# Luna Community College

# Academic Guidelines:
## Spring, Summer and Fall
## (2018/2019)

**T**his document is designed to provide information which will assist you in performing your academic duties. The goal is to promote consistency and quality in teaching and learning at Luna Community College. These guidelines <u>do not</u> supersede current Luna Community College policies or procedures approved by the President or the Board of Trustees.

*Dr. Sharon Lalla*

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Sharon Lalla, Ed.D.
Vice President of Instruction
Luna Community College

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# For

# Vice-President of Instruction and

# Academic Departments

## *Mission Statement*

Creating Opportunities for You!

## *Vision Statement*

New Mexico's Premier Community College:
Preparing Students for Success

**Philosophy of General Education (Based on the 2015-2018 Catalog)**

Each degree program at LCC contains an integrated core of general education requirements. These include but are not limited to courses in concentration areas of communication, mathematics, lab science, social and behavioral science, humanities, and fine arts. The core ensures that LCC graduates possess adequate literacy and general knowledge to function in employment, to pursue additional education, and to participate in the cultural and political life of the community and society.

# Academic Advising

Accordingly, new students (first-time enrollees), transfer students, alumni, pre-nursing students, and students who have not declared a program of study are advised through the Student Success Services Center. Returning students who have declared a program of study or who intend on pursuing a particular certificate or degree program are advised through the appropriate academic discipline.

Advisement Assignments

Full-time Faculty and Academic Directors are assigned specific degree or certificate programs for academic advising. Advisors are required to complete advisement training through the academic department. Advising responsibilities include the following:

- Encourage and support students to gain the skills and knowledge necessary for success
- Assist students in making academic decisions, including information about transferring to another college or university
- Listen carefully to questions and concerns
- Maintain confidentiality
- Provide resources, referrals and strategies for using available resources on campus
- Monitor students' progress
- Discuss the relationship between academic preparation and the work world
- Be available to advise students in person, by telephone, and through LCC email
- Provide registration assistance, as needed
- Review education plans, perform graduation audits, and provide career advisement

**The following is a list of academic advisors per academic discipline:**

| | |
|---|---|
| Criminal Justice | Mr. Jason Killian |
| ECME and Teacher Education | Ms. Tycie Jackson/Brenda Ortega |
| Accounting | Ms. Leticia Griego |
| General Business | Ms. Brenda Wagoner |
| Humanities | Mr. Rick Baca |
| General Education | Ms. Sara Vigil |
| Developmental English | Mr. Nathan Baker |
| Pre-Engineering | Ms. Betsy Sanchez/ Mr. Geno Castillo |
| Mathematics | Dr. Rita Surdi |
| General Studies | Dr. Anita Roybal |
| Accounting | Ms. Brenda Wagoner |
| Business Administration | Mr. Reyes Coca |
| Computer Science | Ms. Nicole Collins |
| Computer Application Specialist | Ms. Nicole Collins |

| | |
|---|---|
| General Science | Ms. Rachel Lucero |
| STEM Department | Ms. Janice Varela |
| Media Art & Film Technology | Mr. Kenneth Bachicha |
| Allied Health | Ms. Vanessa Torres |
| Nursing | Ms. Maxine Hughes/Sierra Fernandez |
| Vocational/Technical Studies | Ms. Jessica McGee, Karen Wezwick |
| Automotive Collision Repair | Mr. Anthony Baca |
| Automotive Technology | Mr. Eugene Sandoval |
| Culinary Arts | Ms. Jessica McGee |
| Electrical Wiring Technology | Ms. Jessica McGee |
| General Education | Ms. Sherry Goodyear |
| Welding Technology | Mr. Donnie Atkins |
| Building Technology | Ms. Jessica McGee |
| Dental Assistant | Ms. Gloria Pacheco |
| | Ms. Dawna Ortega |
| Cosmetology / Barbering | Ms. Germaine Sandoval |
| | Ms. Clarice Bonney |
| | Mr. Andrew Quintana |

# Academic Probation and Early Alert Program

The college is committed to student success. In an effort to assist the students, it is expected that you keep your students informed of their progress in your class.   The college will notify students of mid-term grade deficiencies of "D" or "F." The notice will encourage the student to seek your assistance, talk with an advisor, and visit the tutoring center.

Students who have not maintained a satisfactory grade point average will be placed on academic probation (see the *college catalog* for complete description).   Probation is intended to encourage students to limit the number of credit hours that are attempted and enroll in appropriate developmental courses or repeat courses. While on academic probation, students are required to make contact with their academic advisor to review their education plans.

Early Alert Program

All faculty, including adjunct and dual-credit faculty must participate in LCC's Early Alert Program.

Early Alert is an intervention process whereby students who are performing below average and/or have excessive class absences are referred by their instructors to the Student Success Services Center for follow-up.  The early alert service is generated by the Student Success Services Center when the instructor identifies students performing below average and/or who are excessively absent. *Early Alerts are produced at 4-week s and 12 weeks during fall and spring sessions and at 4-week only during summer sessions* based on instructors recommendations.  At 8-weeks, students receiving a "D", "F", or  "U" at midterm will be placed on Early Alert during fall and

spring sessions when and only if midterm grades are posted.  Student Success Services Center staff will also follow-up with a phone call in an attempt to help the student work on a plan for successful completion.

A component of the Intrusive Advisement Model is the Early Alert System. The Early Alert Program is a notification process (the Alert) through which students receive intervention before they reach a high risk for failing a course. All Alerts are submitted by faculty, and received and recorded by the Student Success Center, who must provide face-to-face intervention.  This system is a procedure for monitoring at risk students during the academic semester. Once the Alerts received, advisors (academic and non-academic) then contact students to provide support that will aid in completing the course with a passing grade (C or better) if possible.

# Academic Grievances and Change/Challenge of Grade (for students)

The College has established an equitable and orderly process to resolve academic dissatisfaction at the College. This may include final grades, instructional procedures, attendance, instructional quality and situations related to academic issues.

GRIEVANCES

Students wishing to pursue a grievance or a conflict are encouraged to resolve the issue, if possible, at the point of origin, i.e., with the affected staff or faculty member, and, if it becomes necessary, the department director.  If the issue remains unresolved, the student handbook provides other steps and procedures applicable to grievance complaints. Students may pick up a grievance form from the Student Success Services Center to document and track this process.

If the incident involves a sexual harassment complaint involving a student and an LCC employee, the incident must be reported to the Human Resources (HR) Director. If the sexual harassment involves a student to student complaint, it must be reported to the Student Success Services Center and may require intervention by the HR Director.  The offender may be required to attend training regarding the issue which is coordinated by the HR Department.

CHANGE/CHALLENGE OF GRADE (for students)

The instructor of a course has the responsibility for any grade reported for official posting to a student's academic transcript.  Once a grade has been reported to the Office of the Registrar, the instructor may change it with appropriate justification within three (3) months from the end of the term the grade was issued.  Only the instructor who issued the original grade (instructor of record) may submit a change.  The change of grade must be documented on a Change of Grade form and be approved by the academic director of the department the course was taken and the Vice President of Instruction. Once the semester is over, students will not be allowed to submit make-up coursework and have their final grade recalculated.  All coursework must have been submitted

to the instructor within the term the course was taken.  An exception might be granted by the Vice President of Instruction for a missed final exam.

Students challenging a grade reported to the Office of the Registrar must first communicate any concern he/she may have about the grade to the instructor of the class.  An instructor agreeing to a student challenge must submit the change of grade to the Office of the Registrar within the time frame above.  If the issue is not resolved with the instructor, the student may formally appeal a final grade to the Vice President of Instruction for the following reasons:

- Inconsistency between what is written in the syllabus and what is practiced
- Grade miscalculation
- Errors in the final exam if a change in the final exam grade would cause a change in the course grade
- Inconsistent classroom practices

The appeal must be filed within three (3) months from the end of the term the grade was issued. *A student may not appeal disagreements with teaching methodologies, attendance policies, course syllabi requirements or grade weighing methods*. Upon receipt of an appeal, the instructor will be contacted to submit a statement concerning the request of the student.  The Vice President of Instruction may schedule a hearing with the student, instructor, academic director and registrar to address and bring final resolution to the appeal.

Mid-term grades are not part of a student's permanent academic record nor are they an official grade recording period of the college.   Mid-term grades are intended to only give the student an indication of progress in a course.  Therefore, a change to or challenge of a mid-term grade will not be processed or considered by the Office of the Registrar.

# Academic Freedom

LCC Faculty are to educate students in the democratic tradition; to foster a recognition of individual freedom and social responsibility; to inspire a meaningful awareness of and respect for the Constitution of the United States and the State of New Mexico; and to instill appreciation of values of individual responsibility. These democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints and in which academic freedom for instructor and student is encouraged.

Unreasonable limitations shall not be imposed by LCC Administration or the Board of Trustees upon the study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning. Nothing in this statement of principles is intended to protect an incompetent or negligent LCC faculty member or to prevent the institution from making proper efforts to evaluate the work of each instructor.

# Academic Calendar

The LCC academic calendar can be found in the 2015-2018 College Catalog or on the LCC Web site at http://www.luna.edu/academic_calendar/

# Academic Classifications

The **Vice President of Instruction** is the Chief Academic Officer of Luna Community College. For additional information, refer to the yearly employee contract and job description.

The **Academic Director** is the department head who administers, supervises, manages, and leads the department. For additional information, refer to the yearly contract and job description.

The **Full-Time Faculty** member is a full time instructional/educational employee. For additional information, refer to the yearly employee contract and job description.

An **Adjunct Faculty** member is a part-time employee who teaches on a need-by-need basis. For additional information, refer to the yearly contract and job description.

A **Dual-Credit Faculty** member is a part-time employee who possesses the appropriate college-level credentials and teaches college level curriculum at the high school.

# Academic Integrity Violations/Plagiarism

Students and faculty of Luna Community College are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. LCC faculty strives to provide students with the knowledge, skills, judgment, and wisdom they need to participate meaningfully in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

A statement concerning LCC's Academic Integrity Policy is required on each syllabus.   A recommended statement is as follows:

"Academic integrity represents one of the most essential elements of the teaching and learning process. All members of the LCC community are expected to fulfill their academic obligations through honest and independent effort. By submitting coursework to your instructor as an LCC student, you pledge that the work is truly your own."

"Violations of academic integrity—which include but are not limited to cheating, collusion, plagiarism, and other forms of academic misconduct—damage your personal character and thwart your instructors' ability to promote your learning. As a LCC student, you are responsible for knowing and following the College's policies and procedures regarding academic integrity.

These guidelines and more information related to academic integrity are available in the <u>LCC Student Handbook</u> and <u>LCC Catalog</u>."

"The College recognizes that academic integrity is complex and can be confusing. Therefore, students are obligated to review these information sources carefully and to seek needed clarification from their instructor concerning questions of collaborative work, citation of sources, or other issues related to academic integrity."

<u>Consequences of Academic Integrity Violations</u>

Academic dishonesty, or violation of academic integrity, is not tolerated at Luna Community College (LCC). **LCC delegates the following disciplinary authorities primarily to Faculty and Academic Directors in responding to infractions of academic integrity**:

- requiring a reattempt at the assignment or assessment in question
- requiring the completion of an alternative assignment or assessment
- lowering the score on the assignment or assessment in question
- recording a "0" for the assignment or assessment in question
- recommending a failing grade for the course, termination or other disciplinary action, subject to administrative review and approval

**In addition, LCC cannot prevent a student from dropping or withdrawing from a course or courses in any given semester.**

**See Academic Honesty Policy Violation Form.** Additional information concerning academic integrity can be found in the Student Handbook and LCC Catalog.

# Addressing Student Needs and Issues

Sometimes instructors must address student issues that arise in the classroom which may or may not relate to the course content. These issues may range from behavioral challenges to unique learning challenges, or may simply be associated with developing a classroom community conducive to learning. Our students are individuals, and we encourage all faculty to relate to them as such. However, faculty must consider the needs of all students in their class.

<u>Procedures for Addressing Inappropriate Student Behavior:</u>

LCC students are required, as a condition of good standing and continued enrollment, to conduct themselves properly in class. When a student fails to abide by appropriate standards of classroom conduct, the instructor should follow the procedures outlined below. If, however, the behavior involves an imminent threat to anyone's safety or threatens to seriously disrupt the educational process, the instructor should immediately contact Safety & Security and have the student removed from class. A report concerning the student should be filed promptly.

1. The instructor is recognized as vested with authority and responsibility for the conduct of classroom activity. Therefore, the instructor shall initiate any corrective action with the student. General classroom conduct expectations should be shared as part of the first class meeting as well as in the syllabus.

2. Students who demonstrate a pattern of inappropriate behavior should be counseled by the instructor, in private, regarding appropriate behavioral expectations. Such behavior, discussions with the student and subsequent behavior should be **documented** by the instructor.

3. In instances when the instructor is unsure about how to approach the student, he or she is encouraged to consult with the Academic Director and if needed, the Student Success Services Center.

4. If the student's behavior does not improve to an acceptable level, the student will be removed from the class. The instructor and/or his or her supervisor should contact the Vice President of Instruction to discuss further disciplinary action. Specific incidents and documented behavior should be reported at that time.

# Americans with Disabilities Act (ADA)

The College complies with section 504 of the Rehabilitation Act of 1973 and makes every effort to ensure that disabled persons admitted to the College as students or employed by the College are afforded all of the rights and privileges provided to them by state and federal law. See the Student Success Services Center for more information.

# Assessment Reporting

Assessment should provide ongoing evidence of student learning. Assessment of student learning begins with established course learning outcomes that describe what a student should be able to do as the result of taking a given course.   This goes beyond identifying what the student will study; it requires identifying what students should be able to "do" at the completion of a given course. Once sound and measurable course learning outcomes are established, faculty members must then select and/or design proper assessment tools that effectively assess each course outcome.   Using sound course outcomes and proper assessment tools will serve to provide valuable information to the instructors.   The information provided after the assessment process allows faculty members the opportunity to determine the level of learning that took place.   Once the level of learning has been determined, faculty can meet and discuss necessary actions that should be taken to improve student learning.

All faculty are required to follow LCC's assessment plan. All course offerings, including degree and certificate programs, at Luna Community College are required to follow the four-step assessment process. They include:

- A list of expected program and course learning outcomes
- Assessment tools that directly measure those learning outcomes
- The results of the data, and
- How the data will be used to improve student learning

Participation in Assessment Reporting

- LCC recognizes the need to sustain the assessment plan; therefore, an assessment panel comprised of faculty lead assessment efforts.

- Every semester, faculty members are selected to participate in assessment reporting. Selected faculty are required to participate by submitting a written report and a PowerPoint presentation at the end of the semester. Faculty will be notified of the time and date of presentations.

- All full-time Faculty and Academic Directors are required to attend the end-of-the semester presentations for Fall and Spring semesters. Academic Directors are required to attend summer presentations.

# Attendance Policy (for Faculty)

It is the responsibility of each supervisor to ensure that faculty attend to their duties in accordance with established College policy. Because the College has a fiduciary duty to ensure that public funds are not inefficiently expended, attendance, and tardiness problems among College faculty shall be promptly addressed. Cancellation of classes, unexcused absences, and tardiness may be a basis for discipline, up to and including termination. (See Staff Handbook policy: 6.9.2 Attendance and Tardiness).

Faculty are required to contact his/her supervisor 2-hours in advance of an unexpected absence such as an illness unless the Director requires additional advance notice.

# Attendance Policy (for Students)

Students are expected to regularly attend all classes for which they are registered. Valid reasons for missing classes do not relieve the student of making up the work missed or the responsibility of seeing the instructor about making up any missed work. Participating in chat sessions, lectures and/or postings to a discussion link may be considered attendance for online courses. **Specific class attendance requirements are determined by the instructor of the course and must be explicitly stated in the course syllabus.**

Students making satisfactory progress in their classes will be excused from classes when they are representing LCC during college-sponsored events (e.g., sponsored student-organization functions, educational field trips, baseball/softball games and conferences). Authorized absences do not relieve the student of his or her class responsibilities. Prior written notice of the authorized

absence will be provided to the instructor by the sponsoring faculty, staff coach or director.

When the number of absences hinders a student's progress in a course, the instructor may contact the Academic Director. The Academic Director and Faculty can make recommendation of retention or expulsion from the class. Additionally, a student may be removed from a class for engaging in behavior that interferes with the educational environment of the class. Any student who has been removed from a class shall have the right to appeal that decision through the Student Success Services Center and the Vice President of Instruction.

Only enrolled students for credit or for audit are permitted to attend classes. A student who has officially withdrawn from a course cannot continue to attend the course.

# Bookstore

The LCC Bookstore provides many services for students, faculty and staff and is dedicated to ensuring the success of the campus community. The Bookstore offers a full line of textbooks, both new and used, academically priced hardware and software, reference books and materials, official LCC apparel, gifts, office supplies, and convenience items. The Bookstore also provides a buyback program in which used textbooks may be sold back to the Bookstore for cash.

 **Textbook Ordering Procedures:**

- Book orders are to be submitted to the Bookstore Manager at least six weeks before preregistration in order to ensure availability.

- Book orders are to be submitted on the official textbook order form received from the Bookstore Manager. If reorders are necessary, instructors should notify the Academic Director, who in turn will notify the Bookstore Manager.

- When ordering textbooks, quantities needed for the current semester only should be submitted. If a textbook change is anticipated, existing stock should be utilized before making the change.

# Campus Visitors

Any individual who comes to campus looking for either a student or staff member should be directed to Safety and Security. As a matter of security, a faculty member should never open his or her classroom to an unexpected visitor unaccompanied by Safety and Security.

If there is no emergency or immediate need to contact the individual, no information concerning the student or staff member's whereabouts should be released. Regardless of the situation, FERPA does not allow for the divulgence of student information. In the event of an emergency the process should be followed by the Safety and Security personnel.

Children on Campus

LCC provides environments that promote learning for students who are enrolled. Classroom, studio, library and laboratory settings are NOT appropriate places for children except when the child is a registered participant in a College-sponsored activity, such as a Youth College. The campuses are also places of easy Student Success Services to the public and do not have resources to protect unsupervised children, which could place the child at risk. Therefore, employees, students and visitors are prohibited from leaving a child unattended at any College facility and may be removed from class until appropriate childcare arrangements can be made. Under no circumstances should family members including children be allowed in a classroom with students. For more information, contact the Safety and Security office.

# Cancellation of a Class

(Instructor absence during a class session)

Faculty should not cancel a class session. If aware of an absence ahead of time, the instructor must contact the Academic Director for approval twenty-four hours in advance and make such arrangements. If an instructor becomes ill, the instructor must contact the Academic Director so that arrangements can be made for the class.

Classes that are cancelled will require completion of a Personnel Action Form.

**Please consult with academic department for additional information on cancellation of a class.**

# Class Rosters (and Verification Rosters)

During the first week of class, instructors are required to verify student enrollment, using an official LCC roster. Any student attending class, but not appearing on the current roster is not enrolled in the class. Please direct these students to Student Services for assistance. **Student verification should be done prior to the beginning of classes and periodically during the first few weeks of classes**. If a student chooses to drop the course or withdraw from the classes, this will be reflected on the roster. **If an instructor does not have a class roster during the first week of class, the instructor must contact their Academic Director.**

Since students rely on instructors to ensure that they are officially in the class, a faculty's gross failure to verify student enrollment (for example, a student was never enrolled but is in the class for midterm or later) may result in termination.

Verification Rosters

Verification rosters are sent out on week four during Fall and Spring semesters and week two during the Summer semester. These rosters give instructors one final opportunity to ensure that

their students are all accounted for, particularly those attending class. ***All instructors, including dual-credit faculty must participate in verification of rosters.***

# Club/Organization Advisors

There will be a maximum of only (2) Student Advisors per club/organization. Faculty may receive a supplement for his/her role as Advisor. Please review the current Student Activities Handbook for additional information.

# Commencement

Participation in commencement is part of a full-time faculty member's contractual obligation. All fulltime faculty and Academic Directors are required to participate in commencement. Academic regalia are required. Adjunct faculty are not required to participate in commencement. If an adjunct faculty member requests to participate in commencement, he or she must get permission from the Registrar and the Vice President of Instruction. Information about commencement is available in the Registrar's Office.

# Complementary Desk Copies of Textbooks

All requests for complementary textbooks and desk copies must be coordinated through the Academic Director. Faculty members cannot directly order, request or receive desk copies/textbooks from vendors, publishers, etc., without the consent or permission of the Academic Director. The bookstore does not request desk copies of textbooks for faculty.

# Confidentiality

Personal information, which in many cases may be sensitive, should always be treated confidentially on a "need to know" basis.   If in question as to whether information should be shared, please consult with the Academic Director or the Registrar.   For more information, please see the section on FERPA.

# Full Course Cancellation

The Academic Director will monitor registration to ensure sufficient enrollment. The Academic Director should make the final decision for class cancellation at least three days prior to the last day of student registration. The VP of Instruction may cancel courses when deemed appropriate.

# Course Enrollment Requirements

BREAKEVEN ENROLLMENT

| Cluster | Tier | Formula Factor | # Credits | Funding | Instruction Avg. Cost | Required Enrollment | 90 % | 80 % | 70 % | 60 % | 50 % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Business Studies | 1 | 153.67 | 3 | 461.01 | 5,285 | 11 | 10 | 9 | 8 | 7 | 6 |
| Developmental Education | 1 | 153.67 | 3 | 461.01 | 5,285 | 11 | 10 | 9 | 8 | 7 | 6 |
| Fine Arts | 1 | 153.67 | 3 | 461.01 | 5,285 | 11 | 10 | 9 | 8 | 7 | 6 |
| General Academics | 1 | 153.67 | 3 | 461.01 | 5,285 | 11 | 10 | 9 | 8 | 7 | 6 |
| Science & Office Occupations | 1 | 153.67 | 3 | 461.01 | 5,285 | 11 | 10 | 9 | 8 | 7 | 6 |
| Trades & Tech | 2 | 219.53 | 3 | 658.59 | 5,285 | 8 | 7 | 6 | 6 | 5 | 4 |
| Biology/Physical Science/Ag | 2 | 219.53 | 3 | 658.59 | 5,285 | 8 | 7 | 6 | 6 | 5 | 4 |
| Health Occupations | 3 | 341.49 | 3 | 1024.47 | 5,285 | 5 | 5 | 4 | 4 | 3 | 3 |

**The current minimum enrollment requirement is set at 70 percent.**

Exceptions to the minimum enrollment policy must be submitted in writing and approved by the President, Human Resources Director, Vice President of Instruction, and Vice President for Finance prior to the last day of student registration. ***Directors must justify in writing exceptions to the minimum enrollment policy.***

# Course Numbering

Each course offered at the college is assigned a course number to represent its academic level. Courses numbered 050-099 are developmental or preparatory, 100-199 are freshman-level and 200-299 are sophomore-level. Students enrolling in courses numbered 200-299 are expected to have some knowledge in the subject area and in most cases must meet certain lower level prerequisites.

# Course Overload (for Students)

The normal course load for a student is 12 to 18 credit hours during the fall and spring semesters. The normal course load for the summer session is 6 to 9 credit hours. An overload is more than 18 credit hours in a regular fall or spring semester or more than 9 credit hours in a summer session.

Students who have successfully completed at least 30 credit hours and are classified as a sophomore may take an overload. To receive approval for an overload, the student must have attained a 2.5 cumulative grade point average (GPA) with no grade less than a "C" in any course the previous term. Students on academic probation will not be allowed to take an overload of credits. The maximum number of credit hours a student may enroll in shall be 21 credit hours in a

regular fall or spring semester or no more than 12 credit hours in a summer session.  Overload Recommendation/Approval forms are available at the Office of the Registrar and online at www.luna.edu.  **Students wishing to take an overload must have the form completed by their advisor and obtain approval from the Registrar.**

# Course Scheduling

These guidelines have been developed to help manage the complex process of developing a semester's course schedule, with the primary goal of facilitating a balanced schedule of course offerings.

1. The approved standard daytime class periods for the **typical three credit and four credit courses** are shown in the box which follows.  This table is included as a helpful means of listing standardized time frames to supplement the grid pictorial.

| THREE-CREDIT HOURS | FOUR-CREDIT HOURS |
|---|---|
| Monday, Wednesday, Friday | **Monday, Wednesday** |
| **8:00 — 8:50 am MWF** | 8:00—9:40am MW |
| **9:00 — 9:50am MWF** | 10:00—11:40am MW |
| **10:00 —10:50am MWF** | 1:00—2:40pm MW |
| **11:00 —11:50am MWF** | |
| **1:00 —1:50pm MWF** | **Tuesday, Thursday** |
| | 8:00—9:40am TR |
| Monday, Wednesday Afternoon | 10:00—11:40am TR |
| **2:00—3:15pm MW** | 12:00—1:40pm TR |
| **3:30—4:45pm MW** | 2:00—3:40pm TR |
| | |
| Tuesday, Thursday | **Friday** |
| **8:00—9:15am TR** | 8:00—11:30am F |
| **9:30—10:45am TR** | 1:00—4:30pm F |
| **11:00—12:15pm TR** | |
| **1:00—2:15pm TR** | |
| **2:30—3:45pm TR** | |
| **4:00—5:15pm TR** | |
| | |
| Friday Afternoon | |
| **2:00—4:45pm F** | |

2. The Monday, Wednesday afternoon option is not available at any start time before 2:00pm as shown in the above table.  The primary problems associated with classes offered at non-standardized times (e.g. Monday, Wednesday times before 2:00pm) are overlapping times frames causing room scheduling problems and students being unable to schedule classes due to the overlapping time frames.

3. Each department is expected to offer a schedule distributed across the *full week*, distributed *through the day and evening* with a balance between MWF, MW, TR and one day offerings. This balance of course offerings ensures that students can get full time schedules, reduces student scheduling conflicts and the number of trips to campus, and maximizes room utilization.
4. **25% of course sections within each department should be offered in the MWF standardized time block to ensure the balance of scheduled course offerings.**
5. In circumstances that prevent the use of a standardized time block, requests for exception can be forwarded to the Vice President of Instruction for review/approval. Requests for non-standardized time course offerings should be forwarded to the VP of Instruction.
6. Please make use of Friday evenings and Saturdays as instructional days, including the potential utilization of Friday evening/Saturday combinations of lecture and lab, Saturday a.m. lecture /Saturday p.m. lab.
7. Courses not meeting the established start times will most likely not be entered into CARS when the schedule is created. Some exceptions will be made for a few courses, some in Trades, the prison, DC at the high school, NRSG prefixes, etc. However, most other classes across all disciplines, including General Education, NRSG pre-reqs., etc., need to follow start time for consistency.
8. No classes should be scheduled in large blocks during the day.

# Course Substitutions (for students)

Students must complete the curriculum/academic plan outlined in the college catalog for their program of study. Course substitutions are not permitted when a course is deemed essential for a degree or certificate requirement and generally are not used in lieu of a student needing to complete a required course. However, in certain instances upon graduation, it may be appropriate to substitute a course completed at LCC or a transferred course for a requirement if the resulting substitution maintains the integrity of the student's program. **Course substitutions are considered only upon the student petitioning to graduate with the Office of the Registrar.** Course substitution requests require approval. Forms are available at the Office of the Registrar.

# Credit-By-Exam

LCC recognizes that students may have gained academic knowledge through experience or training outside the college classroom. To challenge a course the following requirements must be met:

1. The student must be enrolled for a minimum of three (3) credit hours at LCC during the semester they are requesting to challenge a course. **If a student is enrolled for only one (1) course, it cannot be the course being challenged.**

2. The student will not be allowed to challenge a specific course more than once. In addition, students cannot challenge courses if they have received college credit for the

same course or its equivalent.  Course challenge cannot be used to establish credit for courses in which a D, F, I or U grade has been earned.

3. The student must obtain a Credit by Examination form from the Office of the Registrar.  The form will require the student to obtain approval from the Vice President of Instruction and the respective academic director from the department offering the course to be challenged.  The academic director and Vice President of Instruction will determine if the course may be challenged, if a challenge exam has been developed, and schedule an exam date.

4. A course challenge fee is assessed for each course challenged.  The fee is the regular tuition charge for the specific course based on the student's residency.  The fee is separate from registration and lab fees and is non-refundable except as noted in item #6 below.

5. Students currently enrolled in classes successfully challenged will be administratively purged from the challenged course upon submittal of a thoroughly executed Credit by Examination form to the Office of the Registrar.  Purging of the challenged course may affect the overall assessed charges as well as the official enrollment status of the student.

6. If a student is not successful in their challenge of a course through credit by examination and the student wishes to enroll or remain enrolled in the same course in the same term, the credit by examination fee will be reversed from the student's account.  The student will not pay both tuition and credit by examination fees for the same course in the same term.

7. If a student successfully completes the examination with a grade of "C" or higher, the credit earned will be posted to the student's academic transcript with the designation "Credit by Examination." If the course is not successfully challenged, no entry will be made on the academic transcript.  Although a successfully challenged course appears on the student's academic transcript, it may not transfer to another post-secondary institution.

8. If the student registers in a subsequent term for a course that was not successfully challenged, regular tuition charges will be assessed.

9. The maximum number of credit hours that may be earned by course challenge examinations is limited to 15.

10. **It is the responsibility of the student to inquire about and schedule course challenge examinations early enough to be able to register for more advanced courses during the late registration/add period.**

11. A student may challenge a course up to the end of the 8th week during the Fall or Spring semester and up to the end of the 4th week during the summer session. All documentation, whether the exam is successfully passed or not, must be submitted by the academic department to the Office of the Registrar within 5 working days of the student taking a challenge exam.

12. Clinical, practicum, internship and proficiency courses may not be challenged via the process outlined above. Students wishing to challenge a proficiency course should contact the Student Success Services Center.

# Curriculum Approval

Changes to course or courses, such as title, credit hours or content that requires a course description, preferred course sequence and other information must be approved and submitted through the Academic Director and the Vice President of Instruction.

# Directed Study Courses (for Students)

Directed study courses are offered to students when course scheduling conflicts arise at the academic department level or when a required course is not available for a graduating student. Directed study courses are designed to be a course offering option for students to maintain progress in program completion. A student who registers for and completes a directed study course will meet the same objectives of the regularly offered course. The title of the directed study course will be noted on the student's academic transcript and the course will be taught and supervised by an appropriate faculty member. The faculty member must first grant a student permission to enroll in directed study, followed by approval from the academic director and the Vice President of Instruction via a Directed Study Course Registration form. The form will carry the necessary approvals and will be filed with the student's records in the Office of the Registrar. Directed study courses are offered as variable credit depending on the title and credit hour value of the course.

The following requirements apply to directed study courses:

1. Directed Study cannot be used as an option to establish credit for a course in which a D, F, I, U or W grade has previously been earned.

2. A student must have a minimum GPA of 2.5 in his/her study concentration area.

3. The faculty member supervising the student must schedule at least two weekly meetings with each student engaged in a directed study course. Meeting times must be listed on the directed study syllabus.

4. A final grade assigned to the student must be prepared by the faculty member supervising the student and must be submitted to the Office of the Registrar at the end of the term.

5. No more than four (4) credit hours of directed study may be taken per term unless approved by the Vice President of Instruction.

6. No more than three (3) directed study courses may be used and applied towards a student's program of study unless approved by the Vice President of Instruction.

7. Directed study courses may be taken to fulfill program requirements in the student's area of study or concentration, **excluding General Education courses**.

# Disability Support Services (DSS)

Contact the Student Success Services Center for information concerning compliance in providing reasonable accommodations and other assistance to students with documented disabilities.

Disability support services offers support services to students who have documented disabilities of a permanent or temporary nature.

In order to insure compliance, faculty have the following responsibilities:

- include a statement in all course syllabi regarding willingness to accommodate students with disabilities (ADA Statement)
- meet with students who provide an **Accommodation Notice** promptly and privately to discuss accommodations required
- maintain the same academic and behavior standards for all students, regardless of disability
- ensure that the proposed accommodations do not substantially alter curriculum standards
- uphold the confidentiality of student's disability related issues
- contact the Disability Support Services office (Student Success Services Center) with questions or concerns about providing Student Success Services for students with disabilities

Examples of Disabilities Served

The majority of students served through the Student Success Services Center are those with specific learning disabilities. In addition, students who have had traumatic brain injuries, deafness, orthopedic or mobility impairments, visual impairments, psychological disabilities, and other health impairments receive services.

Accommodations Provided

Every student who registers for services with DSS and is deemed eligible has an Accommodation Plan tailored to their specific needs, specific courses, challenges and degree plan.  Examples of typical accommodations include:

- Out of class testing
- Extended time on exams and practical examinations
- Quiet space to test in
- Use of a reader or scribe on exams
- Volunteer student note-taker
- Sign language interpreter
- Preferred seating
- Print materials translated to Braille or in large print format
- Raised table
- Technology needed for Student Success Services (screen reading programs, screen magnifiers, voice to text software, talking calculators, etc.)

The Balancing Act

It is the job of DSS staff to balance the request of the student, filtered by documented needs, compared to maintaining the academic integrity of the course or degree.

How Do You Know?

A student who is eligible for services through DSS will provide you with an **Accommodation Memo**. This memo should be delivered to you, during the first week of classes. This memo will identify how the student's disability may manifest in the classroom, as well as recommended accommodation strategies. Members of the DSS staff are available to answer questions as they arise.

Below is a suggested statement for use in the course syllabus:

Disability Support Services has been designated by the College as the primary office to guide, counsel and assist students with disabilities. If you receive services through the Student Success Services Center and require accommodations for this class, make an appointment with your instructor as soon as possible to discuss your approved accommodation needs. Bring your Accommodation Memo provided by the DSS Office to the appointment. The instructor will hold any information that is shared in strictest confidence.

# Dual Credit/Concurrent Enrollment Petition Committee

**High School juniors and seniors** that wish to take Dual Credit/Concurrent Enrollment classes must have a cumulative Grade Point Average of 2.0 or higher. Any 11th and 12th graders whose cumulative Grade Point Average below a 2.0 will need to submit the signed letter of recommendation by both counselor and principal. If the 11th and 12th graders are in need of credit recovery, please ensure that this specific information is provided by the counselor and principal.

See policy for credit recovery below.

**Credit-Recovery**: students are required to take an academic course in reading, writing, or mathematics of their choice based on Compass Test Scores. Students wishing credit recovery will be considered on a case-by-case basis. Student, parents and high school staff must advocate for the student in a meeting with the dual credit petition committee members.

**Freshmen and Sophomores**; to take DC/CE courses **ALL** of the following criteria must be met:  High School GPA of 3.5 or higher  Accuplacer Scores

Signed letter of recommendation by **both** counselor and principal, stating the need, maturity, and academic preparedness of the student to be submitted to the committee along with GPA and COMPASS scores for review and consideration

Submission of DC/CE paperwork must be at least five (5) days prior to the end of the "ADD" period for any semester. Submit all paperwork to the Student Success Services Center for committee review. Please allow ample time for committee review and response.

Physical Education courses: LCC Wellness Center policy- minimum age 16 years old, students under 18 must be accompanied by an adult.

# Dual Credit/Concurrent Enrollment Registration Procedures

All high school **juniors and seniors** with a grade point average (GPA) of a 2.0 are eligible to enroll in courses at LCC.  (Please refer to the ***Dual Credit/Concurrent Enrollment Petition Committee DC/CE Policies and Procedures*** if GPA is below a 2.0, if credit recovery is needed or a high school student is classified as a **freshman or sophomore**).

All high school students must first take the Accuplacer assessment prior to registering for any course.  A **High School Concurrent Enrollment/Dual Credit Program Application for Admission** must be filled out and signatures of student, parent/guardian, high school counselor or designee as well as a high school transcript must be submitted to the Office of Admissions.

A **State of New Mexico Dual Credit Request Form** must then be filled out if a course is to be used for both high school and college credit.  Signatures of student, high school representative, parent/guardian and postsecondary representative must be on form **before** submitting to the Office of the Registrar.

A **Concurrent Enrollment Registration Card** is used for remedial or physical education courses (please refer to the **Dual Credit/Concurrent Enrollment Petition Committee DC/CE Policies and Procedures** for physical fitness courses policy), or any other course in which a student does

not want to receive dual credit.  Signatures of student, parent/guardian, counselor/principal and dual credit representative must be on form **before** submitting to the Office of the Registrar.

All original registration cards, with Accuplacer scores for new students, must be submitted to the Office of Registrar.

# Emergency Notification

Emergency Notification through RAVE is a messaging system that has been put into place to alert students, faculty and staff of school emergencies and closings.   Participation in this system is voluntary but is highly recommended. Cell phones must be able to accept text messages to receive mobile alerts.   If your phone does not accept text messages, the alerts can be received via e-mail.

# Communication

Communication to faculty and students will require an LCC email address.  This email will be used for all communication. Faculty are required to use the LCC email in all syllabi and must read their LCC email on a regular basis for college updates.  There is also a faculty listserv (e.g., faculty@luna.edu).

# Evaluation (for Faculty)

Because the college cares about the quality of student learning as well as continuous improvement of Instruction, each faculty member will be evaluated annually, including adjunct and dual credit faculty. During the process, faculty will receive feedback from their supervisors to obtain input on job performance and previous goal completion as well as development of future goals related to their position. The following are informal tools that can be used: **Faculty Evaluation Model and Criteria Process**, **Faculty Evaluation Form** and **Classroom Observation Form** (see examples starting on page 31).

# Evaluation (for Academic Directors)

Academic Directors will be evaluated yearly by department faculty and the Vice President of Instruction. The faculty member's evaluation forms are sent directly to the Vice President of Instruction, who prepares a summary of the results. The VP, after reviewing the evaluations, prepares his evaluation of the Department Head and discusses the content of the evaluation with the Academic Director. **See examples of the Academic Director Evaluation Form.**

# Faculty Qualifications

*Minimum Requirements for Academic Areas and Transfer Courses / Degrees to a University*

The Academic disciplines or Transfer Courses/Degrees require (at a minimum) the following from an accredited college or university:

- Master's degree or higher in a program of study in the discipline or subfield in which they teach
  or
- Master's degree in any field with 18 graduate semester hours in the discipline or subfield in which they teach.

*Minimum Requirements for Remedial Education*

The Remedial/Developmental Education Fields require the following from an accredited college or university:

- Bachelor's degree in the academic area or discipline, or
- Bachelor's degree in any subject area with significant course work or experience in the academic area or closely related field.

*Minimum Requirements for Occupational Areas*

The Occupational Teaching Fields require the following from an accredited college or university:

- the same qualifications as those listed for academic discipline/transfer degrees, or
- Bachelor's degree and/or a combination of education, training, and essential credentials in the academic field.

*Tested Experience*

Tested experience may substitute for an earned credential or portions of an earned credential for academic disciplines or transfer courses/degrees and occupational teaching. According to Assumed Practice B.2., an institution can determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position.

The following criteria must be met for Academic/Transfer programs:

- A minimum of a Bachelor's Degree in related field
- At least five years in industry or the field of the course candidate shall be teaching. Documentation substantiating experience can include a letter from Supervisor or Employer.
- Real world experience that demonstrates breadth and depth relevant to the discipline in which candidate shall be teaching.

The following criteria must be met for Occupational courses:

- At least five years in industry or the field of the course candidate will be teaching. Documentation substantiating experience can include a letter from Supervisor or Employer.
- Real world experience that demonstrates breadth and depth relevant to the discipline in which candidate shall be teaching.

Tested experience would normally apply to part-time instructors and to specific occupational courses; however, it may be considered by the Vice President of Instruction in unusual situations when full-time instructors possessing a Master's degree cannot be found.

Any exceptions to the minimal requirements must be submitted in writing to the Vice President of Instruction for approval and will be kept in the employee file in HR.

HLC provides additional guidance regarding faculty qualifications.

In the interest of ensuring that students get the full breadth of attention required by faculty, full-time staff who have the permission of their supervisors to teach after work hours can teach up to two classes per spring and/or fall semester. If the full-time employee is also a non-LCC student, then he/she can teach one class per spring and/or fall semester.

# FERPA (Family Educational Rights and Privacy Act)

It's the Law

FERPA (Family Educational Rights and Privacy Act), also known as the Buckley Amendment, was passed by Congress in 1974.   It applies to all educational agencies or institutions, including Luna Community College, that receive funds under any program administered by the Secretary of Education. FERPA governs what may be released but does not require that any information be released.

It grants four specific rights to a postsecondary student:
- Right to inspect and review his or her education record
- Right to seek to amend his or her education record
- Right to consent to disclosure of his/her records
- Right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA

It's Your Responsibility

As a faculty or staff member, you have a legal responsibility under FERPA to protect the confidentiality of student educational records in your possession including those in electronic format. You have Student Success Services to student information only for legitimate use in the completion of your responsibilities as a College employee. Your Student Success Services to student information, including your own grade book information, is based on your faculty or staff role within the College. You may not release student information to any third party outside your departmental unit.

Student educational records (other than College defined directory information) are considered confidential and may not be released without written consent of the student.

FERPA training is provided to all faculty and staff annually. Failure to take the annual FERPA training can result in termination and/or decision not to rehire.

Some practical things to keep in mind:

**Papers:** Grades, papers or tests should not be left out in plain view nor should students sort through the documents of other students in order to retrieve their own work.

**Class rosters/grade sheets:** These and other reports should be handled in a confidential manner and the information contained on them should not be disclosed to any third party.

**Parents:** Parents, spouses and other relations do not have a right to information contained in a student's education record.

This information is intended to provide general information and to acquaint faculty and staff with some of the privacy issues surrounding students' educational records. It is not intended as nor is it a substitute for legal advice on any particular issue. If you are in doubt about a request for student information, contact the Office of the Registrar, the Vice President of Instruction or your Academic Director.

# Field Trips

The College recognizes that instruction can take place outside of the typical classroom and lab areas. On this premise, faculty is encouraged to pursue instructional activities through first-hand experiences that relate directly to the respective subject area. Field trip requests should be made in advance and submitted to the appropriate Academic Director. Instructors are generally expected to accompany the field trip event.

# Final Exam Schedule

The schedule of final examinations is available at the Office of the Registrar each term and is published in the schedule of classes that is available online. The final examination period for each class is a part of the term's instructional time and is to be used as such. The Vice President of Instruction must approve, in advance, any changes to the scheduled time or day for a final examination. ***All faculty are required to follow the final exam schedule.***

It is expected that a **comprehensive final exam** be administered in each course to assure comprehension of said material, course content and learning outcomes. The comprehensive final exam should be composed of a departmental portion which is consistent for all instructors teaching a given course. In some instances, a practical exam or comprehensive project would be more appropriate.

# Grade Books

An official grade book must be maintained for each class taught by an instructor. The grade book should be kept in an organized format and updated throughout the semester. Attendance verification is critical for the proper financial aid distributions and for reporting throughout the

semester. Attendance verification should also be associated with grade books and maintained in a Student Success Services location. ***With circumstances involving student issues, grade books and attendance verifications may be requested for review by the Academic Director or the Vice President of Instruction.*** All grade books, including attendance records should be kept on record for one year after the course or courses have been taught.

# Grading Policy

Instructors are required to submit a final grade report to the Registrar's Office. The Registrar will provide due dates for final grade reporting. All instructors are required to follow the due dates set by the Registrar's Office. Questions regarding grade submission can be directed to the Registrar. Grade definitions are as follows:

**GRADING STANDARDS**

Theory and non-credit laboratory co-requisites will be averaged into one final grade value.  Only final grades become part of the student's permanent record.  LCC uses the following grading system:

| Grade Scale | Letter Grade | Quality Points Description | Per Credit Hour |
|---|---|---|---|
| 90 – 100 | A | Excellent | 4 |
| 80 – 89 | B | Above Average | 3 |
| 70 – 79 | C | Average | 2 |
| 60 – 69 | D | Below Average | 1 |
| 59 and below | F | Failure | 0 |
| | W | Withdrawal | 0 |
| | S | Satisfactory | 0 |
| N/A | U | Unsatisfactory | 0 |
| | I | Incomplete | 0 |
| | AU | Audit | 0 |

**Note: A grade of "D" is accepted in some general education requirements for certificates and associate degrees.  This does not apply to prerequisite and proficiency courses.  The Nursing Department adheres to a different grading scale than what is outlined above.  Please refer to the Nursing Student Handbook.**

### AU - Audit

No credit is earned for the course.

### CR - Credit

CR is used to reflect transfer credit accepted by LCC from other post-secondary institutions and in cases where a student earns academic credit via a specialized placement exam, credit by exam, Advanced Placement, or CLEP.

### I - Incomplete

An "I" is given at the discretion of the instructor only when circumstances beyond the student's control prevent final completion of work within the established time and when that student's academic and performance standing is satisfactory in the course for which the "I" is sought.

### IP - In Progress

This grade is limited to an approved course that signifies current enrollment and/or for a course that extends beyond the end of a normal term. No academic credit is earned until the course is completed and a grade is posted.

### NR - Not Received/Reported

Grade not reported to the Office of the Registrar by the instructor.

### S/U - Satisfactory/Unsatisfactory

S = grade of "C" or better. Used in proficiency ratings in practical settings or clinical areas. "S/U" grading is also used for selected courses. Students receiving an "S" grade may earn credit hours, but it does not compute in the GPA. "U" grades are computed in the GPA.

### W - Withdrawal

Regulations for course withdrawal are listed above in the Changes in Enrollment policy.

### WV - Waived Requirement

Used in instances when a program requirement has been waived as a result of specialized training or other documented circumstances. Waiving a course requires approval by the Vice President of Instruction and/or the Registrar.

# Graduation Quota

At a minimum, each academic department should produce 20 graduates or more for the academic year (fall, spring and summer). A graduate is a student who completed a degree or certificate. Any student receiving multiple degrees or certificates can only be counted once for the academic year.

With approval from the Vice President of Instruction, students receiving the General Studies degree can be counted toward the graduation quota based on significant course work completed within a department.

# Inclement Weather Policy and Procedure

Extreme weather conditions during the winter months may require LCC to cancel or delay the start of classes. Only severe weather conditions which would affect the personal safety of faculty, staff or students will result in the delay or cancellation of classes. If no announcement is made, classes will operate on a regular schedule.

The cancellation notice is posted on the LCC website, through the emergency text-messaging system and on local radio and television stations.   Every attempt is made to announce a decision to close the college or operate on a delayed schedule by 6:00 a.m.   Remember: if no announcement is made, classes will operate on a regular schedule and faculty are expected to meet their classes.

# Incomplete Grades (for Students)

An "I" is given at the discretion of the instructor only when circumstances beyond the student's control prevent final completion of work within the established time and when that student's academic and performance standing is satisfactory in the course for which the "I" is sought.  The following conditions must be adhered to in assigning an incomplete:

- An "I" will only be granted during the final two weeks of the fall and spring semesters and during the last week of the summer session

- An "I" must never be submitted by faculty to avoid assigning a D, F or U grade if the student's academic performance fails to meet course objectives/competencies

- An "I" is not granted in cases where the student has been absent for a significant portion of the course

- The instructor submits an "I" grade at the same time that final grades are due

- The instructor reports the "I" and files an Incomplete Grade form with the Office of the Registrar documenting the work required and any other conditions

- The instructor will set a terminal date for completion of the "I" **not to exceed the end of the 6ᵗʰ week of the subsequent term**

- An "I" not changed by the instructor with the Office of the Registrar within one week of the terminal date, will automatically be converted to a failing grade

- When the "I" is converted, the student's permanent record will reflect the grade, its grade points, and an adjusted semester/cumulative grade point average (GPA)

- An "I" grade will be converted to a failing grade if a student re-enrolls in a course in which an active "I" grade is present on their academic transcript

# Mid-term **Grades**

Each semester all instructors must submit a mid-term grade for each of his/her students. Instructors should continuously keep students informed of their progress; however those students that are receiving a "D" or "F" at mid-term will be sent a warning notice from the Student Success Services Center. The student will be encouraged to contact their instructor to see what can be done to improve their standing. **Faculty are required to submit mid-term and final grades by the required deadline. Deadlines are scheduled by the Registrar**.

# **Office Hours**

**Full -Time Faculty**

All full-time faculty are expected to maintain office hours per week. The times should be convenient to the students in the instructors' classes and distributed throughout the week. No office time should be less than one-half hour. The number of posted office hours required per week range from 5 to 10, depending on the number of credit hours taught, and a minimum of one office hour per weekday. Additional office hours are scheduled by appointment as requested by students.

Office hours must be listed on the course syllabus, and a copy must be submitted to the Academic Director. Office hours must be posted on the outside door of the faculty member's office, such that students can see the times, even if the faculty member is not in the office.

Full-time faculty who are teaching online courses must schedule virtual office hours at the same percentage of required office hours as the percentage of their course load that the online course(s) represents. For example: A faculty member has a 15 credit hour load (which requires a minimum of 10 office hours). One of the courses in that load is an online course. That online course represents 20 percent of the faculty member's load. Thus, he/she may schedule 20 percent of his/her office hours as virtual ($10 \times .2 = 2$ hours of virtual office hours). This faculty member would have 8 office hours on campus and 2 virtually (on campus or at other locations).

**Adjunct Faculty**

Adjunct faculty are required one posted office hour per week for every class taught, usually before or after class. For some departments, the college has provided shared desk space. Adjunct faculty teaching online are required one virtual office hour per week for every class taught, usually before or after class.

# Online, Hybrid, Web-Enhanced Course Sections

"E" sections designate online credit courses. For a course to be considered an "online" course, it must be delivered asynchronously and/or synchronously (online). **When examinations are employed, the academic department will ensure firm student identification. If proctoring is used, it is the responsibility of the student to identify appropriate proctor and confirm arrangements. See the current LCC catalog for additional information.**

Instructors must be familiar with and utilize the Quality Matters rubric in the design of their online courses.  As part of the 2016/17 quality initiative, faculty who teach online must take the Applying the QM Rubric to get familiar with a national benchmark for online course design. Instructors will also be required to do a self review using the national benchmark (rubric) and will need to get their courses informally reviewed.

**Approval from the Vice President of Instruction is required when 1) adding new online courses 2) modifying delivery formats for existing online courses, and 3) teaching a totally asynchronous online course.**

Hybrid
"H" sections designate hybrid courses. For a course to be considered a "hybrid" course, it must be delivered online (usually, more than half the coursework is online), but also include some face-to-face meetings at a designated LCC location or online. Face-to-face meeting dates, times, and locations for hybrid courses vary by instructor and are listed on the LCC course schedule.
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Web-Enhanced
On-campus, or seated, courses that use Blackboard or other online instruction to supplement in-class instruction are called web-enhanced courses. These courses have no special designation.

The Learning Management System

Blackboard is the learning management systems (LMS) used to deliver course materials via the Internet. Courses can be delivered entirely online, taught partially online as hybrid courses, or enhanced using selected Blackboard features.

Blackboard can enhance the learning experience by:

- providing increased potential for collaboration;
- offering a venue for continued and more interactive class discussions;
- integrating writing into every step of the learning process;
- Allowing instructors to give tests and quizzes outside the classroom, thereby freeing up in-class time for other types of learning activities;
- refocusing the responsibility of learning on the student rather than the instructor;
- Supplying on-demand support and immediate feedback;
- providing authentic assessment opportunities
- offering web-conferencing through Collaborate

At a minimum, all LCC instructors teaching "E" sections are expected to post their course syllabi, virtual office hours, and contact information on their Blackboard sites. Instructors are also required to use Wimba Technology in their courses. Instructors are encouraged to explore and make use of Blackboard's full potential by also posting lecture notes, supplemental presentations, assignment instructions, student grades, and other course materials.

Training
All initial instructional training with Blackboard and Wimba will be conducted through the Distance Learning Office.

# Professional Development

LCC is committed to providing staff development opportunities to the extent that is financially feasible. This includes funding for college development activities, satellite conferences, video tapes, travel and registration for professional meetings and seminars, and on-the-job training as well as formal classes. Full-time and adjunct faculty are encouraged to contact their Academic Director with suggestions, questions and comments.

**Full-time faculty members and Academic Directors should earn at least twenty (20) hours on an annual basis of professional development**. The hours must be documented and approved by your supervisor. A complete list of hours obtained should be submitted with your annual evaluation.

# Professional Organizations

Employees of the College are encouraged to become members of organizations in their community and chosen field. Participation in these organizations *may* count towards an employee's professional development hours. For additional information, contact the VP of Instruction.

# Proficiency Course Waiver Recommendation

Student:_____

LCC ID#:_____

The above referenced student has successfully completed a battery of departmental assessments and/or a pre-test. Based on scores achieved by the student on these assessments/examinations, the following is hereby recommended:

**RECOMMENDATIONS:**

____ Waive ENG075 and allow registration into ENG098 as long as ENG075 is not needed.

____ Waive READ075 and allow registration into ENG098 as long as ENG075 is not needed.

____ Waive ENG098 and allow registration into ENG111.

____ Waive MATH055 and allow registration into MATH075.

____ Waive MATH075 and allow registration into MATH095.

____ Waive MATH095 and allow registration into MATH116.

**ACCUPLACER SCORES and EXAMS MUST BE ATTACHED**

# Safety and Security

Safety practices shall always be enforced, especially in shop and laboratory facilities. Please follow these guidelines:

1. Instructors are responsible for teaching safety to students and seeing that they understand and follow safe practice. Instructors are also responsible for keeping the area and equipment in safe operating order.

2. An instructor must be present when shops and laboratories are being used.

3. In case of an accident, employees are required to report immediately to Safety and Security all criminal actions, accidents, injuries or other emergencies occurring on college property or in college facilities. The nearest college administrator and supervisor should also be notified immediately.

4. If faculty feel threatened in class or have any medical emergencies, immediately notify LCC Safety and Security. The Academic Department, Academic Director and/or Administrative will be notified as soon as possible for communication throughout the campus when appropriate. As soon as practicable, after criminal action, accident, injury or other emergency situation, employees and students shall file a written report for each incident with the Office of Safety and Security.

5. All personnel are responsible for reporting dangerous or hazardous conditions of buildings, grounds or equipment to the Physical Plant Office.

# Student Course Evaluations

The primary purpose of the Student Course Evaluation is to improve teaching and learning. It is a tool to provide feedback to instructors and administration concerning student perceptions of the effectiveness of Instruction in the course. Each section of every course will be evaluated. This is not an option and is required of each full-time and adjunct instructor. Instructors will receive a summary of their results after the semester ends. Faculty members will also receive feedback on the written comments provided by students. The Academic Director also monitors the survey results for their respective areas as a tool to detect any potential issues that could be addressed.

# Syllabus Requirements

A course syllabus will be prepared by each instructor for every course taught. The syllabus is provided to the students as a guide for the expectations of the course and is considered a contract with the students.

**The syllabus must following LCC's Standard "minimal" Requirements for Course Syllabus. See Appendix A.** In addition, the course Syllabus must reflect the overall objectives of the course as well as grading policy, classroom policies and procedures and course schedule. Standardized policies concerning Americans with Disabilities Act, academic integrity, dropping a class, and the attendance policy should be clearly specified on the course syllabus. *Please remember: at the beginning of every semester, a syllabus cannot be posted to Blackboard or distributed to students until it is approved by the Academic Director.*

# Teaching Load (for Academic Directors)

The priority for Academic Directors between 8 am to 5 pm, Monday through Friday, is to administer, supervise, manage and lead the department.

With prior approval from the Vice President of Instruction, Academic Directors may teach during 8 am to 5 pm, Monday through Friday, without additional compensation. Academic Directors must obtain approval each semester to teach. After 5pm, Academic Directors may teach one class per semester with compensation (supplemental contract). Approval to teach after 5 pm must be obtained by the Vice President of Instruction.

# Teaching Overloads (Full-Time Faculty)

If an overload is absolutely necessary due to mitigating circumstances, it will not be for more than one course. Compensation is provided through a supplemental contract at the current part-time faculty rate. One additional posted office hour per week is required. Additional overloads must be approved by the Vice President of Instruction.

# Textbook Proposals and Approval

TEXTBOOK ADOPTION PROCESS
- The process of adopting textbooks and other required materials for credit courses:

    * Originates at the departmental level.
    * Involves all full-time faculty who teach a given course.
    * Includes adjunct faculty who teach a given course whenever possible and appropriate.

- A proposal to adopt a particular textbook or other course material is reached by a departmental majority, not by a single faculty member (including the academic director).

- The contact or lead instructor for a specific course facilitates review and consideration of textbook proposals. (In the case of courses without contact or lead instructors, the department director facilitates review and consideration of textbook proposals.)

- Textbook proposals may come from any instructor teaching a specific course; however, they must be routed through the appropriate contact or lead instructors (or, in their absence, the department director) to ensure sufficient departmental consideration and consensus.

- When a textbook proposal is presented to or initiated by the appropriate course facilitator, he or she convenes a meeting of all full-time instructors of a course to consider the textbook proposal(s) for that course. This meeting may be open to adjunct instructors.

**Note:** This process applies not only to textbooks but also to any materials that would be required for students to purchase for a specific course.

Textbook Use and Exception Requirements
- The integrity of curriculum and the assurance of Instruction' quality depend on consistency in textbooks and other course materials across all offerings of a specific course. Therefore, all sections of a specific course (regardless of delivery method or location) are required to use the common textbook, or other common course materials, as adopted through the approval process.

- If any faculty member determines that an exception to the common textbook or course material packaging is necessary for certain offerings of a specific course, a written request and justification are required and subject to the following abbreviated approval process:

    1. Academic Director

2. Vice President of Instruction
Any exception to the uniform use of a common textbook or other adopted course material requires final approval from the Vice President of Instruction.

Textbook Adoption Guidelines

- Limit use of new edition textbooks when previous editions do not significantly differ and when the bookstore can ensure adequate supply of the older edition, and whenever possible, negotiate textbook costs with publishers (e.g., bundling of products, number of books needed, etc.).

- Agree to use the text for extended length of time – 3 years, except for extenuating circumstances such as a change of instructors, text out of print, negative student response, or a new edition. All exceptions must be approved by the academic director. Softcover textbooks should be selected, when available.

- A group process involving all full-time instructors, as well as adjunct faculty when appropriate, should be utilized in determining a textbook recommendation for a specific course. Supplemental materials should be selected based on demonstrated and justified need; students must be held accountable for required supplemental materials.

- Use packing/bundling only when it provides a cost benefit for students and where the supplemental materials fulfill the requirements listed above.

- Faculty are encouraged to contribute a complimentary copy of a textbook from publishers to the library reserves desk – especially reference books and non-essential text.

- Communicate with students regarding textbook usage in course syllabus, and refer students to the College Bookstore, or its Web site, for information regarding textbook costs and ordering

# Tutoring

Any student wanting to improve his/her learning strategies and grades is encouraged to visit the Student Success Services Center Tutor Lab, Nursing Tutor Lab or the STEM Tutor Lab. Tutoring services may be especially useful to students who come to college academically underprepared. Services are free to students enrolled at LCC. Instructors, staff and skilled peer tutors work with students in a lab-like environment.

# Workload and Service Period (Full-Time Faculty)

Although LCC does not adhere strictly to a regular 40- hour work week and the normal 8 a.m. to 5 p.m. daily schedule, it is assumed that for every credit hour a faculty member devotes two (2) clock hours to direct instruction and related activities, i.e., lecture and test preparation, homework

and test grading, attendance monitoring and reporting, assessment, departmental and committee meetings, etc. The equivalent within a 40-hour work week is 15-17 credit hours.

- o 15 credit hours x 2 = 30 class hours + 10 office hours
- o 16 credit hours x 2 = 32 class hours + 8 office hours
- o 17 credit hours x 2 = 34 class hours + 6 office hours

The same faculty member is expected to adhere to required posted office hours; thus, the equivalent is a 40- hour workweek. It should be understood that many of the workload requirements may not always be performed on campus or during the Monday through Friday, 8 a.m. to 5 p.m., work schedule. Faculty may be scheduled to teach classes within a time frame according to the College and student need.

Full-time faculty are employed on a nine-month contract and are required to serve the entire period of the contract. During scheduled semester breaks when students are not on campus, the faculty member is not required to report to the campus but should leave a phone number where he/she can be reached. Full-time faculty will remain working on campus during scheduled in-service days.

# SYLLABUS (SAMPLE)



**LUNA COMMUNITY COLLEGE**
**Standard "Minimal" Requirements for Course Syllabus**

**Course**                                    course title and other course information
                                              including meeting times, dates, room number,
                                              credits, semester, prerequisites and/or co-
                                              requisites

**Faculty**                                   information about the instructor and his or
                                              her contact information (e.g., phone number
                                              and email). List time and day of office hours
                                              for full time faculty

**Course Description**                        use catalog description, 2015-2018

**Expectations of Students**                  What do you expect from your students? For
                                              example, description of students'
                                              responsibilities in the learning process; how
                                              you hope the students will approach the
                                              course subject/content; take responsibility for
                                              their learning; the amount of study time
                                              expected in the course, and suggestions on
                                              how to succeed in the course.

**Course Learning Outcomes (Competencies)**   this section will include a list of skills or
                                              techniques students will develop from the
                                              course. This list will consists of a <u>minimum
                                              of four to six quantifiable statements</u> about
                                              what students will be able to do after
                                              completing the course.

**New Mexico CORE Competencies**              If teaching a CORE course, the State
                                              HED competencies must be stated (e.g.,
                                              Communications, Mathematics, Laboratory
                                              Science, Social & Behavioral Sciences,
                                              Humanities & Fine Arts).

**Methods of Measuring Learning**             What tools are used to measure student
**Outcomes (Competencies)**                   success based on the learning outcomes?

**Evaluation**                                Indicate how the student will earn a particular
                                              grade, such as information about assignments
                                              including types of assignments, nature of

exams (e.g., take home, open book, in-class) due dates, grading criteria and so forth.

**Course Schedule**  Add a tentative schedule indicating the course content that will be covered throughout the course (e.g., eight week or sixteen week schedule).

**Policies**  Include policies such as attendance, academic responsibilities, email, late assignments, missed exams, cell phones, etc.

Add a statement that indicates: for additional student information, refer to the 2015-2018 Student Handbook

**Grading Standard**  Refer to the LCC 2016-2018 Catalog

**Textbook(s)**  Name of required textbooks(s) and any recommended materials. Include ISBN number(s)

**Important Dates**  List important dates such as last day to withdraw from the course, holidays, add/drop, midterm, final exam week, spring break and other important dates.

**ADA Statement**  Add a statement regarding accommodations for students with disabilities. See the Faculty Policy & Procedure Manual for additional information.

**Academic Integrity**  See the Faculty Policy & Procedure Manual for additional information.

**Syllabus Revisions or Changes**  Add a statement that indicates the syllabus is subject to change

**Internet Courses**  See the Faculty Policy & Procedure Manual for additional information.

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# IMPROVING STUDENT LEARNING

**(Sample)** FACULTY EVALUATION MODEL AND CRITERIA FORM



**Full-time Faculty**

*Professional Competence and Scholarly Activity

*Service to the College and the Community at large

*Classroom Observation (??%)

*Student Evaluation (??%)

??%

??%

*Student Learning Outcomes (??%)

*Assessment Tool(s) (??%)

*Assessment Report [Benchmark] 70% Mastery (??%)

**Academic Director**

*Performance Appraisal Form
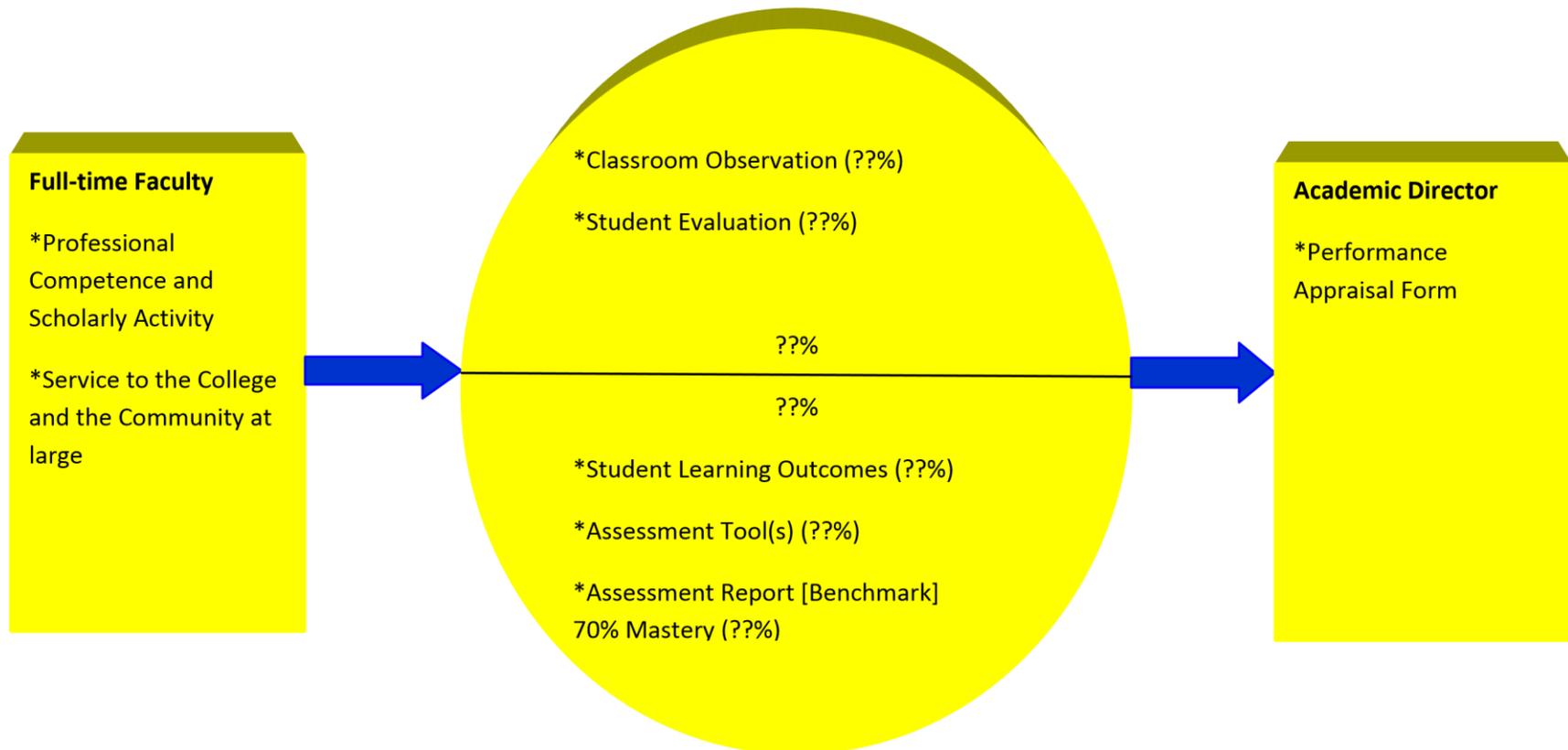
# FACULTY EVALUATION (BY SUPERVISOR)

Employee Name: _____   Date _____

Department: _____   Title _____

Review Type:   [ ] Probationary   [ ] Annual   [ ] Other _____

Date employee began present position __/__/__   Date of last appraisal (if applicable) __/__/____

**INSTRUCTIONS**: Carefully evaluate the work performance of the faculty member in relation to the essential functions of the job. Check rating boxes which best defines performance. Indicate N/A if not applicable.

**DEFINITIONS OF PERFORMANCE RATINGS**

**EE Exceeds Expectations:** Performance exceeds expectations in all category areas and are quantifiable. **(Comment Necessary)**

**ME Meets Expectations:** Performance meets most category expectations. Performance is of high quality and is achieved on a consistent basis.

**IN    Improvement Needed:** Performance is deficient in certain areas. Improvement is necessary. **(Comment Necessary & Improvement Plan Required)**

**NME Not Meeting Expectations:** Performance is unacceptable in the category, employee is not meeting performance expectations and employee is required to make immediate improvement. **(Comment Necessary & Improvement Plan Required)**

**N/A    Not Applicable:** Unable to rate at this time

****Attach Improvement Plan if applicable****

| Areas to be Evaluated | N/A | Exceeds Expectations (EE) | Meet Expectations (ME) | Improvement Needed (IN) | Not Meeting Expectations (NME) |
|---|---|---|---|---|---|
| 1. **Course Syllabus:** The following components are included within the instructor's syllabi: course description; purpose or objectives of the course; expectations of students; course content or outline; textbook(s) and/or other required materials or equipment; competencies; and assessment tools used and their weight in determining course grade. | | **Comments:** | | | |
| 2. **Classroom Instruction:** Refer to Classroom Observation Form for Teaching Faculty. | | **Comments:** | | | |

| 3. **Pedagogy/Andragogy:** Correct use of Instructional strategies and instructional theory. | | Comments: | | | |
|---|---|---|---|---|---|
| | | | | | |

| **Areas to be Evaluated** | **N/A** | **Exceeds Expectations (EE)** | **Meet Expectations (ME)** | **Improvement Needed (IN)** | **Not Meeting Expectations (NME)** |
|---|---|---|---|---|---|
| Upholding the academic rigor expected by the institution. Instructor provides frequent testing and feedback; establishes a learning environment; uses critical thinking activities to enhance learning at the post-secondary level. Instructional strategies accommodate individual student characteristics such as needs, interests, and backgrounds. Academic support resources such as tutoring, advising, and mentoring are integrated into the course curriculum. | | | | | |
| 4. **Instructor:** Faculty member participated in scholarly activities and/or demonstrated professional competence. | | Comments: | | | |
| 5. **Assessment:** Instructor followed LCC's assessment plan and submitted assessment report.. | | Comments: | | | |
| 6. **Recruitment/Retention:** Actively recruits students for classes and programs. Participated in College Night and/or other college activities and functions. | | Comments: | | | |
| 7. **Guidelines/Regulations:** Follows institutional regulations and guidelines per the faculty handbook regarding office hours, arrival & departure (punctuality); required paperwork; routine tasks are handled promptly and efficiently. Employee follows safety and conduct rules, and adheres to departmental policies. Follows policies regarding, chain of command, and record keeping. | | Comments: | | | |
| 8. **Interpersonal Relationships:** Employee is willing and demonstrates the ability to work and communicates with coworkers, supervisors, subordinates, and/or outside entities. Faculty member presents a positive image for the institution. Works cooperatively with staff/faculty members and administration. | | Comments: | | | |

| 9. **Judgment:** | **Comments:** |
|---|---|
| | |
| | |

**Complete the following sections.**

1. Accomplishments or new abilities demonstrated since last review (if applicable)

2. Specific areas of needed improvement

3. Recommendations for professional development (seminars, training, schooling, etc.)

**Employee's Signature\***_____     **Date** _____

*\*I acknowledge that my Self Evaluation was discussed with my Supervisor.*

**Supervisor's Signature** _____     **Date** _____

| **Employee's Comments:** |
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| Supervisor's Comments: |
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# ACADEMIC DIRECTOR EVALUATION FORM

Name of Director: _____     Date     _____

Department:     _____     Title     _____

Reason for Review     ☐ Probationary     ☐ Annual     ☐ Other     _____

Date employee began present position ___/___/_____     Date of last appraisal (if applicable) ___/___/_____

**INSTRUCTIONS**:  Carefully evaluate employee's work performance in relation to the essential functions of the job.  Check Rating box that indicates the employee's performance.  Indicate N/A if not applicable.  Assign a Performance Rating for the area, which is being evaluated.

**DEFINITIONS OF PERFORMANCE RATINGS**

**EE**     **Exceeds Expectations:** Performance measures are exceeding expectations in all areas and are recognizable as exceeding all levels of performance. **(Comment Necessary)**

**ME**     **Meets Expectations:**  Results clearly meet most position expectations.  Performance is of high quality and is achieved on a consistent basis.

**IN**     **Improvement Needed:** Performance is deficient in certain areas.  Improvement is necessary. **(Comment Necessary)**

**NME**   **Not Meeting Expectations:**  Results are generally unacceptable, employee is not meeting performance expectations and employee is required to make immediate improvement. **(Comment Necessary)**

**N/A**     **Not Applicable:** Unable to rate at this time

| Areas to be Evaluated | N/A | Exceeds Expectations (EE) | Meet Expectations (ME) | Improvement Needed (IN) | Not Meeting Expectations (NME) |
|---|---|---|---|---|---|
| 10. **Leadership**:  Promotes high standards for the department in areas of scholarship, instruction, and outreach; communicates priorities, standards, and administrative procedures effectively; articulates a vision for the future; provides national and statewide visibility and recognition for the department; contributes to the leadership of the college and effectively advocates for the college. | | **Comments:** | | | |
| 11. **Planning:**  Works effectively with staff in identifying appropriate short-term and long-term goals, in setting priorities, and in focusing resources across all department missions. | | **Comments:** | | | |
| 12. **Administration/Management:**  Oversees the recruitment and appointment of highly qualified staff, provides support for the successful recruitment and retention of faculty and | | **Comments:** | | | |

| | | | | | |
|---|---|---|---|---|---|
| staff, manages the office effectively, shares governance with staff when appropriate, provides for effective budget management, works effectively with other departments, makes decisions in a timely manner. | | | | | |
| 13. **Affirmative Action:** Encourages diversity and implements mechanisms for attracting and retaining women and underrepresented groups; encourages respect for all persons in the department. | | **Comments:** | | | |
| 14. **Instruction:** Coordinates and implements curricula as developed by the faculty. | | **Comments:** | | | |

| Areas to be Evaluated | N/A | Exceeds Expectations (EE) | Meet Expectations (ME) | Improvement Needed (IN) | Not Meeting Expectations (NME) |
|---|---|---|---|---|---|
| | | | | | |
| 15. **Outreach:** Promotes the service component of the department's mission, provides mechanisms for the successful delivery of outreach programs, is responsive to the needs of external constituencies. | | **Comments:** | | | |
| 7. **Personnel Development**: Supports and defends academic freedom; provides guidance, support and resources for faculty and staff development | | **Comments:** | | | |
| 8. **Assessment:** Effectively evaluates or assesses the department under his/her administration; acknowledges areas of excellence, and recommends areas where improvement is needed | | **Comments:** | | | |

*Rate employee's overall performance in comparison to position duties and responsibilities.*

_____**Exceeds Expectations**        _____**Meets Expectations** _____**Improvement Needed**        _____**Not Meeting Expectations**

If an employee's performance is rated as "Improvement Needed or Not Meeting Expectations" the employee's supervisor must

attach a work plan, which explains to the employee how, why and by what time frame their performance must improve.  Please

complete all of the following sections.  *If necessary, additional sheets may be attached.

1.  Accomplishments or new abilities demonstrated since last review (if applicable) _____

_____

2.  Specific areas of needed improvement _____

_____

3.  Recommendations for professional development (seminars, training, schooling, etc.) ——————————————————

——————————————————————————————————————————————————

**Follow-up requested/desired  [ ] yes   [ ] no       Follow-up Date _____**

## Supervisor's Signature

_____       **Date**

_____

## Employee's Signature

_____       **Date**

_____

**Employee's Comments:**

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**Supervisor's Comments:**

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# CLASSROOM OBSERVATION FORM

Evaluatee:_____     Course/Section Observed:_____     # Student Registered_____

Evaluator:_____     Date:_____     Time:_____     Place:_____     # Student Present_____

| | Rating | Comments |
|---|---|---|
| **1.** Objectives: **The professor made a clear statement of the objectives of the session at the beginning of class or at another appropriate time.** | Select Rating: | |
| **2.** Preparation: **The professor was wellprepared for class with necessary materials.** | Select Rating: | |
| **3.** Organization: **The professor presented the material in an organized manner.** | Select Rating: | |
| **4.** Clarity: **The professor presented instructional material clearly.** | Select Rating: | |
| **5.** Expertise: **the professor displayed expertise in the subject.** | Select Rating: | |
| **6.** Class Level: **The professor presented material at a level appropriate to the course.** | Select Rating: | |

| | |
|---|---|
| **7.** Learning Styles: **When appropriate, the professor combined methods of instruction (visual, auditory, etc.) to accommodate various student learning styles.** | Select Rating: |

| | |
|---|---|
| **8.** Respect: **The professor treated all students respectfully.** | Select Rating: |
| **9.** Controversial Material: **When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.** | Select Rating: |
| **10.** Comprehension: **The professor periodically checked student understanding an modified teaching strategies as necessary.** | Select Rating: |
| **11.** Responsiveness: **The professor was attentive to student questions and comments and provided clear explanations and examples.** | Select Rating: |
| **12.** Classroom Management: **The professor demonstrated effective classroom management skills.** | Select Rating: |

# DISTANCE LEARNING PROCTORING

For students enrolled in Distance Learning courses (ITV or Online) where proctored exams are required the following policies must be followed. The student must show two forms of valid photo identification and the proctor of the exam will make a photocopy to be included with this form (state issued driver's license or photo ID card and LCC issued ID card).

The student is responsible for identifying an acceptable proctor and for confirming arrangements regarding the scheduling and administration of the exam directly with the proctor and the course instructor **at least two weeks prior** to the scheduled exam. The following proctor information must be provided by the student to the course instructor two (2) weeks prior to the first exam:

- Name                                                    _____
- Title                                                      _____
- Company/Agency/Educational Institution      _____
- Address/phone/fax                              _____
- E-mail address                                   _____

Proctor information must be submitted to any online instructor you have proctored exams with - if you have more than one online course you must submit information to each instructor.  Proctor information is not carried over from past semesters and each instructor must approve the proctor for his or her class each semester.

Who may serve as an Exam Proctor? An acceptable proctor is someone with no conflict of interest in upholding the LCC Academic Integrity Policy. Please see the LCC 2015-2018 Catalogue for the complete policy regarding Distance Learning Examinations.

By my signature below, I agree to comply with the LCC Academic Integrity Policy and the policy regarding Distance Learning Exams:

_____          _____

Student Printed Name/Signature                                   Date

By my signature below, I certify that the above information is correct:

_____          _____

Proctor Signature                                              Date

# DISTANCE LEARNING ACADEMIC INTEGRITY POLICY

Students are solely responsible for complying with all regulations and policies of the College as well as those of the departments from which they take courses. Please see the Academic Integrity Policy in the LCC 2015/2018 Catalogue or the LCC Student Handbook.

**ACADEMIC INTEGRITY (from the LCC 2015 – 2018 Catalog):**
Students are responsible for achieving academic and course goals and objectives as prescribed by their instructors and for demonstrating achievement in an honest manner.
Misrepresentation of knowledge can influence a course grade or determination of satisfactory fulfillment of an academic requirement.

The following acts, or any other acts of academic dishonesty, compromise the integrity of the academic process and academic community and are subject to disciplinary action:

Plagiarism which includes, but is not limited to:
• Offering the ideas, words, sentences, or parts of another person's writings without giving     appropriate credit and representing the work as one's own, including quotations or identical expressions of material from books, reference works, and encyclopedias.
• Undocumented World Wide Web source usage.
• Submitting a paper purchased from a research or term paper service, including the Internet.

Cheating which includes, but is not limited to:
• Use of materials, notes, information, or study aids not permitted by the instructor during tests, quizzes, or other graded in-class activities.
• Use of electronic equipment including cell phones, PDA's, and calculators not authorized by the instructor.
• Unauthorized possession of examinations, quizzes, or instructor records.
• Obtaining information during an examination or obtaining an assignment from another individual and/or assisting others in cheating. • Alteration of grades on an examination, assignment, or records of an instructor or the college.

# ACADEMIC HONESTY POLICY VIOLATION

**Student Name:**                                    **Student ID #:**

**Course Name / Number:**                            **Class Section:**


**Instructor:**

**Date of alleged violation(s):**


**Alleged Violation:**

**Please include all specifics, chronology, and outcomes of the alleged violation; you can staple any further evidence to this form if needed**


**Penalty/ Sanction:**


I have met with the student and discussed the alleged violation as well as the student's ☐ right to appeal on _____. The student admits / denies fault.

                                   date


**Instructor signature:**