalog. This document contains detailed information concerning many of the College's policies and procedures.

2.4.3.2 Class Visits

It is the responsibility of the Vice President and the appropriate dean to ensure the quality of instruction and instructional materials in Lamar Community College classes. Class visits may occur at any time by LCC staff/faculty. They are an opportunity for constructive interchange and an avenue for growth and enhancement.

2.4.3.3 Contact Hours

The Colorado Department of Higher Education (CDHE) definition for a base contact hour is 750 minutes of section meeting time. CDHE has minimum guidelines expressing the minimum number of weekly contact hours expected to receive one credit. This varies depending on the instruction type (e.g., lecture, lab). For example, a 3-credit hour lecture course would need to meet the equivalent of three 50-minute blocks each week (for a total of 2,250 minutes per semester).

The U.S. Department of Education Higher Education Re-Authorization Act requires institutions to define expectations for out of class student work for each credit hour. Colorado Community College System has defined the expectation as a minimum of two hours of out of class student work each week for one hour of classroom or direct faculty instruction time.

See next page for CCCS Guidelines.

2.4.3.3.1 CCCS Instructional Course Type Guideline

| Course Type | Description | Notes | Minimum Weekly Contact Hours to Receive 1 Credit | Minimum Out of Class Study Expectation Per 1 Credit |
|------------------------------|--|--|--|---|
| Clinical | Participation in client and client-related services that are an integral part of an academic program. Clinical instruction occurs in or outside an instructional setting and involves work with clients who receive professional services from students serving under direct supervision of a faculty member and/or approved member of the agency staff. | Course maximum enrollments may vary according to accreditation standards, pedagogical limitations, level of offering, availability of clinical sites, etc. | 2.0 Hours = 1 Credit (2:1) Contact Ratio | 4 hours |
| Directed Study | Faculty and student negotiate an individualized plan of study. | A Directed Study is not to replace an existing course. If a course is offered on an individualized basis the faculty and student complete a Non-Scheduled course form. | 0.75 Hour = 1 credit (.75:1) Contact Ratio | 1.5 hours |
| Field Instruction | Instructional activities conducted by the faculty and designed to supplement and/or extend an individual course or classroom experience. | | 2.5 Hours = 1 Credit (2.5:1) Contact Ratio | 5 hours |
| Internship | Applied and supervised field-based learning experience where students gain practical experience following a negotiated and/or directed plan of study. | Student may or may not be paid for Internship. | 3.0 Hours = 1 Credit (3:1) Contact Ratio | N/A |
| Lab | Instructional activities conducted by the faculty which require student participation, experimentation, observation, or practice. | Course maximum enrollments may vary according to accreditation standards, pedagogical limitations, level of offering, availability of laboratory stations, equipment, etc. | 2.0 Hours = 1 Credit (2:1) Contact Ratio | 4 hours |
| Lecture | Faculty member responsible for delivery and discussion of learning material and related instructional activities. | Course maximum enrollments may vary be level, discipline, classroom availability, course delivery format (online), etc. | 1.0 Hours = 1 Credit (1:1) Contact Ratio | 2 hours |
| Physical Educ/ Recreation | Participation in or the performance of some form of physical activity. Knowledge associated with the proper performance of the activity is presented. | Course maximum enrollments may vary by level of instruction, type of activity, safety consideration, availability of facilities, etc. | 2.0 Hours = 1 Credit (2:1) Contact Ratio | 4 hours |
| Practicum | Practical student work under the supervision of a faculty member or | | 2.0 Hours = 1 Credit (2:1) Contact Ratio | 4 hours |

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|-------------------------------|--|--|--|---|
| | under supervision of a professional in the student's field and regular consultation with faculty member. | | | |
| Private Music Instruction | Formal presentation in a one-to-one relationship between student and instructor. | NASM guidelines list .5 = 2 credits (.25= 1 hours) | 0.25 Hour - 1 Credit (.25:1) Contact Ratio | 0.5 hours |
| Seminar | A highly focused course that may include student presentations and discussions of reports based on literature, practice, problems, or research (e.g., a capstone course) | Typically, at the upper division or graduate level. | 1.0 Hours = 1 Credit (1:1) Contact Ratio | 2 hours |
| Lab/CTE | Instructional activities involving training for employment with an active faculty teaching role. | | 1.5 Hours =1 credit (1.5:1) Contact Ratio | 3 hours |
| Student Classroom Observation | Teacher candidates observe, participate in, analyze, and reflect on issues in education. | | 2.0 Hours = 1 Credit (2:1) Contact Ratio | 4 hours |
| Studio | Lab-type activities conducted by faculty (e.g., music ensembles, art studio, theatrical productions, etc.) | | 2.0 Hours = 1 Credit (2:1) Contact Ratio | 4 |
| Online Delivery | Classroom instruction is delivered to students using the web as the delivery medium. | Online classes do not have any face-to-face contact time; all work and interaction take place online. This includes LCC Online and CCCOnline, CCCS's online learning option. While LCC Online courses are taught by on-campus and adjunct instructors, CCCOnline courses are taught by instructors throughout the United States. | Follow same Guidelines as Traditional Delivery | 2 hours. Note that these two hours occur in addition to online instructional time |
| Hybrid Delivery | Uses both face-to-face classroom instruction and remove instruction using the web. | A hybrid course will have a maximum of 66% of the contact hours for the course delivered online. Work done online extends beyond "homework" activities and includes guided instruction. | Follow same Guidelines as Traditional Delivery | 2 hours. Note that these two hours occur in addition to online instructional time |

Academic Freedom

Lamar Community College affirms the ideal that all members of the faculty are entitled to academic freedom as set forth in the 1940 "Statement of Principles on Academic Freedom and Tenure," formulated by the American Association of University Professors and the Association of American Universities (revised 1990). It is required that 100% of course learning outcomes outlined in the Common Course Numbering System must be met

- Institutions of higher education courses are conducted for the common good and not to further any interests of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.
- Academic Freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental

for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries duties correlated with rights.

- Teachers are entitled to full freedom in research and in publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject but should be careful not to introduce into their teaching controversial matter, which has no relation to their subject.
- College and university teachers are citizens, members of a learned profession, of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

2.5 ACADEMIC INTEGRITY

Semester schedules, class sizes, flexibility, and equity are several means by which LCC works to ensure a high level of academic integrity.

2.5.1 Class size

Class sizes of 10-20 learners foster an environment of high academic standards and a climate of caring; Class size will be appropriate to material, equipment, facility, and resource needs.

Class size will be appropriate to the subject matter and the learning needs of students.

Remedial classes: will hold a maximum of 15 (lab section 25); English/speech: a maximum of 20; most math: a maximum of 25; most lab sciences: a maximum of 25; introductory survey courses: a maximum of 20.

Classes with an enrollment below eight students will be run only in exceptional cases and only with the approval of the appropriate Dean or the Vice President of Academic Services. See [Cancellation of Classes](#) for more information.

The college will aim for a class size average (on campus) of 15.0 although some programs (i.e., nursing, cosmetology, HTM) by their very nature, may be exceptions. The college schedule cancellation rate (for under-enrollment) will aim to not to exceed 20%.

A variety of skills improvement options will be scheduled so that students can progress reasonably in improving their academic skills.

Students who wish to add a course after the first week must complete the appropriate form and have the request approved by the instructor. Students may not add a course after the census date.

2.5.2 Variety, flexibility, efficiency

- A variety of courses will be offered to reflect both depth and breadth.
- Classes will be scheduled at a variety of times that meet the needs of a wide range of students.
- The schedule will be efficient in promoting classes that are neither too small nor too large.
- Classes will be scheduled in ways that accommodate programs that have less flexibility.
- The schedule will offer students a range of delivery models, including distance learning and "face-to-face" classes.
- A student should be able to graduate from LCC in two years (excluding remediation).
- A student should be able to attend part-time.

- Because session-building and class-building are critical elements of the schedule process, only the appropriate dean, Vice President of Academic Services, or the President may authorize changes in the schedule.

2.5.3 Equity

- Adjunct faculty who are asked to teach under-enrolled classes will be offered full pay.
- Additional pay for independent studies is not permitted for full-time faculty.
- Full-time faculty are encouraged to include teaching load, FTE enrollment, and independent studies in their performance annual evaluations.
- Full-time faculty are expected to teach full loads, as defined by college policy, each semester unless they have received prior approval for a reduced load from the President or his/her designee.

2.6 ADVISORY COMMITTEES

All Career and Tech Educational programs receive input and direction from advisory committees. Advisory committees provide information and recommendations for college programs. Fifty-one percent of the committee must be from business and industry. All meetings must have recorded minutes that are submitted to the appropriate dean. Advisory Committees meet a minimum of once per semester/twice per academic year. The committees are comprised of various representatives of business and industry and reflect the communities Lamar Community College serves. Current Committees consist of:

- Agriculture
- HTM/EBM
- Business/IT
- Construction Trades
- Cosmetology
- Early Childhood Education
- Health and Wellness
- Nursing/Allied Health
- Renewable Energy
- Welding

2.7 CLASSROOM ASSIGNMENTS

Classroom assignments are made early in the scheduling process. Faculty members who wish to change room assignments must contact the Coordinator of Academic Services or appropriate Dean to arrange an alternate classroom.

2.8 EXTRA-CURRICULAR DUTIES

Extra-curricular activities on a community college campus require active faculty leadership and participation. The functions of a faculty sponsor are defined as guidance and advising. Faculty sponsors are responsible for providing adequate sponsorship for organizational activities. When a college function becomes an all-college function, sponsorship must be increased to provide adequate supervision. In keeping with the spirit of cooperative and supportive faculty-student relationships, the entire staff should make an effort to attend all college functions.

The following policies have been adopted relative to the sponsorship of student organizations and activities. The Vice President of Academic Services or appropriate dean makes all sponsorship assignments. Any group of students who demonstrate a genuine interest and can find adequate sponsorship may be allowed to organize a student group or college activity. The responsibility of the Vice President of Academic Services or appropriate dean is to help the potential group with direction, leadership, and sponsorship. All sponsorship assignments are to be made on a voluntary basis.

The administration encourages extra-curricular involvement by every faculty and staff member.

2.9 FACULTY TEACHING ASSIGNMENTS

The Vice President for Academic Services and the appropriate Dean assign the teaching load for faculty. Full-time faculty load is 15 credit hours per semester. Nursing Faculty full-time workload is 18 credit hours per semester. Full-time faculty may be scheduled to teach in the CCCOnline, LCC Online, and continuing education programs as part of the regular teaching load.

2.10 FACULTY WORKLOAD EXPECTATIONS

Duty hours for faculty are a minimum of 40 hours per week as specified in State Board Policy BP 3-80. Lamar Community College expects instructors to maintain from 15 to 30 instructional contact hours per week through classroom activities, laboratory, clinical or internship setting, plus a minimum of 5 to 10 hours per week preparation time on campus, 10 hours per week of assigned office hours, including student advising; and from 3 to 10 hours per week involvement in community service activities. The College President, Vice President for Academic Services and/or appropriate dean/director/division chair may assign other special duties to include committee work, task force assignments, recruitment activities, peer teacher contacts, and other instructionally related work.

Faculty members define daily office hours and post schedules on their office doors prior to the census date. They are expected to share schedules with Academic Services.

2.11 OVERLOAD PAY

Overload pay is paid to:

- Faculty who teach more than 30 credit hours per academic year.
- Nursing faculty who teaches more than 36 credit hours/270 contact hours per academic year.
- Will not exceed more than 40% of their base load.

2.12 FIELD TRIPS

The appropriate dean or VP should approve all field trips and other authorized student travel prior to travel. Each faculty member is to file appropriate leave forms prior to taking field trips.

We are privileged to have a vehicle fleet to use for field trips and other business travel. Complete information is found on the common drive: O:\Common\Business Office Forms\Fleet.

To schedule use of any fleet vehicle, the following procedures must be followed:

- Complete a vehicle request form and obtain proper signatures.
- Get keys and packet from the Business Office.
- Fill out log sheet. (Name, destination, beginning odometer reading)

Upon return:

- Complete log sheet. (Ending odometer reading, quantity and dollar amounts of any gas and oil purchased)
- Place credit card receipts in the packet.
- Clean up any trash.
- Lock vehicle. (If your return is during normal business hours, return packet, keys/credit cards to the Business Office. If it is after hours, please leave them out of sight under the driver's seat of the locked vehicle.)

The Business Office schedules transportation in college-owned vehicles for field trips upon receipt of the vehicle request form. Vehicle request forms must be turned in to the Business Office 48 hours prior to the trip. Transportation costs for field trips are charged to the department initiating the request.

Use of private vehicles for college trips is strongly discouraged and requires prior approval by the appropriate administrator.

2.13 FINAL EXAMS

Final exams are to be given on the date and at the time that they are scheduled on the Final Exam Schedule each semester. Faculty may not grant a student permission to take a final exam outside of the scheduled final time. Student must petition the appropriate dean for approval. Exception will be made only under the most extreme circumstances. All courses must meet during scheduled final exam time as this day is calculated into the contact hours required by the state.

2.14 SPECIAL TOPICS

The purpose of Special Topics is to enable instructors to create new courses that do not currently appear in either the LCC catalog or the common course list for the CCCS. These courses are offered as regular classes and are open to all eligible students who wish to enroll. Special Topics courses can only be offered for one academic year and cannot be included in program plans. In order to continue offering the course, it must be submitted for approval by CCCS and added to the Common course numbering system. In some cases, these courses are one-time offerings. An instructor who wishes to offer a Special Topic must secure the approval of the Vice President of Academic Services or his/her designee.

3 ACADEMIC RECORDS & PROCEDURES

3.1 ADDING/DROPPING COURSES

For specific dates and deadlines each semester, see the [Academic Calendar](#)

3.1.1 Add/Drop Policy

Students may add or drop courses online, or in person by contacting the Student Services Center. Any attempted schedule changes that cannot be completed online must be done in person or via student email through the Student Services Center. The Drop/Add form is available in the Student Services Center. It is the responsibility of the student to complete the form, secure all required signatures, notify the advisor of the change, and return the form to the Student Services Center. No drop or add is official until the completed form is returned and recorded. The effective date for the Drop/Add is the date the completed form is received by Student Services.

3.1.2 Adding/Dropping Courses

Students are financially and academically responsible for all courses for which they have registered until the student formally drops or withdraws from the course. Notifying an instructor or advisor is not sufficient to drop or withdraw; the student must follow the formal drop or withdrawal process through Student Services. Failure to complete the formal drop/withdrawal process, even for courses never attended, is likely to result in an "F" grade and the student incurring the cost of the course.

3.1.3 Adds

Students may add open classes during the first week of the term without approval. After the first week, class adds require instructor approval with instructor's initial on the add form. No class adds are permitted after the census date. For shorter duration classes, the census date may be different. Consult with the Registrar for more information if you have a fast track or compressed semester course.

3.1.4 Drops

Students may drop a class at any time prior to the census date. Drops made before census date result in no financial or academic liability for the class.

3.1.5 Official Withdrawal

After the census date, up to the withdrawal date (80% of course completion) students may officially withdraw from a course. Students can officially withdraw online by accessing his/her portal account (Lope Access) or at Student Services. A withdrawal results in no academic grade. Students withdrawing after census date are obligated to pay the full course tuition and fees.

3.2 ADMINISTRATIVE WITHDRAWAL

Certain programs may have clearly stated attendance and other standards that could result in a student being administratively withdrawn from a course by the Vice President of Student Services. Other administrative withdrawals are granted only under exceptional circumstances such as the following:

1. the student is unable to take the necessary steps to withdraw (i.e., physically unable to complete the process) or,
2. the student has violated college policy.

3.2.1 Withdrawal for Emergency/Military Activation

Military and emergency management personnel who are unable to complete a course due to a call to active status under a state or national emergency have a choice either to withdraw from the course without a grade or receive an incomplete with an opportunity to complete the coursework later. Documentation of official TDY assignment is required and must be approved by the Vice President of Student Services.

3.3 ACADEMIC RENEWAL POLICY

The Academic Renewal policy recognizes that a student's ability to succeed academically changes over time as life situations and maturity levels change. If approved, an Academic Renewal is recorded as a permanent change to the student's Lamar Community College academic record. A student seeking an Academic Renewal must complete the Academic Renewal petition form and attach a detailed letter explaining the rationale for the petition, reflection on previous periods of matriculation, and the reasons why the student believes he or she is now prepared for success at LCC. Requests are reviewed by the appropriate dean and are not automatically granted. When an Academic Renewal is granted, the following conditions apply:

- Academic renewal is granted only once and is not reversible.
- There must be at least two academic years between when the coursework was completed and re-enrollment in LCC.
- The student transcript will reflect the entire academic record and no classes will be deleted or removed; an Academic Renewal notation also appears on the transcript. Only courses subsequent to the renewal are included in credits earned toward degree completion and GPA calculations.
- After returning, the student successfully completes at least six (6) semester college level credits with a 2.0 minimum GPA. All courses must be with a "C" grade or better. After enrolling in a second successive semester, a student may apply for Academic Renewal.
- Up to 30 credits of courses prior to the renewal are excluded from credit and GPA calculations.
- In terms of academic and financial aid status, a student granted a renewal has the same rights and privileges as new or returning students in good academic standing; academic renewal will not change Satisfactory Progress

for Financial Aid eligibility and previous grades are subject to interpretation by specific Financial Aid Policy; and

- Students applying for Academic Renewal are responsible for investigating the potential impact on transfer admission, VA, and other agencies and organizations. Other institutions receiving an LCC transcript for transfer of academic courses are not bound by this policy and may choose to calculate student's transfer GPA to include all grades, even those excluded under this policy.

3.4 CANCELLATION OF CLASSES

In general, the College runs only those courses with 8 or more students. Classes with fewer than 8 students enrolled are subject to cancellation. It is necessary, in some cases, to run a course with fewer than 8 students.

3.4.1 Procedures for Contacting Students and Faculty of Cancelled Courses

To affirm Lamar Community College's caring environment for students, faculty, and staff, the College has adopted the following guidelines relating to the cancellation of classes. Their purpose is:

- to ensure that all faculty receive adequate notice of a course's status.
- to provide students whose classes are cancelled with the time they may need to meet with their academic advisors and select another class that meets their needs.
- to assist the College in managing enrollments and class-size averages.
- to encourage early and/or timely registration.

The VPAS and appropriate dean/director or faculty member meet before the start of fall, spring, and summer terms to review classes with low enrollments and to discuss the need for allowing certain classes with low enrollment to run.

Factors that may guide the decision to run classes with low enrollment include the following:

- Students need the class for graduation and have no other reasonable option.
- The course is advanced with normally low enrollments but necessary to serve advanced students and maintain a high-quality curriculum.
- The course is part of a new or start-up program.
- The course is needed for remediation and to ensure student success.

3.4.2 Notification of Course Cancellations

3.4.2.1 *Notification of Faculty:*

Once the decision occurs for cancellation, the appropriate supervisor contacts the faculty member about the cancellation.

3.4.2.2 *Notification of Students:*

The designated coordinator or administrative assistant notifies the student that a class has been canceled and encourages her or him to contact the assigned advisor. If the advisor is off contract and/or off campus, the student is encouraged to contact the appropriate dean or the LCC Map Center for guidance in selecting alternative courses.

The designated coordinator or administrative assistant also notifies the campus of canceled classes and posts door notices as needed.

3.5 CLASS/GRADE ROSTERS

Unofficial class lists are available on the Banner system and may be accessed at any time using the instructor login.

3.5.1 Class Rosters

Class rosters are available to the instructor online any time after registration begins. Faculty are required to check the roster against students present to ensure all students have registered. Students who register immediately before the class begins may not be on the roster. Confirm official registration with the student. Students must be registered as either credit or audit. Faculty need to check their class roster frequently prior to census date to ensure accuracy. It is required that faculty verify class rosters at the census date. Class roster verification will be done through Banner. The Registrar will send out directions prior to census each term. The Academic Services Coordinator will work with the Registrar to make appropriate corrections. Faculty should continue to monitor class rosters to verify corrections have been made. The Registrar's Office will investigate any discrepancies.

3.5.1.1 *How to report Non-Attendance:*

1. Log into Banner:
 - a. open LCC webpage; lamarcc.edu
 - b. log into Lopes Access (you will need you S# and password)
 - c. click on Faculty tab.
 - d. down left-hand side click on Banner Self-Service folder.
 - e. click Faculty & Advisor menu.
 - f. click Faculty menu.
 - g. click on summary class list.
 - h. select the term then click submit.
 - i. select your course(s) from the drop-down menu.
 - j. review your roster(s)
 - k. complete the Correction Roster form and send to the Registrar.

3.5.1.2 *What to check the roster for:*

- If a student's name is not on the roster but the student is attending class, send the student to Student Services to add the course to his/her schedule. Please note that the instructor signature is required to add any student to a course after the census date.
- If a student's name is on the roster, but the student is NOT attending class, place the student on the correction roster with correct Student ID# (S#) and place an "X" in the delete from roster column.
- For instructors with multiple courses, please list all courses (CRN#s) on the correction roster even if changes are not needed.

3.5.2 Grade Rosters

Each instructor assigns a letter grade for each student and enters the grade in Banner and on Desire to Learn (D2L) no later than three (3) business days following the last day of class. If entering an F as the student's final grade, you will be required to enter the date last attended by the student.

3.6 ENROLLING IN A FULL CAPPED CLASS

Classes at LCC have a maximum class size in an effort to provide the classroom environment most conducive to student success. Students who wish to enroll in a full class may add the class by joining the waitlist. Students will be notified by email when a seat in the class becomes available and they may join the class. Whether or not the cap on a class is raised to increase the total number of students is at the discretion of the faculty member and the dean.

3.7 PRIOR LEARNING ASSESSMENT (PLA)

Prior Learning Assessment (PLA) is non-college or experience-based learning that has been attained outside the sponsorship of accredited postsecondary education institutions. PLA includes learning acquired from work and life

experiences; correspondence and extension courses; individual study and reading; civic, community and volunteer work; and participation in informal courses, in-service training sponsored by associations, business, government, and industry or successful completion of Colorado Department of Corrections approved CTE certificate programs.

- PLA Credit is not awarded for experience, but rather for college level learning which entails knowledge, skills, and competencies that students have obtained as a result of their prior learning experiences.
- Once a student has been admitted to the College and has chosen a program of study, the student becomes eligible for PLA Credit.
- Academic credit will be awarded only for those courses directly applicable to the student's declared program as outlined in college publications.
- A student may use PLA Credit to fulfill any degree, certificate, or graduation requirement, but a mandatory 25% of credit must be earned at the College that will confer the degree or certificate.
- All work assessed for PLA Credit must meet or exceed "C" level work. Minimum cut-off scores on standardized tests are set at "C" level work.
- PLA Credit will be assessed by faculty subject matter experts as determined by the College.
- Please see the PLA Credit Cost Matrix box below for the fees for PLA.
- The fee for PLA is \$50.00 per course.
- PLA cannot be used to meet residency credit requirements of certificate or degree programs.
- LCC does not guarantee transfer of credit for Prior Learning outside the Colorado Community College System.
- All work assessed for PLA must meet or exceed "C" level work. Minimum cut-off scores on standardized tests are set at "C" level work.

3.7.1 Methods for Awarding Prior Learning Assessment

There are five methods available for awarding PLA: standardized tests, institutional challenge examinations, portfolios, published guides, and successful completion of a CCCS-approved Colorado Department of Corrections (CTE) certificate program.

To apply for PLA Credit, please contact your Academic Advisor or the Dean of Academic Services.

3.7.1.1 *Standardized Testing*

Lamar Community College offers credit for achievement and knowledge gained outside the traditional classroom through standardized tests such as College Level Examination Program (CLEP); both general and subject examinations; the Advanced Placement Program (APP) and International Baccalaureate (IB) programs; DSST Exams (formerly known as DANTEs exams); UExcel Exams (formerly known as Excelsior College Examinations); and other nationally recognized industry testing, training, licensing or certification programs. The College charges no fees for credits awarded; however, the student incurs cost associated with administering a national standardized test. For information, contact Learning Support Services @ 719.336.1528.

3.7.1.2 *Challenge Exam*

Institutionally approved examinations such as objective tests; essays; and oral, hands-on, or simulated demonstrations will be used to evaluate the competency of students in specific courses listed in the College catalog. Examinations are the equivalent of the comprehensive final examination for the courses challenged and are available at the option of and with approval of the appropriate dean.

A student who believes that he/she possesses competencies for a required course prior to registering may request a "challenge" of the course from the appropriate dean. No more than one challenge of a particular course may be taken during any one semester. The challenge exam form is available from the Student Services Center.

3.7.1.3 Portfolios

Currently enrolled students at Lamar Community College can earn credit for experiential learning through presentation of a portfolio. The portfolio is not merely a study of accumulated knowledge but rather an examination of learned life experiences discussed in essays and presented through publicly verifiable documentation. Faculty in the appropriate program area evaluate the portfolio and award credit commensurate with learning. For more information and/or portfolio guidelines, contact the Academic Dean.

Development of Portfolio

Upon request from a student, Lamar Community College (LCC) will provide a course, workshop, or orientation session designed to assist students in identifying, describing, and documenting skills and knowledge gained through prior learning experiences. LCC will also provide, upon request, more detailed information regarding the required format of the portfolio. When developing their portfolios, students must address each of the evaluative criteria delineated below:

- The learning must be demonstrable and verifiable.
- The learning content must have both theoretical and applied components.
- The learning must be college level.
- The learning must be currently applicable to the student's certificate or degree requirements; and
- The learning must be equivalent to the competencies of a specific course or courses.

Evaluation of Portfolio

- Evaluation of the portfolio will be conducted by subject matter expert(s), designated by the System or LCC.
- The portfolio work must be evaluated as "C" level or above and contain evidence of proficiency in the competencies in the course(s), in order to award academic credit.
- The evaluator should be prepared to produce documentation to defend the evaluation, including rubrics and notes. No partial credit will be awarded.
- The student may appeal the evaluation decision according to the appeal process outlined in the CCCS PLA Credit Manual. Colleges are responsible for developing the process and publicizing information to students.

3.7.1.4 Published Guides

The System accepts credit recommendations for both military and industry evaluated training programs and credentials from the following local and nationally recognized entities.

- Educational Experience in the Armed Services as documented on the Joint Services Transcript (JST): The credit recommendations of the American Council on Education (ACE), as published in *The Guide to the Evaluation of Educational Experiences in the Armed Services*, will be used to evaluate military training and learning experiences.
- ACE Workforce Training as documented on the ACE Transcript: National Guide to College Credit for Workforce Training.
- Workforce and other Non-Accredited Training as documented on The National College Credit Recommendations Service (NCCRS) transcript. In the event of conflicting credit recommendations between the ACE and NCCRS organizations for the same training or credential, the ACE recommendations will take precedence.
- Faculty Evaluated Local Industry and Workplace Training: Individual colleges may use information obtained through their own prior learning assessment evaluations for local industry and training programs. As appropriate, these evaluations should be shared with other colleges to support students moving around the state.

3.7.1.4.1.1 Military or Business/Industry Training Credit

Formal military and/or business/industry training may qualify for credit. Military credit is based on submission of a Joint Services Transcript (JST), Defense Language Proficiency Test (DLPT), SMART (Navy and Marine Corps), AARTS (Army) or Community College of the Air Force transcript, or through a service record evaluation using American Council on Education Guidelines.

Business/Industry training credit is also awarded based on an evaluation using the appropriate American Council on Education guidelines, and the National College Credit Recommendations Service (NCCRS) transcript. The college may use information obtained through their own prior learning assessment evaluations for local industry and training programs. The College does not charge fees for credits awarded under this policy. For more information, contact the Academic Dean.

3.7.1.4.1.2 Transfer of Credit

- Within the System: PLA Credit must be accepted for transfer amongst all colleges, provided that the credits apply to a degree or certificate program at the institution the student is entering.
- To State Colleges and Universities: Transfer guides and articulation agreements shall include information on the transfer of PLA Credit as stipulated in the Colorado Commission on Higher Education (CCHHE) Policy and General Procedures for Transfer.

3.7.1.4.2 CCCS-Approved Colorado Department of Corrections CTE Certificates

A student who completes coursework at a Colorado Department of Corrections facility may transfer any career and technical post-secondary course credits with a grade of "C" or better earned while enrolled in the approved program. These eligible career/technical credits may be applied to the requirements of a program. These eligible career/technical credits may be applied to the requirements of a program leading to a certificate or to an Associate of Applied Science or an Associate of General Studies degree at a Colorado Community College System college. Transfer is limited to CTE coursework. Post-Secondary credits accepted in transfer from the Colorado Department of Corrections must come from a State Board for Community Colleges and Occupational Education (SBCCOE) approved CTE certificate program and be instructed by CCCS credentialed faculty. An annual review of Department of Correction Programs will be completed by the CCCS Chief Academic Officer/Provost or her/his designee.

| PLA CREDIT COST MATRIX | | | |
|---|------------------------------------|----------------|----------------------|
| Standardized Test | Published Guide | Challenge Exam | Portfolio Assessment |
| No cost for transcript evaluation. Testing fees may apply | No cost for transcript evaluation. | \$45.00/credit | \$65.00/credit |

COURSE SYLLABI

Prior to the first day of class, the appropriate dean must approve a syllabus for each course. A copy of the course syllabus is to be posted on D2L for students and reviewed with students on the first day of class. For more information on course syllabi see COURSE SYLLABI 2.4.

3.8 DESIRE TO LEARN (D2L)

All LCC Faculty are to use Desire to Learn (D2L) for posting syllabi, assignments, grades etc. D2L training is provided each semester. If you need assistance with D2L, contact the appropriate Dean.

3.9 FACULTY SCHEDULE/ABSENCE

Each faculty member is expected to devote a minimum of 40 hours per week. Any deviation from this must be approved by the appropriate dean or Vice President of Academic Services. Faculty members will post schedules on their office doors prior to the census date. The schedule template can be found at <O:\Common\Campus Employees\New Logo Signs\Blank Office Hours Sign-Faculty.pptx>.

Classes that are to be dismissed or canceled for any reason need advance approval from the appropriate dean or VP of Academic Services.

3.9.1 Cancellations due to instructor illness:

Faculty should notify the appropriate administrative assistant, coordinator, Dean of Academics, or the VP of Academic Services as soon as possible, so notification can be posted on the classroom door. Class cancellations are to be made-up at the convenience of the instructor and students.

3.10 FINAL EXAM SCHEDULE

The final exam schedule for the next semester can be found at <O:\Academic\Final Exam Schedule & important dates>.

The faculty must include the date and time of the scheduled final exam in their syllabi. All courses are required to meet during scheduled final time as this contact time is calculated into the contact hours required by the State for each course.

Faculty may not grant student(s) permission to take the final exam outside of the scheduled final time. Students must petition the appropriate dean or VP for approval. Approval will be granted only in the most extreme circumstances.

3.11 GRADES & GRADE REPORTS

Faculty must clearly state their system for assessing student progress and assigning grades in the course syllabi and explain this to students during the first week of each class. For all grades of F or U the last date of attendance must be recorded. Faculty must submit grades in D2L and in Banner.

3.12 GRADE BOOK & GRADE ROSTER PROCEDURES

Each instructor is required to maintain an accurate account of students' grades and attendance in a grade record. Students who are officially enrolled are listed on the census roster and again on the grade roster. It is important that the student roll in the instructor's grade record be in agreement with the grade roster. Students whose names do not appear on the printed class list cannot be issued a final grade. Grade rosters are available to each instructor online through the portal.

S/U grades are awarded to all sections of developmental studies courses (lab-based and classroom-based).

Early Alert Reports – Instructors will complete the “Early Alert” report distributed by Academic Services. Instructors should contact Academic Services or Learning Support Services at any time with concerns regarding students' performance in class or lack of attendance.

Posting of Grades - Faculty should not post grades or allow a student to see another student's grade. Grades are available to the students through Banner and Desire 2 Learn (D2L).

Final Grade Record/Report – At the end of each semester in addition to posting grades on D2L and in Banner. Faculty will submit their detailed grade record/report which reflects grades for all areas established in the “methods of determining grades” in the syllabus. These records/reports will be submitted to the Academic Services Coordinator. Electronic grade report/books are preferable.

3.13 GRADE SYMBOLS

3.13.1 Inventory of Common Grading Symbols

| | |
|-----|--|
| A | Excellent or Superior |
| B | Good |
| C | Average |
| D | Deficient |
| F | Failure |
| I | Incomplete |
| S/A | Satisfactory (A-level) work in a developmental course |
| S/B | Satisfactory (B-level) work in a developmental course |
| S/C | Satisfactory (C-level) work in a developmental course |
| W | Withdrawal |
| AW | Administrative withdrawal (see section in handbook on Administrative Withdrawal) |
| AU | Audit |

3.13.2 Place Holders

| | |
|----|-----------------------|
| SP | Satisfactory Progress |
| Z | Grade not yet |
| R | reported Repeat Field |

Detailed Grading Symbols on page 47.

3.13.3 Incomplete

The "Incomplete" (I) grade is a temporary grade and is designed for students who, because of documented illness or extraordinary circumstances beyond their control, are unable to complete their course work within the semester but have completed a majority of the course work (defined as at least 75% of all course assignments and tests) in a satisfactory manner (grade C or better).

If circumstances beyond the student's control prevent the student from completing a test or assignments after successful completion of 75% of the course, it is the student's responsibility to initiate the request for an "Incomplete" grade from the instructor. The instructor must believe that the student has a reasonable chance of satisfactorily completing the remaining course activities in a timely manner in order to grant an incomplete grade.

In requesting an "Incomplete" grade, the student must present to the instructor the documentation of circumstances justifying an "Incomplete" grade.

The instructor completes and signs an "Incomplete Grade Request" <O:\Academic\ADVISING\Advising Forms & Templates\Forms\Incomplete Grade Request.doc> and submits it to Student Services with final grades for the semester. Instructor must assign an Incomplete Grade on the regular grade roster in a timely fashion.

Students are encouraged to let instructors know, as soon as possible, if they are having difficulties with any part of the course. In the event that a student and instructor cannot reach resolution concerning an Incomplete, then the student should contact the appropriate dean.

Military personnel and emergency management officials who are required to go TDY in the middle of a term should contact their instructor for special consideration. Documentation of official TDY assignment is required and must be approved by the Vice President of Academic Services.

Incomplete grades which are not converted to a letter grade by the instructor after one subsequent semester (not including summer semester) will revert to an F grade. If the student would have earned a letter grade higher than an F without completing the work, faculty should be encouraged to submit that higher grade before the automatic conversion to F.

3.14 GRADE APPEALS

The authority for establishing course requirements, competencies, and outcomes, as well as for assessing (grading) student work is vested in the faculty; therefore, the College's philosophy is that instructors are best positioned to make qualitative evaluations of student work. When a student believes there are inequities or procedural errors in assignment of the final course grades, including grading penalties resulting from academic dishonesty, the student may initiate the following appeal procedure:

1. Student meets with instructor to appeal the grade.
2. If no resolution is reached, the student then meets with his/her academic advisor. The advisor attempts to resolve the issue with the faculty member and communicates back with the student.
3. If not resolved above, the student meets with the appropriate dean to discuss and resolve the dispute.
4. If the student still feels that the issue has not been satisfactorily resolved, he/she may submit a written appeal explaining the dispute, relevant facts, and supporting documentation to the appropriate dean.
5. The instructor, academic advisor, and appropriate dean meet to make a decision within ten working days of the submission.
6. The decision is communicated to the student within five working days.
7. The student may appeal the committee's decision to the Vice President of Academic Services who will render the final decision within 30 days.

Academic appeals should be made in as timely a manner as possible and must be filed no later than the semester subsequent to when the course in question was taken (summer semester not included).

3.15 LATE REGISTRATION

LCC believes that students should be fully engaged in a course from its first meeting. Therefore, late registration for courses is discouraged, especially if a student has missed more than one class meeting. (See Add/Drop Policy for more information)

3.16 STUDENT REGISTRATION HOLD/CREDIT REVIEW PROCEDURES

3.16.1 Transfer of Credit from Non-Accredited Institutions

Lamar Community College does not accept credit from institutions that a regional accrediting association does not recognize or accredit, with the exception of alternative online credits approved by the Colorado Community College System. [Learn more about the Alternative Credit Project at LCC including a list of the approved alternative online credits.](#)

3.16.2 Transfer of Credit from Accredited Institutions

Academic courses from other accredited institutions are generally accepted in transfer to LCC. Courses that are not equivalent in content to any course at LCC can be accepted as elective credit. In either case, only courses indicating a grade of C or higher will transfer.

The College accepts courses for transfer completed at an accredited college or university or other approved institution within fifteen years before admission to Lamar Community College. Natural science courses, psychology courses, and computer courses must have been completed within the last ten years. Note: Specific programs, such as nursing, may have other rules regarding how old a course can be to be applied to pre-requisites.

Courses accepted in transfer to LCC may not all count toward a specific degree or certificate. Departmental requirements for various associate degrees or occupational certificates vary considerably, and therefore, the department head for a particular program determines what courses students must complete to satisfy departmental curriculum requirements.

Only credit earned in non-technical subjects is initially accepted from technical institutes that are accredited by a regional collegiate accrediting association. LCC does not accept credit from unaccredited technical institutes, business schools, or other post-high school institutes.

A student has the right of appeal the non-acceptance of transfer credit by following the academic grievance procedures listed in the student handbook.

3.17 SUMMER SESSION

Lamar Community College conducts a summer program of academic, career and technical education, continuing education, and evening degree courses. Course offerings during the day and evening depend upon student demand and interest. Instructors are paid at the adjunct faculty rate based on the schedule contained in this document. Suggestions for summer course offerings should be communicated to the Vice President of Academic Services or appropriate dean.

If classes do not attract sufficient tuition-paying students to be self-supporting, they may be cancelled.

Full-time faculty members are encouraged to teach in the summer program. This commitment of time, however, is voluntary rather than mandatory.

Adjunct Faculty Benefits & Procedures

Adjunct faculty are paid on a credit hour basis as outlined in the current Adjunct Faculty Pay Scale. Exceptions to this payment schedule may be made for instructors teaching more than seven (7) semester hours. Requests for monthly pay under these circumstances should be made to the appropriate dean.

Please note that Concurrent Enrollment (CE) faculty are not subject to the pay schedule for other adjunct faculty. For more information regarding CE adjunct faculty, please contact the CE Coordinator at 336-1514.

3.18 LAMAR COMMUNITY COLLEGE ADJUNCT FACULTY PAY SCHEDULE

Adjunct faculty pay is based on a per-credit-hour rate as follows:

- A faculty member with a bachelor's degree or below.....\$533 per credit hour
- A faculty member with a master's degree or above\$553 per credit hour
- Online courses will be paid at the rate of\$586 per credit hour.
- A.D.N \$35 per hour
- B.S.N..... \$42 per hour
- M.S.N..... \$48 per hour

3.19 COURSE CANCELLATION INCONVENIENCE FEE FOR ADJUNCT INSTRUCTORS

Per State Board Policy 3-10, adjunct instructors who are hired to teach on a temporary as needed basis at an hourly rate for less than one academic year shall be paid a "Course Cancellation Inconvenience Fee" for any course cancelled within

14 calendar days of the start to include those courses removed from an adjunct instructor schedule for no fault of their own. This fee is provided to cover an opportunity cost for an adjunct instructor who may have foregone other opportunities in anticipation of teaching an assigned course. These fees are not associated with time worked. The fee shall be equal to 10% of the full course compensation the adjunct instructor would have received should the course have been instructed by them. The fee will be received for all courses cancelled within the 14-day calendar day window, regardless of whether the adjunct instructor was assigned another course to fill for the cancelled course.

3.19.1 Exceptions

1. Fees will not be paid for cancellation of continuing education courses, non-credit courses, or concurrent enrollment courses.
2. Fees will be paid for stacked course only if the cancellation results in the adjunct instructor receiving no pay for any of the associated stacked courses.
3. This compensatory fee only applies to adjunct instructors teaching within the Colorado Community College System. Employees classified as Faculty, Administrative, Professional-Technical, or Classified are not eligible to receive this fee, even when the course is being taught as an overload or during a break between contracts, such as summer terms.

4 FULL-TIME FACULTY EMPLOYMENT

4.1 CONTRACTS

All nine-month (166 day) faculty contracts are in effect from the date of the faculty workshops in August and/or the beginning classes through the ending of spring semester.

Part-time faculty contracts are issued on a semester-by-semester basis. The administration reserves the right to cancel classes based upon class size in the best interest of the total LCC educational program, State Board Policy, and/or available funding. Issuance of a contract does not imply or promise future employment.

All faculty are expected to participate in constructive planning and implementation of community service, recruitment efforts, counseling, job placement and follow-up programs in accordance with the Faculty Job Description (See "Academic" section). Contracts of employment may not be issued without prior written permission of the President. Copies of all employment contracts are filed in the HR Office.

Academic Expectations of Students

4.2 ACADEMIC HONESTY/GRIEVANCE

Lamar Community College strives to provide an environment reflective of our Core Values. Academic honesty is interconnected with our core values of integrity and respect. We steadfastly adhere to high moral principles, honesty, and professional standards; we foster the same values in our students. We believe that the intellectual development that occurs in a college setting is the product of each student developing their own original thoughts and creating original materials. As such, LCC values Academic honesty as a cornerstone of our institution.

Academic honesty is "a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment."¹ Acting with honesty in our academic work demonstrates respect for our faculty and fellow students. By performing all academic work through the values of honesty and respect, we create a community of trust that fosters a learning environment that equips LCC students to intellectually and ethically compete for professional and academic advancement in an ever-changing world. They help build a sense of self-confidence and are key to building trust within relationships.² **Academic honesty includes but is not limited to** performing all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any

source of information that is not common knowledge without properly acknowledging the source.³ Academic work includes but is not limited to scholarly work and research conducted by faculty, students and staff.

4.2.1 Plagiarism

Plagiarism is the adoption or reproduction of ideas, words, or statements of another person as one's own without acknowledgement. Plagiarism includes: copying of one person's work by another and claiming it as his or her own; false presentation of one's self as the author or creator of a work; falsely taking credit for another person's unique method of treatment of expression; falsely representing one's self as the source of ideas or expression, or the presentation of someone else's language, ideas or works without giving the person credit. A student who submits work that purports to be his or her original work, but actually is not, the student has committed plagiarism.

In written work, direct quotations, statements that are the result of paraphrasing or summarizing the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate all direct quotations.

4.2.2 Misuse of Academic Materials

Misuse of Academic Materials includes, but is not limited to, the following: stealing or destroying library or reference materials or computer programs; stealing or destroying another student's notes or materials, or having such materials in one's possession without the owner's permission; receiving assistance in locating or using sources of information in an assignment when such assistance has been forbidden by the instructor; illegitimate possession, disposition, or use of examinations or answer keys to examinations; unauthorized alteration, forgery, or falsification of academic records; and unauthorized sale or purchase of examinations, papers, or assignments.

4.2.3 Cheating

Cheating is the act of using or attempting to use any form of unauthorized materials, information or study aids in any work submitted for credit or hours in any course. Cheating includes, copying from or conversing with others during an examination, or having another person do research, write papers, or taking examinations for someone else. The submission of large portions of the same work as part of the academic work for more than one course can be considered cheating unless such submission is permitted by the instructor.

4.2.4 Fabrication

Fabrication is the invention of material or its source and its use as an authority in academic work. Fabrication includes, but is not limited to, inventing the data for a scientific experiment; inventing the title and author of a publication to use the invented publication as a source; or knowingly attributing material to an incorrect source.

4.2.5 Copyright Infringement

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the filesharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

4.2.6 Academic Dishonesty Review

When a student engages in some form of academic misconduct, a faculty member has the autonomy to address the incident directly and immediately. The faculty member will impose sanctions as consistent with those outlined in his/her syllabus or institutional standards. These sanctions may include any or all of the following:

1. a zero or an "F" on the work in question.
2. a zero or an "F" for the course.
3. other academic penalties as outlined in the instructor's course requirements and expectations.

Upon a determination of academic misconduct, the faculty member will fill out an Academic Dishonesty Form and submit it to the Academic Dean. Any instance of Academic Dishonesty in an LCC course, whether on-campus or Concurrent Enrollment, must be reported, via a formal Academic Dishonesty form, to the college's Academic Dean. The Academic Dean may decide to impose additional sanctions and may notify other LCC employees about the misconduct, as necessary.

1. The faculty member will address the specific charge with the student by meeting with the student to discuss the charge, present the evidence, and hear the student's explanation.
2. If the faculty member determines that the student has committed academic misconduct, the faculty member will inform the student of the consequences of the misconduct and the sanctions the faculty member will impose consistent with those outlined in his/her syllabus or institutional standards. Students who are judged to have engaged in some form of academic misconduct will be subject to any or all of the following:
 - a zero or an "F" on the work in question.
 - a zero or an "F" for the course.
 - other academic penalties as outlined in the instructor's course requirements and expectations.
3. The faculty member will fill out an Academic Dishonesty Form and submit it to the Academic Dean. Any instance of Academic Dishonesty in an LCC course, whether on-campus or Concurrent Enrollment, must be reported, via a formal Academic Dishonesty form, to the college's Academic Dean.
4. If a second instance occurs, the Academic Dean will meet with the student to discuss the misconduct and make a determination of any additional sanctions. The Dean will inform the student in writing that this infraction and resulting sanctions will be filed in the Office of the Vice President of Academic and Student Services and will remain a part of the student's permanent record.
5. The Academic Dean will communicate with appropriate LCC employees about the misconduct to provide additional resources and support to students for prevention of further infractions. Appropriate employees may include but are not limited to academic advisors; athletic coaches; college counselors; college navigators; concurrent enrollment high school principals and/or counselors; the Director of Library and Learning Support Services; the Resident Life Director; and student club advisors.
6. After a documented third offense, additional events are subject to the Student Disciplinary Procedure as noted in the Student Handbook. Multiple, recurring or otherwise egregious incidents may result in suspension or expulsion. Students wishing to appeal penalties resulting from the above should follow the Student Disciplinary Appeal process.

¹ adapted from <https://www.ibo.org/contentassets/71f2f66b529f48a8a61223070887373a/academic-honesty.-principles-into-practice---celina-garza.pdf>

² adapted from University of Berkeley Department of Astronomy Statement of Integrity.
<http://astro.berkeley.edu/prospective-students/integrity-statement>

³ adapted from <https://ovpi.uga.edu/sites/default/files/uga-academc-honesty-policy-may-07.pdf>

4.3 DISRUPTIVE STUDENTS

4.3.1 Disruptive Behavior

Disruptive behavior is student behavior that interferes with or interrupts the educational process of other students or the normal business functions of the College. Specific examples of disruptive behavior include:

- Monopolizing discussion or taking over the lecture
- Side conversations
- Making hostile remarks to instructor or fellow student
- Arriving late/leaving early
- Distracting behavior such as sleeping, cell phone use, or eating in class (what is inappropriate may depend upon the instructor's rules and expectations.)
- Persistent and/or disturbing phone calls or emails that hamper your ability to continue your normal work.
- Otherwise interrupting the educational process

4.3.2 Strategies to Discourage Disruptive Classroom Behavior

While there are some specific tactics for dealing with disruptive students, faculty may prevent some of this behavior from occurring by creating a positive classroom environment at the outset. You may already have put into practice some of these strategies:

- Be engaged with your students as individuals; learn names and refer directly to comments they have made (“As Mary pointed out earlier...”)
- Demonstrate through your actions that you are willing to listen to their views respectfully and that you are committed to their learning.
- Role model the behavior you require of your students (e.g., being on time, treating students of differing opinions with respect).
- Use structures that encourage students to get to know each other. It is worth giving up some content time because this creates community and reins in outliers.
- Let them see who you are. Tell them about your background and let them see your passion for the subject. Consider sharing enough information so they realize you have a life outside the classroom. It is harder to be uncivil to someone you see as a real person.
- Provide a syllabus that accurately and fully communicates class requirements and schedule. Clearly communicate deviations from the syllabus. Many student complaints arise from syllabi that create misunderstandings about course expectations.
- Consider what your limits of acceptable conduct are regarding lateness, sleeping in class, use of cell phones, alarm watches, eating in class, unrelated talking in class, etc. You have a right to set forth what is acceptable or unacceptable in your classroom. Enforce your guidelines in a consistent and equitable way.
- Communicate your expectations for appropriate behavior or “ground rules.” You can focus on factors that make a good learning environment and more specifically on student behavior. This can be done on the syllabus, in a student driven conversation, or through a separate handout. Feel free to reference existing policies on student conduct.
- Set the tone and classroom expectations early in the class. It is hard to impose new rules after the class is underway, but you can always ease up on rules that have already been established.
- Use active learning techniques to fend off inattentiveness. Gerald Amada, author of *Coping with Misconduct in the College Classroom* says, “Perhaps the best antidote for all forms of disruptive behavior is for instructors to teach interestingly.”

- Seek feedback from students at mid-semester or earlier to see how things are going. This can be an informal mid-term evaluation or something more thorough. Make sure you respond – and do so in a non-defensive way. Be honest if something not working; change it or explain why it is persisting.
- Help students see the value of the course. Be excited and help them see the value of the knowledge/skills they are developing even if it is outside their major. Take time to explain, perhaps repeatedly, why you have the requirements that you do. (For example, short papers in my classes)
- Avoid grade surprises. Make sure that students understand the grading system and have sufficient feedback so that the final grade is not a shock. If you count participation, make sure you let them know how they are doing in this area as the semester goes along.
- Be careful about creating too much informality within the classroom environment.

4.3.3 Responding to Disruptive Behavior

Suppose you have already worked hard to create a positive learning environment and disruptive behavior arises in class, what then? While every situation is unique and each instructor has a unique level of tolerance and preferred style for dealing with student behavior, here are some suggestions you may find helpful:

- Deal with disruptive behavior early, before you get angry or feel threatened.
- Do not take students' behavior personally. Understand that they are coming into the classroom with their own personal history and issues. Do not let them "hook" you. If they behave this way in your classroom, chances are they behave this way elsewhere as well.
- Decide if you need to deal with the behavior immediately or if it can wait until after class. If it requires an immediate response, verbally request that the student stop the disruptive behavior. If the problem persists, ask the student to leave.
- If you need to reprimand a student, speak with the student privately if possible. This will avoid defensiveness and/or "acting out" in response to being shamed in front of their peers.
- Positive strategies might be best with a student who is monopolizing the discussion or going off on a tangent, this might include saying: "We have heard John's opinion. What do others think?" or "It seems like we have two conversations going. Let us come back to the topic at hand."
- Meet with the student to discuss the disruptive behavior.
- When necessary, set specific behavioral expectations and then hold them to it. State your expectations clearly. Focus on behavior, not personality or labels.

4.3.4 Meeting with a Disruptive or Angry Student

How this meeting goes will depend upon your interpersonal skills as well as the student's ability to develop rapport and participate in a calm discussion.

- Consider having someone else present, such as a supervisor, department, or office head.
- If you feel threatened by the student, keep your office door open or meet in a conference room so that others can hear. Let others know when and where you will be having the meeting.
- Remain calm. This may be difficult if the student is agitated. However, your reasoned response will help establish a constructive tone and avoid aggravating the student further.
- Take a non-defensive stance and convey your interest and concern to the student. Include a discussion of the student's educational objectives and aspirations. Try to understand where the student is coming from and, if possible, to reach a mutual understanding.
- Ask questions and summarize what you hear the student saying. Respectful concern as an educator may enable you to help the student to be successful both in your class and in the College.
- Be specific about the inappropriate behavior that the student has exhibited. Focus on the behavior, not the person. Explain why the behavior is problematic.

- Highlight areas of agreement between you and the student. For example, you both want the student to do well in the class.
- Conclude by summarizing any resolution, and by clearly articulating your expectations and the consequences for the persistence of disruptive behavior. Consider putting these expectations in writing and providing copies to the student and the department head.
- If the student is irrational or threatening, then it is critical to involve others. You may decide that, for your safety and well-being, the situation has moved out of your hands. In this case, Campus Security may need to get involved. Campus Security number is 719-336-1192. You may also call 911.
- Document the meeting afterward and provide a copy to your department head. If it does not go well because the student is entrenched in a mindset, perhaps irrationally angry, you should nonetheless feel good about the fact that you attempted to meet the student in an empathic and respectful way.
- Debrief difficult interactions with a colleague or supervisor afterward to get a “reality check” and emotional support.

4.3.5 Dealing with Disruptive or Rude Behavior in Other College Settings

- Remain calm and speak in a controlled manner.
- Try not to take it personally.
- Acknowledge that the student is angry.
- Tell the student that if they calm down it will be easier for you to help them.
- Empathize with the student’s frustration, while explaining the College policy, rule, or requirement. Empathic statement examples include, “I can see that you’re upset by this” or “This feels like it’s really important to you.”
- Let them know what you CAN do, not what you CAN’T do.
- Recognize that, while for some students empathy will transform the situation, for others, nothing you say or do will get through to them.
- If you feel like you cannot respond to the student’s needs, offer to arrange for them to meet with a supervisor. This may encourage them to “cool down” before addressing the issue again.
- Afterward, be sure to debrief with a colleague or supervisor and attend to your stress and your needs.

4.4 STUDENT HANDBOOK

LCC makes available to students a student handbook, which articulates most college expectations as they relate to student conduct in classes and in the residence halls. The Student Handbook is contained in the [online catalog](#) and is available to each student at registration and from Student Services Center.

4.5 TOBACCO/TOBACCO PRODUCT USE

[C.R.S. 25-14-204 outlines General Smoking Restrictions in the State of Colorado.](#)

Starting January 1, 2020, smoking and vaping, in any form (cigarettes, pipes, water pipes/hookahs, electronic smoking devices, etc.) and all other forms of tobacco use (use of chew, snuff, snus, dip, etc.) is prohibited on all properties of LCC, including buildings, parking lots, state owned vehicles, recreational areas, and all areas previously designated for tobacco use. This includes rodeo grounds, Merchants Park, and Citizens Field. Smoking of, or use of, any tobacco product, including electronic cigarettes, must take place off site from the campus. For purposes of this policy, “tobacco product” is defined as:

1. Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested, inhaled, or applied to the skin of the individual; or
2. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo, or pipe.

Use of tobacco and tobacco products is prohibited when engaged in the instruction of students, regardless of the venue in which instruction is being conducted.

4.6 VIOLENCE/FIREARMS/THREAT ASSESSMENT ON CAMPUS

4.6.1 Firearms

Policy Statement: Violent behavior or the threat of violent behavior toward employees, students, the general public, college property or college operated facilities will not be tolerated. No person may have on his or her person any unauthorized firearm, ammunition, explosive device, or illegal weapon as defined in the statute, on campus or any facility used by the community or junior college.

Persons authorized to carry firearms and other equipment defined in the policy are:

1. Those persons conducting and participating in an approved program of instruction in the college's curriculum which requires access to such equipment as an integral part of the instructional program.
2. Certified Peace Officers.
3. Those persons who have been issued a valid permit to carry a concealed handgun in accordance with Colorado's Concealed Carry Act, C.R.S. § 18-12-201, et seq. and who are acting in compliance with the requirements of that Act; and
4. Those persons granted permission at the discretion of the College President for specific purposes from time to time.

4.6.2 Violence & Threat Assessment

4.6.2.1 Definitions

Violent Behavior: Any act or threat of physical, verbal, or psychological aggression or the destruction or abuse of property by any individual.

4.6.2.2 Firearms

Basis: Board policy states that no person may have on his or her person any unauthorized firearm, ammunition, explosive device, or illegal weapon on campus or any facility used by a college. For additional information, reference [State Board Policy BP19-10](#).

4.6.2.3 Sanctions

Persons in violation of this policy shall be subject to appropriate action under disciplinary policies and procedures in effect on the individual college campuses.

For additional information, reference [State Board Policy BP19-10](#).

4.6.3 Threat Assessment

4.6.3.1 Threatening or Violent Behavior

Violence in the workplace can take many forms — from a colleague or student who exhibits dangerous or threatening behavior to abusive relationships between partners or family members to random acts of violence by members of the public with no connection to the campus.

When behaviors become intimidating or threatening, you may feel anxious, afraid, and concerned for your personal safety. It is important not to manage such a situation alone. Various offices on campus can assist you, including those listed at the end of this resource. See page 46 for resources.

4.6.3.1.1 Examples of threatening behavior?

- A student violates your personal space.
- A student raises his/her voice and seems irrational.
- A student implies or makes a direct threat to harm themselves or others.
- A student displays a firearm or weapon.
- A student physically confronts/attacks another student.
- A student stalks or harasses a faculty member.
- A student sends threatening emails, letters, and other correspondence to a staff member.
- An ex-boyfriend or girlfriend stalks a colleague.

4.6.3.1.2 Predicting Violent Behavior

The best predictor of violent behavior is past violence. Since it is unlikely you will be privy to such history, however, it is important for you to pay attention to current behavior.

4.6.3.1.3 Warning Signs THAT MAY PRECEDE OR BE INDICATIVE OF Violent Behavior

- Threatening statements about killing/harming self or others, direct or veiled.
- References to or preoccupation with other incidents of workplace violence
- Intimidating, belligerent, insubordinate, defiant, or challenging behavior
- Confrontational, angry, easily provoked, unpredictable, restless, or agitated behavior.
- History of violent, reckless, or antisocial behavior
- Alleged fondness or fascination with firearms
- Feelings of persecution. Blaming others for anything that goes wrong, while disavowing any responsibility
- Intolerance of differences
- Marked decline in school or job performance Changes in personality, mood, or behavior.
- Excessive crying
- Decline in personal grooming.
- Crosses interpersonal boundaries (e.g., excessive phone calls, personal e-mails and/or visits)
- Substance abuse
- Cultural issues, e.g., disgrace for failing.
- Significant personal stress (e.g., academic, financial, family or relationship problems)

4.6.4 Relationship Violence

Relationship violence is the most common form of violence to spill over into the workplace. In a study produced by the Justice Department and Centers for Disease Control in 2000, almost 25 percent of women and 7 percent of men reported that they had been assaulted by a current or former partner. While many victims often feel safer at work than home, they often endure threats and harassing phone calls and e-mails from partners who know exactly where to find them during work hours.

4.6.4.1 Signs of Relationship Violence

- Anxious, crying, or depression.
- Frequent or sudden unscheduled absences
- Frequent tardiness or leaving work early.
- Fluctuations in the quality of work for no apparent reason
- Difficulty concentrating and decreased productivity.
- Isolation from colleagues and social activities
- Excessive number of phone calls or e-mails from family members
- Disruptive personal visits to the workplace
- Visible injuries, often with an explanation of an "accident;" multiple injuries in different stages of healing; unexplained delay in seeking medical treatment for injuries.

- Stress-related illnesses and/or anxiety-related conditions, such as heart palpitations, hyperventilation, and panic attacks

4.6.5 How to Deal with Threatening or Violent Behavior

Always call for help if you or others are in imminent danger.

It is helpful to:

- Maintain a posture that is poised, ready to move quickly but not fearful.
- Maintain a tone of voice that is matter of fact, a monotone.
- Use clear, assertive statements of consequences and repeat, as necessary.
- Use eye contact sparingly or only to emphasize a point.
- Avoid gestures, if possible, as they may be interpreted as signs of weakness.
- Avoid physical contact or only have contact if you need to defend yourself.
- Place yourself behind a table or near an exit.
- Leave an unobstructed exit for the person who is threatening.

It is not helpful to:

- Get into an argument or shouting match.
- Become hostile or punitive yourself or make threats or dares.
- Press for explanations of behavior.
- Ignore warning signs such as clenched fists.

4.6.5.1 *Three Levels of Response*

As you assess the situation, consider the following three levels of response. The level of response required may change as the situation unfolds. Be sure to trust your intuition, and when a situation feels potentially violent, consider a higher level of response.

- Level One: Attempt to defuse situation.
- Level Two: Get assistance from others nearby.
- Level Three: Get yourself to a safe location.
- Call 911
- Campus Security at 719-336-1192.

4.6.5.2 Security

Campus Security is available during the evening hours of 4:30pm – 1:00am Monday through Friday during fall and spring semester. During summer semester, security is available from 2:00 p.m. to 10:30 p.m. Monday through Friday. If security services are needed for any reason during evening hours, please call (719) 336-1192 first if no answer call the security office phone at (719) 688-1412. In the event Security is not available, please call the Director of Facilities at (719) 688-8287.

Emergency Calling Tree

- Primary – 911
- Secondary
 - 4:30pm – 1:00am.
 - Monday - Friday – (719) 688-1412 or (719) 336.1192
 - Saturday - Sunday – (719) 688-8287 or (719) 336-1543

- 6 am to 6 pm
 - Director of Facilities – (719) 688.8287 or (719) 336.1543
- Alternates
 - Vice President of Administrative Services – (719) 336.1517 or (719) 688.1834
 - Vice President of Academic and Student Services – (719) 336.1516

4.7 ACADEMIC LOAD FOR STUDENTS

Recommended full-time course load is 15 to 18 credit hours per semester. Student enrolled in Career and Technical Education programs are exempt from the 18-credit limit; however, they cannot take more than 20 credits per semester without approval of Administration. The maximum course load for concurrent enrollment students is 15 credits per semester. The appropriate vice president, dean, or an advisor may require the student to reduce his/her semester course load.

4.8 CLASS ATTENDANCE/PARTICIPATION

Students are expected to attend all sessions for courses in which they enroll. When circumstances make regular attendance impossible, students should report such absences to the instructor as soon as possible and make up assignments as required. If students do not attend any class sessions between the start of the course and the census (drop) date, they may be identified as a “no-show” by the instructor and dropped from the course. Online students should be aware that if they do not log in to online classes prior to the census date, they may be reported as “no-shows” as well. It is the student’s responsibility to drop courses they do not attend; however, the College reserves the right to drop documented “no-show” students. Being dropped as a no-show student can have significant negative consequences for students on financial aid and/or veterans’ benefits.

Instructors must inform students of their specific attendance policies verbally and/or on syllabi; it is the student’s duty to know an instructor’s attendance policy. If a student misses numerous classes, he/she may be advised to withdraw from a course. The instructor also has the option of setting guidelines for how attendance may affect a student’s grade. Participate in College-sponsored activities or other excused absence does not relieve students from making up work missed as required by the instructor.

No extensions of vacation periods are given to students regardless of the location of their home. Absences due to late registration are considered the same as absences incurred after registration.

Instructors are required to keep accurate attendance/participation records. Several outside funding agencies, e.g., Veterans Administration, Department of Education, and the Colorado Commission on Higher Education may require the student (and College) to document the student's attendance/participation. In some instances, if attendance/participation cannot be documented, the student could be required to repay the funds received through these agencies.

4.9 DIRECTED STUDY

A Directed Study is not to replace a course that is on the current schedule and is appropriate only in certain circumstances. The student and instructor must complete a Directed Study Contract [O:\Academic\ADVISING\Advising Forms & Templates\Forms\Directed Study \(Independent Study\) Request.docx](O:\Academic\ADVISING\Advising Forms & Templates\Forms\Directed Study (Independent Study) Request.docx) which specifies the work the student must complete in order to satisfy the requirements of the course, as well as the schedule of instructor/student meetings. Approval must be received from the appropriate dean or VP and the Registrar. Please refer to the CCCS Instructional Course Type Guideline in this document for guidelines on required contact time for the Directed Study.

Faculty Support Services

4.10 BUILDINGS – CLASSROOM CARE & PROCEDURES

4.10.1 Rooms and Equipment

Each instructor is responsible for his/her assigned classroom during the time the classes are in session. At the end of each class period, an instructor is to check the room to see that it is in the best possible condition for ensuing classes. If anything has been moved, it should be returned to its original location. Defective equipment should be reported to the appropriate administrator. Upon leaving a classroom, instructors must close and lock windows, and lock classroom door.

4.10.1.1 Refreshments

Refreshments may be enjoyed in the public places with the exception of classrooms. Food and beverages are not permitted in classrooms. Alcoholic beverages are not permitted on the LCC Campus.

4.11 BULLETIN BOARDS & DISPLAY CASES

All display cases are designated for specific departments and/or divisions. It is highly recommended that all displays acknowledge the group and/or person responsible for the display. As with bulletin boards, displays may not indicate the College's endorsement of a partisan, political, sectarian, or religious position.

Bulletin boards have small signs designating them to be "departmental," "community," or "campus life" boards. This was done to give community members an opportunity (and guidelines) to post materials on designated boards and provide order for all bulletin boards.

Many "departmental" boards are designated solely for one department's use. Please ask the person(s) responsible for that particular board before posting any LCC-related materials.

LCC employees and students may post any LCC-related materials on "campus" boards without prior permission. Please remove information when it becomes outdated.

Students, LCC employees, and community members are welcome to post any materials (LCC or personal) on community bulletin boards. LCC respectfully requests that persons posting materials follow these guidelines when posting information:

1. Materials of any kind are not to be posted on walls or glass.
2. Posted materials should not exceed 8.5 x 11.
3. All materials to be posted must list the name and telephone number of the sponsoring group or person.
4. Only one copy of a poster or other printed material is allowed per bulletin board.
5. No posters or printed materials should be placed over other posters, nor shall already affixed posters be unnecessarily removed.
6. Materials to be posted are to be attached by masking/scotch tape, staples, or tacks and must be attached in such a manner as not to damage or deface College property.
7. The College is not responsible for loss, damage, or return of posted materials.
8. All community postings should be removed by the sponsoring group within 24 hours of the date listed on the materials. The Office of Student Life may also remove materials after the event has occurred or at the end of a semester whichever occurs first. Items that do not conform to the above guidelines will be removed immediately.

4.12 COMMUNICATIONS & MARKETING

The primary spokesperson for college affairs is the President of the College. However, for most purposes, the Public Information Officer is responsible for communication with external audiences and oversees press releases, official

statements, and general news. The off- site marketing service is responsible for the College's marketing. In an effort to coordinate and protect the College's marketing and public image, all faculty and staff are urged to:

- notify the Public Information Officer when an outside media source contacts you for information regarding LCC.
- request brochures, press releases, or any other public information from the off- site marketing service for publishing and distribution.
- use the College's official logos, mission, vision statements, and other standard information regarding the College.

Instructional Technology/Equipment & Supplies

LCC strongly supports and encourages the use of technology throughout the instructional design process (i.e., in creating syllabi, in defining assignments, in delivering content). Carts with monitors and laptops may be checked out through IT. Televisions, VCR's, projectors, and other audio-visual equipment and supplies are available through the IT. IT staff will provide assistance to faculty and staff in requesting equipment and supplies and in the operation of audio-visual equipment. Instructors and other staff are to submit requests for audio-visual equipment to IT staff a minimum of 72 hours prior to usage.

4.13 LEARNING RESOURCE CENTER (LRC)/LIBRARY

Faculty members are encouraged to utilize the print and non-print materials and services provided by staff in the LRC. Print documents and other classroom references are available for check out on an extended basis, while non-print materials (video tapes, audiocassettes, films, and other instructional materials) are available for usage on a short-term basis. Special classroom materials to be used by students may be placed on reserve in the LRC by faculty members. Reserve materials not available for checkout, may be used by students within the LRC. Faculty members are encouraged to incorporate library usage and report writing in each course. Informational seminars on the LRC and its services can be coordinated with the LRC staff.

4.14 PHOTOCOPYING/ADMINISTRATIVE SUPPORT

Lamar Community College's general Xerox copiers are located throughout the campus in the Betz Technology Building, Trustees Building, Administration Building, and the library. Individuals are given a copier code specific to their position and may have more than one code if they will be active in additional duty areas. Please read the following procedures to operate the copier machines properly and efficiently.

4.14.1 Copier Codes

If you do not receive a copier code from your supervisor, please contact the Business Office.

- Copier codes are assigned to each position, not to the individual. If an individual changes positions, they will most likely be given a different copy code.
- The copiers in the Betz, Trustees, Administration, and Library will have all employees' account codes. The copiers in the Wellness Center and Equine Complex have limited accounts for the individuals present in the building. Please keep this mind if you will be active in any events located in a different area of the campus where you may need to make copies. Please contact the Business Office for any assistance.
- Do not share copier codes. Each code is assigned to a specific cost center that has a budgeted amount of funds for copies.
- If you have any difficulties with the copiers, please follow the guided instructions the machine provides. If you continue to have difficulties, please contact the Business Office.
- Students can make copies in the computer labs located in Betz by using their student account or purchase copies in the Bookstore or Library.

4.14.2 Colorado Community College System Copyright Guidelines

It is a violation of Colorado Community College System policy to use college equipment or services to distribute or reproduce copyrighted material except as permitted by law (e.g., the fair use doctrine) or by license from the copyright owner. Copyright protections extend to materials on the Internet.

Copyright violations include distribution or reproduction of copyrighted materials in any form without express written permission from the copyright owner; distribution or duplication of copyrighted software except as specified in licensing agreements; and distribution or reproduction, in any digital form, of copyrighted music, video, or other multimedia content without the express written permission of the copyright owner. The “fair use” provision of the Copyright Act allows limited reproduction and other uses of copyrighted materials for purposes such as teaching, scholarship, or research.

Copyright protection begins the moment an original work is first fixed in a tangible medium of expression. Works first published after March 1, 1989; do not require a copyright notice to have copyright protections. Exceptions to copyright protections are works created by the federal government and works that are in the public domain. Older works may be in the public domain. Unless a work was published before 1923, you should assume that it is copyrighted.

In compliance with the Digital Millennium Copyright Act (DMCA), the College will terminate the computing privileges of computer users who repeatedly infringe upon the rights of copyright owners.

4.15 TEXTBOOKS

4.15.1 Virtual Bookstore with PPCC

Students can obtain all necessary textbooks and supplies via LCC’s [Virtual Bookstore](#). LCC works in conjunction with Pikes Peak Community College to provide this service.

4.15.2 Lamar Community College Textbook Selection Policy

The Lamar Community College text selection policy is intended to address academic needs while also maintaining cost efficiencies, a benefit to both the college and the student.

Full-time faculty members or designated adjuncts will submit textbook recommendations to the appropriate dean for approval. Textbooks will be adopted and maintained for a period of three years unless the current text is no longer available. All adjunct faculty teaching core courses (including concurrent enrollment) should use the adopted texts. If for some reason the selected text no longer meets course needs, a Textbook Adoption form must be submitted to the appropriate dean or Vice President of Academic Services for approval. If approval is granted, the dean or Academic VP will forward the form for adoption.

Faculty should require students to obtain the adopted course text(s) and should bear in mind that not using a text a student has purchased is a frequent cause of ill will and reflects badly on the college.

Faculty may obtain their own desk copies from the publisher.

4.15.2.1 Textbook Selection Procedure

The procedure for textbook selection and ordering is as follows:

1. A faculty member making a text selection completes a “Textbook Adoption” form [O:\Academic\Academic Services\Textbook adoption form.docx](#), and submits each request to the appropriate dean or VP of Academic Services.
2. The appropriate dean or VP approves the selection and forwards the request. Selections are due by October 15 for spring semester and by March 15 for summer and fall semesters. Timely selection and ordering of texts will allow the material to be available to students at the most reasonable cost.

4.16 GED SERVICES

LCC offers the GED Exam. The GED Exam is administered on campus by appointment. Contact the Testing Center 719.336.1538 or testing@lamarcc.edu for assistance with GED services.

5 PROGRAM INFORMATION

5.1 TRANSFER GUARANTEE

Each student has a degree of flexibility in planning a program of study at Lamar Community College. Important considerations in planning are the student's educational and career objectives. A student who changes programs of study may take longer to graduate or may transfer with a loss of credit.

Students who intend to earn a baccalaureate degree should plan coursework to meet the requirements of the Associate of Arts (A.A.), Associate of Science (A.S.), or certain Associate of General Studies (A.G.S.) degrees. Following the program degree plan ensures observation of general education requirements and enough elective credits to fulfill the 60 credit hours required for these degrees. Students may include determination of an area of emphasis, but do not need an emphasis area in order to earn an A.A. or A.S. It is important that students work with their academic advisors and the Transfer Coordinator.

The Colorado Community College System (CCCS) has adopted a set of guidelines to define the conditions under which a student can expect to graduate with an Associate of Arts or an Associate of Science degree in two calendar years. The Academic Advising Center at each individual CCCS community college can provide additional information. At LCC, students can acquire this information at the MAP Center, Student Services Office or from their Academic Advisor.

CCCS colleges guarantee that a student is able to complete all coursework necessary to earn an A.A. or an A.S. degree from a specific CCCS college in 60 credit hours and in 24 months.

Students must satisfy all the conditions described below to be eligible for this guarantee:

1. Enroll at the same community college for at least four consecutive semesters, excluding summer.
2. Register within one week of the beginning of registration for each semester.
3. Have completed required remedial coursework before beginning the count of two years to degree completion.
4. Enroll in and pass (with a "C" or better in each course) an average of 15 credit hours in coursework that applies to the A.A./A.S. in four consecutive semesters.
5. Obtain a recommended plan of study for the A.A. or A.S. degree, prior to registration for the second semester, and according to the requirements of the students' community college.
6. Follow the signed plan of study.
7. Continue with the same degree (A.A. or A.S.) from entrance to graduation.
8. Retain documentation demonstrating that above requirements were satisfied (advising records, transcripts, etc.).

Credit earned for prior learning, Advanced Placement, correspondence courses, CLEP and other tested-only credit may not apply. The institution to which you transfer will evaluate these credits according to its own policies.

Only academic courses with a letter grade of "C" or better will be accepted for transfer; courses with grades of "F," "D," "IP," "I," "S," "U," "AU," and "Z" are not transferable. If a course is taken pass/fail or satisfactory/unsatisfactory, the grade must be "C" or better to be satisfactory or pass.

Upon completion of the Transfer Core all core classes will be guaranteed to transfer. If the Transfer Core is not completed, courses will be evaluated on a course-by-course basis.

Completion of both the Transfer Core and an A.A. or A.S. degree with a grade of "C" or better in each of the courses in the Transfer may qualify student to transfer under the Statewide Transfer Policy (60 + 60) but does not guarantee it. Students who began classes in the fall of 2003 or after must follow the guidelines established for the new Guarantee Transfer Courses.

5.2 STUDENT APPEALS POLICY

May be filed under the following circumstances:

- graduated with an A.A./A.S. degree,
- completed 35 credits of state-guaranteed general education courses, and
- earned a C grade or better in each course, AND your transcript evaluation indicates that you need more than 60 hours to complete your bachelor's degree, or your state-guaranteed courses are NOT applied to graduation requirements.

For a complete overview of transfer policies, see the [CCCS Statewide Transfer Policy](#) and the [Colorado Department of Higher Education's Transfer Degrees](#).

Faculty Evaluations

Faculty will be evaluated according to their documented responsibilities, job description, and the ability to meet program, college and Board goals related to their areas of responsibility. These documented responsibilities and goals will determine the specific focus of the faculty member's work and evaluation in the two principal evaluate categories: teaching and service.

These categories shall have the following weights in the evaluation: Teaching, 70 percent; Service 30 percent. Compliance with State Board policies and System President's procedures is a requirement of all State System employees; noncompliance will be an overall negative factor in a faculty member's evaluation.

Refer to System President's Policy 3-31 for specific information related to evaluation categories, evaluation procedures, and definitions of performance ratings.

See [State Board Policy BP3-10](#) for more information.

5.3 FACULTY STATUS REVIEW

The VPAS and Faculty Senate have defined a process for faculty status review. This process is used when a provisional regular faculty member wishes to move to non-provisional regular status, as per [Board Policy 3-20](#). The process is as follows:

1. Provisional faculty member submits a letter of intent to their supervisor (Dean).
2. The dean schedules a meeting with VPAS and President to discuss faculty member's performance. Dean supplies supporting documentation (e.g., student evaluations, annual evaluations, etc.).
3. Meeting occurs and decision made.
4. President forwards decision letter with details to faculty member with suggested follow-up meeting date.
5. Follow-up meeting ensues with faculty member, Dean, VPA, and President.
6. This process must be completed by May 1 or earlier each year.

5.4 DUTY DAYS FOR FACULTY

5.4.1 220 Day Contract Faculty

Faculty members on 220-day contracts have 40 days off. These consist of 10 designated holidays (those that are awarded by the state) and 30 off duty days. These days do not include personal days or sick leave days that you accrue. If you take any days or partial days that the campus is open, you are required to submit a leave request. Off duty and personal days off are to be scheduled with and approved by your supervisor prior to use.

5.4.2 166 Day Contract Faculty

Faculty members on 166-day contract, which includes Fall and Spring in service days, Lopes night and Grad , are awarded the following holidays and days off during their contract: Labor Day, Thanksgiving vacation, Christmas vacation (from 5:00p.m. the day grades are due to the scheduled date of return after January 1), and Spring Break.

If you are absent ANY other days during the school year, you must use a personal day or sick leave.

5.4.3 Personal Days

A maximum of sixteen (16) hours per year sick leave may be granted to Regular Faculty for personal reasons. Faculty may carry over from year to year a maximum of sixteen (16) hours of sick leave designated as leave for personal reasons; provided that no more than thirty-two (32) hours of sick leave designated as leave for personal reasons may be used in any year; and provided that no more than sixteen (16) hours of sick leave designated as leave for personal reasons may be used in any week.

5.4.4 Sick Leave

166-day faculty have 90 hours (11.25 days) of sick leave per academic year. 220-day faculty have 120 hours (15 days) of sick leave per academic year.

5.5 OFF-CAMPUS COURSES

The educational resources of Lamar Community College are made available to citizens throughout Southeastern Colorado through on-campus classes and outreach programs in Prowers, Baca, Kiowa, and Cheyenne Counties. These Continuing Education classes serve the educational needs of individuals who are unable to devote themselves to full-time study. Services include: classes for professional upgrading or re-training, core curriculum classes for academic transfer, and personal interest. Evening/Weekend Associate Degree Programs are offered on and off campus when sufficient demand dictates.

5.6 OFFICIAL FUNCTIONS

All forms and procedures can be found at O:\Common\Business Office Forms\Official Functions. For more information, please contact the business office.

5.7 OVERLOAD PAY

Overload pay is paid to:

- Faculty who teaches more than 30 credit hours per academic year.
- Nursing faculty who teaches more than 36 credit hours/270 contact hours per academic year.
- Will not exceed more than 40% of their base load.

5.7.1 Faculty Training Opportunities

The IDEA Classroom Evaluation provides faculty members with summary reports of student evaluations of their classes and offers the opportunity to identify professional development activities.

Regular opportunities are provided by LCC for faculty members to improve and refine their teaching skills:

- Faculty Senate is available to all faculty.
- Classes may be visited at any time by LCC staff/faculty.
- Participation in various LCC committees is encouraged.

5.8 SABBATICAL LEAVE

State Board Policy SP 3-65 contains the criteria for sabbatical leave. However, LCC and most colleges have lacked the funds to support sabbaticals over the past several years, and it is highly recommended that faculty and staff refer instead to the [‘professional development leave’ section of BP3-65](#).

Resources for victims of Domestic Violence, Dating Violence, Sexual Assault & Stalking

On-Campus:

| Department | Location | Phone |
|----------------------|-----------------|--------------|
| Title IX Coordinator | Trustees Rm 135 | 719.336.1572 |

Community Resources:

| Agency | Address | Phone |
|---------------------------------|---|------------------|
| Local Police Department | 102 E. Parmenter | 719.336.4341/911 |
| Prowers Medical Center | 401 Kendall Dr. | 719.336.4343 |
| Domestic Safety Resource Center | 106 Lee Ave Suite 16-1 | 719.336-4357 |
| Rape Crisis Center | https://thercc.org/ | 608.251.7273 |
| YWCA Advocacy Group | https://www.ywcapueblo.com/ | 719.545.8195 |
| LGBTQ Alliance | http://glbtqalliance.com/ | 866.634.8087 |
| Magistrate | 301 S Main St | 719.336.7274 |
| Prowers County Courthouse | 301 S Main St | 719.336.7274 |

Online State and National Resources:

Other resources available to persons who report being the victim of sexual assault, domestic violence, dating violence, or stalking, include:

- <http://www.ccasa.org/> - Colorado Coalition Against Sexual Assault
- <http://ccadv.org/> - Colorado Coalition Against Domestic Violence
- <http://coavp.org/> - Colorado Anti-Violence Program, Building Safety and Justice for LGBTQ Communities
- <https://www.colorado.gov/c-seap> - Colorado State Employee Assistance Program
- <http://www.rainn.org> - Rape, Abuse, and Incest National Network
- <http://www.nsvrc.org> – National Sexual Violence Resource Center
- <http://www.nrcdv.org/> - National Resource Center on Domestic Violence
- <http://www.thehotline.org/> - National Domestic Violence Hotline
- <http://www.survivorproject.org/> - Survivor Project (a resource for Intersex and Trans people)
- <http://www.mencanstoprape.org/> - Men Can Stop Rape
- <http://www.victimsofcrime.org/our-programs/stalking-resource-center/stalking-information/> - Stalking Resource Center

- <http://maketheconnection.net/conditions/military-sexual-trauma> - Make the Connection (Support for Veterans)
- <http://www.whitehouse.gov/1is2many> - 1 is 2 Many (Focus on teens and young women ages 16-24)
- <https://www.notalone.gov/> - Not Alone Together Against Sexual Assault
- <http://www.ovw.usdoj.gov/sexassault.htm> - Department of Justice
- <http://www2.ed.gov/about/offices/list/ocr/index.html> - Department of Education, Office of Civil Rights

Title IX

Title IX Reporting

Individuals may also consider reporting a sexual violence incident to LCC’s Title IX Coordinator, who can provide assistance in addressing the incident by implementing interim measures and alternative or disciplinary resolution (719-336-1572).

GETTING HELP

- LCC Campus Safety Department (719-336-1192)
- National Domestic Violence Hotline & Break the Cycle (866-331-9474; loveisrespect.org)
- Domestic Safety Resource Center (719-336-4357)
- Southeast Health Group (719-336-7501)

Detailed Grading symbols:

| Grade | Description |
|-------|--|
| A | Excellent or Superior |
| B | Good |
| C | Average |
| D | Deficient |
| F | Failure |
| I | Incomplete |
| P | Pass |
| P/A | Passing (A-level) in developmental course |
| P/B | Passing (B-level) in developmental course |
| P/C | Passing (C-level) in developmental course |
| F/D | Not-Passing (D-level) in developmental course |
| F/F | Not-Passing (F-level) in developmental course |
| WX | Administrative Withdrawal; student appeal or no fault |
| WD | Administrative Withdrawal; college initiated for cause |
| AW | Administrative Withdrawal |
| AU | Audit |
| IP | In Progress |

Placeholders

| | |
|-----|---------------------------|
| SP | Satisfactory Progress |
| Z | Grade not yet reported |
| R | Repeat Field |
| CPL | Prior Learning Credit |
| PLA | Prior Learning Assessment |
| CNG | Conversion-No Grade |