



Faculty Handbook

Approved by the Academic Senate
August 23, 2016

Lassen Community College District Strategic Plan

Revised and Approved by the Governing Board on August 9, 2016

Vision

- Be the Academic Leader by ensuring quality and student success
- Be the Educational Leader by expanding outreach and student access
- Be a Trusted Steward by providing capable leadership and accountability
- Be the Economic and Workforce Development Leader for the community
- Be the Cultural Leader in the community
- Be the Civic and Social Leader in the community
- Be a highly efficient self-sustaining rural community college

Mission

Lassen Community College provides outstanding programs for all pursuing higher education goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction. The college serves students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self development through lifelong learning.

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

College Values

Educational Excellence – We value:

- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms
- Student learning as the focal point of every experience

Student Focus – We value:

- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process

Honesty/ Integrity – We value:

- Establishing trust in relationships
- Dependability
- Transparency
- Collaboration

Student Success – We value:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Vocational students being prepared for the job market

Dignity/Respect – We value:

- Civility
- Collegiality
- Diversity
- Active listening and communication



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LASSEN COMMUNITY COLLEGE DISTRICT

530.257.6181 (voice)

530.251.8838 (fax)

Administrative Roster by Office

BOARD OF TRUSTEES

Current List 530.251.8820

OFFICE OF THE PRESIDENT

Superintendent/President 530.251.8820

ACADEMIC SERVICES

Vice President of Academic Services 530.251.8891

Associate Dean of Institutional Effectiveness and Research 530.251.8836

Executive Assistant I Academic Services 530.251.8891

Administrative Assistant III 530.251.8819

Instructional Services Technician (Curriculum) 530.251.8840

Distance Education Coordinator 530.251.8875

STUDENT SERVICES

Dean of Student Services 530.251.8823

Director of Financial Aid 530.251.8890

Admissions & Records 530.257.6181x8010

Residential & Campus Activities Manager 530.251.8879

ADMINISTRATIVE SERVICES

Vice President of Administrative Services 530.251.8826

Comptroller 530.251.8834

Director of Human Resources 530.251.8852

Information Technology 530.251.8874

For a comprehensive phone list, contact the Office of Academic Services at 251-8891.

Institutional organization charts that are inclusive of all administrators, managers, classified staff, and full-time faculty are posted outside the President's Office and online.

History

Lassen Community College was established May 4, 1925 as the Junior College Department of the Lassen Union High School District. The current era of the college began in July of 1969 with the establishment of the Lassen Community College District, having one college, Lassen Community College.

The college campus is located immediately north of Susanville on Highway 139 and consists of 184 acres, 17 main buildings, four modular buildings and seventeen outbuildings. The current campus was first occupied in February of 1972. In addition to classrooms, laboratories and offices, it has a dormitory with a capacity for 130 students, a library, cafeteria, computer rooms, a large gymnasium, stables, barn, and rodeo arena, and outdoor recreation facilities including a ski hill.

The District serves the Honey Lake Valley communities of Susanville, Janesville, and Herlong, and outreach areas including Alturas, Big Valley, and Westwood. Although Lassen Community College serves one of the larger geographic areas of the state, the population is relatively small.

GOVERNANCE

Board of Governors

Lassen Community College is governed by a Board of Trustees consisting of seven voting members elected at large for terms of four years, and a non-voting student member (advisory vote recorded in the minutes) selected by the Associated Student Body for a one year term commencing June 1 of every school year. Regular Meetings of the Governing Board are held on the second Tuesday-of each month at 5:30 p.m. on the college campus. The second Regular Meeting (fourth Tuesday) is only held as needed. Agendas, minutes, and Board policies and procedures are all posted online and can be found using the Governing Board links on the Lassen College webpage.

Legal Basis and Authority

The Governing Board of the Lassen Community College District derives its authority from Section §70902 of the Education Code of the State of California. The Board is subject to the provisions of the Constitution of the State of California, the Education Code, the Rules and Regulations of the Board of Governors of the California Community Colleges (Title V, California Administrative Code), its own policies and procedures, and the expressed will of the electorate.

Shared Governance

It is the policy of the Board of Trustees of Lassen College, through shared governance, to ensure faculty, staff, and students the right to participate effectively in District governance. This shared governance shall be exercised primarily, but not totally, with the Academic Senate, Associated Student Body, and organization(s) recognized by the Board as representing staff (See Board Policy and Administrative Procedure 2510 for further information). Faculty members are encouraged to participate in planning and budgeting through assigned committees, their division chair, and Academic Senate. All Lassen College planning and budgeting is done through the Consultation Council; although representatives from each constituent group on campus are represented at Consultation Council, all employees are welcome to attend regularly scheduled meetings.

Delegation of Authority to Superintendent/President

The Governing Board delegates to the Superintendent/President the function of specifying required actions and designing the detailed arrangements under which the district will be operated. Such rules and detailed arrangements constitute the administrative regulations governing the district.

The administrative regulations are, in every respect, consistent with the policies adopted by the Governing Board. The Governing Board formulates and adopts administrative regulations only when the Superintendent/President recommends Governing Board adoption.

Relationship between Governing Board and Superintendent/President

The Superintendent/President is the Chief Executive Officer of the District. All communications and recommendations from the staff of the District should be conveyed through the Superintendent/President to the District Governing Board. The Superintendent/President will make available to the Governing Board all data requested by the Board in a timely manner. This policy does not preclude discussion by Board members with staff on matters of college business.

FACULTY REPRESENTATION

Academic Senate

The Academic Senate at Lassen College is constituted of elected representatives from the Liberal Arts and Sciences areas and Vocational/Technical and Physical Education areas. The current membership of the Senate is six members, three from each area. The Senate elects a president, vice-president and secretary from its elected senators. All senators serve for a two-year term; executive positions are re-elected from within the Senate annually. All Lassen College faculty members, full or part-time, are members of and represented by the Academic Senate by virtue of their employment as faculty members.

The Academic Senate represents all faculty members in making recommendations on academic and professional matters, often called the Senate 10+1. According to the Academic Senate for California Community Colleges, the 10+1 academic and professional matters means policy development relative to curriculum, including establishing prerequisites; degree and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; college governance structures, as related to faculty roles; faculty roles and involvement in accreditation processes; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as mutually agreed upon.

The Senate meets twice a month throughout the academic year, plus holds summer meetings as necessary. Agendas are sent out to the LCC Everyone email distribution list at least two days in advance of each meeting per Brown Act regulations, and all faculty members are welcome to attend. For more information about the Academic Senate, its members and officers, or its schedule, please visit the Lassen College website or contact Academic Services.

Lassen College Faculty Association (LCFA)

The LCFA represents faculty on all matters contained within the Contract Between the Lassen College Faculty Association (LCFA) and Lassen Community College District (LCCD). It is constituted of an elected executive board; its membership is all full-time faculty members as well as all dues-paying adjunct faculty members. Full-time faculty members pay the current dues to the California Teachers Association (CTA) as a condition of employment (e.g., a closed shop structure). New hires and interested adjunct instructors must complete the CTA enrollment forms to secure the services available from CTA (e.g., legal representation). The form should be furnished by the District in the new employee packet. Forms are also available from the LCFA.

For a copy of the Contract or to contact a member of the LCFA Executive Board, please visit the Lassen College website or contact Academic Services.

COURSE OUTLINES, CURRICULUM, AND SYLLABI

Course Outlines of Record (COR)

Faculty are contractually required to teach their classes “in accordance with the intent of the college catalog and with the objectives and content of the course outline of record.” (LCFA/LCCD Contract, 7.2.3) A list of approved courses and course outlines are available in Academic Services and the Lassen College website. If you do not have a current course outline for the course(s) you teach, please contact Academic Services.

The course outline of record (COR) identifies such information as the required contact time for lecture and lab, faculty service area/discipline, student learning outcomes, course objectives, course content,

representative assignments, as well as required and optional texts. The course outline assures continuity of the intended purpose and content of a particular course regardless of who is instructing it. Assuring course continuity then assures course integrity, which helps facilitate articulation to other institutions. The course outline should be used as a guide for development of a course by faculty members assigned to teach sections of the given course. Faculty interested in revising a course outline must follow processes through the Academic Senate's Curriculum/Academic Standards Committee. No course outline may be revised without proper Curriculum/Academic Standards Committee approval.

Course Syllabi

Lassen Community College Board Policy and Administrative Procedure 4023 requires an up-to-date course syllabus for all transferable, non-credit, basic skills, or other courses receiving FTES reimbursement. As per LCFA contract, copies of your course syllabi must be submitted to the Office of Academic Services by the end of the first week of instruction. Course descriptions and student learning outcomes included in the course syllabus must be consistent with those defined in the course outline. A sample syllabus is included as Appendix A. Please feel free to contact the Office of Academic Services if you do not have a course outline on which to base your syllabus.

The course syllabus, constructed in accordance with the current course outline, informs the student of what to expect from a particular course and provides an official record of how that particular course will be conducted during a given semester. The course syllabus must contain the following minimum requirements:

| | |
|----------------------------------|--|
| Course Title & Number | Instructor Name |
| Telephone Number/Contact Info | Times Available to Consult with Students (FT only) |
| Course Description (from COR) | Student Learning Outcomes (from COR) |
| Current Semester/Year | Grading Criteria/Scale |
| Attendance Policy | Required Assignments |
| Textbook requirements (from COR) | |

In addition, the Academic Senate suggests including a statement about your position on incomplete grades, academic integrity, consequences for academic dishonesty, and availability of Disabled Students Programs & Services assistance. Federal regulations also require that an ISBN for each textbook be included on the syllabus.

Student Learning Outcomes and Assessments

Student learning outcomes (SLOs) are specific measurable pieces of information or skills that the student is expected to know or be able to do once the course is completed. SLOs refer to overarching specific observable characteristics that are used as evidence to determine or demonstrate that student learning has occurred as a result of completing a specific course.

Student learning outcomes appear on the course outline of record for each course. SLOs identified on the course outline of record (COR) must be included by faculty on the syllabus. Curriculum/Academic Standards Committee approval is necessary for any revisions to SLOs identified on course outlines. When revisions to SLOs are proposed, all faculty who teach the course must be consulted and agree with proposed revisions.

Evidence that expected student learning has occurred is developed through SLO assessments. When requested, faculty members are expected to provide plans for assessing at least one SLO per course per semester at the beginning of a semester and, per contract, submit SLO assessment results within eight working days of the end of a semester. The request for plans and the links to forms for submitting assessment results will be provided by the Dean of Institutional Effectiveness and Research.

Textbooks

Textbooks utilized for all credit and noncredit courses can be found in the official Course Outline for each course. Faculty members must use the textbook and supplemental materials as identified on the Course Outline. If an instructor wishes to change the suggested texts, he or she must consult with other faculty in the discipline and submit a Revision to Course Outline proposal to Academic Services to be included on a Curriculum/Academic Standards Committee agenda. Textbook changes must be submitted by the end of March each academic year for adoption of new textbooks for the following academic year. The inclusion of a “Suggested Text” on the course outline refers to an instructor’s option of selecting an additional approved text, not that an instructor can choose to have no text. All faculty members teaching the same course, whether full-time or adjunct, must use the text identified in the course outline.

The title of the textbook adopted for a class must be listed on the syllabus, along with the author, publisher, and copyright dates. In addition, federal regulations require that the ISBN be included on a syllabus to facilitate student access to the textbook for those seeking the lowest cost possible.

The Bookstore maintains a stock of all textbooks adopted for each semester’s classes based on the proposed schedule and the textbook(s) on the approved course outline of record. Course history and book history is considered when determining the quantity to be ordered each semester. If faculty members have a concern about the quantity of books available, they should contact their division chair or the Vice President of Administrative Services. Textbook availability cannot be guaranteed after the sixth week of classes.

The Bookstore will provide faculty members with the addresses and phone numbers of publishers so they may order desk or instructor copies of textbooks for assigned classes. If a faculty member needs a desk copy immediately, the Bookstore can provide the faculty member with a new copy. The new copy will be charged to the faculty member’s division supply account. The charge will be credited when the faculty member returns the new desk copy (not a copy marked for faculty use).

In November 2011, the Academic Senate approved textbook guidelines to be used by faculty as well as Academic Services and Bookstore staff. The textbook guidelines are included in Appendix B as well as on the Lassen College website.

Curriculum

Any requests for changes in existing courses or development of new courses must be processed through Academic Services and approved by the Curriculum/Academic Standards Committee. One full semester should be allowed for the approval process, assuming that all required forms are made available to the Curriculum/Academic Standards Committee at the beginning of the academic year. Curriculum Revision Forms are available in Academic Services and on the Lassen College website. Faculty are encouraged to submit proposals for new courses, degrees or certificates prior to the end of fall semester in order to allow adequate time for approvals, catalog updates and external approvals (Chancellor’s Office, C-ID, CSU or UC general education).

Distance Education

LCC provides distance delivery for a variety of courses. Each course to be offered online, via correspondence, by interactive television, or as combinations—also called hybrid courses—must be approved by the Curriculum/Academic Standards Committee. Each offering, regardless of delivery type, must be the equivalent of the face-to-face course. Minimum requirements include an up-to-date syllabus for the distance course, one hour of instructor-generated replacement material, ordinarily typed lectures, for each hour of face-to-face lecture, two hours of homework per hour of lecture, comparable exams and written assignments, and at least six instructor-initiated feedback opportunities during the semester. Copies of the *Handbook for Correspondence Instructors* and *Handbook for Online Instructors* are available in Academic Services and the Lassen College website. Although the handbooks are written

specifically for correspondence or online instructors, most of the content is relevant to all distance education delivery modes. Development of a new distance education course is at the sole discretion of the LCFA and the District. The developer has first right of refusal to teach the course. LCFA unit members using the Internet for providing distance education instruction shall receive \$85.00 per semester reimbursement upon completion of the appropriate form from the Office of Academic Services (LCFA Contract, article 7.5).

Courses may be entirely online, hybrid, or web-enhanced. Online and hybrid both require approval by Curriculum/Academic Standards Committee. Web-enhanced courses do not require approval because web-enhanced means only that additional material is provided to students in an online environment. Web-enhanced courses cannot include any required online assignments, quizzes, exams, or other evaluation pieces. For a course to include any required online assignments, even if no face-to-face hours are being substituted with online work, the course must be approved as a hybrid course.

The structure of hybrid courses varies and must be approved by the Curriculum/Academic Standards Committee. Some approvals include the allowance for online assessment with all face-to-face hours scheduled or one-third, half or two thirds of face-to-face hours replaced with online delivery. The online section of hybrid classes must conform to all online standards and expectations for instructor to student (group) interaction, instructor to student (individual) interaction, and student-to-student interaction.

Training, Education and Collaboration Center (TECC)

TECC is a staff and faculty computer lab and training center located in HU-102. It is intended to be open for faculty walk-in assistance, but that is depending on staffing. Faculty are encouraged to attend trainings provided on a wide variety of topics including using various software programs, using the classroom equipment and technology, assessing student learning outcomes, and strategies for teaching in an active classroom environment. If you are interested in knowing more about upcoming trainings or events or to find out more about TECC, call 251.8924 or find it on the Web at <http://www.lassencollege.edu/academics/academic-support/tecc/tecc>.

Plagiarism/Academic Dishonesty

Students often engage in violations of academic integrity, including plagiarism and cheating, intentionally and unintentionally. Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. Cheating is defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Faculty members are encouraged to distribute and discuss the LCC Academic Honor Code (Appendix C) to make clear the expectations of students. Faculty members play an integral role in teaching about academic integrity, monitoring for cases of academic fraud or dishonesty, and utilizing consequences for violations of academic integrity. To not take these faculty responsibilities seriously communicates to students that the actions are appropriate and allowable; whereas, disciplining students for violations of academic integrity serves to educate the student how to avoid repetitive violations as well as reinforces the importance of academic integrity.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or the Dean of Academic Services.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.

Penalties for instances of academic dishonesty may vary. For initial violations, the faculty member may assign a failing grade for the assignment. With repeated violations, a faculty member may assign a failing grade for the course, recommend to the Dean of Academic Services that the student's transcript reflect a course failure for reasons of academic dishonesty, and request that the Dean of Academic Services recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.

Academic Freedom

Board Policy 4030 states:

"The Lassen Community College District Governing Board recognizes that academic freedom is necessary to the pursuit of truth and supports the principles of academic freedom enunciated in the American Association of University Professors (AAUP) and the Association of American Colleges and Universities ethics statement. The Academic Senate of Lassen Community College adopted the AAUP 1940 Statement of Principles on Academic Freedom and 1987 AAUP Statement on Professional Ethics.

The teacher must be free to think and express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within the teachers' professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning.

Academic freedom is not an absolute. It must be exercised within the law and the basic ethical responsibilities of the teaching profession. Those responsibilities include:

1. An understanding of our democratic tradition and its methods.
2. A concern for the welfare, growth, maturity, and development of students.
3. The method of scholarship."

In addition to the provision of academic freedom allowed by Board Policy, academic freedom is included in Article 21 of the LCFA/LCCD Contract. Also see "Academic Freedom and Educational Responsibility" in Appendix D.

STUDENT REGISTRATION AND RECORD-KEEPING

Attendance and Accounting Procedures

Faculty members are required to complete and return attendance and enrollment documents to Admissions and Records as instructed. Faculty members will receive the following student attendance and enrollment documents during the course of the semester:

1. Daily Attendance Sheets – Links to downloadable daily attendance sheets will be provided by Academic Services at the beginning of a course to enable faculty to track daily attendance. Faculty members may opt to maintain their own attendance record, but must provide a copy to Admissions and Records with grades at the conclusion of a course.
2. Positive Attendance Rosters – Provided by Admissions and Records at the beginning of a course that is noted specifically as a positive hours course or that runs a period of time different than the full term. Faculty must accurately log the students' attendance and sign, date, and return the forms to Admissions and Records at the conclusion of the course.
3. Census Roster – Provided by email by Admissions and Records prior to the census date (for full term classes, census is at the close of week 3). This is a mandatory document that must be signed, dated, and returned indicating whether a student is currently attending (LC), a no show (NS), or a drop (DR). Students not attending at census MUST be dropped.
4. Official Roster –available to faculty throughout the semester in WebAdvisor.

5. Grade Sheets – Issued the last week of instruction by Admissions and Records so faculty can assign final student grades. It is a mandatory document that must be signed, dated, and returned within five (5) days of the end of a course. Grades may be processed using WebAdvisor, but an additional email must be sent to LCCattendanceclerk@lassencollege.edu as verification of grade submission (in lieu of submitting signed hard copies). Because of the adverse impact on students, failure to submit final grade reports may affect future employment opportunities for adjunct instructors.

The timelines for submission of the enrollment documents will vary based on the duration of the course, semester taught, or start and end dates. All forms must be submitted in a timely manner prior to stated deadline dates. At the end of the semester, please submit grades quickly; many students are planning to transfer to another institution and require current transcripts to complete the admission/transfer process. Other students may have taken the class/classes for work related reasons and are required to submit grades to their employer upon completion of the class.

All students who attend classes must appear on the Daily Attendance Sheets or Rosters. Any student attending class but not appearing on a roster must be directed to Admissions and Records to correct the omission.

Student Add/Drop

Students may only be added to full-term classes during first full week of classes. At any point when a class is full, the instructor must approve the addition of students to classes. Any class dropped by the student within the first two weeks of the class will not appear on the student's transcript. Course(s) dropped after the second week and before the fourteenth week will appear on the student's transcript as a withdrawal ("W"). Classes may not be dropped after the thirteenth week of instruction. In cases of instructor error, the instructor should contact the Admissions and Records via email to request a correction. Dropping a class after census is ultimately a student's responsibility, but faculty are highly encouraged to drop students as they become inactive. Faculty may drop students by emailing lccattendanceclerk@lassencollege.edu. Provide the course and section number, the student's name and ID number, and the date dropped.

Waitlists

Prior to the start of a new term, Admissions and Records will institute a waitlist for any course reaching its enrollment maximum. As students drop prior to the start of class, students are moved from the waitlist to the active class roster. Faculty members are expected to honor waitlist students and add students in the order listed on the waitlist when openings in a class occur once it starts. For more information, see Appendix E, Waitlist Information

Alternate Time Courses

In the case that a student intends to enroll in two classes which conflict for thirty minutes or less, a student may request permission to enroll in both classes using an Alternate Time Form. Enrollment will only be allowed if alternate times are acceptable to the instructor and approved by Academic Services. Alternate Time Forms are available in Admissions and Records. Forms should be filled out completely by the student prior to getting faculty signatures.

Auditing Classes

Auditing of a class, defined as taking a class in which the student does not want credit, is permitted with instructor approval. An auditing fee of \$15 per credit will be charged. Students enrolled in classes for 10 or more semester credit units will not be charged a fee to audit three or fewer units per semester. No student auditing a course shall be permitted to change enrollment in that course from audit to credit. Priority in class enrollment shall be given to students desiring the class for credit. Students who audit a

class are not eligible for state apportionment, and the instructor must maintain a separate roll sheet. Students who enroll on an audit basis may not be counted toward the class enrollment.

Credit by Examination

A student may petition for credit by examination in courses currently listed in the college catalog for which the student has not previously earned a grade provided the following minimum requirements are met:.

- The student must be currently registered in the college and in good standing,
- The course is listed in the District's catalog,
- The petitioner has completed six (6) semester units at Lassen Community College.
- The petitioner is in good standing at Lassen Community College with at least a 2.0 grade point average.
- The student may petition to be examined only in those subjects currently offered in the catalog and supplement, and for which the student has not previously earned a grade.
- The petitioner may earn no more than fifteen (15) semester units by credit by examination while at Lassen Community College.
- The petitioner may not challenge prerequisite courses after completing advanced courses.
- The course must be completed by the end of the semester in which application is made.
- Students with an approved 2 + 2 agreement will follow the procedures designated by the 2 + 2 agreement for the awarding of Credit by Examination and will be awarded the credit upon successful completion of the competencies.
- Students who participate in approved 2 + 2 agreements are exempt from the 15 semester unit maximum for credit by examination.

For more information or clarification about Credit by Examination, contact Admissions and Records. Faculty members are not obligated to provide Credit by Exam examinations. Those that do agree to allow credit by exam decide the nature of the test the student will be taking.

Tech Prep Program

The Tech Prep 2+2 program offers students the opportunity to take a high school technical preparation class and receive college credit when attending Lassen Community College. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from high school to college and offers an incentive for students to continue their education at a more advanced level.

Students qualifying for the opportunity to receive Tech Prep credit must contact Admissions and Records. Actual Tech Prep credit will not be received by an eligible student until successful completion of the Credit by Exam process.

Grading Policy

The following is the current grading policy:

| | |
|---|-------------------------------------|
| A = Excellent | 4 grade points per unit |
| B = Above Average | 3 grade points per unit |
| C = Average | 2 grade points per unit |
| D = Passing but below average | 1 grade point per unit |
| F = Fail (student attended but didn't earn a passing grade) | 0 grade point per unit |
| FW = Failure to Withdraw (student stopped attending) | 0 grade point per unit |
| P = (Credit) Passing grade | Does not affect grade point average |
| NP = Not a passing grade | Does not affect grade point average |

NOTE: Grades are due within five (5) business days following the end of finals.

Incompletes

Administrative Procedure (AP) 4230 states:

“Incomplete academic work for unforeseeable, emergency and justifiable reasons at the end of the term may result in an “I” symbol being entered in the student’s record. The condition for the removal of the “I” shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the “I”, the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the “I” grade. This record must be given to the student with a copy on file with the registrar until the “I” is made up or the time limit has passed.

Notification of conditions and timelines may be made one of four ways:

1. The instructor meets with the student, communicates the conditions and timelines, records the information on the Incomplete Form, and has the student sign for verification of notification.
2. The instructor sends the student conditions and timelines via email or correspondence. The student’s return confirmation verifies acceptance of the conditions for completion of an “I” grade and should be attached to the Incomplete Form.
3. The instructor informs the student of conditions and timelines via phone. The instructor documents all conditions and timelines as well as a record of the phone call on the Incomplete Form.
4. The instructor is unable to inform the student of conditions and timelines through any of the above methods. The Office of Admissions and Records will send a copy of the Incomplete Form to the student with a signature receipt required. If no signature receipt is returned to Lassen College or if the conditions are refused, the Office of Admissions and Records will immediately record the grade indicated on the form to be assigned if the conditions are not met.

A final grade shall be assigned when the work stipulated has been completed, evaluated and a change of grade form has been submitted by the instructor of record; when the time limit for completing the work has passed; or when a student cannot be notified of conditions necessary to complete the “I” grade.

The “I” may be made up no later than one year, or less as determined by the instructor, following the end of the term in which it was assigned.

The “I” symbol shall not be used in calculating units attempted nor for grade points. A student may petition to the Dean of Student Services and the Chief Instructional Officer for a time extension due to unusual circumstances.”

Faculty may read AP 4230 further for information about Grading & Academic Record Symbols.

Material Fees

Some classes require that students provide their own supplies or equipment, such as paints and brushes for painting classes or safety equipment for welding classes. Designated classes have authorized materials fees in lieu of students providing their own supplies. For classes requiring a material fee, the information is included in the Course Description on the Course Outline of Record. Material fees are paid by students at the time of registration, not directly to a faculty member. Contact Academic Services for information.

Refund Policy

For a semester length class, refunds for enrollment fees paid by students may be granted up to ten school days from the beginning of class or up to and including the first day of class for classes that are less than a semester in length. *No refunds will be granted after this time period.*

Office Hours

All full-time faculty members in instruction must hold five on-campus office hours (50 minutes each) per week. An office hour schedule must be posted in close proximity to the unit member's office (LCFA Contract, Article 7.3) and submitted to the Dean of Academic Services within the first week of classes. Adjunct faculty members are not required to hold on-campus office hours.

Final Exam Schedule

Final exams are given the last week of each semester. The day and time of testing for a particular course will vary from semester to semester. Final exams for evening classes should be scheduled during the last class meeting of the semester which usually falls during finals week. Final exam schedules are printed in the class schedule each semester and are also available in Academic Services or online at the LCC website.

Faculty members are not authorized to change the date and time of any final exam without approval from the Vice President of Academic Services. Requests for changes by individual students must be approved by the instructor of record and by the Vice President. Final exams are required in all lecture courses. Final exams are optional in laboratory and activity courses, but, in order to meet minimum hours of instruction, a course must meet at the final exam time scheduled regardless of whether an exam is being given. No final exam schedule is prepared for summer session or short session courses. Summer and short session class final exams should be scheduled during the last class session.

OFFICE OF ACADEMIC SERVICES SUPPORT

Hours

Academic Services is staffed from 8:00 a.m. to 4:30 p.m., Monday through Friday. Academic Services is closed during Convocation each semester.

Supplies

Instructors needing classroom supplies should contact the Academic Services.

Duplication

Small jobs may be completed using a copier in Creative Arts, Humanities, or Math/Science building. A key is necessary to access the copiers, so contact Academic Services to have a key assigned to you.

Large jobs should be sent to Duplication (located in the Shipping and Receiving Department, located at the East End of campus), which requires one week for processing. For duplication "Job Request Forms," contact General Services at 251.8831 or inquire in Academic Services.

CALENDAR

Academic Calendar

The Vice President of Academic Services is responsible for preparing the academic calendar. An equal number of representatives designated by the faculty bargaining unit and the Vice President of Academic Services annually convene to consider and recommend the District's academic calendar for the following year. The committee's recommendation is forwarded to the Superintendent/President. The resulting calendar is submitted to the Lassen Community College District Governing Board. Once approved, the academic calendar is available at the Lassen College website and in the Office of Academic Services. See appendix F for the current academic calendar(s).

Flex Calendar

Lassen Community College offers classes under a flexible calendar schedule that provides 175 instructional/staff development days and two staff in-service days (Convocation) each year. During flex days (seven per year), daytime classes are canceled to enable faculty to participate in planned flex activities. Evening classes are also normally canceled during flex days. However, exceptions may be made. Full-time faculty participation in flex activities is expected and required. Adjunct faculty are always encouraged to participate in flex activities; however, there is no compensation for participation.

FACULTY ABSENCES AND CLASS ADJUSTMENTS

Absences

All absences must be reported to Academic Service. As much advance notice as possible is requested, but Academic Services should be notified no later than 7:30 a.m. of the first day of absence, so that the appropriate classroom may be posted. For instructors teaching afternoon or evening courses, Academic Services should be notified of an absence at least one hour before the start of class (no later than 4:30 p.m.). Adjunct instructors are eligible for one class meeting a semester as sick leave; additional absences will be deducted from hourly pay. Per LCFA Contract, the District is responsible for providing substitutes.

All courses must be taught the number of hours established on the course outline of record. Failure to meet the required hours may affect apportionment received by the college for the course as well as credit received by the student. Do not put student learning and credits in jeopardy because of absences; communicate with Academic Services for all absences.

It is the instructor's responsibility to keep Academic Services informed of all absences, arrangements for make-up or coverage, and needs for assistance in covering missed class sessions. Within three days of returning, all adjunct and full-time faculty members are required to submit an Employee Leave Form (available in Academic Services or LCC web site) to Academic Services.

Family Emergency

Family emergency leave may be taken, but will be charged to sick leave for full-time faculty members. Adjunct faculty members do not have sick leave beyond the one allowable hour per class. Within three days of returning, faculty members are required to submit a Leave slip (available in Academic Services or LCC web site)

Class Schedule and Location Changes

Class schedules to include date, time, and location of classes are pre-approved by Academic Services. All instances of any class schedule or location change must be communicated to and approved by Academic Services.

Class Cancellation Procedures

Academic Services may cancel any course that does not have sufficient enrollment. This action will normally be taken during the week just prior to the beginning of classes. In some cases the class may be cancelled after the first or second meeting of the class if enrollment does not build sufficiently. If the full-time faculty member's workload falls below required levels following course cancellations, the instructor may be reassigned to teach another class(es) or to other reassignment duties. In some cases, the faculty member's load may be increased for the succeeding semester. In cases where a course has met once or twice before cancellation, adjunct faculty will be compensated. If a course develops an enrollment decline during the semester, the instructor should notify the Academic Services.

MISCELLANEOUS POLICIES AND PROCEDURES

These procedures are to be followed by all employees who report to Academic Services including faculty, instructional staff, athletics, the Library, and outreach.

Purchase Requisitions

- ❖ Complete a Purchase Requisition Form
Fill out completely: Vendor information, including vendor name, address, phone, fax and Federal Tax ID # (if vendor has not been used before); Budget number of account to be charged; Director signature is required for all department purchase requests.
- ❖ Turn completed Requisition in to Academic Services
- ❖ An Academic Services Administrative Assistant will enter information from Requisition into purchasing system (Datatel).
- ❖ Once the requisition has been approved and the vendor has been setup, Purchasing will call or fax your order in. Under no circumstances are orders to be placed by anyone other than Purchasing.
- ❖ When you receive your order, all invoices are to be forwarded to Accounts Payable. If you need to know where in the process your paperwork is, please contact the Academic Services Administrative Assistant, preferably by email.
- ❖ Faculty, staff, and coaches should direct all purchasing processes and questions to the Administrative Assistant in Academic Services.

Trip Requests / Field Trips

- ❖ Field trips should be arranged well in advance. Dates, times and student expectations should be included on the course syllabus. Faculty members must complete a trip request well in advance—college vans and drivers may be difficult to arrange on short notice. Students are not allowed to drive themselves on field trips. Plans for field trips should be included in annual budget requests.
- ❖ Complete a Trip Request Form (Available LCC web site)
Fill out completely: if you are taking a team or a class a roster must be attached; Budget number of account to be charged and an estimate of cost for trip must be included; an administrator's signature is required for all trip requests
- ❖ Turn completed Trip Request form in to the Administrative Assistant in Academic Services
- ❖ Academic Services will enter information into requisition system (Datatel)
- ❖ Once the Trip Request has been approved, Academic Services will forward the request to Purchasing/Transportation.
- ❖ Trip Requests must be completed at least 8 days prior to trip (If money is needed for your trip, two weeks in advance is required)
- ❖ Faculty, staff, and coaches should direct all trip request processes and questions to the Administrative Assistant in Academic Services, preferably by email.

Travel Reimbursements

- ❖ Complete a Travel Reimbursement Form
Fill out completely: Include budget number of account to be charged. Director signature is required for all department reimbursements; Include blanket purchase order (BPO) assigned or a copy of approved Trip Request Form; Original receipts are required and must be attached for reimbursement.
- ❖ Turn Travel Reimbursement Form in to the Administrative Assistant in Academic Services
- ❖ Academic Services will enter information from Travel Reimbursement into reimbursement system (Datatel)
- ❖ Once the Travel Reimbursement has been approved, Accounts Payable will cut a check. Checks are cut once a week. If you need to know where in the process your paperwork is, please email the Administrative Assistant in Academic Services (email only).

- ❖ Faculty, staff and coaches should direct all trip reimbursement questions to the Administrative Assistant in Academic Services

Requests for Athletic Funds

- ❖ Complete a Request for Athletic Funds form
Fill out completely: Include budget number of account to be charged; Athletic Director signature is required; Attach a copy of Trip Request Form
- ❖ Turn completed Request for Athletic Funds form in to the Administrative Assistant in Academic Services.
- ❖ Academic Services will enter information from Request for Athletic Funds into system (Datatel).
- ❖ Once the Request for Athletic Funds has been approved, Accounts Payable will cut a check. Checks are cut once a week. If you need to know where in the process your paperwork is, please email the Administrative Assistant in Academic Services (email only).
- ❖ Coaches should direct all requests, paperwork and questions to the Administrative Assistant in Academic Services
- ❖ If money is needed for your trip, two weeks advance notice is required.
 - All purchasing is to be made through Academic Services
 - Athletic Director signature is required on all forms
 - Any incomplete paperwork will be returned to you
 - Checks are cut every Wednesday and distributed on Friday. For the Business Department to get your checks to you on time, you must submit your completed requests a minimum of two weeks in advance.

PERSONNEL

Contracts

Academic Services, prior to the beginning of each semester, issues hourly contracts to adjunct faculty and overload contracts to full-time faculty. Instructors should review their contracts for accuracy, sign, and return them to Academic Services. Once sufficient enrollment to allow the course to continue has been verified, the contract(s) are submitted to the payroll department for payment. If there are any changes in the course schedule or assignments after contracts have been mailed out, a new contract will be generated by Academic Services and the same process outlined above will be followed. Contracts are not official until they are signed by the Vice President of Academic Services and a copy returned to the faculty member, usually by the end of the second week of the semester.

Email

All employees will be given an email address once all hiring paperwork is completed and work has started. All communications with students and staff should be made using your campus email address. Also, since email is the primary means of communication on campus, faculty whether full-time or adjunct should regularly log into their campus email account. Email can be accessed from any computer via the Internet at via the LCC Portal at <https://mylassen.lassencollege.edu>. If you have any problems with accessing your email account, please contact Information Services at 530.251.8874

Medical Benefits

Negotiated medical, dental, vision, and life insurance is provided to full-time faculty. Adjunct faculty members are not eligible for paid medical benefits.

Pay Period and Check Disbursements

The pay period is monthly. Checks are disbursed on the last business day of each month. Checks can be picked up in Payroll. Direct deposit election forms are available at the Office of Human Resources or Payroll and www.lassencollege.edu.

Salary Schedule

The Governing Board approves salary schedules. See LCFA/LCCD Contract, Article 9.

Tax Sheltered Annuity Plan

Purpose of the plan is to make available to employees the provisions of Internal Revenue Code, Section 403(b), and the California Revenue and Taxation Code, Section 17512. Use of this plan by an individual employee shall be left to his/her own discretion. Participation in this plan is through amendment of his/her employment contract. The District makes contributions to this plan on the behalf of the participant in the amount elected by the participant. Contact Human Resources at 530.251.8852.

STRS Retirement

Faculty members participate in the State Teachers Retirement System. (Exemption PERS members may initially elect upon employment to participate in the PERS program).

Payroll Deductions

State and Federal Withholding: Taxes are withheld according to applicable law.

Social Security: Faculty members who contribute to the STRS do not participate in Social Security.

Medicare: All employees participate in Medicare. Medicare requires a 1.45 percent contribution from the employee and the District.

Workers Compensation

All employees are covered by Worker's Compensation Insurance. Employees injured or who become ill in the course of employment with the District should report the incident to the Office of Human Resources immediately, or no later than 24 hours following the incident. Students employed by the District and volunteers working for the District are also covered by workers' compensation insurance. If you supervise employees in these categories, it is your responsibility to report any work-related illness/injury to the Office of Human Resources immediately.

Unemployment Insurance

All faculty members are covered by unemployment insurance.

TB Tests

Employees are required to submit proof of freedom from active tuberculosis every four years. Proof is established by an intradermal TB Test (Tine Tests will not be accepted). TB testing is available for a nominal fee at the Lassen County Department of Public Health. Individuals who test positive must follow-up with a chest X-ray.

Sexual Harassment

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, investigate, correct, and, if necessary, discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact Human Resources.

Drug Free Workplace

In compliance with state and federal laws, the District maintains a drug-free workplace.

Hiring Part-Time Support Staff

All faculty members must seek authorization for hiring part-time support staff through Academic Services and Human Resources. Hiring requires Governing Board approval.

Volunteer Coaches

All volunteer coaches must file a volunteer application with Human Resources and submit fingerprints for a background investigation.

Criminal Background Investigation

A criminal background investigation is required of all employees. Background investigations are authorized by Human Resources and are kept confidential.

SERVICES TO STUDENTS AND FACULTY

Counseling

Counselors are available to assist students in planning their studies as well as provide career and personal counseling. Counseling is available on the Susanville campus from 8:00 a.m. to 4:00 p.m., Monday through Thursday and 11:00 a.m.-4:00 p.m. on Fridays. During the week preceding classes and the first two weeks of class each semester there is a counselor on duty Monday through Thursday 8:00 a.m. to 7:00 p.m. For additional information about services, contact Counseling at 251.8842. Students from Outreach Sites should contact the Counseling Office to schedule a phone or in-person appointment.

Extended Opportunity Programs and Services (EOP&S)

EOP&S is a statewide California Community College Program offering services and financial aid grants to eligible students. The program was designed to provide support services above and beyond other services available on campus to encourage enrollment and retention of disadvantaged students. Participating students receive academic, career, and personal counseling; free tutoring, informative workshops, textbook voucher/loans, additional financial aid grants, diploma fee waivers, graduation and transfer expenses, child care assistance and more.

To be eligible for the program, students must be low income and have an educational disadvantage as outlined by the program guidelines. Educational disadvantages may include a need for remedial classes, lack of high school diploma, or a high school grade point average below 2.5 (C+). Other students may qualify for the program if they are the first in their family to attend college, are members of an underrepresented minority group, or are children of non-native, English speaking parents.

If you have students you feel would qualify for this program have them apply at the EOP&S Office in the Student Services building. The office is open Monday through Friday from 8:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:30 p.m. 530.257.6181, Extension 8953.

Financial Aid

In an attempt to provide comprehensive student support programs, financial assistance is available through grants, scholarships, work and loans. Applications are available in the Financial Aid Office, Student Services Building. The office is open Monday through Thursday, 8:00 a.m. to 4:30 p.m. and 11:00 a.m. to 4:30 p.m. Friday. The application process can take up to six weeks to determine eligibility. California residents may also qualify for immediate assistance through the Board of Governors Grants for fees. For further information contact 251.8850.

Veterans

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. Students who may be eligible for Veteran's Educational Benefits should contact Financial Aid, pick up a Veteran's packet, complete the application and meet with the Veteran's Academic Counselor. Before enrolling, veterans or veteran family members must have their program approved by the Veterans' Counselor. For further information contact 530.251.8890.

Academic Resource Center (former Library and Learning Center)

The Academic Resource Center is a full service library with text and electronic resources available. Computer stations are also available for student use. Instructors are encouraged to visit the Director about resources available for instructors and students. For further information contact 251.8830.

Peer tutoring is available to students needing assistance at no cost to the student. Tutoring is available in the Academic Resource Center, which is open in the Humanities building from 8:00 a.m. to 4:30 p.m., Monday through Friday. Evening hours may be available; contact Academic Resource Center staff for information. Those students in your class doing well are encouraged to contact the tutoring lab to inquire about becoming paid tutors.

In addition to tutoring, the Academic Resource Center has a computer lab and printers for student use and meeting space for small group collaboration. Academic Resource Center staff coordinates student trainings on a variety of topics. Those needing a tutor, wanting to tutor others, or needing further information about the Academic Resource Center services, contact 530.257.6181 x8996.

Disabled Student Programs and Services (DSPS)

Special classes and services are offered for students with physical, auditory, visual and learning disabilities on an on-going basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available to all students with disabilities. For further information contact 251.8867.

Instructors are encouraged to include a statement on their syllabus advising all students that educational accommodations for students with disabilities may be arranged through the DSPS office at 251.8867. Please see Appendix G for answers to DSPS questions frequently asked by instructors.

Mail

Mail and packages are picked-up and delivered daily. There are faculty mailboxes in each building; adjunct mail is often held for pick-up in Academic Services. Mail and packages for distance and correspondence instructors will be forwarded to home addresses.

Lost and Found

Lost and Found is located in the Residence Housing Office in the Residence Hall. For current hours and more information please call 257.6181 ext. 8969.

Student IDs and Bus Passes

Student IDs and Bus Passes are located in the Residence Housing Office in the Residence Hall. For current hours and more information please call 257.6181 ext. 8969.

BOOKSTORE HOURS AND POLICIES

Hours of Operation

The Bookstore is located in the Student Union. All the textbooks, supplementary material (biology kits, art supplies, etc.) and school supplies (notebooks, paper, pens/pencils, etc.) needed are available. All textbooks must be ordered online and then picked up in the Bookstore. For further questions or to inquire about hours of business, please contact the Bookstore, 251.8881.

Refunds

The bookstore allows refunds on book purchases through the second Friday of each regular semester and within the first week of each summer semester. The cash register receipt must accompany books when a full refund is requested. During finals week of each semester, the Bookstore holds “Book Buyback”. At this time, the Bookstore purchases textbooks from students as long as certain conditions are met. A complete explanation of the book refund and book buyback policies is attached to the cash register receipt when students make their book purchases. Any questions regarding textbook refund, buyback or general policies should be directed to bookstore personnel or Dean of Administrative Services.

FACILITIES, EQUIPMENT AND SUPPLIES

Classrooms

As a courtesy to instructors who will use the classroom after you, please erase the board and return the room to its normal arrangement. All projection or multimedia equipment should be turned off and podiums should be locked. When leaving a classroom, please close and lock all windows and shut the door behind you as you leave. To request a classroom key, please contact Academic Services.

Classroom Equipment and Technology

Each classroom is equipped with a podium, laptop docking station, document camera, projector, and smart white board. Most equipment is stored within the classroom podiums, and podiums must remain locked when not in use. Podium keys as well as in-class assistance with the classroom technology are available by calling 257.6181 ext. 8925. Smart board pens are available for checkout from IT, as is a smart board problem solving guide. Trainings and assistance are also available in TECC (HU-102).

Scantron Machines

Scantron Machine is located in room 207 of the Humanities Building (with copy machine) and in the Creative Arts copier room. There is an instruction booklet with each machine. For further assistance, contact Academic Services. Scantron forms are available through the Bookstore.

Supplies

Instructors needing classroom supplies should contact Academic Services.

Campus Keys

Classrooms are now being kept locked to increase security of classroom technical equipment. Please contact Academic Services to complete a key request for your classroom(s) and, if assigned, office. For weekend classes, keys will be issued by Academic Services to the instructor for the duration of the class. Keys must be returned to Academic Services upon completion of course.

Facility Maintenance and Repair

The Department of Maintenance and Operations is open from 7:30 a.m. to 4:00 p.m. weekdays. A Maintenance Work Order Request must be completed and submitted to Academic Services for repairs to buildings or grounds or assistance with moving, etc. The forms are available through Academic Services.

If the maintenance or repair is of an emergency nature contact Maintenance at Ext.8878, after hours by cell phone 310.0487 or 310.0489, or contact the V.P. of Administrative Services.

SAFETY AND SECURITY

Accident/Injuries

In the event a student is injured in your class, an Accident Forms Package must be filled out by the instructor. There is also a section of the form for the student to fill out and return to Human Resources. The Accident Forms Packages are available in Human Resources. If a student needs immediate care by a physician, the nearest acceptable facility should be used, using the student's personal insurance as the primary provider and Lassen Community College insurance as the secondary provider. Send the top (white) claim form with the student to get medical care. Instruct the student to save copies of all bills received from doctors and institutions concerning the accident. Send the pink and yellow claim forms with the accident report form and verification of other insurance to Human Resources.

If an instructor is involved in an accident, an incident report must be filled out and forwarded to the Human Resources. Instructors should seek care from their physician or emergency room, and contact Human Resources 530.257.6181 ext. 8995 at Lassen Community College the next working day to fill out the necessary paperwork.

Eye Safety

Eye protective devices shall be worn in all classes in which an activity or the use of hazardous substances may cause injury to the eyes. Students must provide their own eye protective devices in classes that come under this category.

First Aid Kits – Location

| | |
|------------------------------|--|
| Early Childhood Education - | Front Desk |
| Office of Academic Services- | Front Desk |
| Library - | Ask Librarian |
| Math/Science - | In marked drawer in the outer office |
| Student Services - | EOP&S, Financial Aid, CalWORKs, Counseling |
| Correspondence | Supply Room |

Smoking and Drug Policies

To provide a safe and healthy environment in which to learn and work, smoking and the use of other tobacco products in District facilities and vehicles is prohibited. Smoking includes cigarette as well as vape, e-cig, or any other form of smoking or smoking alternative. It is the intent of this policy to promote the comfort, health, and well being of all District students, staff, and visitors, and to maintain the safety of District facilities. Absolutely no alcohol or illegal use of controlled substances shall be permitted on campus or at events sponsored by the College without the express, written permission of the Superintendent/President.

On-Campus Criminal Actions

To report any criminal action after the fact, the instructor or student should call the Director of Facilities and Maintenance at the numbers listed below. In an emergency where criminal activity is ongoing or

imminent, faculty and/or students should dial 911 and report the criminal activity to the Susanville Police Department. Calls from a campus telephone require dialing 9*, then the number.

Emergency Numbers

Safety Services/Security

310.0489

Emergency services

| | Emergency | Nonemergency |
|------------------------------|------------|--------------|
| Paramedics | 911 | 257.2444 |
| Banner Lassen Medical Center | 911 | 252.2000 |
| County Sheriff | 911 | 257.6121 |
| City Police | 911 | 257.2171 |
| Fire Department | 911 | 257.5152 |

Student Behavior Problems

Student behavior problems should be reported as soon as possible after the behavior problem has occurred to the Dean of Student Services, 251.8841. In cases where student behavior threatens an instructor or other students, immediately call 911 then follow-up with the Vice President of Academic Services or the Dean of Student Services after the incident has ended.

ADDITIONAL CAMPUS PUBLICATIONS

Board Policies and Administrative Procedures

An up-to-date list of all Board Policies and Administrative Procedures is available on the Lassen College website. Full text of all policies and procedures is also available online.

Building Bridges: A Guide for Dealing with Difficult Classroom Situations

As its title suggests, *Building Bridges* is intended to serve as a resource for faculty who may face difficult classroom situations. Information includes a listing of and contact information of college and community resources and services available, intervention suggestions, suggestions for controlling the classroom, and recommendations for dealing with anxious, aggressive, depressed or suicidal students, and students under the influence. *Building Bridges* is available in the Office of Academic Services and the Counseling Office.

Comprehensive Institutional Master Plan

The CIMP is the culminating document of all planning processes at Lassen College. Within the CIMP, all planning objectives are compiled and prioritized relative to the Lassen College Strategic Goals. The CIMP is available online.

Curriculum Handbook

Instructions for revising existing course outlines, degrees, and certificates as well as processes for proposing new courses, degrees, and certificates are included in the *Curriculum Handbook*. The document also serves as an operations manual for the Curriculum/Academic Standards Committee.

Handbook for Correspondence Instructors

Being a faculty member on campus can be challenging and many questions arise, especially as someone acclimates to Lassen College policies and procedures. But, delivering instruction through correspondence can be challenging in its own right. The *Handbook for Correspondence Instructors* is written to introduce new correspondence instructors to requirements, guidelines, and procedures unique to correspondence delivery and assist the faculty member with preparation for teaching a correspondence course. Although no handbook exists yet for online delivery or other modes of distance education, many issues are similar

to correspondence so the *Handbook for Correspondence Instructors* may be useful to faculty teaching any distance education course. The *Handbook* is available in Academic Services and online.

Handbook for Online Instructors

This handbook is written to help new online instructors understand requirements, guidelines and procedures unique to online delivery as well as assist with best practice ideas for preparation of an online course. The *Handbook for Online Instructors* is available in Academic Services and online.

Institutional Planning and Budget Development Process Handbook

This handbook clearly establishes the processes followed for planning and budgeting at Lassen College. Processes are evaluated every May; needed revisions are adopted in August following consultation with all constituent groups. The *Institutional Planning and Budget Development Process Handbook* is available online.

Instructional Program Review Handbook

Instructional Program Reviews must be completed either every two years or every four, depending on whether a program is a transfer, vocational, or special support program. The *Instructional Program Review Handbook* is provided by the Academic Senate to facilitate consistent reporting and evaluation for all IPRs; it is available online and in Academic Services.

Non-Instructional Program Review Handbook

Similar to the Instructional Program Reviews completed for academic programs, Non-Instructional Program Reviews are used to reflect and assess on the status of non-instructional programs. The most common NIPRs that faculty participate in are the Library and Student Services NIPRs. The *Non-Instructional Program Review Handbook* is available online.

Shared Governance and Collegial Consultation Process Handbook

“The purpose of the *Shared Governance and Collegial Consultation Process Handbook* is to explain and maintain the principles, organizational structure, reporting relationships, operating procedures, mission, duties, and membership composition of the Lassen Community College constituency groups” (*Shared Governance* 1). It is available online.

Verification of Faculty to Meet Minimum Qualifications in Discipline of Instruction Resource Handbook

Also called the *MQ Handbook*, the information contained within is established by Title 5 and is used to determine if faculty members are qualified for the discipline for which they have applied to teach. In addition, the document explains the MQ process used by the Minimum Qualifications and Equivalency Committee, a sub-committee of the Academic Senate. The *MQ Handbook* is available in Academic Services.

APPENDIX

A: Sample Syllabus

ENG 50 Introduction to College Composition
Lassen Community College
Spring 2010: TTh 8:00-9:20am

Instructor: Cheryl Aschenbach

Office: HU-208

Mailing Address: PO Box 3000, Susanville, CA 96130

Office Hours: MW 10:00-11:00am & W 3:00-4:00pm; TTh 12:30-1:00pm; F 8:00-9:00am; by appointment

Email: caschenbach@lassencollege.edu

Office Phone: (530) 257-6181 x8967

Class Dates: 1/12/10-5/28/10

Course Overview

English 50 is a non-transferable college composition course. The course covers the development of writing skills, generating and developing topics, the use of rhetorical techniques, appropriate organizing principles, editing conventions, and an introduction to the research paper.

Required Text

Langan, John. College Writing Skills with Readings. Boston: McGraw-Hill. Sixth edition.

(a student may use the 5th edition of Langan's text but need to recognize that page numbers will differ)

Approved Student Learning Outcomes for ENG 50:

Upon completion of the course the student will be able to:

1. Write paragraphs and complete essays that are free of nonstandard English grammar and errors in punctuation and spelling
2. Research material for and write an 800-word essay that conforms to MLA style in its in-text source citations and works-cited pages.
3. Write a cohesive and coherent 800-word essay that has an introduction, supporting body paragraphs, and a conclusion.
4. Ability to write 800-word essays, apply patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentative.

Essays, Assignments and Exams

- **Reading and Writing Journals** – Writing and reading comprehension exercises.
- **Essay #1 Narrative** – A 400-600 word essay worth 50 points.
- **Essay #2 Cause and Effect** – A 500-700 word essay worth 75 points.
- **Essay #3 Comparison and Contrast** – 600-800 word essay worth 75 points.
- **Essay #4 Argument Essay** – A 800-1000 word essay worth 100 points.
- **Essay #5 Research** – A 800-1000 word research essay worth 150 points. Additional points will be earned for submitting a thesis statement, outline, and annotated bibliography in preparation for the research essay.
- **Essay Revision** – Students will improve upon a previous essay using feedback and revision techniques learned through lecture and reading.
- **Worksheets and Activities** – A variety of worksheets and activities will be completed with the goal of developing and reinforcing sentence and pre-writing skills.
- **Exams** – Two midterms and a final exam, worth 100 points each, will cover chapter readings and lecture notes. There will not be any make-up exams; it is expected that a student be present for the midterms and final.

General Information

- Assignments are due at the start of class; homework assignments received after the first five minutes of class are considered late and will lose a minimum of 10% of the points possible. Late assignments will only be accepted for one week after the initial due date.
- Any missed essays may be made up only with instructor approval for documented, verifiable excuses. If you have a conflict on a day you are scheduled to submit an essay, it is your responsibility to make arrangements to submit the essay prior to your absence.
- If you need any help or have any questions, please see me in my office after class.

Cheating and Plagiarism

Lassen Community College students are expected to conduct themselves according to the Student Rules of Conduct. All students are expected to complete their own work. **Not doing your own work, giving insufficient credit for the ideas or words of others, or presenting another's words, ideas or language as your own is considered plagiarism.** In cases of suspected cheating or plagiarism, the student will receive a zero (0) grade for the assignment in question with no opportunity for makeup. If cheating or plagiarism persists or is suspected from the same student on multiple assignments, this instructor has the right to give a student a failing grade for failure to complete their own work as well as failure to adhere to the standards expected of students in the Rules of Conduct. Strive to be academically and intellectually honest. If you have any questions about using or citing someone else's material, please see me about it.

Submission of Assignments

- Essay assignments, with the exception of early drafts, must be typed using an appropriate academic 12-point font, double-spaced.
- Reading and writing (RAW) journals, and mechanics worksheets need not be typed although students must make sure work is neatly presented and legible if it is handwritten rather than typed.
- Your name and the assignment (RAW #2, Argument Essay, etc) must be on all assignments submitted or work will not be graded.
- If I cannot read your work or cannot tell which assignment you have submitted, I will not grade it.

Attendance and Participation

Your participation in class is necessary and participation is not possible unless you regularly attend. Attendance and participation is worth 100 points. Regardless of the reason, you may miss 2 classes without penalty. But, for each additional class you miss, your attendance and participation grade will drop. ***You will be dropped from class if you miss more than 7 total classes, regardless of the reason.***

| Classes Missed | A&P Grade |
|----------------|--------------------|
| 1-2 | 100 |
| 3 | 90 |
| 4 | 80 |
| 5 | 70 |
| 6 | 60 |
| 7 | 50 |
| 8+ | DROPPED FROM CLASS |

- Attendance is necessary to pass this course. In addition to gaining information, **in-class activities may not be made up.** Points are lost each time you miss class.
- When absent, **it is your responsibility to obtain all information, including any handouts and homework assignments.** I suggest you exchange names and phone numbers with other students in class.
- In addition to daily attendance, timeliness is very important. I often give out important information and take roll at the beginning of class. Your tardiness is disruptive and may prevent you from gaining important information. **If tardiness seems to be a habit among students, the door will be shut and locked at the start of class** – if you are not already in attendance you will not be allowed to enter. Be punctual!
- Any student arriving after class starts will have a tardy recorded for the day. Two tardies (Ts) will equal 1 absence when computing participation grades. Students arriving more than 15 minutes late will automatically have an absence recorded for the day.

Extra Credit

There is no extra credit available in this course. Each student is expected to complete all essays, assignments and exams to the best of his/her ability. Failure to do so will have a negative effect on your final grade.

Midterm and Final Exams

Your midterm and final exams are a comprehensive examination meant to measure students' ability to meet the student learning objectives and outcomes identified for this course. Content covered on each exam will be discussed in class and will include information from the text as well as lectures.

Grading

Points are earned for the following assignments:

Assignments

| | |
|--|------------|
| RAW Journals | 10-20 each |
| Outline, Clustering and Worksheet Activities | 10 each |
| Research Thesis and Outline | 25 |
| Research Annotated Bibliography | 50 |
| Additional Homework Assignments | 10-25 each |

May be given through the semester. Surprise quizzes are also a possibility.

Essays

| | |
|----------------------------------|-----|
| Essay #1 Narrative | 50 |
| Essay #2 Cause and Effect | 75 |
| Essay #3 Comparison and Contrast | 75 |
| Essay #4 Argument Essay | 100 |
| Essay Revision | 75 |
| Essay #5 Research | 150 |

Exams

| | |
|----------------------------|-----|
| Exam #1 (Midterm #1) | 100 |
| Exam #2 (Midterm #2) | 100 |
| Exam #3 (Final) | 100 |
| Attendance & Participation | 100 |

All points earned will be added together and the normal grading curve applied.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Incompletes

- By law, incomplete grades may only be given for verifiable emergencies at the instructor's discretion. I will only decide to issue an incomplete grade if a student has a significant emergency after the final drop date AND the student is on track to pass the class.
- If I do decide to assign an incomplete grade, it is your responsibility as a student to communicate with me and verify all conditions for completion of the coursework, including the amount of time allowed for completion. If I cannot confirm conditions with you, I will not assign an incomplete. I generally do not allow any more than a semester to finish an incomplete.
- If you are unable to complete a class for any reason prior to the drop date, then it is your responsibility to drop the class.

Disabled Students Programs and Services

If you are a student with a disability who may need accommodations, please see DSPS Director Sandy Beckwith in Counseling or DSPS Instructor Cindy Howe in the DSPS Learning Lab.

Important ENG 50 Dates

See attached timeline for due dates and assignments

Important LCC Dates

| | |
|---------------------------------------|---------------------------------------|
| Tuesday, January 12, 2010 | First Day of class |
| Friday, January 29, 2010 | Last day to drop without a "W" |
| Tuesday, March 2, 2010 | Flex Day – No Classes |
| Thursday, March 25, 2010 | Flex Day – No Classes |
| Monday, April 5-Friday, April 9, 2010 | Spring Break – No Classes |
| Friday, April 9, 2010 | Last day to drop |
| Tuesday, April 20, 2010 | Flex Day – No Classes |
| Thursday, May 6, 2010 | Flex Day – No Classes |
| Thursday, May 20, 2010 | Last Day of Class Prior to Final Exam |
| Tuesday, May 25, 2010 | Final Exam 8:00-10:00am |

B: Textbook Policies

Approved by Senate on November 22, 2011

- Textbooks are selected by the full-time faculty who teach the class. When multiple full-time permanent faculty teach sections of the same class, all need to collaborate and agree on a single required textbook to be used by all sections of the class. Adjunct instructors are also encouraged to participate in the discussion.
- Even if a course is taught only by adjunct instructors, full-time faculty with experience and an FSA in the discipline as well as the division chair should participate in the decision. If no full-time faculty has the FSA, then the adjunct faculty member should make recommendations for changes in consultation with their division chair.
- Ideally, the textbook should be the same for all sections of a course regardless of mode of delivery. Care should be taken to select a textbook that meets the requirements/limitations set by prisons. Remember that community students take correspondence and one day may end up taking the same course face-to-face. In this case, students should not have to incur additional expenses for textbook because of different texts being used for different modes of delivery. This is also true of students who may attempt to take a course in both online and traditional face-to-face formats.
- Selection of supplemental texts, for example novels used in English courses, may still vary between instructors. Care should be taken, however, to ensure that supplemental text selections are comparable to the examples included in the course outline.
- Whenever possible, textbooks should be adopted for a minimum period of three years. This reduces costs to students and allows longer use of textbooks in prison facilities, EOP&S book loan library and, if it still exists, the LCC textbook rental program.
- Because instructor materials may not be available for an edition of a text over a period of 3-4 years, the college should request 5-6 copies of instructor materials to have on hold for when new instructors teach classes. This eliminates the need to transition to a new edition simply because instructor materials for a previous edition are no longer available, a practice that ultimately costs students more money when they have to buy new edition textbooks.
- Adopting a new textbook in any semester but the fall semester is discouraged.
- The Senate suggests that faculty engage in discussions about textbooks as a regular part of the curriculum review process during an Instructional Program Review. This discussion should take place no later than the end of the fall semester in order to have adequate time to submit revisions of Course Outline to Curriculum/Academic Standards.
- Course outlines must be updated to reflect any changes in required textbooks.
- Once course outlines are updated to reflect changes in required textbooks, notice of a pending textbook adoption can be given to the bookstore. Ideally, this happens by the end of the previous fall semester in order to allow the bookstore adequate time to order copies of new books and liquidate copies of old editions. At the very latest, a new textbook adoption should be planned, course outline revised and approved by Curriculum/Academic Standards, and bookstore notified by mid-way through the spring semester for a Fall semester textbook adoption.

C: Lassen Community College Honor Code

Lassen Community College strives to maintain a learning environment that adheres to principles of integrity by acknowledging its expectations of honesty and informing students of practices and behaviors that are in opposition to these institutional values. In all vocational and academic pursuits, students are expected to complete their own work unless the specific assignment allows for collaboration as defined by the instructor. This applies to all modes of instruction including traditional classroom based learning and all modes of distance learning. Additionally, this applies to any and all class assignments including lab work, quizzes, tests, papers, and projects. Examples of behaviors and practices that are commonly accepted as dishonest, and for which students are subject to college discipline, include but are not limited to the following:

- **Providing or using unauthorized resources** for class projects, homework assignments, tests or papers. Unauthorized resources include written materials, technology such as computers or calculators, and personal assistance, which the instructor does not clearly allow for completion of the assignment.
- **Providing or receiving personal assistance** where it is not allowed such as for tests or individual assignments. This includes completing someone else's coursework for them, or having someone else complete your course work for you.
- **Using someone else's work**, such as books, journal articles, or internet resources, and representing it as your own (**plagiarism**).
- **False citation**, which includes citing work you never used.
- **Permitting someone else to use your work** and claim credit for it such as giving someone a previously submitted term paper or course assignment and having them turn some or all of it in for credit.
- **Possessing, buying, selling, obtaining or using a copy of any materials intended to be used as an instrument of academic evaluation before its administration.** This includes accessing instructor test banks, standardized tests and instructor-created documents.
- **Altering grade records** in a course or a component of a course.
- **Intentional deception** such as knowingly providing false information or documentation to meet, or obtain exemption from, course or program requirements including rationale for course enrollment, absence excuse, illness/injury, or course participation hours.

Each of these cases is considered fraudulent regardless of intent.

Lassen Community College acknowledges that honesty is in the best interest of all students and the community we serve, as it strengthens a learning environment focused on intellectual growth and fosters a responsible college community.

Student Honor Statement:

Students will acknowledge their commitment to honesty and integrity upon each enrollment by certifying the following statement:

As a student of Lassen Community College, I agree to uphold the institutional values of honesty and integrity and adhere to the student honor code to promote a positive learning environment for all students. I acknowledge that this will provide me the best learning experience and build a strong foundation of skills for my future. (see Lassen Community College Catalog: Honor Code for more information).

D: Academic Freedom and Educational Responsibility

Excerpted with permission from *Academic Freedom and Educational Responsibility*. Copyright 2006 by the Association of American Colleges and Universities.

1. In an educational community, freedom of speech, or the narrower concept of academic freedom, does not mean the freedom to say anything that one wants. For example, freedom of speech does not mean that one can say something that causes physical danger to others. In a learning context, one must both respect those who disagree with oneself and also maintain an atmosphere of civility. Anything less creates a hostile environment that limits intellectual diversity and, therefore, the quality of learning.
2. Students do not have a right to remain free from encountering unwelcome or “inconvenient questions,” in the words of Max Weber. Students who accept the literal truth of creation narratives do not have a right to avoid the study of the science of evolution in a biology course; anti-Semites do not have a right to a history course based on the premise that the Holocaust did not happen. Students protesting their institution’s sale of clothing made in sweatshops do not have a right to interrupt the education of others. Students do have a right to hear and examine diverse opinions, but within the frameworks that knowledgeable scholars—themselves subject to rigorous standards of peer review—have determined to be reliable and accurate. That is, in considering what range of views should be introduced and considered, the academy is guided by the best knowledge available in the community of scholars.
3. All competing ideas on a subject do not deserve to be included in a course or program, or to be regarded as equally valid just because they have been asserted. For example, creationism, even in its modern guise as “intelligent design,” has no standing among experts in the life sciences because its claims cannot be tested by scientific methods. However, creationism and intelligent design might well be studied in a wide range of other disciplinary contexts such as the history of ideas or the sociology of religion.
4. While the diversity of topics introduced in a particular area of study should illustrate the existence of debate, it is not realistic to expect that undergraduate students will have the opportunity to study every dispute relevant to a course or program. The professional judgment of teachers determines the content of courses. The instructor must be free to think and express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within the instructors’ professional group. Such freedom should be used judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning.

E: Waitlist Information for Faculty Members

One or more of the classes you are teaching this semester may have waitlisted students. A student is waitlisted if a class reaches enrollment capacity prior to the first day of class. As spaces become available in your class, it's important that you use your waitlist to add students in the order they are listed before taking any walk-in adds.

Admissions and Records Office will provide you with a temporary roster for each class prior to the date and time it starts. If you have waitlisted students, a section titled "Waitlisted Students" will be included at the end of your temporary roster. You may also access your waitlist through the Course Rosters option in WebAdvisor, but only if you access the rosters prior to the night before class and check the waitlist box at the bottom of your WebAdvisor roster.

Waitlisted students are told that they must be present on the first day of class to remain in the waitlist queue. They should provide you with a pink Add/Drop card that will require your signature if you choose to add the student to your class. Students present must be added in the order listed on the waitlist roster. An absent waitlist student forfeits their position on the waitlist.

You have no obligation to add waitlisted students to your class if you do not have space. Please do not hesitate to refer waitlisted students to our Counseling Department to explore other enrollment options if you are not able to add them to your section.

Additional information about waitlists:

1. Prior to the day before the first day of class, students are added to the class waitlist on a first come, first serve basis.
2. A student may add their name to any available waitlist up to the day before the first day of class. Once a class starts, students will only be able to add by walking in and should only be accommodated if all waitlist students have been added, waitlisted students were absent and forfeited their spot, or you did not have a waitlist to begin with.
3. Waitlist students only have first priority for available seats in a full class if they attend each and every class meeting.
4. Waitlists only exist for class sections that reach enrollment capacity prior to the day before the start of class.
5. Students cannot remain on a waitlist for a section of a course that will cause a time conflict with a course section in which they are already enrolled. ****we'd like to remove this—is it possible?***
6. Students cannot be placed on a waitlist for a section of a course when they are already enrolled in another section of that same course.
7. Students cannot be placed on more than one waitlist for the same course ****Change? Students should be able to waitlist multiple sections for the best chance of actually enrolling in the class****
8. When an open space on the roster becomes available prior to the first day of class, the top student on the wait list will be moved into the class. A&R staff will notify student by phone or email.
9. During the first week of class, instructors will determine the number of openings available in the class and then offer spaces to students who are on the waitlist (providing they are present in the class) in the order in which their names appear on the list. It is the student's responsibility to have the pink Add/Drop card signed to officially add the class within the first week and make payment arrangements.

While the college legally may enroll students through the first census date at the close of three weeks, Lassen College requires that students enroll by the end of the first full week to best position a student for academic success.
10. WebAdvisor waitlists are no longer accessible after the day prior to the first day of a term. If you want to access your waitlist via WebAdvisor, you must do so prior to the evening before the first day of a new term.

F: Academic Calendar

LASSEN COLLEGE ACADEMIC CALENDAR 2016-2017

June 2016

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|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

SUMMER SESSION (2016)

First 4 Weeks (6/13 - 7/8)

Second 4 Weeks (7/11 - 8/5)

8 Week (6/13 - 8/5)

July 2016

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|----|----|----|----|----|----|
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| 17 | 18 | 19 | 20 | 21 | 22 |
| 24 | 25 | 26 | 27 | 28 | 29 |
| 31 | | | | | |

FALL SEMESTER BEGINS

★ CLASSES START

SPRING SEMESTER BEGINS

★ CLASSES START

NO CLASSES- CAMPUS OPEN

8/8-8/17, 1/3-1/11

5/30-6/9

Aug 2016

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| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

FLEX - NO CLASSES

8/18, 8/19, 11/23,

1/11, 1/12, 1/13, 2/16

Sept 2016

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| 11 | 12 | 13 | 14 | 15 | 16 |
| 18 | 19 | 20 | 21 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 | 30 |

CONVOCATION - NO CLASSES

9/13, 2/7

CAMPUS CLOSED (i.e. CSEA 'Holidays')

11/25, 12/27-12/29, 4/14

Oct 2016

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| 16 | 17 | 18 | 19 | 20 | 21 |
| 23 | 24 | 25 | 26 | 27 | 28 |
| 30 | 31 | | | | |

SPRING BREAK

4/10-4/13 (4/14 Good Friday)

HOLIDAYS

7/4, 9/5, 11/11, 11/24, *12/23,*12/26

*12/30, 1/2, 1/16, 2/17, 2/20, 5/29

Nov 2016

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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

FINALS WEEK

12/19 - 12/22

5/23 - 5/26

COMMENCEMENT

5/26

Dec 2016

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| 18 | 19 | 20 | 21 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 | 30 |

TEACHING DAYS

FALL (83 days)

SPRING (85 days)

CONVOCATION (2 days)

FLEX DAYS (7 days)

Jan 2017

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Feb 2017

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Mar 2017

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Apr 2017

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| 30 | | | | | | |

May 2017

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| 28 | 29 | 30 | 31 | | | |

June 2017

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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

July 2017

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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

*per CSEA contract 12/23, 12/26
& 12/30 are deemed a classified holiday
in lieu of the day.

TOTAL 177
261 CSEA working days

SUMMER SESSION (2017)
 First 4 Weeks (6/12 - 7/7)
 Second 4 Weeks (7/10 - 8/4)
 8 Week (6/12 - 8/4)

Board Approved 1/12/2016



G: DSPS Q&A for Faculty

DSPS QUESTIONS FREQUENTLY ASKED BY INSTRUCTORS LASSEN COMMUNITY COLLEGE

Disabled Student Programs and Services

Coordinator: 251-8867

Q. CONFIDENTIALITY: Is the information regarding a student's disability and her need for academic adjustments confidential?

A. Yes! Instructors and teaching assistants must maintain a policy of strict confidentiality about the identity of a student with a disability, the nature of her disability, and the disability-related accommodations she requires.

Q. ANNOUNCEMENT: How can I encourage students with disabilities to talk with me about their accommodations?

A. Announce at the beginning of a course that you are available to discuss instructional methods and accommodations for with students who have disabilities. In addition, include a note to this effect on your course syllabus. For example:

"To request academic accommodations due to a disability, please contact the Disabled Student Programs & Services office (530) 251-8867. If you have an Student Educational Contract (SEC) from their office indicating that you have a disability which requires academic accommodations, please present it to me before or after class or during my office hours so we can discuss the accommodations that you might need in this class."

Q. CONFIDENTIALITY: Is it acceptable to ask a student who is having obvious difficulties whether he has a disability or to refer the student to the office that provides disability support services?

A. No. It is not a good idea to ask directly about a possible disability for a couple of reasons. First, the Americans with Disabilities Act states that a public entity may not make unnecessary inquiries into the existence of a disability. These inquiries usually relate to hiring or pre-admission screening, but when talking with students such inquiries should also be avoided. A direct inquiry such as this could also be considered intrusive or insensitive. You may simply tell the student that you notice she is having academic difficulty and encourage her to come talk with you about gaining assistance, just as you would with any student.

Q. QUALIFIED STUDENTS: How do I know a student is qualified to receive disability-related accommodations?

A. On most campuses, a student who wishes to receive disability-related accommodations must register with the campus office that supports disabled students and provide documentation from an appropriate professional about his condition before services are rendered. Once a student is registered, faculty must provide the academic accommodations that this office determines reasonable. The student or disability services office provides faculty with an SEC or letter written by DSPS, which documents the disability and the need for academic accommodation.

Q. REFERRALS: How can I encourage students with disabilities to register with the campus office for disabled student services?

A. You may make an announcement to your class and print a statement on your syllabus referring students with disabilities to the office for disabled student services. You may also encourage students to meet with you to discuss their learning needs. For example, you could say to a student: "I noticed that you seemed to have difficulty organizing your paper. You might consider

using some of the special support services we have on campus such as the skills center, the peer tutoring program, and disabled student services."

Q. TAPE RECORDING: Can a faculty member forbid a student with a disability to use a tape recorder in class?

A. An instructor is typically required to allow a student to tape record her course if taping the class is determined to be an appropriate accommodation for a student's disability. Tape recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities. Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions. Contact your campus office of disability services with questions or concerns about tape recording lectures.

Q. REASONABLE ACCOMMODATIONS: How do I know what is a reasonable academic accommodation?

A. Your campus student disabilities office determines which accommodations are reasonable. The student may provide you with a letter from this service office, outlining appropriate accommodations. The student may also share with you accommodations that have proved successful for him in other classes. You can consult with the disabled student services office if his requests do not seem reasonable.

Q. DISAGREEMENTS: What if I do not agree with a recommended accommodation?

A. The institution is required by federal regulation to establish formal grievance procedures for providing prompt and equitable resolution of disagreements. When a dispute involves the conduct of a course or academic program, those procedures provide for consultation between the faculty member responsible for the course, the student, and a representative from the disabled student services office. Contact your disabled student services office to learn about the grievance procedures on your campus.

Q. EXAMINATIONS: Some students with disabilities are provided extended time on examinations. Is this fair to other students?

A. The Rehabilitation Act and the Americans with Disabilities Act (ADA) states: "The results of an examination should accurately reflect an individual's aptitude or achievement level or whatever the test purports to measure, rather than reflecting an individual's impaired sensory, manual, or speaking skills." The courts have held repeatedly that a lengthening of the standard examination period is an appropriate accommodation for some students with disabilities. For example, the Massachusetts Supreme Judicial Court ordered the State Board of Bar Examiners to allow double the standard time on the bar exam for an applicant with Dyslexia and Attention Deficit Disorder. Similarly, the State District Court for the Western District of New York ruled that a State Bar applicant with a visual impairment must be allowed a four-day examination period rather than the standard two-day period.

Q. NOTICE: How are instructors informed that a student needs an academic accommodation?

A. Students who wish to exercise their right to disability-related accommodations must provide the campus disabled student services office with documentation of their disability. The disabled student services office then notifies their instructors that specific accommodations are necessary. On most campuses, instructors receive written notification describing the nature of the appropriate academic adjustments for the student. Students are encouraged to request accommodations prior to the beginning of the academic term, however, the student may request accommodations at any time during the course.

Q. FAILING: May I fail a student with a disability?

A. Yes. It is possible to fail a student with a disability. The laws mandate access to education, not guaranteed academic success. When a faculty member has provided reasonable academic accommodations, all that is required to comply with the law, and the student does not meet the course requirements, then failing a student is proper and lawful. The following is a compliance checklist that may be helpful:

- Stand by academic standards and freedoms, which include full and equitable access to academic programs.
- Provide verbal and written notice to your students of your willingness to accommodate. For example: "I encourage students with disabilities to discuss accommodations with me."
- Communicate clear and concise expectations for performance to your students.
- Distinguish between essential and non-essential components of the course.
- Respect requests for reasonable accommodations. (The disability student services office facilitates obtaining these alternative formats).
- Permit students to use auxiliary aides and technologies that ensure access (examples: note takers, sign language interpreters, readers, scribes, research assistants, tape recorders/players, assistive listening devices).
- Assure that your course materials, whether printed or electronic, are accessible and available in alternative formats (examples: Braille, computer electronic text, large print, internet, CD/cassettes).
- Consult with your disability student services office if you have questions when a student requests accommodations.
- Keep student disability-related information strictly confidential