Faculty Guidebook
Our Mission:
Empower people by raising aspirations and fostering achievement through dynamic, compassionate, and responsible learning experiences.

Our Vision:
We are the preeminent provider of relevant, high quality learning experiences to the communities we serve.

The College combines the best of the traditional and the modern to provide an environment that is accessible and highly conducive to learning, social interaction, personal enrichment, physical development, and job skills enhancement. Programs and support services are carefully designed to serve the current and evolving needs of our students. Faculty and staff exemplify the highest standards of service and performance and take pride in the achievement of our students and the College as a whole. Our actions reflect Lewis and Clark’s core values of service, respect, responsibility, compassion and integrity. We hold ourselves accountable for our performance as educators and as stewards of the resources entrusted to us. The true measure of our performance is the personal and academic success of our students, the overall well-being and cultural enrichment of the communities we serve, and the economic vitality of the region.

Our Values:
Service, Respect, Responsibility, Compassion, Integrity
Statement of Non-Discrimination

Lewis and Clark Community College is committed to the most fundamental principles of human dignity, equality of opportunity, and academic freedom. This commitment requires that decisions involving students and employees be based on individual merit and be free from discrimination or harassment in all its forms. Lewis & Clark Community College adheres to the principles of equal opportunity in education and employment. Lewis & Clark Community College does not discriminate on the basis of race, color, national origin, sex, disability, or age in its educational programs and activities. Likewise, Lewis & Clark Community College does not discriminate in any aspect of the employment relationship on the basis of race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law.

The following person has been designated to handle inquiries regarding this nondiscrimination policy:

Lori Artis, Vice President of Administration
Erickson Hall, Room #103
Lewis and Clark Community College
5800 Godfrey Road
Godfrey, IL  62035
(618) 468-3000

Lewis & Clark Community College does not tolerate retaliation against any person for coming forward with a complaint or concern or for otherwise participating in the process of addressing discrimination. The College abides by affirmative action principles, makes reasonable efforts to accommodate qualified individuals with special needs, and complies with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. These include but are not limited to: (a) Title VII of the Civil Rights Act of 1964; (b) Title IX of the Education Amendments of 1972; (c) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990; (d) the Age Discrimination Act of 1975, and (e) the Illinois Human Rights Act. It is the policy of the College that any form of discrimination or harassment, including sexual harassment, of employees or students on campus is unacceptable and shall not be tolerated. Any employee or student of the College who feels that he/she has been a victim of any form of discrimination or harassment should notify the College’s Human Resources Office and the complaint will be investigated. Complaints of discrimination or harassment prohibited by College policy are to be resolved within the existing College procedures.
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Dear Faculty,

The Faculty Guidebook pulls together the policies, procedures and practices in use at Lewis and Clark Community College. It is offered as a reference tool to support you in your work as a faculty member at the college. In culture and behavior, the college is an excellent example of the concept of “living improvement.” That means that we are constantly trying to improve. We do this by identifying problems, studying their causes, making and testing change, and measuring improvements. Improving student learning success and retention is at the top of all improvement efforts. We have a clear aim, to increase student learning success (A, B and C course grades) and purposeful retention to completion of a certificate and/or degree.

We work in networked communities where institutional researchers, faculty, and staff collaborate to improve practice. We welcome you into this community where we believe in what we are trying to accomplish and in how we are trying to achieve it, but we don’t know yet. Our mission is “Empowering people by raising aspirations and fostering achievement through dynamic, compassionate and responsible learning experiences.” It isn’t simply empowering students, it is empowering people – all of us to achieve.

The Faculty Guidebook is not a legal document or contract and it doesn’t supersede applicable federal, state or local laws or other college policies. We also rely on the College Catalog, Board Policy Manual, Departmental Procedures Manuals and our full-time faculty is also governed by the Faculty Agreement. This is simply a guidebook to support your understanding of the college culture and environment. Feel free to ask questions, make suggestions, and offer opinions.
INSTRUCTIONAL POLICIES AND PROCEDURES

ABSENCES – FACULTY ABSENCES IN FACE TO FACE CLASSES AND MEETINGS

A faculty member who cannot meet his/her classes or other assigned responsibilities because of illness or any other reason must inform his/her Dean as soon as possible. Faculty members will attend all committee meetings, appropriate task meetings, and departmental meetings to which they are assigned. If a faculty member is unable to attend a meeting because of illness, conflict of meeting dates, or for any other reason, he/she shall inform his/her Dean as soon as possible prior to the meeting.

In case of illness or emergency preventing an on-campus or off-campus instructor from meeting his/her class, the following procedures should be followed:

1. The on-campus instructor notifies his/her Division Assistant. (Before or after hours, 8 a.m.-4:30 p.m., contact Security @ 468-2300 to post a notice.)

2. The Division Assistant posts the class cancellation on the classroom door on campus.

3. The off-campus instructor notifies the appropriate Community Education Center Coordinator or Assistant.

4. The Coordinator or Assistant notifies the appropriate Site Coordinator, who posts the class cancellation on the classroom door off-campus. The Coordinator or Assistant will also contact the Division Assistant who maintains faculty attendance records.

5. The instructor is responsible for notifying his/her students, but in special situations when the instructor is unable to call, email, or post the notice in Blackboard for the students, the Division Office or Community Education Center will assist by calling or emailing students, assuming that time permits.

6. If a part-time instructor’s class can be taught by a substitute, subject to the approval of the appropriate academic administrator, the Division Office will submit this information to the Human Resources Office. Pay will be processed for the substitute instructor and a salary adjustment will be made on the faculty member’s pay.

ABSENCES – FACULTY ABSENCES IN ONLINE AND WEB-BLENDED CLASSES

In case of emergency or illness that interrupts an online or web-blended instructor from logging in five out of seven days/week, or from responding to students within 48 hours, the following procedures should be followed:

1. The instructor notifies his/her Dean to discuss the specific circumstances. The Dean and faculty member will discuss options.

2. The Dean will contact the Vice President of Academic Affairs and, if the absences involve Leave benefits, Human Resources, to consult and to develop an option for the faculty member.

3. Options may include communicating with students followed by a resumption of instruction after a brief break, or reassigning the online course to another qualified faculty member, or other such customized solutions.

4. The Dean will contact the affected faculty member and finalize a plan and the students will be notified.
ACADEMIC CALENDAR

Academic/Semester calendars are in the Catalog and on the Lewis and Clark web site, www.lc.edu.

ACADEMIC AND LEARNING ASSESSMENT

The College’s Strategic Plan – FY 2013 – 2017 states four Strategic Goals:

1. **Student Academic Success**: Improve student success as measured by key success indicators.

2. **Institutional Quality and Effectiveness**: Improve the quality and effectiveness of everything we do.

3. **Career and Job Readiness**: Improve the curriculum and support services to better equip students to obtain jobs and advance their careers.

4. **Public Engagement and Service Leadership**: Increase the level of public engagement to drive quality-of-life, civic and other improvements.

The first three of the four Strategic Goals rely on data outcomes derived from Academic and Learning Assessment.

All faculty are engaged in student learning assessment which includes classroom assessment techniques (CATS), course level learning assessment, general education learning assessment, and program level learning assessment.

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ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

INSTRUCTIONS FOR STUDENTS WITH ACCOMMODATIONS

A student may show you a card containing a particular accommodation that you must provide for her/him in your classroom. If so, here are some solutions that you can implement.

Accommodation: Extended time and/or a quiet environment for tests

Solution: Students are able to get extended time on tests and a quiet environment in the Haskell Hall Assessment Center. If a student requests extended time, he/she is allowed double time. Follow the procedures for Make-up Testing provided by the Assessment Center. It is the student’s responsibility to remind instructors that he/she would like extra time. The instructor then sends the test, along with a completed “Proctored Test Instructions” form (available under faculty resources on the website), to either HK B25 or testingcenter@lc.edu. Please be aware that, in order to receive extended time, a student may need to take their test either on a different day or at a different time, depending on the class schedule of the student.

NOTE: If you give your tests using Blackboard, you can extend the time for one student on the Test Options page. Please call or email Bb Support for help: bb-support@lc.edu and 618-468-2610

Accommodation: Tests read aloud using the screen reader

Solution: Students are required to make an appointment with our office each time they want a test read aloud. We verify that they are entitled to this accommodation and send the test to the Assessment Center.

You can expect to receive a “Proctored Test Instructions” form electronically from Barb Cadle (sent to your L&C Email address) each time a student makes an appointment to test with us. This is why it’s important to check your L&C Email on a regular basis. Please complete this form each time you receive it, and return promptly (along with the test) to Barb Cadle at bcadle@lc.edu or through campus mail to CW 2320. If possible, it is highly preferred to receive the test electronically in Microsoft Word or PDF format, due to the compatibility of our screen reader software. We must receive each test at least 48 hours prior to the test date in order to ensure that the test will be ready for the student to take. We appreciate your assistance in this process!

NOTE: Please, do not send the test directly to the Assessment Center. It must come through our office, as there are many tests that need to be scanned before taking them to the Assessment Center. Please also be aware that, in order to receive extended time when using the screen reader, a student may need to take their test either on a different day or at a different time, depending on the class schedule of the student

Accommodation: Volunteer note taker

Solution: For students who benefit from a volunteer note taker, we ask your help in locating a volunteer in your class willing to share a copy of class notes.

The following announcement may be useful if you need to request volunteers from the entire class:

Student Development and Counseling is looking for a volunteer in this class willing to share a copy of class notes with another student. This is an excellent community service and an opportunity to help improve your own learning techniques. If you are interested or would like more information, please see me at the end of class today.
If a reliable volunteer cannot be located during the first week of classes, please let our office know so other arrangements can be made.

**Accommodation: Enlarged tests and/or handouts**

**Solution:** All of our campus photocopy machines have ledger paper available. Please enlarge tests and handouts to the largest possible magnification, usually around 140%. If you need assistance, please see your division assistant or contact our office.

**Accommodation: Scribe for testing**

**Solution:** If a student is unable to write, it is the student’s responsibility to inform you and contact our office for an appointment to have a scribe available.

**Accommodation: Accessible furniture**

**Solution:** If the student has made his/her need known to our office, special furniture is placed in the classroom prior to the beginning of the semester. Please let Barbara Cadle at 468-4211 know if requested furniture is not in place. Faculty *should not* move accessible furniture from one classroom to another.

If you have ANY questions regarding a student and his/her accommodations, please contact Student Development at 618-468-4211.

**For Disabilities** - Please include the following statement in your course outline:

**ACCOMMODATION STATEMENT TO INCLUDE IN COURSE OUTLINES:**

If you need an accommodation based on the impact of a disability, inform me as soon as possible, giving us time to discuss the course format, anticipate your needs and explore potential accommodations. I rely on the staff of Student Development and Counseling for assistance in verifying the need for accommodation and accommodation strategies. Contact Student Development and Counseling in Caldwell Hall 2320 (618-468-4211).

**Counseling:** Counseling is by appointment and on an emergency walk-in basis. Visits are confidential, free of charge, and include counseling for crisis intervention, brief therapy, academic issues, test anxiety, community resources, and referrals. Contact Student Development and Counseling in Caldwell Hall 2320 (618-468-4211).

**Veteran Services:** We support our veteran and service member students and their families by providing a Veteran Services Department and a Veterans’ Resource Center. This department supplements the assistance provided by Enrollment, Advising and Financial Aid. You can confidentially discuss academic or personal issues. Referrals will be made as needed to campus and/or community assistance. Contact Veteran Services in Baldwin Hall 2418 (618-468-5500).

**For Large Students** - Sometimes students have difficulty with the classroom environment due to their physical condition or size and our lack of adequate seating accommodations. Please be attentive to the needs of these students and make arrangements as necessary. Some students may be too embarrassed to approach you for assistance so it would be appropriate for you to make the initial contact. You may be able to provide a temporary solution in your classroom. Here are some possible interventions:

1. Many classrooms have a large, sled-based, tablet-arm chair that can be accessed from both the left and right sides. This is a sizable desk that can accommodate a large student.
2. Each classroom should have an instructor chair. If this is not in use, large students may choose the chair and the tablet arm of an unoccupied student desk.

3. Some classrooms feature the small drafting-type tables designed for students in wheelchairs. If this is not in use, large students may choose to use this table along with the instructor’s chair.

If your classroom needs additional furniture to accommodate large students, do not hesitate to contact the Student Development Office at 618-468-4211. Please remember that it is our responsibility to make the learning environment conducive to student learning.

**ACCREDITATION**


In addition, the College is accredited by the Illinois Board of Higher Education and recognized by the Illinois Community College Board. Programs are accredited by the American Council for Occupational Therapy Education (ACOTE), American Dental Association, Commission of Dental Accreditation, Accreditation Commission for Education in Nursing, Inc. (ACEN), North American Process Technology Alliance (NAPTA), and the National Automotive Technicians Education Foundation (NATEF). The College’s High School Partnership program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

**AFFIRMATIVE ACTION POLICY**

It is our policy and firm belief that the employment practices of Lewis and Clark Community College are non-discriminatory. To further strengthen that position, we re-emphasize through the Affirmative Action statement that every aspect of employment including hiring, placement, upgrading, transfer or demotion; recruiting, advertising, or solicitation for employment; rates of pay or other forms of compensation; selection for training; and termination shall be accomplished without regard to race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law. Lewis & Clark Community College adheres to the principles of equal opportunity in education and employment.

The following person has been designated to handle inquiries regarding this non-discrimination policy:

Lori Artis, Vice President of Administration
Erickson Hall, Room #103
Lewis and Clark Community College
5800 Godfrey Road
Godfrey, IL 62035
(618) 468-3000

Lewis & Clark Community College does not tolerate retaliation against any person for coming forward with a complaint or concern or for otherwise participating in the process of addressing discrimination.

Administration and supervision are responsible for compliance with the policy within the respective areas of their activities to assist the Community College in its commitment to:
1. Eliminate from current policies and practices anything which results in or perpetuates discrimination toward race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law; and the adoption of new or revised policies and practices where necessary to achieve these ends.

2. Intensify recruitment and fair consideration of race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law to ensure that candidates and employees with appropriate qualifications, potential and responsibilities are afforded equal opportunity for selection, training and promotion, and will be compensated without regard to race, sex, disability or covered veteran status.

3. Ensure that all contractors, sub-contractors, vendors and suppliers doing business with Lewis and Clark Community College, unless otherwise exempt, comply with the provisions of E.O. 11246, Section 503 of the Rehabilitation Act, and Section 402 of VEVRAA.

The College will comply with all provisions of Executive Order 11246, Section 503 of the Rehabilitation Act, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA) and the relevant rules, implementing regulations and orders of the Secretary of Labor. The College will furnish all information and reports required under Executive Order 11246, Section 503 of the Rehabilitation Act, and Section 402 of VEVRAA and permit access to records by the Secretary of Labor for purposes of determining compliance.

DISSEMINATION OF POLICY

Copies of the Affirmative Action Policy will be distributed to:

1. Administrative and supervisory personnel

2. Personnel whose responsibilities include interviewing, employment, training, promotion, transfer and termination of personnel.

The College nondiscrimination and affirmative action policies will be displayed in central areas of the College and shall become a part of the orientation procedure for new employees, training programs for staff, and appropriate administrative and supervisory meetings.

All of the College’s personnel policy and procedure manuals shall reiterate the College’s commitment to equal opportunity and affirmative action. Also the College’s recruitment sources, leaders of minority groups, and community organizations shall be informed of the College’s nondiscrimination and Affirmative Action Policy.

In any advertisement of job vacancies, a statement that we are an Equal Opportunity Employer shall be included. The same clause shall be added to all appropriate College documents, such as, purchase orders, leases, contracts covered by Executive Order No. 11246, and notices sent to any collective bargaining representative of the College’s employees.

All employment openings, with the exception of executive and top administrative positions, positions that will be filled from within the College’s organization, and positions lasting three days or less, have been listed concurrently with the use of any other recruitment source or effort with the appropriate office of the State Employment Service.
RESPONSIBILITY FOR IMPLEMENTATION OF POLICY

The President of the Community College District has overall responsibility for the development and implementation of the equal opportunity and affirmative action policy. Specific authority and responsibility is delegated by the President to every administrator of the District – Vice President of Academic Affairs, Vice President of Administration, Vice President of Enrollment Services, Vice President of Student Engagement, Chief Financial Officer, Chief Information Officer, associate vice presidents, deans, associate dean, directors, managers, supervisors, coordinators, and all others exercising supervisory or administrative control over any employee – all of whom are responsible for performing his or her functions without regard to race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law. Not only are these officers responsible for supporting the College’s equal opportunity policy, but they must also include in their own day-to-day operational policies and procedures the implementation of affirmative action. Their efforts will be coordinated by the College’s Human Resources Office who will assist in the functions of recruitment, training, employment, transfer, promotion, termination, and compensation according to the non-discriminatory policies in effect.

A. Recruitment

Recruitment of qualified minority, female, covered veteran status and applicants with disabilities will be sought from the following sources:
1. Minority, female, veterans and organizations serving people with disabilities
2. Federal and State employment agencies
3. College and university placement services
4. Minority, female, covered veterans and employees with disabilities on staff
5. Newspapers and other media, where feasible

B. Training
1. In-service training will continue to be provided to all employees.
2. Employees will be encouraged to develop new and update current skills by participating in available educational and training programs.

C. Transfer and Promotion
1. Recommendations for transfer or promotion will be based on job requirements and will be non-discriminatory.
2. Transfers or promotion opportunities will be made available to current staff prior to considering other applicants.

D. Compensation
1. Determination of compensation will be based on current policies and schedules as approved by the Board of Trustees.
2. Equal pay for equal work will be established with no exceptions because of race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law.

E. Selection
1. Required qualifications and abilities will be established for each type of position, and evaluation of applicants will be based on these requirements.
2. Actual selection will be made from those applicants recommended by the supervisor. If an applicant referred to the supervisor is rejected, the supervisor must report to the Human Resources Office the reason for the rejection in writing.
3. No individual may be employed without approval of the President and the Board of Trustees.
F. Termination
1. No employee will be discharged on the basis of race, color, religion, sex, national origin, ancestry, citizenship, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, unfavorable discharge from military service, or any other status protected by law.
2. The supervisor will schedule at least one conference with the employee prior to recommending dismissal.
3. An exit interview will be scheduled for the employee with the Human Resources Office.
4. No employee may be discharged without approval of the President and the Board of Trustees.

ALCOHOLIC BEVERAGES AND DRUGS

References to these topics are in the Catalog under the heading of General Information/Student Conduct Code and under Drug and Alcohol Abuse Prevention.

ANTI-HARASSMENT POLICY – Including Sexual Harassment Policy

See Harassment policy on page 30.

APPOINTMENT PROCEDURES

1. Part-time faculty employed to teach on-campus, off-campus, or online credit courses are appointed by and responsible to the appropriate program coordinator and academic dean.

2. A part-time faculty appointment is valid only for the specific length of the teaching assignment.

3. The appropriate academic staff person will talk with part-time faculty members and get verbal agreement to teach a specific assignment.

4. A letter of intent will be sent to part-time faculty, indicating the part-time teaching assignments and the appropriate salary. It must be clearly understood that the letter of intent is not a binding contract. Insufficient enrollment or other factors may cause the College to nullify the assignment.

5. The appropriate academic staff person will contact each part-time instructor to cancel a teaching assignment.

ASSESSMENT CENTER

The Assessment Center has two locations and each location will provide different testing services.

Baldwin Assessment Center - Baldwin 1442 is used exclusively for administering the College Placement Tests and various third party certifications, including PearsonVue, and Performance Assistance Network (PAN) Testing. This testing will be provided on an appointment basis. The hours of the Baldwin Assessment Center are as follows:

Monday, Thursday, and Friday 8:00 a.m. - 4:30 p.m.
Tuesday and Wednesday, 11:00 a.m. - 7:30 p.m. Contact ext. 5220 or 5240

Haskell Testing Center – Haskell B25 is used to proctor all other tests. This includes all make-up and online testing, CLEP and DSST testing. Testing is provided in Haskell on a walk-in basis during the hours listed below.

Tuesday and Wednesday 11:00 a.m. until 7:30 p.m.
(The Center will close at 7:30 p.m. so students will need to complete testing by 7:15 p.m.)
Monday, Thursday, and Friday 8:00 a.m. – 4:30 p.m.
(The Center will close at 4:30 p.m. so students will need to complete testing by 4:15 p.m.)
Contact ext. 5232.

Instructors **must** submit a completed Testing Center Proctored Test Instructions Form (listed below), along with tests, to the Haskell testing center. Instruction forms and tests may be submitted by campus mail, hand delivered, or by email to testingcenter@lc.edu. Tests cannot be administered without the instruction form.

Students are asked not to bring books, book bags, notes, cell phones, coats, etc. into the testing room. Students with those items will be asked to store them in lockers outside of the testing area or secure them elsewhere.

Students will be required to show a valid photo identification card (student ID or driver's license), instructor's name and course ID in order to test.
Lewis and Clark Community College
Proctored Test Instructions

Student’s Name ____________________________________________

Instructor ___________________________ Ext ________

Course Name & No.__________________________________________

Notes?    Yes ☐    No ☐

Books?   Yes ☐    No ☐

Calculator?   Yes ☐    No ☐

Time allowed for all students taking the test/quiz in class: _______

Has this student requested extended time on tests/exams?  Yes ☐  No ☐

Has this student requested that the tests be read aloud using a screen reader? Yes ☐  No ☐

Test on / between dates: ________________________________

Other instructions or restrictions: ________________________________

Please select one:

○ I will pick up exam from the Assessment Center (HK B25) on __________ (date)

○ Return completed test to me via campus mail ____________________________ (campus / mailbox address)

○ Return test material to instructor if test is not taken by ____________________________ (deadline date to take exam)

******************************************************************************

Office Use:  Form Reviewed by _____________________________________________

Name

Test given by ___________________________________________________________________ and returned on ____________________________

Name ___________________ Date ___________________ 

Revised June 2010
AUDITING COURSES

The audit enrollment period is one week before each semester begins. Audit enrollment means students enroll in classes for no credit and pay the normal tuition and fees. Audit students are expected to attend regularly but are not required to take examinations. Students receive an “AU” grade which does not affect grade point average or academic status. Students cannot change enrollment status from credit to audit or audit to credit after their original registration.

NOTE: The College does not receive State apportionment funding for audited enrollments.

BLACKBOARD LEARNING MANAGEMENT SYSTEM

Blackboard is the Learning Management System supported by the College for teaching a course fully online and for web-blending, and/or web-enhancing a course. A Blackboard shell is developed for every course, making it easier for faculty to web-enhance courses.

A web-blended course (often referred to as a hybrid course) combines face to face instruction with online instruction in various combinations.

A web-enhanced course is a traditional face-to-face (f2f) course where classroom materials are accessed through Blackboard. It must minimally contain the following:

1. Syllabus/course outline-Students will have access and place to refer regarding policies for the class.
2. Maintain a student-accessible grade book or provide private, weekly updates to each student’s grade status.
3. Develop course in accordance with ADA compliance. (Refer to Blackboard User Group for specifics.)
4. Adhere to Copyright rules. (Refer to Blackboard User Group for specifics.)

In addition, TEL recommends these best practices for f2f faculty teaching web-enhanced classes:

1. **Structural/organizational**
   a. Mandatory introduction for entire class on day of first face-to-face meeting as to what course elements are online, and instructor’s expectation on frequency of use by students, etc.
   b. Class assignments
      o Posting a copy of the assignment will provide students another place to review the assignment if the copy is lost or an absence from class. In addition, you could stop making hard copies, which would be environmentally friendly, and refer students to Blackboard for the assignment directions.
c. **Course Content**
   - Lecture Notes
   - Power Point handouts or copies of Power Point show
   - Web links
   - Publisher materials

d. **ADA compliance recommendations.** (Refer to Blackboard User Group.)

2. **Communication frequency by instructor**
   a. State the preferred method of private communication with the students and your response time for answering questions, not to exceed 48 hours, except for holidays and recesses.
   b. If the email tool is used, it is explained that communication takes place outside of Blackboard using the student's LC Gmail account.
   c. If private discussion forums are used, explain where to find them and how you will use them.
   d. Link the appropriate communication tool on the course menu.

3. **Instructor Feedback on public discussions, assignments, quizzes and exams.**
   a. Describe the type of feedback students will receive and where they will receive it.
   b. Return graded course materials with feedback no later than one week from their due dates.
   c. State how often you log into the course, at minimum 5 out of 7 days a week, except for holidays and recesses.

The section entitled **Online Course Assignments** applies to both web-blended and online courses.

**BLAZERNET ACCESS**

Access BlazerNet through either the College website or the Blackboard Portal (https://blackbaord.lc.edu) and log into BlazerNet.

BlazerNet accounts are established for new faculty upon hire. For adjunct faculty, the Applications Administrator sends a temporary password to the Division Assistant who forwards that to the new faculty member. For full-time faculty, a computer technician will come to your office to walk through your system setup, including your login/temporary password information.

If a faculty member has difficulty logging in they should call the Help Desk at ext. 4357 from 8 a.m. until 8 p.m. during the academic year work week.

Once you have entered your User ID and your temporary password, you will be prompted to create a unique password.

First enter your User ID again and your temporary password as your old password.

Then enter your unique password (8-50 characters requiring at least one uppercase letter, one lowercase letter, and one number). Once you have entered your User ID and password, hit Submit for access to your account.

**BOOKSTORE**

Lewis and Clark's bookstore is located on the main campus in Baldwin 1401. A brief description of services and hours of the bookstore are in the Catalog. For more information, contact the bookstore manager at 468-3110 or 468-3111.

**CAREER SERVICES**

Career Services is located in Baldwin Hall 2418. The department delivers and coordinates a variety of career and employment services. Community employment opportunities are available on the L&C website at "Services at L&C" then "Career and Employment Services," and "Community Jobs Board." Career
Services works closely with the L&C Student Success Center, county employment and training departments, the IL Department of Employment Security, and the IL Cooperative Work Study Program to meet the needs of faculty and students. In conjunction with the Student Success Center, Career Services manages the Career Resource Center in Trimpe 251. While the department is not a “job placement” service, students can receive many forms of assistance in their job search efforts in areas such as resume writing, interviewing skills, job search techniques, interest inventories, etc. Each spring semester, Career Services hosts a community-wide job fair on the Godfrey Campus. For more information on L&C Career Services call 618-468-5500.

Federal and Institutional Work Study inquiries should be referred to the Financial Aid Office at 618-468-5311.

**CHILDREN**

No child less than 16 years of age shall be brought to the employee’s workplace solely for the purpose of providing direct supervision of such a child. Children cannot accompany an employee while the employee is conducting college-related business at an off-campus location.

**CLASS CANCELLATION AND STUDENT TRANSFER**

Students will only be transferred from one class section to another with a formal course change form. The forms are available through the Enrollment Center and CEC’s. In some cases, group transfers may take place, such as in the cancellation of classes.

The Enrollment Center and Division Assistants make a thorough effort to contact all students enrolled in classes that have been canceled. The Enrollment Center emails notices to students enrolled in canceled classes under normal cancellation procedures. If the cancellation occurs late (after the original list is processed) the Division Office and/or the CEC personnel will notify affected students by phone. On-campus students should be directed to Baldwin 1450 where the appropriate course change and/or refund will be made.

**CLASSROOM BEHAVIOR**

Careful planning and proactive classroom management help set the tone for a learning-focused classroom environment. A statement in your course outline or reference to the Student Conduct Code described in the Catalog give students a clear understanding of your expectations for student conduct. It is clear in the Student Conduct Code that students are expected to conduct themselves in a manner appropriate for a respectful college learning environment. Faculty and students have a right to expect to teach and learn in an environment free from distraction, disruption, or threat. In accordance with College policy, students who cannot or will not conduct themselves appropriately may not be allowed to continue to attend classes.

In most cases, problems with student behavior are minor and rarely require emergency attention. Faculty handle many of these problems independently or consult with their program coordinator, Dean or Vice President. These individuals will work with faculty to find a solution to the problem, up to and including removing the student from the classroom if necessary and in accordance with College policy.

If the problem requires emergency attention due to seriously disruptive or threatening behavior, contact Campus Security by dialing 0. A Security Officer will arrive at the classroom promptly to assist with the problem. After the incident is addressed, the faculty member should file an Incident Report. The Incident Report is located at www.lc.edu/security or click “About” from the homepage, then “Safety and Security.” An Incident Report should be completed by individuals alleging a violation of the Student Code of Conduct by a Lewis and Clark student.

Concern Reports should be completed by individuals who have a concern about a student. Concerns about students may arise through observations of student behavior or appearance, such as, is the student tearful/crying, socially isolated, evidencing mood swings, intimidating to others? Other concerns arise when
a student tells you about a significant issue such as a loss, relationship problems, problems of abuse or legal problems. Concern Report forms are also located at www.lc.edu/security or click "About" from the homepage, then "Safety and Security." Incident Reports and Concern Reports are submitted to the Vice President of Academic Affairs for response. The Vice President works with counseling, security, and other staff and agencies in fact-gathering and responding.

Faculty should not be reluctant to insist that students behave themselves and should not feel that they have to tolerate inappropriate behavior. If a student threatens a grievance or lawsuit, faculty should not be alarmed nor have cause for concern if they have conducted themselves in a professional manner consistent with College policy and practice. It is helpful if you submit an Incident Report with a brief summary of interactions with the student or students with whom you have taken disciplinary actions.

CLASSROOM CHANGE PROCEDURES

Classroom assignments are made in cooperation with the faculty and division office. An attempt is made to match the desired classroom environment to each course. Due to room configuration, technology, class size, classroom furniture, planned instructional strategies, and/or the nature of the course, it is sometimes beneficial to relocate a class to a more suitable environment after the semester has begun.

Under no circumstances should an instructor take it upon herself/himself to move a class without seeking approval.

There are several reasons for this directive:

1. Students arriving late to the classroom of record may assume the class has been dismissed or canceled.

2. During emergency situations involving a student or faculty member, the Security Office or Health Services Office may need to find someone and go to the classroom (of record) to pass along important information. (A crisis situation involving a family member is an example of a typical emergency situation.) If the class has been moved without prior approval, the person may not be found and the important message may not be delivered.

3. In addition, vacant classroom space may be reserved for college functions or rented to outside organizations. So, although it may appear that a classroom is vacant, it may only be a temporary vacancy.

It is much easier to request a classroom relocation than to experience needless problems later. The steps to follow are simple:

1. Call Jeff Coles at 468-4200, with the following information:
   a. Course subject, number and section (for example: ACCT-131-60)
   b. Current room number (for example: BA 3409); desired room number (if known)
   c. Reason for change.

2. If the change can be made, the new information can be viewed in BlazerNet and notification of the CLASS CHANGE will be sent to the appropriate Division Office.

Additional information regarding classroom change procedures may be obtained from Jeff Coles in CW 2329, 468-4200.

CLOSING POLICY

Inclement Weather - If it becomes necessary to close the College due to inclement weather, notification will occur on LC Alert, the campus telephone system, the campus Web site, major St. Louis television stations, and major St. Louis and local community radio stations. A message will be placed on the main campus telephone line indicating hours and locations of closings.
Classes held at the Community Education Centers throughout the district will follow the same closing policy as on-campus classes.

Classes held at community public schools throughout the district will not meet whenever the main L&C campus is officially closed for inclement weather even if the off-campus site remains open. Off-campus sites may also be closed on a site-by-site basis by the local authority (principal or superintendent) even if the main L&C campus remains open.

Classes held at specialized locations (hospitals, libraries, industries, social service agencies, other colleges, etc.) will meet according to the schedules of those organizations.

**Holidays, Thanksgiving Recess, Spring Recess** - The main L&C campus, the three Community Education Centers and the N. O. Nelson Campus will maintain the academic calendar and holiday schedule published in the Catalog.

However, classes held at community public schools and other specialized locations (hospitals, libraries, industries, social service agencies, other colleges, etc.) will meet according to the schedules of the individual organizations. For example, if a public school teacher in-service day falls on a day when L&C courses are scheduled to meet, the L&C courses WILL NOT MEET on that day or evening in that location. When L&C observes Spring Recess the off-campus and on-campus L&C courses will not meet.

**COLLEGE FACILITIES USAGE**

The College supports the use of College grounds and facilities for academic, social, and recreational purposes. Information regarding scheduling campus facilities and grounds may be obtained from the Campus Events office, Caldwell 1333, 468-3270.

**COMMUNICATIONS (see Unified Communications – Email, Voicemail and FAX)**

The College supports e-mail accounts for the official, work-related communication of full-time faculty and staff, adjunct faculty and part-time staff through Microsoft Exchange/Outlook. Students’ e-mail accounts are also Microsoft Exchange accounts but are provided through Office 365 (cloud). It is expected that faculty, staff, and students use these accounts in their College communication. Only these e-mail platforms are supported by the College technology support personnel.

Email accounts are created for faculty and staff upon hire and can be accessed from the Faculty and Staff page of the L&C website. A link to student email is found on the Current Students page of our site. All LC email users must use their BlazerNet ID and password to access their accounts. Full-time faculty and staff can access e-mail by using the Outlook software program installed on their office personal computer. Email can also be set up on iOS and Android mobile devices and tablets. See the Instructor Help page in Blackboard for instructions.

**COMPUTER ACCESS INFO**

How to reach IT for computer assistance: Call the Helpdesk at ext. 4357 (or helpdesk@lc.edu) from 8 a.m. until 8 p.m. Monday through Thursday, or 8 a.m. until 4:30 p.m. on Friday during the academic year work week. Faculty and staff now may submit technology (IT and AV) Helpdesk requests 24/7 using the new self-service technology available via the Web.

Using **Internet Explorer**, simply type helpdesk in the address bar. If you have logged into the network this should take your directly into the software. If you are not on the network, you will be prompted to log in using your BlazerNet login. If you are logging in from home type [http://helpdesk.lc.edu](http://helpdesk.lc.edu) in the address bar and follow the login prompts.
CONFIDENTIALITY OF STUDENT RECORDS

The privacy of student academic records is ensured by federal law under the Family Educational Rights and Privacy Act of 1974 (FERPA). Only four items can be released without the student’s written permission:

1. Student’s name,
2. Whether or not currently enrolled,
3. Dates attended,
4. Degrees and honors attained.

Students can request that no information about their record be released. After the student completes the written form, the Enrollment Center Staff will code the student with a privacy restriction on the student’s record.

Even a parent’s question about student’s attendance may not be answered by faculty. Refer to the Catalog or feel free to consult with the Director of Enrollment and Advising, 618-468-5200, for advice before releasing specific student information.

COORDINATION

Career and general education program coordination is provided by faculty who agree to accept these additional duties. They are compensated for their teaching loads and for their coordination duties based on a coordination template that the Vice President of Academic Affairs and the deans use to calculate coordination compensation.

Coordination duties may include any combination of the following depending on the variations in departments/programs:

- Scheduling classes
- Staffing classes taught by adjunct faculty
- Scheduling and chairing meetings involving department or program faculty
- Monitoring a maintenance budget and any priority budgets
- Maintaining department or program curricula
- Reviewing and updating the catalog copy
- Reviewing and updating department or program webpage content
- Participating in the hiring of adjunct faculty
- Assisting in the resolution of student complaints concerning adjunct faculty
- Ordering textbook and supplemental instructional materials
- Advising students
- Coordinating program-level learning assessment
- Soliciting and appointing and communicating with program advisory committee members
- Planning and chairing program advisory committee meetings
- Recruiting students
- Promoting programs to external audiences
- Developing brochures and other print media as necessary
- Coordinating external accreditation
- Serving on search committees for new full-time faculty
- Managing registration approvals for restricted enrollment courses
- Coordinating co-op, internship, clinical and/or job placements for students/graduates
- Attending college visitation events
- Maintaining and supporting department instructional technology/equipment
- Orienting and mentoring new faculty
- Conducting classroom, clinical, and/or lab instruction observations of adjunct faculty
- Coordinating high school partnerships
COPIER USAGE

Each academic division has a copier located near the division office. For more information about the use of campus copiers please contact the Division Assistant for your academic area. The Division Assistant and the programs they support are as follows:

Barbara Cadle  Student Development (includes SCT and College for Life) and Counseling
Becky Moore  Corporate and Community Learning
Gail Drillinger  Liberal Arts
Sheila Emerick  Dean of Career Programs, EMT/Paramedicine, Exercise Science, Health Sciences, Occupational Therapy Assistant
Janine Cooper  Academic Affairs and Business
Patricia Kuebrich  Applied Technology and Business
Diane McDonough  Associate Degree Nursing and Certified Nurse Assistant
Rita Hutchinson  Dental Assisting and Dental Hygiene
Tammy Childers  Mathematics and Science
Karen Swan  Music Program
Linda Walters  Adult Education and the Scott Bibb Center

COPYRIGHT FOR EMPLOYEES

Digital Media - What About Digital Media?
Lewis & Clark Community College encourages the appropriate and legal use of digital materials in the curriculum. This document discusses digital materials that may be used in courses. Note that this document does not cover Library reserve materials, which are subject to a separate process.

The Internet is not the public domain. There are both non-copyrighted and copyrighted materials available. It is safest to assume that a work found on the Internet is copyrighted.

The same copyright protections exist for the author of a work regardless of whether the work is in a database, CD-ROM, bulletin board, or on the Internet. If you want to post materials to Blackboard, create links that take you directly to articles or web sites. These materials should not be uploaded to courses as single units. The Library can create an electronic reserves page for your online class that will do this. For more information call Greg Cash at (618) 468-4330 or Liz Burns at (618) 468-4320.

Many Materials are Available to Use
If you want to use digital materials such as text, images, audio and film clips, first look for materials that are available to use without requiring special permission:

- Materials you create yourself, and for which you hold the copyright.
- Materials that are in the public domain, either because the creator has expressly made them public domain, they were created by the federal government, or because they are sufficiently old.
- Materials that have been made available by the creator under a license that allows the kind of use you want to make (for example, the Creative Commons license). Some universities have made material freely available and specifically allow faculty to copy and use them for non-commercial purposes (for example the MIT Open Courseware initiative).

Need More Information?
Tool for helping determine if you can use a digital work.

What is Fair Use?
Section 107 of U.S copyright law contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research.
[The] fair use of a copyrighted work, including such use by reproduction in copies or phone records or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—
  o The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes.
  o The nature of the copyrighted work.
  o The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
  o The effect of the use upon the potential market for, or value of, the copyrighted work.

Fair-Use Guidelines for Copying
  o One chapter of a book; not the entire work.
  o One article from a periodical or newspaper, not the entire issue.
  o One short story, short essay or short poem, whether or not from a collective work.
  o One chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

Multiple copies:
One copy per student may be made if—
  o Poetry: A complete poem, or excerpt of a longer poem, does not exceed 250 words or two pages in length. This number may be expanded to allow the completion of an unfinished line.
  o Prose: A complete article, story, or essay not exceeding 2,500 words OR an excerpt of said works not to exceed 1,000 words/10% of the work (whichever is less). This number may be expanded to allow the completion of an unfinished paragraph.
  o Spontaneity: The idea/decision to use a work for instructional purposes is too close in timing to when it would be used that receiving a timely response to a request for permission to reproduce it would be unreasonable.

Number of Copies:
  o Part A: 1). A copied material is for one course at the school. 2). No more than one short poem, article, story, essay, or two excerpts can be copied from the same author. 3). No more than three short poems, articles, stories, or essays can be copied from the same collective work (i.e. an anthology) or periodical volume (i.e. the July 2012 issue of Studies in Short Fiction) during one semester.
  o Part B: No more than nine instances of multiple copying in a semester.
  o Exception to the Rule: The above does not apply to current news items/sections from periodicals and newspapers.

What is Against the Copying Rules?
  o Copies cannot be made to replace/substitute anthologies, compilations, collections, etc.
  o Copies cannot be made from workbooks, exercises, test booklets, or other consumable-type materials.
  o Copying of the same item by the same teacher term after term is prohibited and a “request for permission” must be submitted to the copyright owner (usually the publisher).

What About Digital Media?
  o The same copyright protections exist for the author of a work regardless of whether the work is in a database, CD-ROM, bulletin board, or on the Internet.
  o If you want to post materials to Blackboard, create links that take you directly to articles or web sites. These materials should not be uploaded to courses as single units. The Library can create an electronic reserves page for your online class that will do this. For more information call Greg Cash at (618) 468-4330 or Liz Burns at (618) 468-4320.
  o The Internet is not the public domain. There are both non-copyrighted and copyrighted materials available. It is safest to assume a work is copyrighted.
**Need More Information?**

Tool to help determine if a work is in the [Public Domain](http://librarycopyright.net/digitalslider).

Tool to help determine if your use is a [Fair Use](http://librarycopyright.net/fairuse).

**Online Courses**

Online classrooms are defined by being a place for mediated learning in a closed (i.e. password protected) environment. Unlike the Web, which is public for all to use, closed environments restrict access of materials to those who have registered for a course.

The TEACH Act (2002) and the Fair Use provisions of the copyright law offer a high degree of flexibility to faculty members who wish to use copyrighted work within their online classroom. According to the TEACH Act, faculty members can use the following without seeking permission from the copyright holder:

- Performances of non-dramatic literary (textbooks, novels, poetry) or musical works in their entirety. For instance, a clip from a movie, or a short excerpt of a performed play (audio and/or video).
- Displays of any work (dramatic or non-dramatic) in proportion to what would be used in a traditional classroom. A digital copy (PDF or HTML) of a novel, poem, textbook, newspaper story, play text, movie script, music lyrics, etc. in keeping with the amount allowed under the Fair Use doctrine.

To meet the TEACH Act requirements, the online course must be restricted to those in the class, the classroom must be moderated by an instructor, and "reasonable" technological measures must be taken to prevent illegal distribution of the materials. Here are some suggestions to make any online course a "copyright friendly" environment:

- Whenever possible, link to a resource on the Web rather than copying it.
- Audio and video files should be streaming files rather than downloadable ones.

**Copyright and Library Reserves**

- Reid Memorial Library offers two reserve services: traditional and electronic.
- Traditional reserves: “Hard copy” items held at the Circulation Desk and have varying circulation lengths. For more information, contact the library at (618) 468-4301.
- Electronic reserves: A “Faculty Online Reserve Page” is created by library staff. Articles found through the library’s research databases are linked through this page (see [http://www.lc.edu/Online_Faculty_Reserves/](http://www.lc.edu/Online_Faculty_Reserves/) for examples). For more information, contact Greg Cash at (618) 468-4330 or Liz Burns at (618) 468-4320.

**Copyright Resources**

- [http://www.copyright.gov/](http://www.copyright.gov/)
- [http://www.copyright.com/](http://www.copyright.com/)
- [http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm](http://www.ala.org/ala/issuesadvocacy/copyright/index.cfm)
- [http://librarycopyright.net/wordpress/](http://librarycopyright.net/wordpress/)

**Fair Use**

- [http://fairuse.stanford.edu/](http://fairuse.stanford.edu/)
- [http://www.ala.org/ala/issuesadvocacy/copyright/fairuse/index.cfm](http://www.ala.org/ala/issuesadvocacy/copyright/fairuse/index.cfm)

**DMCA**

- [http://www.ala.org/ala/issuesadvocacy/copyright/dmca/index.cfm](http://www.ala.org/ala/issuesadvocacy/copyright/dmca/index.cfm)

**TEACH Act**

- [http://www.copyright.com/Services/copyrightoncampus/basics/teach.html](http://www.copyright.com/Services/copyrightoncampus/basics/teach.html)

**Tools**

- Is the resource in the public domain? [http://librarycopyright.net/digitalslider](http://librarycopyright.net/digitalslider)
- Is this a fair use? [http://librarycopyright.net/fairuse](http://librarycopyright.net/fairuse)
- Can I use this digital work? [http://librarycopyright.net/etool](http://librarycopyright.net/etool)
COURSE ADDS AND DROPS

Time periods to alter student schedules are established by the Enrollment Center. During these periods, students may alter their schedules by adding or dropping courses.

Courses added after the course begins require an instructor’s signature.

Eligible students may withdraw from classes through BlazerNet or in person with a Course Change Form submitted to the Enrollment Center or a Community Education Center.

COURSE DEVELOPMENT

Opportunities to develop new courses or to convert courses to an online format are sometimes available.

Faculty who want to develop a new course or significantly revise an existing course, complete the Course Development proposal worksheet found on the Lewis and Clark website before beginning course development. Reasons for new course or program development could include:

1. Evidence of student learning supports need
2. Alignment with transfer college or university directs need
3. Recommendations from Program Advisory Committee direct need
4. Changes in labor market direct need
5. Acquisition of new equipment/facilities support need
6. Accrediting agency directs need
7. Developments in the discipline support need

The proposal will be reviewed by the appropriate academic dean and submitted to the Academic Affairs Committee for approval. Faculty are contacted after their requests have been reviewed. Faculty are eligible to receive a stipend for developing new courses or converting to online or web-blended formats. Contact the Dean of Transfer Programs at 468-4900 for further information.

END OF COURSE SURVEYS

Students are asked to complete online end-of-course surveys for each course they take. The surveys cover three different aspects of the learning process: the course, the faculty member, and the student. Using the software, Class Climate, the surveys are sent out one week before the withdrawal date for each full and eight-week term. The process is as follows.

- Students receive an email for each course in which they are enrolled alerting them that there is a survey available that must be completed.
  - Within the message, there is a link that is unique for each student and each course.
- The student simply clicks on the link to complete the survey.

Students are also alerted in Blackboard. When they log in, they receive the pop-up window that contains a link to each course survey. There is also a My Class Climate module on their My L&C Blackboard page that contains the necessary links.
Instructors are sent an email with links to the survey results after final grades are submitted.

The Deans are able to view all survey results by faculty member. These results are used in the performance evaluation process. In the case of adjunct faculty, these evaluation results are factored into staffing decisions.

**COURSE SYLLABUS/COURSE OUTLINE**

Faculty members are expected to teach courses according to the official course syllabus. Faculty can find course syllabi on the LC website at Faculty and Staff>Course Syllabus Database http://www.lc.edu/Faculty_and_Staff/ or http://www2.lc.edu/syllabus/.

Each time a faculty member teaches a course, s/he develops a Course Outline. A course outline is a customized adaptation of the course syllabus to be distributed in hard copy, posted in Blackboard, or cited for students to find online during the first class. Each course outline shall contain the following:

- Course Description as well as the Learning Objectives (both found in the official course syllabus)
- Instructor name, contact and communication information
- Faculty should state the preferred method of out-of-class communication (email address and/or phone number)
  - The language on communication should tell students how quickly they can expect a response from faculty, preferably no more than 48 hours
- Instructor policies on the evaluation of student performance.
  - Faculty should provide details about how they will evaluate students’ performances, including grading rubrics.
- Descriptions of graded assignments, grading policies, and the dates when graded assignments are due
- A week by week outline of work
- A course grading scale

The Illinois Articulation Initiative (IAI) is a statewide transfer agreement, which is transferable among more than 100 participating colleges and universities in Illinois. The IAI has developed a course syllabus template that includes a course grading scale and a week by week outline. Over the next couple of years, L&C will initiate compliance with this template by adding those two elements that are currently in the L&C course outline to the official course syllabi.

The course outline must also contain:

- A detailed description of attendance policies.
  - These should be clear and measurable. If you lower grades due to absences, your policy should be identified. For example, “Two or more unexcused absences will result in a grade reduction of one letter grade.” Or “Six or more absences during the semester will result in a grade reduction of one letter grade.” The term “unexcused absence,” if used, should also be defined.
- The College’s statements on accommodations, counseling, and veteran services
A statement on cheating, plagiarism and academic integrity

- In general, it is always easier to explain the consequences of a student's actions when the consequences are clearly stated in the course outline.
- Consequences should be stated in neutral and measurable terms, not undefined or punitive terms.

The LC policy statements can be found at the top of the log-in page in Blackboard on the Policies and Resources page.

**EMERGENCY ALERT NOTIFICATION**

**LC Alert** is Lewis and Clark Community College's Emergency Notification System. In the case of an emergency on campus or a school closing due to inclement weather, notices will be sent out using the **LC Alert** system. By registering your mobile phone, home phone and email address you will receive an **LC Alert** message in the case of an emergency or school closing.

This service is provided to students and employees of Lewis and Clark Community College. To register you will need to know your official Lewis and Clark email address as well as your student or employee ID number.

Below are helpful hints for logging on to the **LC Alert** system to update your information.

For Employees - To sign up or log in to the **LC Alert** Emergency Notification System employees will need to know two things:

1. Lewis and Clark Email Account - All employees have been assigned a Lewis and Clark email account. Your email account is your username followed by @lc.edu.

2. Employee ID Number - Your employee ID number is located in the upper left-hand corner of your pay advice. It is a 7-digit number. This 7-digit number is your LC Alert ID number. Use this number when accessing the LC Alert system to modify or change your options for emergency notification.

To access and log into LC Alert, simply search for “LC Alert” in the Search box provided on the Lewis and Clark website (http://www.lc.edu) and follow the link to the LC Alert informational page or click on http://www.lc.edu/lcalert/.

**EMERGENCY TELEPHONE NUMBERS**

Campus Security

Located at Elm, Room 2  
Office Hours, 24 hours per day  
Phone Number(s) – 618-468-2300 or Dial 0 from Campus Phone

Brad Raish – Director of Security  
618 468-3160, FAX 618-468-7177  
E-mail: braish@lc.edu

Margarett Carman - Coordinator, Security and Console Operations  
618 468-3164, FAX: 618-468-7168  
E-mail: mcarman@lc.edu

Campus Security ensures the safety of students, faculty, staff and visitors to the Lewis & Clark Community College campus. The Campus Security office is located at the north entrance of campus and is staffed 24-hours a day. Security is alerted of all 9-1-1 calls as received by the Madison County 9-1-1 service. To report a crime or criminal activities contact the Director of the Security Department, the Vice Presidents or Deans of the College. The campus provides counseling services for victims or witnesses of crimes. Counseling
services may be reached through the Campus Security office or by calling 618 468-4125. All services through the Campus Security and Counseling Offices are confidential.

If you have a problem in the classroom that requires emergency attention due to seriously disruptive or threatening student behavior, contact Campus Security by dialing 0. A Security Officer will arrive at the classroom promptly to assist with the problem. After the incident is addressed, the faculty member should file an Incident Report. The Incident Report is located at www.lc.edu/security or click "About" from the homepage, then "Safety and Security.” An Incident Report should be completed by individuals alleging a violation of the Student Code of Conduct by a Lewis and Clark student.

Concern Reports should be completed by individuals who have a concern about a student. The Concern Report is located at www.lc.edu/security or click "About" from the homepage, then "Safety and Security.” Concerns about students may arise through observations of student behavior or appearance, such as, is the student tearful/crying, socially isolated, evidencing mood swings, intimidating to others? Other concerns arise when a student tells you about a significant issue such as a loss, relationship problems, problems of abuse or legal problems. Incident Reports and Concern Reports are submitted to the Vice President of Academic Affairs for response. The Vice President works with counseling, security, and other staff and agencies in fact-gathering and responding.

Maintenance Office – Daytime dial 3121. Evening Hours (M – Th, 4:30pm – 7:30pm), dial 0 for dispatch.

EXAM PROCEDURES

Printing - Two options are available for the printing of exams: 1) The faculty member may take the exam to the print shop (Fobes 2521) or 2) The faculty member may duplicate the exam on a copier. There is no difference in printing and copying costs, so either method may be used.

Proctoring - Faculty are expected to administer their own exams. If an emergency occurs, arrangements for proctoring exams can be made with another faculty member or program coordinator.

Grading - Grading should be done by the faculty member. By personally grading exams, quizzes, etc., the faculty member can assess the quality of questions asked, how well each student is doing, and content areas that students may not have mastered.

FACULTY ORIENTATION

Full-time faculty must attend fall and spring semester faculty in-service week activities. Part-time faculty are welcome to attend those in-service sessions as well as departmental meetings that are held throughout the semester.

FIELD TRIP/MANDATORY FIELD WORK

Students must complete a liability release before participating in any field trips, including mandatory program field work. Health Sciences provide faculty with forms, for others, the following Liability Release Form should be used.
FIELD TRIP/OUT-OF-CLASSROOM PARTICIPATION CONSENT

The _______________________________________________ class will take place at (Course Title)

________________________________________
Field Trip/Out-of-Classroom Activity Location)

on _________________________   ______, 2016. This activity will provide students the opportunity to enhance their learning experience by participating in this field trip/out-of-classroom experience.

Students are to report to ________________________________________________ at (Location)

____:____ a.m./p.m. on _____________________________________________. (Date)

Students are responsible for their own transportation unless provided by the College.

By signing this release, I acknowledge that I am voluntarily undertaking this activity in full consideration of the educational opportunity provided. I agree to assume responsibility for my participation in this activity and voluntarily waive, release and hold harmless Lewis & Clark Community College, its elected officials, officers, employees and agents from any and all claims, causes of action and damages for bodily injury that I may suffer as a result of or in any manner connected with, directly or indirectly, my participation in this activity.

___________________________________
Date

___________________________________
Student’s Signature

___________________________________
College Representative (Faculty Member)
FINAL EXAMINATION POLICY

Instructors who administer a final examination should plan to use the last one or two regular class periods for the exam. The percentage of the final exam’s value in determining a student’s final grade should be identified in the student evaluation section of the course outline.

FIRST CLASS SESSION IN FACE-TO-FACE CLASSES

Students’ experience in the classroom affects many aspects of their college experience including their learning, personal and academic growth, and their feelings of connection, belonging, and satisfaction. Students need to know that faculty are not only proficient in the subject matter, but that they will respect students as individuals, maintain high standards, engage students in ongoing classroom and learning discussions and activities, and will give students early, frequent, meaningful, and clear feedback.

In addition, students who know that they can learn do better than students who think they cannot. Students who know that intelligence is not fixed perform better academically. It is important to emphasize to students that every student has the ability to learn, and that you are there to help them in that process. Faculty who display a growth mindset prepare students for success in the course, starting day one. Time should be spent establishing a climate of learning as well as giving students necessary information about the course.

Some basic information about the class should be discussed the first day, and a course outline should be handed out to each student. Remind students to keep the course outline, as it is an aspirational contract of what students and faculty will accomplish together during the semester. It also contains important contact information and policy information that they may need later. Some of the specific information faculty can review with students on the first day includes information concerning course learning objectives, methods of evaluation, grading policy, plagiarism policy, veteran and disability services, and attendance requirements.

Opening Class Sessions - The following are suggestions:

1. Be in the room early to welcome students as they arrive. Be sure to smile. Students can quickly discern faculty member attitudes about their work and their students, which can positively or negatively impact their academic progress. Begin to learn their names and call them by name.
2. Announce the section and course title and put this on the board so that they are reassured that they are in the right room. If someone is in the wrong room, be kind and friendly and help them get to the correct room. Students are watching how you treat other students.
3. Distribute or refer students to the course outline.
4. Introduce yourself and your professional background, showing your enthusiasm for the subject.
5. Tell the student how they may contact you outside of class, i.e. email and/or telephone number.
6. Review the course learning objectives and your expectations for students’ learning. If you read these to your students, they will likely not understand the objectives. One lesson for the first day could be to have the students get into small groups and break the objectives down into understandable, human language. Have them rewrite the objectives and make sense of them.
7. Ask each student to introduce him/herself. You can use icebreaker activities such as having students introduce each other. Establishing a positive learning community from the beginning is imperative for academic success.
8. Discuss any policies such as attendance policies and explain your expectations of them. Ask them for their expectations of you.
10. Mix with students during the break and after class. Try to speak individually with each student at least for a moment.
11. Preview the next class session.
12. If you have a pattern that you would like to establish with them, try to do it from the very first day and be consistent.

Good luck and happy teaching!
**GIFTS, PRIZES AND THE IRS**

According to IRS regulations, most gifts (cash/cash equivalents or tangible property) given to an employee by an employer are considered wages. So in the eyes of the IRS, those wages must be treated as taxable income. The value of such a benefit must be added to an employee’s pay and is subject to tax and other applicable withholdings. However, there are exceptions to the regulations. Some such benefits are considered nominal or *de minimus* benefits because they are considered to have little value. The IRS also allows an exception for gift items (but not gift cards) given to our employees for service recognition (at 5 year intervals) if they are part of a “qualified plan,” which ours is.

According to the IRS: “Cash and cash equivalent items (gift cards), no matter how little, are never excludable as a *de minimus* benefit.” For instance, if an employer gives each employee a turkey, it would be a *de minimus* fringe benefit. If the employer gives each employee a voucher for a turkey that can be picked up at a specific supermarket, it would be a *de minimus* fringe benefit. But if the employer gives his employees vouchers with a maximum value of $20, it would not be a *de minimus* benefit. Even if an employee selects a turkey costing only $18, he would still be taxed on the maximum value of the voucher. You can see how complicated the rules are.

So what does all of this mean to our employees? Whenever gifts are given to our employees, the following policies will apply:

1. Service Recognition Awards, Holiday Gifts, Safety Program Awards and Other Prizes or Giveaways (United Way, etc.)
   - Because the IRS does not define the maximum value for a *de minimus* benefit, the College has decided to use the maximum value of $75 for gift items as stated in our Ethics Policy (which includes our Gift Ban policy).
   - Gift items valued at $75 or less will not be taxable. All gift items greater than $75 in value are taxable.
   - All gift cards of any value are taxable.

Please keep in mind that these policies are required due to IRS regulations.

Employees will need to decide if they want to register for gift giveaways or accept a gift that will require them to pay a tax. A Taxable Gift Form will be submitted to Finance for all gift cards and any gift items that are taxable. The tax and applicable withholdings for taxable gifts and all gift cards will be deducted from the employee’s pay and reported on the employee’s pay advice.

**GRADES**

Faculty have the responsibility and sole authority for assigning grades. Faculty are accorded much latitude and freedom in setting standards, establishing requirements, evaluating performance and assigning grades. As instructors, this responsibility involves clearly stating the instructional objectives of a course, defining how grades will be assigned in a way that is consistent with those objectives, and then assigning grades. It is the student’s responsibility to understand the grading criteria and then maintain the standards of academic performance established for each course in which he or she is enrolled.

**Reporting Course Grades**

- **Reporting under Normal Circumstances**

  **Policy** – Course grades are to be assigned by the instructor of record.

  **Procedure** – The instructor will complete and submit final grades in the manner prescribed by the Enrollment Center within established deadlines.
Reporting under Extraordinary Circumstances

Policy – The Dean and/or Vice President for Academic Affairs may assign grades only if:

1. The instructor is unable to assign a grade due to the following:
   a) death
   b) incapacitating illness
   c) refusal
   d) extraordinarily unusual circumstances

2. The instructor assigned an unwarranted grade while in an impaired physical and/or emotional state.

Procedure – The Dean and/or Vice President of Academic Affairs will instruct the Registrar to record the grade(s) accordingly after having consulted with the program coordinator and/or a tenured faculty member in the discipline.

Correcting Course Grades

Policy – Grade corrections require the instructor to certify that an error was made in computing or recording the grade. In the event an instructor is not available to correct a grade, the Dean is authorized to take appropriate action. In doing so, the Dean must stipulate that there is sufficient evidence in the instructor’s grade book or other documented evidence to indicate the grade was incorrectly assigned or that the instructor has authorized the correction by telephone, letter, e-mail, etc. No grade correction can be made if more than three (3) years have passed since the initial grade was awarded.

Procedure – The instructor or Dean submits a “Grade Correction Form” to the registrar.

Grade Assignment - The following letter grades are used at L&C.

- A Superior Performance
- B Good Performance
- C Average Performance
- D Poor Performance (may not qualify as a passing grade in some programs)
- F Failing the Course
- PR Progress Re-enroll, made progress but did not successfully complete developmental courses. Awarded “PR” at the discretion of the instructor. No credit earned and no grade point value. Can be awarded only once per course.
- W* Withdrawal - Student initiated, not assigned by instructors.
- AU Audit, no credit - Student initiated, not assigned by instructors.
- I** Incomplete, did not complete the requirement of the course. Work must be completed at least two weeks prior to the end of the next semester or a grade of F will automatically be recorded on the transcript.
- S Satisfactory, awarded for completion of those courses designated as pass/fail.
- X Unsatisfactory, indicates failure to satisfactorily complete the requirements of a designated pass/fail course.

WA, WB, WC, WD, WF, WI, WS, WX, WPR identify grades forgiven through Academic Renewal.

*W Withdrawal - Students must contact the Enrollment Center or Community Education Center (CEC) in writing to withdraw from classes. Instructors cannot withdraw students from classes. Withdrawal must occur within the published deadlines in the Schedule of Classes. Students may withdraw by completing a Withdrawal Form in the Enrollment Center, Baldwin 1450 or at their nearest CEC or students may send a letter requesting withdrawal (postmarked by the published deadlines) including a signature and social security or student ID number to the Enrollment Center, Baldwin 1450, or fax their signed request to
Eligible students, in good academic standing and with no registration restrictions, may withdraw online through BlazerNet.

Students are not permitted to withdraw from a class after the published deadlines of the semester. In cases where extenuating circumstances exist, the student must file a written request to the Academic Vice President. A grade of “W” may be issued to the student if authorized.

Incomplete Grade - Incomplete grades should be given only when documented extenuating circumstances (e.g. Student becomes ill and misses the last week of classes) have prevented the student from successfully completing all course requirements. “I” grades should only be considered for students unable to complete course requirements after the withdrawal grade deadline. For each Incomplete given, a statement should be filed in the division or program office specifying the requirement for completion of the course and time period for completing the requirement(s).

When the student receiving the “I” completes all of the requirements of the course, a final grade should be submitted to the Enrollment Center as quickly as possible. Final grades must be submitted two weeks prior to the end of the next regular semester. Do not wait until the end of the semester.

If the student does not complete the requirements of the course two weeks prior to the end of the following regular semester, a grade of “F” will be recorded by the Enrollment Center. Requests for extensions of “I” grades beyond the following regular semester are not appropriate.

It is suggested that faculty either include in their course outlines a description of possible grades and the circumstances under which a faculty member will award them or, at a minimum, refer students to the Catalog.

Recording Grades and Maintaining Grade Records - Faculty are requested to maintain a record of course grades for four years. Each course has a Blackboard shell, making it easy to enter and maintain grades in the Grade Center. From the Grade Center, grades can be downloaded to Excel and stored. The second benefit of using Grade Center is that students can access their course grades in Real Time, an expectation that many students develop after taking a course in the Blackboard Learning Management System. For assistance contact the Office of Technology Enhanced Learning at 468-2617 or 468-2611.

Grade Changes - The Enrollment Center will only accept a grade change when the instructor who taught the class completes and signs a Grade Correction Form. The form must also be signed by the appropriate academic administrator.

Grade Point Average (GPA) - L&C uses a quality point average system on which “A” equals 4.0, “B” equals 3.0, “C” equals 2.0, “D” equals 1.0, and “F” equals 0. Overall averages are computed by dividing the total quality points earned by the total hours completed.

For example: 30 ÷ 13 = 2.308 GPA

<table>
<thead>
<tr>
<th>Hours</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1 x 4.0 = 4</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>4 x 3.0 = 12</td>
</tr>
<tr>
<td>6</td>
<td>C</td>
<td>6 x 2.0 = 12</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>2 x 1.0 = 2</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>grade points 30</td>
</tr>
</tbody>
</table>

PR, AU, I, S, W, and X are not counted when computing the GPA.

Grade Posting - Posting students' grades outside of a classroom or office using a known identifier such as a social security number or part of a social security number is in violation of the Family
Education Rights and Privacy Act (FERPA.) It is also not appropriate to use students’ BlazerNet IDs to post grades. Grades will be posted on BlazerNet (www.lc.edu). Hard copy grade reports are no longer automatically sent to students. However, students can request a hard copy report each semester at the Enrollment Center.

Any questions regarding the FERPA should be directed to the Director of Enrollment and Advising at 618-468-5200.

Anti-Harassment, Including Sexual Harassment Policy

Statement of Policy
A working and learning environment that is free from any form of unlawful discrimination, including harassment on the basis of any legally protected status is essential and shall be maintained. It will be a violation of College policy for anyone, including any College employee, elected official, vendor, volunteer, student, contractor or any visitors or third party to discriminate against or harass another individual in the work place, educational environment, or at college-sponsored activities or elsewhere if there is a connection to the workplace or learning environment on the basis of any legally protected group status and the College will not tolerate any form of discrimination or harassment, including sexual harassment, sexual misconduct or sexual violence. Violation of this policy shall be considered grounds for corrective action including disciplinary action up to and including expulsion from the College or termination of employment.

Prohibited Conduct
The conduct prohibited by this policy includes unwelcome conduct, whether verbal, physical or visual, that is based upon the individual's protected status, such as sex, color, race, ancestry, religion, national origin, age, disability, marital status, veteran's status, citizenship status, sexual orientation, including gender-related identity or other protected group status as defined by law. The College will not tolerate harassing conduct that affects tangible job benefits or educational development, that interferes unreasonably with an individual's work or educational performance, or that creates an intimidating, hostile or offensive working or learning environment. Such harassment may include, for example, jokes or epithets about another person's protected status, or teasing or practical jokes directed at a person based upon his or her protected status.

Definition of Sexual Harassment
"Sexual harassment" consists of unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature when made by any individual to another, including persons of the opposite or same sex, where:
1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s employment or educational development;
2. Decisions affecting an individual's employment or education are made on the basis of whether the person submits to or rejects sexual demands; or
3. Such conduct has the purpose or effect of reasonably interfering with an individual's work or educational performance or creates an intimidating, hostile or offensive working or learning environment.

Sexual harassment also includes sexual misconduct and violence including but not limited to sexual assault, domestic violence, dating violence and stalking, extreme forms of sexual harassment. The College has a separate policy that applies to sexual misconduct and violence. Please see the College’s Sexual Assault, Domestic Violence, Dating Violence and Stalking Policy. If a report involves allegations of sexual misconduct or violence, then the policy on Sexual Assault, Domestic Violence, Dating Violence and Stalking will be followed in the assessment, investigation and resolution of the complaint. In no event shall a complaint proceed through more than one procedure simultaneously.

Sexual harassment may also occur between students. Any conduct by another student which is physically threatening or humiliating or which unreasonably interferes with a student's educational performance should be brought to the attention of the College for investigation and appropriate action.
Some conduct commonly defined as sexual harassment includes (but is not limited to):

1. **Verbal**: Sexual innuendos; suggestive comments, humor and jokes about sex, anatomy or gender specific traits; sexual propositions or statements of a sexual nature about other employees or students, even outside of their presence.
2. **Non-verbal**: Suggesting or insulting sounds (whistling, "catcalls," "smacking" or "kissing" noises); leering; obscene gestures or sexually suggestive bodily gestures.
3. **Visual**: Posters, signs, pin-ups, cartoons or slogans of a sexual nature.
4. **Physical**: Unwelcome touching; hugging or kissing; pinching or brushing against the body; physical or emotional coercion of sexual intercourse; or actual assault, including sexual assault, domestic or dating violence or stalking;

**Investigation and Grievance Procedure**

Any elected official, employee, volunteer, contractor or visitor who believes that he/she has been subjected to discrimination or harassment, has been informed of conduct constituting discrimination or harassment or who witnesses discrimination or harassment should promptly submit a complaint to the Vice President of Administration or the President in accordance with the following procedures. Students should submit their complaints to the Vice President of Academic Affairs or Vice President of Student Engagement.

Individuals are expected to come forward promptly and report any violations before the alleged offending behavior becomes severe or pervasive. Supervisors are required to immediately report any and all complaints of discrimination or harassment reported to or observed by them. Employees designated as responsible employees by the College are also required to promptly report discrimination, harassment and sexual misconduct against or involving students. The failure to report constitutes a separate violation of this policy. This policy does not require reporting harassment or discrimination to any individual who is creating the harassment or discrimination. No employees, not even the highest-ranking people in the College are exempt from the requirements of this policy.

The Vice President of Administration and/or the Vice President of Academic Affairs shall be responsible for the investigation procedures contained herein. If an employee receives a complaint of harassment directly from another employee, the complaint shall be immediately reported to the Vice President of Administration.

1. Any individual wishing to submit a complaint (i.e., the "complainant"), whether the victim or a bystander, may submit a statement to the appropriate Vice President or President (Employees, volunteers, elected officials, contractors and/or visitors - Vice President of Administration or President; Students - Vice President of Academic Affairs or Student Engagement). Employees, students and other individual third parties in the workplace may make their complaint verbally or in writing as the individual sees fit. Alternatively, the complaint may be made electronically. To the extent possible, individuals should include as many specific facts and as much information as possible (e.g., location, names, dates, times) to facilitate investigation. All such complaints should be submitted promptly. For information on how to report electronically, please see Appendix A – Notice of Rights and Options.

2. The Vice President of Administration and/or the Vice President of Academic Affairs or his/her designee shall promptly and thoroughly investigate the complaint describing conduct inconsistent with the policy. All complaints asserting sexual discrimination, harassment, misconduct or violence shall be reported to the Title IX Coordinator by the applicable Vice President and investigated in accordance with the procedures related to such complaints.

3. If an investigation confirms a violation of this policy has occurred, the College will take corrective action, including discipline, up to and including expulsion or discharge, as is appropriate under the circumstances. In the event of harassment by an individual who does not work for the College, the College will take corrective action as is reasonable and appropriate under the circumstances.
Resolution
A complaint of discrimination, harassment or retaliation may be resolved either informally or formally. Informal resolution is voluntary and either party or the applicable Vice President may determine that the informal resolution is inappropriate and then the formal resolution process will be initiated. Note: Informal resolution is not appropriate if there are allegations of sexual assault and the policy on Sexual Assault, Domestic Violence, Dating Violence and Stalking will be followed.

Retaliation
Reporting discrimination or harassment will not reflect adversely upon an individual's employment or educational status. Retaliation is prohibited and persons found to have retaliated or discriminated against an employee, student or other individual for complaining about harassment or for initiating or assisting with a claim of harassment will be subject to appropriate disciplinary action up to and including expulsion or discharge. Anyone experiencing or witnessing any conduct he or she believes to be retaliation should immediately report it.

Confidentiality
The rights to confidentiality, both of the complainant and of the accused, will be respected consistent with the management of the College, including the College's legal obligations to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

Title IX
Title IX of the Education Amendments of 1972, as amended, is a comprehensive federal law that prohibits discrimination on the basis of sex as well as retaliation for making a Title IX complaint in any federally funded education program or activity. Other state and federal laws prohibit sexual discrimination as well as sexual harassment, including more extreme forms of harassment like sexual misconduct and sexual violence. The Title IX Coordinator is responsible for coordinating the College's efforts to comply with its obligations under Title IX and the Title IX regulations and these other state and federals laws. For the College's policy on sexual misconduct as well as available resources, please see the Sexual Assault, Domestic Violence, Dating Violence, and Stalking Policy.

Lewis and Clark's Title IX Coordinator and Deputy Coordinators are listed below:

Title IX Coordinator
Lori Artis, Vice President Administration
5800 Godfrey Road Erickson Room 103 Godfrey IL 62035
(618)468-3000
lartis@lc.edu

Duties and Responsibilities: Monitoring and oversight of overall implementation of Title IX at Lewis and Clark, including coordination of training, education, communications, and administration of complaint procedures for faculty, staff, students and visitors. The Title IX Coordinator is available to meet with any party to discuss the College’s policies or any Title IX related matters.

More detailed duties and responsibilities are set forth in the College’s policy on Sexual Assault, Domestic Violence, Dating Violence and Stalking.

If you are an employee, contractor or visitor and have a complaint regarding sexual harassment, sex discrimination or sexual assault, please contact the above.
Title IX Deputy Coordinators
(For Students):
Linda Chapman, Vice President Academic Affairs
5800 Godfrey Road  Godfrey, IL 62305
618-468-4000
lchapman@lc.edu

Sean Hill, Vice President Student Engagement
5800 Godfrey Road Godfrey, IL 62305
618-468-6000
shill@lc.edu

Duties and Responsibilities: Title IX compliance for matters involving students, including coordination of training, education, communications, and administration of complaint procedures for complaints against students. The Title IX Deputy Coordinators are available to meet with any party to discuss the College’s policy or any Title IX related concerns.

More detailed duties and responsibilities are set forth in the College’s policy on Sexual Assault, Domestic Violence, Dating Violence and Stalking.

If you are a student and have a complaint regarding sexual harassment, sex discrimination or sexual assault, please contact one of the above.

Other Options
Those who feel they have been subject to harassment, discrimination or retaliation may seek assistance from other resources, including but not limited to the Illinois Department of Human Rights, the Office for Civil Rights or the Equal Opportunity Employment Commission. The Department of Human rights is a state agency which will investigate the charge without cost to the individual. The agencies may be contacted at the following addresses:

Illinois Department of Human Rights
State of Illinois Center
100 W. Randolph Street, Suite 5-100
Chicago, IL 60601
Telephone (312) 814-6245

Illinois Human Rights Commission
State of Illinois
222 S. College Room 101
Springfield, IL 62704
Telephone (217)785-5100

The Office of the Civil Rights/Chicago
U.S. Department of Education
Citigroup Center
500 West Madison Street Suite 1475
Chicago, IL 60661
Telephone: (312)730-1560

The United States Equal Employment Opportunity Commission
1222 Spruce Street Room 8.100
St. Louis, MO 63103
Telephone: (800)669-4000
FAMILY HEALTH CLINIC

The Family Health Clinic is located in Fobes 1525. The Clinic is staffed by certified nurse practitioners and registered nurses. The clinic provides preventive, acute, and chronic care to all members of the campus community. The clinic also serves the entire Lewis and Clark district, so family members of employees are welcome. Preventive services include such things as: flu shots, glucose, cholesterol, and blood pressure monitoring. Acute care involves diagnosis and treatment of simple health problems, such as upper respiratory infections, strep throat, sinus infections, and other similar conditions. The center also provides well-woman exams, annual physicals, sports, and college program physicals. The clinic is able to monitor chronic conditions such as diabetes and hypertension. Nurse practitioners are able to write prescriptions to assist in patient care. There is 24 hour on-call coverage for the clinic. The Family Health Clinic will assist in-campus emergencies. Any injury or illness that requires hospitalization will be treated, as necessary, and an ambulance will be called to transport the individual to the hospital.

The Family Health Clinic also has a lactation room for mothers to breast pump or breast feed while on campus. This room is available for students, faculty, and staff. The room available has a table, chairs, and a sink available for the mother’s use.

Hours are 8:00 – 4:30 Monday through Friday. Appointments as well as walk-ins are welcome. For additional information, call 468-6800.

HELP DESK 618-468-HELP(4357) PROCEDURES

The Helpdesk is a service designed to assist all faculty and staff with college related network, computer and printer (not personal devices) and telephony problems. Hours of operation are 8:00 a.m. – 4:30 p.m. with a technician on call until 8:00 p.m. Monday through Thursday, and 8:00 a.m. - 4:30 p.m. on Friday. Currently Helpdesk assistance is not offered on weekends.

The Helpdesk can be reached by e-mail at helpdesk@lc.edu or by phone at 618-468-HELP(4357), and by entering a self-service ticket yourself using our self-service web portal. To access, type helpdesk.edu into the address bar of any browser and log into the Helpdesk interface using your BlazerNet ID and password.

Faculty and staff may submit technology Helpdesk requests 24/7 using this new self-service technology. If you have logged into the network this should take you directly into the application, otherwise log in using your BlazerNet login. You can track the progress and history of all self-submitted requests and communicate with the assigned technician through this portal.

When you send an email or call the helpdesk personnel will need to know your name, location, phone extension and a detailed description of the technology problem, and if the problem is an emergency that needs escalation. Please ask for service ticket number for reference and follow-up. If yours is an ongoing problem, please contact the Helpdesk each time the problem occurs. This will assist the Helpdesk in documenting a "lemon" and reopening service tickets for further review.

Requests for technology assistance within classrooms or labs will be given top priority. Problems with office technology will be given the status of NEXT-day service. Any maintenance or software installation requests will be added to the Helpdesk schedule, and escalated accordingly.

HUMAN SUBJECTS RESEARCH POLICY

L&C and federal policies require that any research activities involving human subjects be conducted in such a manner as to:

- Respect and protect the rights and welfare of the subjects involved;
- Ensure that informed consent is obtained when this is appropriate/required;
- Ensure that potential benefits from the research outweigh any risks.
L&C is fully committed to ensuring the responsible and ethical treatment of any human subjects involved in research, whether conducted by L&C employees or students directly, or in partnership with others on- or off-campus. This responsibility is shared by L&C and the individual researcher(s). It is L&C’s responsibility to ensure that this policy and mandated procedures are in place, fully communicated, and effectively administered.

As a matter of policy, anyone proposing to conduct research of any kind involving human subjects must first complete and submit a Proposal to Conduct Research application. The Proposal to Conduct Research application is available as an online form on the Human Subjects Research web page and may be submitted electronically. Research applications designated for exempt or expedited review typically take 5 to 7 business days to process, and 10 to 14 days for applications requiring a full review of the Institutional Review Board (IRB). Questions about the IRB process should be directed to Dr. Dennis Krieb, IRB coordinator. Dennis can be reached at 468-4300 or emailed at dkrieb@lc.edu

KEYS

Keys to offices, classrooms, studios, or laboratories may be obtained through the Division Assistant. At the time of termination of employment of part-time faculty, keys must be returned to the Division Office from which they were obtained. Off-campus instructors will have access to classrooms through the building contact person. For lost/stolen keys, please contact the Director of Security regarding the procedure and cost associated with replacing keys at 618-468-3160, FAX 618-468-7177 or E-mail: braish@lc.edu.

LEARNING RESOURCE CENTER INFORMATION

Reid Memorial Library offers a number of resources and services to its faculty for both professional development and classroom assistance. These include, but are not limited to, providing:

- Assistance with research, such as working toward an advanced degree, publication, presentations, grants, etc.
- Personal instruction regarding how to use the library resources for professional development
- Customized library research instruction sessions for classes for course-related projects
- Assistance with the development of student research projects
- Development of faculty electronic course reserves
- Faculty involvement in the library’s collection development through the recommendation of titles for purchase and/or the removal of outdated subject matter
- Assistance with requesting materials from other institutions

Information regarding services offered by Reid Memorial Library is also in the Catalog and on the College web site, www.lc.edu/library or by dialing 618-468-4301.

MEDIA SERVICES

Advertising - All advertisements, excluding personnel/employment and bid ads, are placed by the college’s Creative Services Manager. Persons submitting ads should inform the Creative Services Manager or the Media Services Manager of the amount to be spent and provide an account number to which the expenditure should be billed. Proofs of the advertising copy are provided to the paying party. The Media Services Manager reviews and approves all advertisements and related invoices for the campus.

Campus Logo - All campus printed materials should include the proper Lewis and Clark Community College logo(s). All printed materials (brochures, fliers, etc.) and promotional items (like coffee mugs, T-shirts, etc.) should be approved by Media/Creative Services personnel. Media/Creative Services personnel will also handle any necessary bidding and/or ordering of these projects and items. Camera-ready logos are available from Media/Creative Services personnel upon request.
Copies - Copy orders should be submitted to the Print Shop through the Media Services module in Blackboard. Orders (black and white or color) may take more than two weeks to process, and sometimes longer during peak production periods (at mid-term and the end of the semester). Please allow two weeks for all print jobs.

Media Inquiries - Media Services staff interact with the Board of Trustees, president, administration, faculty, staff, students and the public to ensure that the college responds to area news media in an expedient and professional manner and that an accurate and positive image of the college is presented to the public.

Media representatives calling the campus should be referred to the Media Services Manager who will respond to the call or transfer it to the appropriate office.

News Releases - The Media/Creative Services staff writes, proofs and edits all news releases issued by the college, and handles all communication with the media. When making a request for publicity, please allow at least two weeks’ notice before an event.

Photography - The Media/Creative Services staff is available to photograph campus events and make promotional photographs for the college. Please submit a formal request for photographs to the college photographer via email at pallen@lc.edu or by phone at ext. 3280. You may also schedule an appointment with her through your Outlook calendar.

Print Shop Procedure – All Print Shop orders should be submitted through the Media Services module in Blackboard. The Print Shop produces fliers, newsletters, stationery, transparencies, and all general printing and copying jobs. Design and copy for all pieces intended for off-campus distribution must be approved in advance by the Creative Services Manager or the Media Services Manager. The Print Shop staff will not begin work on a job until an approved work order is received.

Printing - The Print Shop is open 8:00 a.m. - 4:30 p.m. Monday-Friday. Please call the Print Shop at 468-3210 to make pickup or delivery arrangements before or after normal business hours.

Publication Assistance - The Creative Services staff can provide copy, obtain quotes, get bids and make print and design recommendations upon request. All printed material going off-campus must first be proofed by Media/Creative Services personnel before printing. This helps ensure some continuity of all campus publications.

Requests for Publicity - Ideas for news coverage should be presented to the Media Services staff which will make a determination of the appropriate media and assignment desk to refer the item. A priority is given to “dated” or “timely” news and advertisements such as campus events or enrollment campaigns that have deadlines.

Test Security - Every effort to maintain security for quizzes and exams is employed by the Print Shop. Student workers are not allowed to assist with quiz or exam duplication and delivery to offices. Student workers should not be used for delivery of quizzes or exams to and from the Print Shop. Full-time staff or faculty should submit the quiz or exam for printing via a work order in the Media Services area of Blackboard and indicate that the order includes a test/exam. All quizzes and exams are held in a locked cabinet upon completion for pickup by authorized personnel.

Website - The Media/Creative Services staff is responsible for the design elements and the contents of the college’s website. All changes and updates to the web must be submitted to and approved by the Media Services Manager at linlow@lc.edu.

Social Media - Individual departments on campus are not authorized to run their own social networking accounts representing the college’s brand, and should distribute all messages through the main Lewis and Clark channels by one of two methods:
1. A faculty or staff member may request to have an event, message, photos, etc. posted on the college’s social media pages by contacting the Media Services Manager or another media specialist.

2. A faculty or staff member may use his/her personal account to post links/messages/photos/etc. regarding a department or program on the main Lewis and Clark page. Personal social networking accounts should reflect positively on the college.

**Work Order Forms** - The Office Services Work Order Form is an online form housed in BlazerNet. It can be accessed through the Media Services module on Blackboard. For help completing a work order form, contact the print shop at ext. 3210.

**OFF-CAMPUS ASSIGNMENTS**

The College offers courses at off-campus locations that are administered through designated Community Education Centers. A list of The Campuses is posted on the webpage. Faculty assigned to teach at the off-campus sites should report to the appropriate CEC and should contact their specific building contact person to acquaint themselves with particular site regulations and information concerning the availability of instructional equipment. A list of off-campus sites is in the L&C Catalog available on the website.

It is very important for part-time faculty at off-campus locations to meet classes as scheduled and adhere to College regulations as well as those of the local center. Any questions concerning applicable regulations should be directed to the Director of High School Partnerships and Community Education at 468-5050.

**OFFICE ASSIGNMENTS**

Part-time instructors teaching on campus or at the N.O. Nelson campus will be assigned temporary office space when available by the Division Assistant who will also assign a mailbox. No office space is available for Lewis and Clark faculty at off-campus locations. Contact the appropriate Division Assistant or Program Coordinator for information.

**ONLINE/WEB-BLENDED COURSE ASSIGNMENTS**

To meet the College’s quality standards for online course design and instruction, new and existing online and web-blended faculty members are required to use the Online Course Checklist (see below) to review their courses. The checklist is also available on the Faculty and Staff page of the LC website. Once they complete this self-review, the completed checklist is sent electronically to the Office of Technology Enhanced Learning. A subcommittee of the Technology Enhanced Learning (TEL) committee reviews the checklist along with the course and offers any necessary recommendations for further improvement to the TEL director. The director then shares these results with the faculty member. Once all revisions are complete, the course may be added to the appropriate semester schedule. This process is repeated on a three-year cycle.

Instructors new to online learning and/or instructors teaching a new online course must adhere to the following timetable before a course can be placed into the schedule.

<table>
<thead>
<tr>
<th>If a class is to be taught in</th>
<th>And because enrollment starts the previous</th>
<th>The course must be completed by the</th>
<th>Which allows the following months for reviews/revisions</th>
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<tbody>
<tr>
<td>Summer</td>
<td>March</td>
<td>End of previous Fall</td>
<td>Jan/Feb</td>
</tr>
<tr>
<td>Fall</td>
<td>March</td>
<td>End of previous Fall</td>
<td>Jan/Feb</td>
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<tr>
<td>Spring</td>
<td>November</td>
<td>July 30 of the previous year</td>
<td>Aug/Sept</td>
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</table>
New Online/Web-Blended Instructors – EDTR 266, Implementing Blackboard Learn:

The first step to teaching an online/web-blended class is to successfully complete EDTR 266, Implementing Blackboard Learn. This course is typically taught twice a semester; it is a four-week, online course that is self-paced, free to faculty, and worth one credit hour. Faculty who enroll will have access to two courses: the online course, which will contain instructor help and step-by-step instructions and a blank course shell which will be used for practice with the goal of building a web-enhanced course. With guidance, faculty will learn how to create a course menu, add content, conduct online discussions, build assignments and tests, and use the grade center. Anyone interested can enroll through BlazerNet or by calling enrollment. This course is repeatable once.

The TEL Committee adopted the following minimum requirements for face-to-face (f2f) faculty teaching web-enhanced classes:

1. Syllabus/course outline - Students will have access and place to refer regarding policies for the class.
2. Maintain a student-accessible grade book or provide private, weekly updates to each student’s grade status.
3. Develop course in accordance with ADA compliance. (Refer to Blackboard User Group for specifics.)
4. Adhere to Copyright rules. (Refer to Blackboard User Group for specifics.)

Checklist for Instructor Review of Online and Hybrid Course Design

A. Introduction

This checklist has been created to support the process of a self-review of an online or web-blended course in order to maintain continuous quality, to enhance student learning, and to assure course standards contribute to the fulfillment of Lewis and Clark Community College’s mission statement. Criteria included in the checklist are based on a current literature review and are primarily adapted from the University of Maryland Online FIPSE Project: Quality Matters and the Illinois Online Network: Quality Online Course Initiative (QOCI).

B. Basic Information

1. Course prefix, number, section, and title

2. Instructor

3. Date Most Recently Assessed by the Instructor

4. Course version used for review (year, semester, prefix, title)

C. Definitions of Checklist Categories - simply enter an "X" in the appropriate column for each category.

Meets - Evidence of criterion is clear and appropriate for the course.

Developing - Evidence of criterion is present, but needs to be presented more clearly or better developed.

Not Present - Evidence of criterion is not present in course but should be, based on the course design and content.
**Not Applicable** - Evidence that criterion is not present in the course and justification as to why it is not necessary based on the course design and content.

<table>
<thead>
<tr>
<th>Narrative support of checklist category responses - Explanation: The narrative areas of this document are to be used for abbreviated details and/or explanations of the ratings for the specified area. For items designated &quot;Meets&quot; the criterion, no further explanation may be necessary. A very brief explanation is required for all &quot;Developing&quot; such as planned improvements and for &quot;Not Present&quot; such as planned additions. All &quot;Not Applicable&quot; require justification for omission.</th>
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**D. Web Design** - Refers to the design and ADA compliance of the web pages and audio/visual components under the instructor's control

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<th>Meets</th>
<th>Developing</th>
<th>Not Present</th>
<th>Not Applicable</th>
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</table>

1. **Consistency**
   a. Use a consistent layout design to orient users throughout the site. (Not Applicable)
   b. Hide unused tools, if the Tools Area is used. (Not Applicable)

2. **Links**
   a. Delete or hide unused links. (Not Applicable)
   b. Do not use “click here” as a link. Instead, use a text description or the URL. (Not Applicable)
   c. Make sure your course contains no broken links or other link malfunctions. (Not Applicable)

3. **Text**
   a. Use sans serif fonts (Arial is sans serif, Times New Roman is serif). Use the same font throughout the site. (Not Applicable)
   b. Avoid overuse of all CAPS, bold, and italics. Avoid underlining text as a screen reader may interpret this as a link. (Not Applicable)
   c. Use high contrast between background and font color (use dark font on light backgrounds – use of black font on white background is recommended). (Not Applicable)
   d. Avoid using extremely bright colors as backgrounds as it makes the text difficult to read. (Not Applicable)
   e. Refrain from using blue, green and brown together on the same screen or document as they look the same hue to those who are color blind. (Not Applicable)

4. **File Types and Attachments**
   a. Use proper naming conventions (numbers, letters and dashes only - no special characters) when attaching files. (Not Applicable)
   b. Maintain files in PDF, HTML or RTF format to ensure that all users have access. (Not Applicable)
   c. Make PowerPoints available in the .ppsx show format and/or the .pdf slide format. (Not Applicable)

5. **Graphics**
   a. Use clear, static images. Avoid animated images. (Not Applicable)
   b. Use alt texts/long descriptions for all images so that they communicate the same information as the image. (Not Applicable)
   c. Optimize Image files for efficient loading. (Not Applicable)
6 Audio/Video

a. Make sure that audio files and videos linked to publisher websites open and play clearly and correctly. Linking audio/video elements in the course using the Audio or Video tool will accomplish this.

b. Provide a written transcript for all files that do not provide closed captioning.

c. Ensure that the file length is adequate to meet the goals of the activity but not too large to restrict downloading on computers with lower bandwidths.

d. Verify that all YouTube videos function properly. Linking YouTube videos in the course using the Blackboard YouTube mashup tool insures this outcome.

Narrative support of checklist category responses - Web Design:

E. Instructional Design - Refers to the systematic development of a course based upon student learning needs as defined by the learning objectives.

1 Structure

   a. Sequence and organize content in a format that learners easily understand.

   b. Group or "chunk" information to help students learn the content and to avoid excessive scrolling.

   c. Instructions for all activities are complete and easy to follow.

   Include a Course Outline/Information that contains the information below. (NOTE: If the course outline is written directly on a page in the course, a printable PDF version must also be provided.)

   • Instructor Information - name, contact information, availability.
   • Description - A course title and description is provided.
   • Course Goals & Objectives - The course and/or unit goals and objectives/outcomes are provided.
   • Materials - Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course, including technical information and software requirements.
   • Grading Policy - The grading policy is provided, including grading scale.
   • Course Content – Students are provided with a list of topics that will be covered throughout the semester.
   • Policies - A code of conduct (netiquette), instructor and departmental policies, plagiarism and academic integrity policies and accommodation statement are included.

   Provide a calendar of due dates and other events. Web-blended courses should also include dates of face-to-face meetings. If Blackboard's interactive calendar is used, the course should also include a one that is printable.
4 Provide a course orientation that

- Contains a course outline
- States clearly how to get started in the course, including what to do the first day, the first week.
- Explains the purpose of course elements such as discussions, assignments, quizzes, etc.
- States the preferred method of private communication with the students and your response time for answering questions not to exceed 48 hours, except for holidays and recesses.
- Explains that communication takes place outside of Blackboard using the student's LC email account, if the email tool is used.
- Explains private discussion forums, if they are used.
- States how often you log into the course, at minimum 5 out of 7 days a week, except for holidays and recesses.

5 Course Menu

- Structure the course menu so that it is sequential and learners easily find course elements.
- Use brief yet descriptive link names.
- Move template links (Faculty Bb Help form and Student Success Center) to the bottom of the course menu.
- Delete any redundant links on the menu.

6 Address students’ diverse learning styles. For example, include PowerPoint presentations, audio lectures, written assignments, public discussions, blogs, Wikis, etc.

7 Integrate text, when required, with other course resources and activities, for example, by referencing the textbook in assignments.

8 Copyright

Copyright and fair use laws met. (NOTE - Link to a public source rather than making a copy of the content for inclusion in the course.)

Narrative support of checklist category responses - Instructional Design:

F. Communication - Refers to course elements that encourage public and private content exchanges among students and between instructor and students.

1 Instructor - Student - Include learning activities that foster instructor - student interaction.

- Link the appropriate communication tool on the course menu.
2 Student - Student - Include learning activities that foster student - student interaction as appropriate.

   a. Define activities and the appropriate tool (discussions, blogs, wikis, etc.) and link on the course menu.
   b. State requirements for student participation and interaction clearly.
   c. Organize public discussions in clearly defined forums and/or threads, blog postings, etc.

3 Instructor Feedback on public discussions, assignments, quizzes and exams.

   a. Describe the type of feedback students will receive and where they will receive it.
   b. State that graded course materials will be returned with feedback no later than one week from their due dates.
   c. Maintain a student-accessible grade book or provide private, weekly updates to each student on their grade status.

Narrative support of checklist category responses - Communication:

G. Assessment - Refers to the processes used to measure student achievement of learning objectives, including quality and quantity of work.

1 Employ multiple methods, such as quizzes, tests, discussions, essays, projects, and surveys to assess student learning.

2 Conduct assessments and evaluations throughout the course.

3 State the length of time allowed for quizzes and exams.

4 Provide a date/time when the assessment will be available.

5 State a deadline for each activity.

6 Grade book
   a. Link the grade book on the Blackboard course menu or on the menu within any alternative course delivery environment used.
   b. Use the calculated column feature to show students their current grade averages.

Narrative support of checklist category responses - Assessment:

H. Student Feedback - Refers to the ongoing processes used to gain feedback from learners for the purpose of course improvement, such as the use of CATs, blogs, anonymous surveys, and email. These are in addition to the standard, online, end-of-course surveys.
I. Continuous Quality Improvement - Based upon the application of the above checklist, you may or may not need to modify the course. During Program Review, faculty teaching online and web-blended courses will be asked to complete this checklist. If some anticipated modest or major changes to the course are listed above, please use the following section to expand on the details of the changes to be made and the justification for doing so. If appropriate, explain the method(s) of assessment will be used to determine the effectiveness of such changes.

Narrative category responses - Anticipated Course Modifications:

THE FOLLOWING CRITERIA ARE NOT REQUIRED, HOWEVER ARE RECOMMENDED TO SUPPORT STUDENT LEARNING.

J. Enhanced Instructional Strategies - additional considerations to enhance student learning.

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<th>Meets</th>
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<td></td>
<td>Student Self-assessment - Provide access to practice assignments/quizzes with feedback to students.</td>
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<td></td>
<td>Group Work - Refers to those activities that require students to collaborate on a specific outcome (e.g. Report, PowerPoint, presentation, etc.) Group work is not required, but if used it should include the following criteria.</td>
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<tr>
<td></td>
<td>a. State the group's overall task with clear and concise outcomes that are appropriate, reasonable, and achievable within the time frame provided.</td>
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<td></td>
<td>b. Provide rules for forming groups and assigning roles within each group.</td>
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<td></td>
<td>c. State benchmarks and expectations for group participation.</td>
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<td>d. State how, when, and where the final product will be delivered.</td>
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K. Remarks/Suggestions - Please use the following area to provide any input concerning the use of this checklist or any of the procedures you were asked to follow. Suggestions for future changes to this form or to the online course maintenance and improvement process are encouraged.

Remarks and/or suggestions:
**PARKING**

Designated parking areas are established on campus for students, faculty, staff, and visitors. All vehicles must be parked on pavement. No parking on grass, sidewalks, or in restricted areas. Parking permits must be obtained for all vehicles from the Campus Information and Security Office or Enrollment Center ID Office and must be displayed at all times. The first permit will be issued at no charge. When visitor lots are full, visitors may park in student lots. Visitors must display a visitor's parking permit which is available at the Campus Information and Security Office. There is open parking in all lots after 4:30 p.m. Campus maps and complete regulations are available from the Campus Information and Security Office located at the north entrance to the campus. Parking violations will result in a $25 parking citation which should be paid at the Bursar's Office.

Three gated lots are available for faculty/staff parking until 4:30 p.m., at which time the gates are raised for open parking. Please contact the appropriate Division Assistant on how to obtain a gate card to these lots if you need access before 4:30 p.m. There is no charge for the first gate card issued, but if it is lost or stolen a $20 fee is charged for replacement. If the card breaks, a portion of the broken card should be turned in for a replacement card at no charge. At the time of termination of employment, the parking gate card must be returned to the office from which it was obtained.

**PART-TIME FACULTY ORIENTATION**

Beginning with the Fall 2016 semester, EDTR 201, Orientation for Adjunct Faculty, will be required for all new adjunct faculty members.

The four-week, online, self-paced course is free to faculty, and worth one credit hour. It will focus on understanding the general college practices part-time instructors are required to use. It includes step-by-step instructions on using such services as Blackboard and BlazerNet, and information on college communication systems, academic protocols, and student learning. Instructors who successfully complete EDTR 201 will automatically be placed in an Adjunct Orientation Organization where they will continue to have access to this same course information for as long as they are employed at L&C.

In addition, part-time faculty will be oriented to the course(s) they have been hired to teach by the Program Coordinator. Part-time instructors are invited to attend fall and spring semester faculty in-service week activities. They are urged to attend the departmental meetings and workshops that are scheduled throughout the academic year to support new and continuing part-time faculty.

**PAYROLL PROCEDURE**

Before a faculty member can be placed on the payroll, a completed employment packet needs to be submitted to the Human Resources Department.

Lewis and Clark encourages all faculty to enroll for the electronic transfer of payroll checks directly into personal accounts at banking or savings and loan institutions. Electronic transfer of funds is the quickest, most accurate and safest procedure for receiving your semi-monthly salary. To enroll for electronic transfer contact your Division Office. Verification of electronic transfer or salary checks can be viewed and printed on BlazerNet. On campus employees may pick up their salary checks at their designated Division Office on pay day. Off-campus part-time faculty receives their checks by U.S. mail. The number of pay installments is dependent upon the length of the course and the beginning and ending dates of the classes. The college's pay periods end on the 15th and the end of each month. The college pays in arrears. For full-length fall and spring semester courses, part-time faculty will usually receive their pay in seven or eight pay installments each, beginning at the end of September and February respectively and ending on the pay day following the end of the pay period in which the class ends.

Full time faculty and part-time adjuncts with additional hourly paid positions are required to complete time sheets electronically. The time sheets are due to be submitted and approved by the employee's supervisor on the 2nd and 17 of each month.
PAYROLL RELATED FRINGE BENEFITS

Part-time faculty are not eligible for such fringe benefits as life and medical insurance, paid vacation and sick leave. State law requires that regular part-time faculty participate in the State Universities Retirement System (SURS).

PLAGIARISM

The Student Conduct Code in the Catalog cites “Academic dishonesty including, but not limited to, cheating, plagiarism and forgery” as “student conduct which is subject to disciplinary action.”

Plagiarism is defined as including, without limitation, the act of representing the work of another as one’s own. Plagiarism may consist of copying, paraphrasing, or otherwise using written, oral or digital work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one’s own.

The following sanctions have been imposed on students for academic misconduct.

1. **Failing grade on an individual assignment which is part of a course.** Instructors may impose this sanction for acts of academic misconduct that are course-related. Instructors who impose this sanction should immediately notify the student and the appropriate academic dean.

   A student may file a grievance if she or he believes the sanction is unfair. See the Student Grievance Procedure in the Catalog.

2. **Failing grade for a course.** Instructors may impose this sanction for acts of academic misconduct that are course-related. Instructors who impose this sanction should immediately notify the student and appropriate academic dean.

   A student may file a grievance if she or he believes the sanction is unfair.

3. **Academic Misconduct.** In instances of academic misconduct in which the instructor, program coordinator, or appropriate academic dean believe that action other than, or in addition to, those described under paragraphs 1 and 2 above is warranted may recommend Disciplinary Probation, Separation from L&C for one semester, or one year, or Permanent Separation from L&C.

4. **A student’s grade may be withheld by an instructor pending the outcome of charges under the Student Conduct Code.**

5. **Prior determinations of academic misconduct may be considered in determining sanctions for present violation.**

PROFESSIONAL STANDARDS AND STUDENT ASSISTANCE

1. A faculty member shall maintain professional standards as may be established by the administration.

2. Meet classes until the scheduled end of the semester including the final exam week unless approved by the Dean.

3. Prepare and file required course outlines, progress and grade rosters.

4. Prepare and teach courses in accordance with the official syllabi and in accordance with the semester schedule.

5. As required by the college, maintain attendance and academic records of students enrolled in his/her classes and submit required reports on time.
PRO RATA SALARY POLICY FOR PART-TIME AND OVERLOAD SALARY

In the event of low enrollments, a faculty member may be given the option of either canceling the course or accepting a reduced pro rata salary. Actual pay will be based on the highest enrollment between (1) 11:59 PM on the day before the class begins and (2) 11:59 PM on the day before the class’s refund date. This procedure is programmed in Ellucian to allow a faculty member to accept new students in her/his class without a penalty.

REFUND POLICY

Regular Credit Courses - Students are eligible for a 100 percent refund through the first 12 calendar days (NOT course meetings) of each course. (Calendar days include Saturdays and Sundays.) This period is extended one day for each holiday. There are no refunds thereafter. If the last day for a refund is scheduled on a Saturday or Sunday, the refund request must be postmarked by that day or presented in writing by the previous business day at the Enrollment Center or a Community Education Center.

Short Term Credit Courses - Students enrolled in short-term credit courses of less than 24 days (i.e., the number of days between the course beginning date and ending date) are eligible for a 100 percent refund through the mid-point of each course.

Continuing Education or Non-Credit Courses with a CE_ _ Prefix - Students in courses that meet for four or more sessions are eligible for a 100 percent refund prior to the start of the second session. There are no refunds for courses that consist of three or fewer sessions once the course begins. Certain specialized non-credit courses may have separate and specific refund policies outlined in contractual agreements or in course outlines.

Note: When students owe money to the College, it is College policy to deduct that amount from any tuition or course refunds.

RETENTION, PERSISTENCE, AND COMPLETION (RPC) PERFORMANCE

L&C historically has and continues to address the challenges of student retention, persistence, and completion (RPC). This has been done through tracking and analysis of these metrics, reporting performance to both internal and external audiences, and taking actions to improve performance in these areas. RPC metrics are measured both for their own sake (i.e., what they tell us about student success and achievement), and as the “student achievement” component of program assessment which is ultimately about giving our students the highest quality education in a cost-effective manner while serving a labor market need.

L&C defines retention as the ability to maintain (persist in) a course or program of study toward some form of intended “completion.” In this sense, retention and persistence are essentially synonymous, however retention is measured as enrollment that persists fall to fall and persistence is measured as enrollment semester to semester. Ultimately, the goal for our students is to complete their programs of study, earning a credential in the shortest time. This allows them to go on to their next goal earlier, whether that goal is job placement, job advancement, advanced education, or military service. For the individual, this is a measure of personal achievement with its own intrinsic benefits. For educators, the state, and economists, this is also a measure of institutional achievement that overall translates into greater efficiency, lower costs, and greater productivity.

The term “completion” refers to the “successful completion” of a course, sequence, or program that may or may not conclude with a formal credential (degree or certificate). In this context, “success” is defined as earning a grade of at least a “C” or “passing” if the course is graded as “pass/fail.” Successful completion of a particular sequence of courses (as in developmental or general education sequences) may include a “minimum credits earned” requirement. Success in a program means that the student has successfully met all course and other requirements the program mandates for the awarding of a degree or certificate.
context of adult education programs, “attainment” of a GED certificate marks the completion of a high school diploma equivalency. For ABE students, level advances are equivalent to course completions in college level coursework.

The Illinois Board of Higher Education employs six community college performance measures in Performance Based Funding:

1. **Degree and Certificate Completion:** Students completing a degree or certificate.
2. **Degree and Certificate Completion of “At Risk” students:** “At risk” students is defined as those who are academically or financially at risk of not achieving their educational goals. The metric will measure student completion for students receiving a Pell grant and/or students who were enrolled in remedial education.
3. **Transfer to a Four-Year Institution:** Full-time and part-time students who transfer to another institution of higher education within three years for full-time students and five years for part-time students.
4. **Remedial and Adult Education Advancement:** Remedial students who advance to college-level courses and adult education students who advance to remedial or college-level courses.
5. **Momentum Points:** First-time/part-time students completing 12 credit hours, first time/full-time students completing 24 hours in the first year, and adult education students moving a “grade” level based on pre- and post-test performance. For purposes of this metric, completion of remedial courses is included and adult education grade levels are based on NRS standards.
6. **Transfer to a Community College:** Full-time and part-time students who transfer to a community college within 18 months of leaving the initial community college. Lateral transfer is recognized as an important performance measure because lateral transfer students remain in higher education and reasons for lateral transfer are often prompted by changes in students’ home residence, employment, or pursuit of a program not offered by the home institution.

**ROSTERS**

Class rosters are available through BlazerNet. Once logged-in, instructors can choose **Class Roster** under **Faculty Information** to view and/or print a current roster for each class. No student should be officially admitted to class unless his/her name appears on the roster or a Course Change Form is presented by the student during the first week. A student whose name does not appear on the roster and who has not presented a Course Change Form should be instructed to report to the Enrollment Center to rectify the conflict.

**NOTE:** Students who do not appear on rosters but are attending classes should be sent to the Enrollment Center or CEC for enrollment verification.

To improve advisors’ abilities to reach out to students and provide meaningful feedback and encouragement, faculty are asked to provide information on students. These rosters can be accessed through the L&C Blackboard Portal and BlazerNet.

**For sixteen-week courses faculty will be asked for information on this schedule:**

4 weeks – This report is an opportunity to identify concerns related to academics and concerns related to attendance. It also serves as the attendance verification roster for Financial Aid purposes. A legend on the roster will aid you in reporting the correct status for students. A space will be available for written comments regarding students, and the comments will be emailed to students. For students who are no longer attending, there will be space to record the last date of attendance. The last date of attendance is needed by the Financial Aid Department.

Midterm – Student grades are recorded in this report (A, B, C, D, F, I, PR) and attendance is marked only for students for whom it is a concern. A space will be available to record the last date of attendance for any students who have stopped attending, and any written comments regarding a student will be emailed to the student.
Fall semester only, 11 weeks - Grade and Attendance marked only for students for whom it is a concern, especially students who should withdraw and enroll in intercession courses which may enable them to complete the necessary credit hours to stay on track toward completion.

Final Grade – Final grades are recorded in this report, plus the last date of attendance for any students who stopped attending.

For eight-week courses faculty will be asked for information on this schedule:

2 weeks – This roster is used in the same manner as the 4-week roster that is completed in 16-week courses.

Midterm – This roster follows the same format as the 8-week roster in a 16-week course.

Final Grade - Final grades are recorded in this report, plus the last date of attendance for any students who stopped attending.

Refer to the “GRADES” section of this handbook for the definitions of grades, especially “I” grades.

Each student’s final grade should be entered to the right of his/her name on the online roster by typing the grade or using the drop-down menu. You must enter a last date of attendance in the next column for any student who stopped attending.

Grades should be recorded for all students enrolled in the class. (Students who received grades of “W” should have the “W’s” and the withdrawal date recorded next to their name.) Please do not assign “W” grades.

After grades have been entered you must certify the roster. Mark the certification indicator at the bottom of the roster and SUBMIT.

MEETING DEADLINES IS VERY IMPORTANT, AND PROMPT COMPLETION OF GRADE ROSTERS IS ESSENTIAL TO THE PROCESSING OF MIDTERM ROSTERS AND FINAL GRADES. LATE GRADE ROSTERS MAY RESULT IN STUDENTS AUTOMATICALLY BEING PLACED ON ACADEMIC SUSPENSION OR FINANCIAL AID SUSPENSION!

Midterm Roster - Midterm rosters are very important to the College because they are used as documentation to determine state apportionment funding. The College can receive state funding (apportionment) for students that are attending class at midterm. It is extremely important that faculty submit these rosters. State auditors will review them. These rosters can be accessed through the Blackboard Portal and BlazerNet. Each faculty member is required to enter his/her own grades and keep the login ID and Password confidential. The Illinois Community College Board reviews each roster to insure the credibility of this process.

Quick review of NA and XA - If every student that is listed is currently attending your class, simply submit the midterm roster. Use XA in the appropriate space for those students who have never attended. Use NA for those students who attended at least once, but not frequently enough to earn a passing grade.

Note: Please record the last date of contact with a student who has stopped attending. You will be required to provide this information to Financial Aid. Once midterm attendance is certified and submitted, no changes can be made to the rosters.

Final Grade Roster - Final grade rosters are accessed through the Blackboard Portal and BlazerNet. These rosters are available to faculty on the last day of each course each semester. Every student on the roster must be graded in order to submit the roster. Refer to the grading system above for the appropriate assignment of grades for each student. Inform the Enrollment Center if you find any discrepancies on your final grade rosters.
Sexual Assault, Domestic Violence, Dating Violence and Stalking Policy Prohibition

I. Purpose

In accordance with the Violence Against Women Reauthorization Act of 2013, Title IX of the Education Amendment of 1972, Title VII of the Civil Rights Act of 1964, the Illinois Human Rights Act, the Clery Act and the Illinois Preventing Sexual Violence in Higher Education Act, all of which prohibit discrimination based upon sex, including but not limited to sexual assault and other forms of sexual misconduct and/or reporting of such acts. Lewis and Clark Community College (College) is committed to maintaining a safe and healthy educational and employment environment that is free from sexual misconduct sexual assault, domestic violence, dating violence and stalking and adopts the following standards of conduct for all members of the College community, including employees, students, contractors and visitors.

II. Statement of Policy

Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – be grounded in mutual respect, open communication, and clear consent.

To this end, Sexual Assault, Domestic Violence, Dating Violence and Stalking, are unacceptable and are not tolerated at Lewis and Clark. These terms are defined below in “Definitions of Prohibited Conduct.” Retaliation, as defined below, is also prohibited.

The College encourages anyone who has been subjected to Sexual Assault, Domestic Violence, Dating Violence and Stalking to seek appropriate help and to report the incident promptly to the police and/or College officials. The College has professional staff that will assist students, faculty and/or staff members to get help, including immediate medical care, counseling and other essential services. Specific policies, methods for reporting, including confidential reporting, and resources are described below.

As a general matter, The College will take prompt action to investigate reports of Sexual Assault, Domestic Violence, Dating Violence and/or Stalking and, where appropriate, to impose sanctions. The applicable procedures will depend on whether the alleged offender is a student, faculty, or staff member.

Students, faculty, and staff who violate this Policy may face discipline up to and including expulsion or termination as outlined below.

The College's Policy applies to students, employees, contractors, or third parties whenever the misconduct occurs:

A. On College property; or

B. Off College property if;
   1. The conduct was in connection with a College or College-recognized program or activity; or
   2. Otherwise has a connection to the College.

Sexual Assault is an extreme form of sexual harassment. For more information about sexual discrimination and harassment, which is also prohibited by the College’s policies, please see the Policy on Anti-Harassment Harassment. If a report includes allegations of Sexual Assault, Domestic Violence, Dating Violence or Stalking, then the process and procedures set forth in this Policy will be followed in the assessment, investigation and resolution of the complaint. In no event shall a complaint proceed simultaneously through more than one internal College procedure.
III. Definitions

A. Consent: Consent is knowing, voluntary and clear affirmative permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of active resistance. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent may be withdrawn at any time. A person may be incapable of giving consent due to the person’s age, use of drugs or alcohol, or because an intellectual or other disability prevents the person from having the capacity to give consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred.

B. Dating Violence: The term dating violence means violence committed by a person 1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and 2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

C. Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the State of Illinois, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the State of Illinois.

D. Incapacitated or Incapacitation: An individual who is incapacitated is unable to give consent. States of incapacitation include sleep, unconsciousness, intermittent consciousness, or any other state where the individual is unaware that sexual contact is occurring. Incapacitation may also exist because of a mental or developmental disability that impairs the ability to consent to sexual contact.

Alcohol or drug use is one of the prime causes of incapacitation. Where alcohol or drug use is involved, incapacitation is a state beyond intoxication, impairment in judgment, or “drunkenness.” Because the impact of alcohol or other drugs varies from person to person, evaluating whether an individual is incapacitated, and therefore unable to give consent, requires an assessment of whether the consumption of alcohol or other drugs has rendered the individual physically helpless or substantially incapable of:

- Making decisions about the potential consequences of sexual contact;
- Appraising the nature of one’s own conduct;
- Communicating consent to sexual contact; or
- Communicating unwillingness to engage in sexual contact.

Where an individual’s level of impairment does not rise to incapacitation, it is still necessary to evaluate the impact of intoxication on consent. In evaluating whether consent was sought or given, the following factors may be relevant:

- Intoxication may impact one’s ability to give consent and may lead to incapacitation (the inability to give consent).
- A person’s level of intoxication is not always demonstrated by objective signs; however, some signs of intoxication may include difficulty walking, poor judgment, difficulty communicating, slurred speech, or vomiting.
• An individual’s level of intoxication may change over a period of time based on a variety of subjective factors, including the amount of substance intake, speed of intake, body mass, and metabolism.

No matter the level of an individual’s intoxication, if that individual has not affirmatively agreed to engage in sexual contact, there is no consent.

Anyone engaging in sexual contact must be aware of both their own and the other person’s level of intoxication and capacity to give consent. The use of alcohol or other drugs can lower inhibitions and create an atmosphere of confusion about whether consent is effectively sought and freely given. If there is any doubt as to the level or extent of one’s own or the other individual’s intoxication or incapacitation, the safest course of action is to forgo or cease any sexual contact. An individual’s intoxication is never an excuse for or a defense to committing sexual assault and it does not diminish one’s responsibility to obtain consent.

E. Retaliation: Any form of retaliation, including intimidation, threats, harassment and other adverse action taken or threatened against any complainant or person reporting or filing a complaint alleging sexual discrimination, harassment or misconduct or any person cooperating in the investigation of such allegations (including testifying, assisting or participating in any manner in an investigation) is strictly prohibited. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by the College’s Policy. Retaliation may result in disciplinary or other action independent of the sanctions or interim measures imposed in response to the allegations of sexual discrimination, harassment or misconduct.

F. Sexual Assault: Any nonconsensual sexual act proscribed by Federal, tribal, or State law including when the victim lacks capacity to consent, including both sexual intercourse without consent and sexual contact without consent.

Sexual Intercourse without Consent means having or attempting to have sexual intercourse with another individual without consent as defined below. Sexual intercourse means vaginal or anal penetration, however slight, with any body part or object, or oral penetration involving mouth to genital contact.

Sexual Contact without Consent means having sexual contact with another individual without Affirmative Consent, as defined below. Sexual contact means the touching of the person’s breasts, anal, groin or genital areas, or other intimate body parts for the purpose of sexual gratification.

G. Sexual Exploitation: Occurs when a person takes non-consensual or abusive sexual advantage of another for anyone’s advantage or benefit other than the person being exploited, and that behavior does not meet the definition of sexual assault. Sexual exploitation includes prostituting another person, non-consensual visual or audio recording of sexual activity, non-consensual distribution of photos or other images of an individual's sexual activity or intimate body parts with an intent to embarrass such individual non-consensual voyeurism, knowingly transmitting HIV or a sexually transmitted disease to another, or exposing one's genitals to another in non-consensual circumstances.

H. Sexual Misconduct: Includes sexual assault, sexual exploitation, dating violence, domestic violence, sexual violence and stalking.

I. Sexual Violence: Physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent (e.g. due to the person's age, use of drugs or alcohol, or because an intellectual or other disability prevents the person from having the capacity to give consent). Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, sexual abuse and sexual coercion.
J. Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: 1) fear for his or her safety or the safety or others; or 2 suffer substantial emotional distress.

K. Threat: Any oral or written expression or gesture that could be interpreted by a reasonable person as conveying intent to cause harm to persons or property.

IV. Administration

A. Title

1. The College has designated the Vice President of Administration as the Title IX Coordinator.

   Lori Artis, Vice President of Administration
   Address: 5800 Godfrey Road Erickson Room 103 Godfrey, IL 62035
   Telephone: 618-468-3000
   Email:lartis@lc.edu

2. Responsibilities of the Title IX Coordinator include:

   • Overseeing the College's response to all Title IX reports and complaints and identifying and addressing any patterns or systemic problems revealed by such reports and complaints.
   • A Title IX complaint includes complaints alleging sexual discrimination, including sexual harassment as well as sexual misconduct, sexual violence, sexual assault, domestic violence, dating violence and stalking (as those terms are defined herein) which involve a College student, visitor or employee.
   • Being informed of all reports and complaints raising Title IX issues, including those initially filed with another individual or office or if the investigation will be conducted by another individual or office.
   • Ensuring that adequate training is provided to students, faculty and staff on Title IX issues.
   • Coordinating Title IX investigations, involving employees and students, including overseeing the investigation of facts relative to a complaint and recommending appropriate sanctions against the perpetrator and remedies for the complaint.
     --With respect to complaints that involve a College employee, vendor or visitor, the Department of Human Resources will manage the investigation into the allegations and will recommend appropriate sanctions against the employee and interim measures, if any, for an employee.
     --With respect to complaints that involve a student, the Vice President of Student Affairs or the Vice President of Student Engagement (both Deputy Title IX Coordinators) will manage the investigation and recommend appropriate sanctions against the student and interim measures, if any, for a student.
     --With respect to complaints that involve both a student and an employee, the Title IX Coordinator, the Department of Human Resources and the Deputy Title IX Coordinators shall jointly coordinate the investigation and interim measures.
   • Ensuring appropriate interim measures for a student victim and/or complainant upon learning of a report or complaint of sexual misconduct.
   • Ensuring that appropriate policies and procedures are in place via security for working with law enforcement and coordinating services with local victim advocacy organizations and services providers, including rape crisis centers.
   • Promoting an educational and employment environment which is free of sexual discrimination, harassment and gender bias.
3. The College has designated the Vice President of Academic Affairs and the Vice President of Student Engagement as Deputy Title IX Coordinators:

Linda Chapman, Vice President of Academic Affairs
Address: 5800 Godfrey Road; Godfrey, IL 62035
Telephone: 618-468-4000
Email: lchapman@lc.edu

Sean Hill, Vice President of Student Engagement
Address: 5800 Godfrey Road, Godfrey, IL 62035
Telephone: 618-468-6000
Email: shill@lc.edu

4. Responsibilities of the Deputy Title IX Coordinators:
   • Working in conjunction with the Title IX Coordinator to ensure compliance for matters involving students, including assistance with coordination of training, education, communications, and administration of complaint procedures for complaints against students.

5. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the United States Department of Education’s Office for Civil Rights:

Office for Civil Rights, Chicago Office U.S. Department of Education Citigroup Center
500 W. Madison Street. Suite 1475
Chicago, IL 60661-4544
Telephone: (312) 730-1560
Email OCR.Chicago@ed.gov

V. Option for Assistance Following an Incident of Sexual Assault

A. Immediate Assistance
   1. On and Off-Campus Counselors and Advocates. Attached as Appendix A – Notification of Rights and Options, find a list of on and off-campus counselors and advocates that can provide an immediate confidential response for employees and students in an emergency situation.

   2. Emergency Response. Anyone who experiences or observes an emergency situation should immediately call 911 and/or the College Security at 618-468-2300.

   3. On- and Off-Campus Health Care Options. Victims may seek treatment for injuries, preventative treatment for sexually transmitted disease, and other health services by contacting the providers identified on Appendix A - Notification of Rights and Options * Indicates health care options which provide rape kits and/or Sexual Assault Nurse Examiners. Seeking medical treatment also serves to preserve physical evidence of sexual violence.

B. Ongoing On and Off Campus Counseling, Advocacy and Support for Students and Employees. This information can also be found at Appendix A - Notification of Rights and Options.

VI. Reporting and Confidentially Disclosing Sexual Assault

The College encourages all victims of sexual assault (and bystanders), to talk to somebody about what happened so that victims (and bystanders) can get the support they need and so that the College can respond appropriately. Different employees on campus have different abilities to maintain a victim’s confidentiality:
• Some employees are required to maintain complete or near complete confidentiality,
• Some employees are required to report all the details of an incident (including identities of the victim and alleged perpetrator) to the Title IX Coordinator. A report to these employees, called "Responsible Employees," constitutes a report to the College and generally obligates the College to investigate the incident and take appropriate steps to address the situation.

The various reporting and confidential disclosure options available are set forth in further detail below:

A. Privileged and Confidential Communications

Confidential Counselors. Professional, licensed counselors who provide mental-health counseling (including those counselors who act in that role under the supervision of a licensed counselor) and clinic nurses (referred to as Counselors) are not required to report any information about an incident to the Title IX Coordinator without a victim's permission. The College has designated the College counselor and clinic nurses as confidential employees. Contact information for such confidential Counselors is included in Appendix A - Notification of Rights and Options.

A victim who speaks to a confidential Counselor must understand that, if the student victim wants to maintain confidentiality, the College's ability to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator(s) may be diminished.

Even so, these Counselors will still assist the victim in receiving other necessary protection and support, such as student victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A student victim who at first requests confidentiality may later decide to file a complaint with the College or report the incident to law enforcement, and thus will have the incident fully investigated. These counselors will provide the victim with assistance if the victim wishes to do so.

Note: While these Counselors may maintain a victim's confidentiality vis-a-vis the College, they may have reporting or other obligations under state law. Any College employee who suspects or receives knowledge that a minor student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability, is required to: 1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline: and 2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Also note: If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community, College Security may be called upon to issue a timely warning to the community. Any such warning will not include any information that identifies the victim.

B. Reporting to “Responsible Employees”

A College employee who has the authority to redress sexual harassment, including sexual assaults, who has the duty to report incidents of sexual misconduct, or who an individual could reasonably believe has this authority or duty is a Responsible Employee. Most College employees, including but not limited to supervisors, managers, coaches and faculty are responsible employees. A list of Responsible Employees is available through the Title IX Coordinators. When a victim tells a Responsible Employee about an incident of sexual harassment including sexual assault, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A Responsible Employee must report to the Title IX Coordinator and, if applicable, all relevant details about the alleged sexual misconduct shared by the victim so that the College can determine what happened, including the names of the victim and alleged
perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

To the extent possible, information reported to a Responsible Employee will be shared only with people responsible for handling the College's response to the report and those with a “need to know.” The following categories of employees are the College's Responsible Employees:

- College Administrators
- Title IX Coordinator and Deputy Coordinators
- Supervisors and Managerial Staff
- Faculty
- Campus Security
- Coaches

A complete list is available through the Title IX Coordinators.

Before a victim or bystander reveals any information to a Responsible Employee, the employee should ensure that the victim understands the employee's reporting obligations and, if the victim wants to maintain confidentiality, direct the victim to the confidential resources referenced above.

If the victim wants to tell the Responsible Employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the Responsible Employee will also inform the Title IX Coordinator of the victim's request for confidentiality.

C. Student Requesting Confidentiality from the College: How the College Will Weigh the Request and Respond

If a victim discloses an incident to a Responsible Employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College's obligation to provide a safe environment for all students and employees including the student victim.

If the College honors the request for confidentiality, a victim must understand that the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be diminished. The College may not be able to honor a victim's request in order to provide a safe environment for all students and employees.

The College has designated the following individual(s) to evaluate requests for confidentiality:

- Title IX Coordinator
- Vice-President of Academic Affairs
- Director of Security
- Legal Counsel

If the College determines that it cannot maintain a victim's confidentiality, the College will inform the student victim at the earliest point possible and will, to the extent possible, only share information with people responsible for handling the College response and those with a “need to know.”

If the College determines that it can respect a victim's request for confidentiality, the College will also take immediate action as necessary to protect and assist the student victim. If a victim's request for confidentiality limits the College's ability to formally investigate a particular allegation, the College may take steps to limit the effects of the alleged sexual discrimination, misconduct and prevent its recurrence without initiating formal action against the alleged
perpetrator or revealing the identity of the student complainant. Such action may include, but is not limited to providing increased monitoring, supervision or security at locations or activities where the alleged misconduct occurred.

VII. Employee Reporting and Disclosing Sexual Misconduct of a Student

In addition to the reporting requirements for Responsible Employees, all College employees who have information regarding sexual misconduct of a student or employee are encouraged to report it to the Title IX Coordinator or any Responsible Employee.

VIII. Other Procedures for Making a Report of Sexual Assault or Other Sexual Violence, Dating Violence, Domestic Violence or Stalking

Although the College strongly encourages all members of its community to report violations of this policy to law enforcement, it is the victim's choice whether or not to make such a report and victims have the right to decline involvement with the local police. Campus Security will assist any victim who wants to make an investigative report. Campus Security will also assist any victim with notifying the police department where the incident occurred if they so desire. A victim can contact the Campus Security Department by calling 618-468-2300 or dial "0" from a campus phone. In the event of any emergency situation, a victim or observer should call 911 for assistance.

Campus Security has procedures in place that serve to be sensitive to those who report sexual assault, domestic violence, dating violence, and stalking, including informing individuals about their right to file criminal charges as well as the availability of medical, counseling and support services, and additional remedies to prevent contact between a complainant and an accused party, such as housing, academic, transportation and working accommodations, if reasonably available. Victims should contact the Title IX Coordinator or a Deputy Title IX Coordinator.

After an incident of sexual assault, the victim should consider seeking medical attention as soon as possible at the nearest hospital or medical facility. Victims can contact Campus Security or the Clinic for assistance if needed. Anderson Hospital in Maryville, Illinois participates in the SANE program, which is Sexual Assault Nurse Examiner. These nurses are available 24 hours a day to assist sexual assault victims. St. Anthony's Hospital in Alton, Illinois is in the process of having two staff members registered for the SANE training.

In Illinois, evidence may be collected even if you chose not to make a report to law enforcement. If the complainant desires full confidentiality he/she should speak with a confidential Counselor, a clinic nurse or an off campus victim advocate. The College provides confidential individual counseling for students and employees. You may choose to make a confidential report with them. Campus Security does take third party reports. With your permission, the confidential Counselor may file a report on the details of the incident without revealing your identity to the Security Director. The purpose of a confidential report is to attempt to comply with your wish to keep the matter confidential while taking steps to ensure the safety of yourself and others. If the College honors the request for confidentiality, you must understand that the College's ability to meaningfully make accommodations, investigate the incident and pursue disciplinary action against the alleged offender(s) may be limited. It is important that a victim of sexual assault not bathe, douche, smoke, change clothing or clean the bed/linen/area where they were assaulted if the offense occurred within the past 96 hours so that evidence to the prove the criminal activity may be preserved. In circumstances of sexual assault, if victims do not opt for forensic evidence collection, health care providers can still treat injuries and take steps to address concerns of pregnancy and/or sexually transmitted disease. Victims of sexual assault, domestic violence, stalking, and dating violence are encouraged to also preserve evidence by saving text messages, instant messages, social networking pages, other communications, and keeping pictures, logs or other copies of documents, if they have any, that would be useful to investigators or the police.

As time passes, evidence may dissipate or become lost or unavailable, thereby making investigation, possible prosecution, disciplinary proceedings, or obtaining protection from abuse...
orders related to the incident more difficult. If a victim chooses not to make a complaint regarding
an incident, he or she nevertheless should consider speaking with someone and taking steps to
preserve evidence in the event that the victim changes his/her mind at a later date.

IX. Interim Measures

The College will remain ever mindful of the victim's well-being, and will take ongoing steps to protect
the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation
against the victim, whether by students or College employees, will not be tolerated. The College
will also:

- Assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus;
- Provide other security and support, which could include the College obtaining a no-contact order, helping to change working arrangements or course schedules (including for the alleged perpetrator(s) pending the outcome of an investigation) or adjustments for assignments or tests; and
- Inform the victim of the right to report a crime to campus or law enforcement and provide the victim with assistance if the victim wishes to do so.

Because the College is under a continuing obligation to address the issue of sexual misconduct
campus-wide, reports of such incidents (including non-identifying reports) will also prompt the
College to consider broader remedial action—such as increased monitoring, supervision, or security
at locations where the reported incident occurred; increasing education and prevention efforts,
including to targeted population groups; conducting climate assessments/victimization surveys;
and/or revisiting its policies and practices.

X. Miscellaneous

A. Take Back the Night and other public awareness events, such as the Clothesline Project,
candlelight vigils, protests, survivor “speak outs” or other forums in which students disclose
incidents are not considered notice to the College of sexual discrimination, harassment or
misconduct for purposes of triggering its obligation to investigate any particular incident(s).
Such events may, however, inform the need for campus-wide education and prevention
efforts, and the College may provide information about students’ Title IX rights at these events.

B. Electronic Reporting: Although the College encourages victims to talk to someone, the
College provides for an online system for electronic reporting for use by victims or bystanders.
The system will notify the user (before s/he enters information) that entering personally
identifying information may serve as notice to the College for the purpose of triggering an
investigation. Electronic reports can be filed via the College’s email system and callers will
generally receive a response within 12 hours with a list of available resources absent an
emergency. See Appendix A – Notification of Rights and Options for email address.

C. Anonymous Reporting: The College also provide for an anonymous reporting system for
victims or bystanders by calling an 800 number. See Appendix A – Notification of Rights and
Options for phone number.

D. Off-Campus Counselors and Advocates: Off-campus counselors, advocates, and health care
providers will also generally maintain confidentiality and not share information with the College
unless the victim requests the disclosure and signs a consent or waiver form. Contact
information for such off-campus resources is at Appendix A - Notification of Rights and Options.

Note. While off-campus counselors and advocates may maintain a victim’s confidentiality vis-
a-vis the College, they may have reporting or other obligations under state law.
E. Clery Act Reporting Obligations: Pursuant to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act," 20 U S C 1092(f)). The College maintains a public crime log and publishes an Annual Security Report ("ASR") available to all current students and employees. The ASR documents three calendar years of select campus crime statistics (including statistics regarding incidents of dating violence, domestic violence, and stalking). Security policies and procedures and information on the basic rights guaranteed to victims of sexual assault. The Clery Act also requires the College to issue timely warnings to the campus community about crimes that have already occurred but may continue to pose a serious or ongoing threat to students and employees.

XI. Title IX Complaint Investigation Procedures
A. Formal Investigation Process
1. Initiation of Investigation by Title IX Coordinator: Upon receipt of a complaint of sexual misconduct under this Policy by a student victim or complainant, the Title IX Coordinator will appoint a trained investigator who will initiate a prompt, fair, and thorough investigation. The investigation will be coordinated by the Title IX Coordinator and/or one of the Deputy Coordinators (if a student), and the College will generally conclude the investigation within 60 calendar days or less. Where the allegations are complex or other factors delay the investigative process an extension may be granted by the Title IX Coordinator.

With respect to sexual misconduct complaints that relate to a College employee, the Title IX Coordinator and Department of Human Resources will manage the investigation into the allegations made against the College employee and will recommend appropriate sanctions against the College employee. If the investigation involves both an employee or third party and a student, the Title IX Coordinator, Department of Human Resources and a Deputy Coordinator will jointly manage the investigation.

2. Interim Measures Provided: During the investigation, the Title IX Coordinator and/or a Deputy Coordinator (as applicable) will determine whether the victim and/or complainant receives interim measures as set forth above, and will advise the victim and/or complainant of the right to file a complaint with College Security or law enforcement agencies.

3. Notice to Respondent of Allegations: Generally, within 10 business days of receipt of a complaint by the Title IX Coordinator, the respondent will be given written notice of the general allegations against him/her (unless release of the evidence would endanger the health or safety of victim(s) or witness(es).

4. Due Process Rights of Victim and/or Complainant and Respondent
   a. The victim and/or complainant and respondent will each be afforded the right to present information and witnesses relevant to his or her case.

   b. When the victim and/or complainant or respondent is requested to appear at an investigatory meeting or proceeding related to a complaint, he or she may be accompanied by an advisor. An advisor is defined as a family member, peer, staff/faculty member of the College, or a union representative. It does not include legal counsel or an attorney at law.

   c. If the respondent is a College employee, then the College may follow any employee misconduct investigation procedures outlined in other applicable employee policies or collective bargaining agreement.

5. Evidence Considered: A trained investigator(s) will interview and receive evidence from the victim, complainant, respondent and any witnesses identified during the course of the investigation. The victim's prior sexual history with anyone other than the respondent will not be considered during the investigation or any proceeding related to a complaint. The
mere fact of a current or previous consensual dating or sexual relationship between the victim and respondent does not itself imply consent.

6. Preservation of Evidence: Any physical evidence gathered by the investigator will be preserved by Campus Security.

7. Concurrent Criminal Investigation: The existence of a concurrent criminal investigation by law enforcement agencies will not necessarily delay or interrupt the investigation procedures outlined herein. However, the law enforcement agency may request that the College investigation be temporarily suspended. In such cases, the College will evaluate the law enforcement agency's request to determine whether and for how long to suspend its investigation.

8. Report of Investigation: At the conclusion of the investigation, the trained investigator will prepare a thorough report outlining the complaint, investigation conducted and all relevant evidence obtained; the investigator's conclusions with an explanation of reasoning and/or support for such conclusions; and recommendations for sanctions or other remedial action as appropriate. The investigator will submit his/her report to the Title IX Coordinator and a Deputy Coordinator (if a student is involved).

B. Determination

1. Determination: For student cases, the Title IX Coordinator and/or Deputy Coordinator (as appropriate) shall review the investigator's report and all evidence gathered to determine whether the student engaged in sexual misconduct in violation of College policy. The determination of violations shall be made based on the preponderance of evidence, meaning whether it is more likely than not that this policy was violated.

For employee cases, the Title IX Coordinator will determine whether the employee engaged in sexual misconduct in violation of College policy.

2. Notice to Respondent: Generally, within seven (7) business days after receipt of the investigator's report (or some reasonable extension thereof), the Title IX Coordinator or the Deputy Coordinator will notify the student via certified mail, return receipt requested, of his/her determination. If the Title IX Coordinator or Deputy Coordinator determines that the respondent has violated the College's prohibition of sexual misconduct, this notification will also advise the student respondent of:
   a. Disciplinary sanctions; and
   b. If a student, the right to appeal the determination and sanctions in accordance with the Appeal Procedures set forth below.

Employee respondents may follow any appeal or grievance process under any other applicable College Policies.

3. Notice to Victim and/or Complainant: Concurrently with the notice provided to respondent, the Title IX Coordinator or Deputy Coordinator (for students) will notify the victim and/or complainant of his/her determination. If the Title IX Coordinator or Deputy Coordinator determines that the respondent has violated the College's prohibition of sexual misconduct this notification will also advise the victim and/or complainant of:
   a. Any individual remedies offered or provided to the victim and/or complainant,
   b. Disciplinary sanctions imposed on the respondent that directly relate to the victim and/or complainant,
   c. The right to appeal the determination and sanctions in accordance with the Appeal Procedures below:

C. Sanctions, Protective Actions, and Remedies
1. **Sanctions**: Students who have violated the College’s prohibition on sexual misconduct are subject to any sanctions set forth in the College’s Code of Student Conduct or other Program policies, up to and including expulsion.

   College employee respondents who have violated the College’s prohibition of sexual misconduct will be subject to disciplinary action up to and including termination.

2. **Protective Actions**: The College may take protective measures as appropriate, including no-contact orders, trespass notices, or other protective measures. College Security will enforce court ordered no-contact, restraining and/or protective orders to the fullest extent.

3. **Remedies**: The College will administer remedies for the victim and/or complainant depending upon the specific nature of the complaint. In addition, the College may administer remedies for the College community as a whole.

   Remedies for the victim and/or complainant may include, but are not limited to:
   - Assisting the victim and/or complainant to change his/her academic and/or work environment if requested and if reasonably available;
   - Providing an escort to ensure that the victim and/or complainant can move safely between classes, work and/or activities;
   - Ensuring that the victim and/or complainant and the respondent do not attend the same classes;
   - Identifying counseling services;
   - Identifying medical services;
   - Providing academic support services, such as tutoring;
   - Arranging for the victim and/or complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the victim and/or complainant's academic record; and
   - Reviewing disciplinary actions taken against the victim and/or complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the victim and/or complainant being disciplined.

   Remedies for the College community as a whole may include, but are not limited to:
   - Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students and employees affected by sexual discrimination, harassment, and/or misconduct;
   - Designating an individual from the College’s counseling center to be available to assist victims of sexual discrimination, harassment and/or misconduct whenever needed;
   - Developing materials on sexual discrimination, harassment and misconduct for campus-wide distribution to students, employees, and/or third-parties;
   - Creating a committee of students and College officials to identify strategies for preventing and addressing sexual discrimination, harassment and misconduct; and
   - Conducting periodic climate surveys to identify how students and employees perceive and experience sexual discrimination harassment and misconduct at the College.

XII. **Title IX Appeal Procedures for Student Victims and/or Complainants and Student Respondents**

   **A. Appeal Request**

   A victim and/or complainant or a student respondent who wishes to appeal the decision reached by the Title IX Coordinator or his/her designee at the conclusion of a formal investigation must submit a written request for appeal to the Appeal Board (AB). This request must be submitted to the Title IX Coordinator within 10 business days after receipt of the Title IX Coordinator/Deputy Coordinator’s letter of determination.
The appeal request must be typewritten, must indicate if the requestor wishes to appear in person before the AB, and must state the grounds for appeal. Appeals must be made on the basis of one or more of the following grounds:

1. Procedural error was committed.
2. The finding of facts contained in the decision included inaccurate information.
3. Specific evidence considered during the investigation is objectionable.
4. Evidence not offered during the investigation is now available. In such cases, the new evidence must be described.
5. The sanction imposed is lenient, excessive or otherwise inappropriate.

Within 10 business days after receipt of the appeal request, the Title IX Coordinator or his designee will decide whether to grant the appeal based on whether the appeal meets one of the above enumerated grounds for appeal and shall inform the appellant by certified mail, return receipt request. If the appeal is granted, the matter will be referred to the AB, and the Hearing Procedures for the AB set forth below will be followed. In the event of an appeal, the decision(s) of the AB will be final in all cases, other than for cases resulting in a recommendation for suspension or expulsion.

In the event a student victim and/or complainant or a student respondent does not appeal within the required 10 business day period, the decision of the Title IX Coordinator and/or Deputy Coordinator will be final.

If the victim or respondent is a College employee, then any employee misconduct appeal procedures are as outlined in other applicable College policies, including grievance procedure.

B. Establishment of the Standing AB

A standing AB will hear cases and make recommendations on appropriate disciplinary cases referred to it or appealed to it by student victims, complainants and/or students who are the subject of disciplinary actions involving disciplinary suspension and expulsion. The AB will be established each fall and each member shall receive training as required by law. It will be composed of the following persons to be appointed by the College President:

- Five employees (three regular and two alternates).

None of the above-named persons may sit in any case in which they have a direct personal interest or played a role in the underlying investigation. Decisions in this regard will be made by the AB as a whole. The College President may appoint interim members as required.

C. Hearing Procedures for the AB

1. The hearing will be closed to the public.
2. The victim and/or complainant and respondent shall each be entitled to appear in person with an advisor (as defined above) and present his/her case to the AB, and call witnesses in his/her behalf.

When requested by the victim, the AB shall make arrangements so that the victim and respondent do not have to be in the same room at the same time (such as by arranging for participation via videophone, closed circuit television, video conferencing, or other means).

3. The hearing will begin with a presentation by the Title IX Coordinator/Deputy Coordinator of his/her determination, followed by a presentation by the appellant. The appellee may present his/her case as well.

4. The Title IX Coordinator/Deputy Coordinator, appellant and appellee may present information in oral and written form, by witnesses and/or through documents. The
parties will be given an opportunity to question witnesses, except that the respondent may under no circumstances personally or through his/her advisor question the victim.

5. The AB reserves the right to hear the testimony of witnesses separately, so that the witnesses will not hear each other's testimonies.

6. Pertinent and relevant information will be reviewed by the AB without regard for the legal rules of evidence.

7. The Title IX Coordinator/Deputy Coordinator, appellant and appellee may make closing statements at the conclusion of the hearing on both the issue of misconduct and the issue of the recommended discipline.

8. An audio recording of the proceedings will be created and a record will be made available to either party upon request.

9. The AB will render its written decision within 10 business days after the hearing, absent extenuating circumstances. The decision will be to affirm, reverse or modify the Title IX Coordinator/Deputy Coordinator’s determination as to the violation of College policy and the sanction imposed (if any).

10. If a student respondent is found not to have engaged in sexual misconduct in violation of College policy, and if coursework has been missed as a direct result of the action taken against the student respondent, appropriate action will be taken to assist the student respondent in completing the course(s).

11. In all cases other than suspension or expulsion, the decision of the AB is final.

12. If the decision of the AB is to suspend or expel the student respondent, that decision will be transmitted to the Vice President of Academic Affairs. The student respondent will then have two business weeks after the decision to appeal to the Vice President of Academic Affairs via the grievance procedure. The appeal/grievance will consist of the student respondent's written statement of disagreement with the decision and argument for reversal, relevant documentation and the recording or transcript of the AB hearing. The Vice President of Academic Affairs will review relevant information before making a decision. The Vice President of Academic Affairs will render a decision to uphold the suspension or expulsion or to take other appropriate action.

XIII. Procedures Governing Complaints Solely Involving Employees and/or Third Parties

An employee or third party should notify the Title IX Coordinator/Vice President of Administration if he or she believes that the College, its employees or agents have engaged in sexual misconduct in violation of Board Policy.

The Title IX Coordinator/Vice President of Administration will address the complaint promptly and thoroughly as follows:

A. Filing a Complaint

An employee or third party (hereinafter "Complainant") who wishes to avail him or herself of this procedure may do so by filing a complaint with the Title IX Coordinator Vice President or his or her designee. The Title IX Coordinator/Vice President will request the Complainant to provide a written statement regarding the nature of the complaint and will request a meeting with the Complainant. The Title IX Coordinator/Vice President shall assist the Complainant as needed.
B. Investigation

Each complaint shall be investigated promptly, thoroughly, impartially, and as confidentially as possible. The Title IX Coordinator/Vice President of Administration or his or her designee will investigate the complaint or appoint a qualified person to undertake the investigation on his/her behalf. As a general rule, all complaints will be investigated, even when the Complainant requests that nothing be done. The investigator will inform potential complainants, complainants, and witnesses that the College prohibits any form of retaliation against anyone who, in good faith, brings a complaint or provides information to the individual investigating a complaint.

XIV. Training, Prevention and Education

A. For Students and Employees

The College will review on an ongoing basis, its sexual misconduct prevention and education programming to ensure students and employees are provided substantive opportunities for training annually to learn about sexual misconduct including primary prevention, bystander intervention, risk reduction, consent, reporting methods, relevant College policies and procedures, retaliation, survivor strategies, the impact of trauma relevant definitions, and other pertinent topics. Students will also receive a copy of this Policy and the related protocols.

B. For Employees

The College will also provide annual survivor-centered and trauma-informed training to employees involved in: the receipt of a report of a student sexual violence; referral or provision of services to a survivor; any campus complaint resolution procedure for sexual violence.

XV. Training for Designated Employees

The Title IX Coordinator, Deputy Coordinators, College Security, Responsible Employees, investigators, victim advocates, counselors, legal counsel and anyone else involved in responding to, investigating or adjudicating sexual misconduct incidents must receive education and training on primary prevention, bystander intervention, risk reduction, consent, reporting obligations, investigation procedures confidentiality requirements relevant College policies and procedures, retaliation the impact of trauma, relevant definition, and other pertinent topics. The College will annually review its training offerings to identify ways in which to enhance its effectiveness.

XVI. Publication

The College shall prominently publish on its website, timely update and make available: its comprehensive policy; student notification of rights, contact information for Title IX coordinators; confidential resources and advisors and counseling services; and an explanation of responsibilities of Title IX coordinators, responsible employees; campus security officials and mandated reporters.

XVII. Task Force

The College will also establish a campus-wide task force or participate in a regional task force focused on improving coordination between community leaders and service providers to prevent sexual violence. The task force shall meet a minimum of twice per year.

XVIII. Reporting

The College will comply with all reporting requirements established by the Board of Higher Education Act and the Preventing Sexual Violence in Higher Education Act.
SMOKING POLICY

Effective July 1, 2015, L&C became an entirely "smoke-free" College. Smoking is not permitted anywhere on its campuses, facilities or vehicles. The use of e-cigarettes or any other smoking device is also prohibited on any College campus, facility or vehicle.

Violators of this policy will be subject to disciplinary action and/or fines. Any form of discrimination or retaliation against a person for making a complaint or providing information concerning a violation will not be tolerated and will result in disciplinary action.

Any amendment to the Illinois Smoke-Free Campus Act that becomes effective after the effective date of this policy shall be incorporated into this policy by reference.

STUDENT CONFERENCES

Part-time faculty are encouraged to schedule time outside of class to meet with students.

STUDENT DEVELOPMENT AND COUNSELING SERVICES

Information about the special learning needs and personal counseling services available to students may be found in the Catalog. Education Counseling is available for students with special learning needs. These students have access to a variety of resources including assistive technology, specialized tutoring, learning styles inventories and educational assessments. Faculty may refer students to Student Development and Counseling, Caldwell 2320, 618-468-4211.

COUNSELING SERVICES

Academic and Personal Counseling services are available to students to assist with crisis intervention, short-term individual therapy, academic issues, test anxiety, consultation, community resources, and referrals. Faculty may refer students and students may self-refer. Services are available by appointment, as well as on a walk-in basis in the event of an emergency. Students and faculty may contact the counselor through the Student Development and Counseling office by calling 618-468-4211 or 618-468-4125, or by visiting Caldwell 2320.

DISABILITY SUPPORT SERVICES

Disability Support Services are available to qualified students with disabilities or special needs. Services may include individualized accommodations, counseling and advising provided by the special needs counselor, and use of assistive technology. For further information call the Student Development Office at 618-468-4211.

SUPPORTED COLLEGE TRANSITION PROGRAM

The Supported College Transition Program (SCT) was designed for students with some mainstreaming experience in high school and with the academic preparation that indicates they can be successful in smaller class sections of college developmental courses (Reading, English and Math) with the additional support provided by a Supported College Transition class and Study Skills class. Through person-centered planning, students learn skills necessary to transition to established programs that lead directly to employment. SCT courses are college credit courses which are eligible for federal and state financial aid. Referrals can be made to the Coordinator of Supported College Transition at 618-468-4217 or 618-468-4211.

COLLEGE FOR LIFE PROGRAM

For students with intellectual and/or developmental disabilities who have had few inclusive experiences in high school, the College for Life program provides courses that continue the educational experience and also provides social growth opportunities on a college campus. College for Life courses are continuing education, non-credit courses and follow the same payment policies as all other continuing education courses. Students may begin the enrollment process by calling Student Development and Counseling at 618-468-4211.
EMERGENCY LOAN FUND
Student Development and Counseling staff manage the College’s Emergency Loan Fund. These funds can help a student with books, tuition, utility bills, gas cards, lunch cards and a variety of other financial supports. The Emergency Loan is typically paid back during the semester it is received. Students should call 618-468-4121 or walk in to Caldwell Hall 2320 to start the process.

STUDENT INTERNSHIP AGREEMENTS

The purpose of an internship experience is to provide students enrolled in career programs at L&C an opportunity to participate in a “hands-on,” workplace experience prior to graduation and entering the workforce.

Students who participate in an internship will:

1. Abide by the participating workplace policies and procedures
2. Work under the direct supervision of an employee at the workplace
3. Perform all assigned duties to the best of their ability
4. Demonstrate occupational skills and workplace skills (see attached).

The Internship Workplace will:

1. Provide facilities and learning opportunities for students accepted to participate in an internship at the workplace
2. Coordinate students’ assigned duties so that their work experiences relate to their programs of study
3. Orient students to the workplace’s policies and procedures
4. Confer with Program Coordinator to discuss students’ performance (at least twice or as needed)
5. Complete students’ final evaluation form
6. Provide students the same consideration of health, safety and working conditions accorded other employees. It is understood that the College is a public institution and the workplace agrees to indemnify and hold harmless the College, its Board of Trustees and employees from any loss or damage and any attorney fees, court costs and expenses incurred as a result of any claim of wrongful dismissal or any claim of deprivation of any instruction or legal right, regardless of whether such claims are groundless or fact
7. Optional -- Pay any compensation to students in a paid internship. (Note: pay is not a requirement in an internship, but, if paid it is understood that the employer will provide adequate protection for the student through workers compensation and/or liability insurance as required by law.)

The College will:

1. Provide learning objectives for students and the workplace.
2. Monitor the students’ performance based on direct observation and/or consultation with the workplace.
3. Communicate with students and the workplace.
4. Inform students that all local, state and federal safety rules and regulations will be observed by the workplace.
5. Determine jointly with the workplace if a student should be withdrawn from the internship. This action may be initiated by the workplace or the College.
6. Establish in advance, in consultation with the workplace, that student work experiences relate to their program of study.
Program: _____________________________________________________________

Course Title and Number: _______________________________________________

Internship Objectives (Measurable objectives are to be jointly developed by the Program Coordinator, Workplace Coordinator and the student.)

Upon successful completion of the co-op/internship experience, the student should be able to:

1. Demonstrate the workplace competencies. These may include among others: (see workplace evaluation form)
   - Positive attitude
   - Initiative
   - Perseverance
   - Attendance
   - Punctuality
   - Ability to learn
   - High quality work
   - Ability to take direction
   - Communication skills
   - Judgment

2. Write a compelling resume and cover letter

3. Demonstrate interviewing skills

4. Conduct a job search using a variety of tools

5. Additional learning outcomes customized to student and workplace

If more objectives are to be achieved, please attach an additional page.

Starting date of internship: _____________________________________________

Ending date of internship: _____________________________________________

Starting time of each internship session: _________ AM or PM

Ending time of each internship session: _________ AM or PM

Total number of hours for internship:

______ hours/day x ______ days/week x ______ weeks = ______ Total Hours

Credit Hours: ______ Hours Please note: Students must complete 80 clock hours of internship experience for every hour of credit to be given for the course.

Internship applicant’s name: _____________________________________________

Internship applicant’s student ID number: _________________________________

Internship applicant’s signature: _________________________________________
Date of application: __________________________
Workplace: ________________________________
Address: _________________________________
Phone Number: (_____) ____________________
Fax Number: (_____) _______________________
Internship request: Accepted           Denied
Reason(s) for denial (if applicable):
________________________________________________________________________
________________________________________________________________________
Wage (if applicable): $ ______ . ______ Per ______
(If paid, it is understood that the employer will provide adequate protection for the student through workers compensation and/or liability insurance as required by law.)

Workplace Coordinator: __________________________
                      (Please Print Name)

Workplace Coordinator: __________________________
                      (Signature)

Program Coordinator: __________________________________
Internship Objectives approved: _______________________
                      (Program Coordinator’s Signature)
Date: __________________________

In accordance with applicable law, Lewis and Clark Community College insures equal opportunities are offered in the employment of individuals regardless of sex, race, ethnicity, color, creed or religion, national origin, disability, age, marital status, military status, sexual orientation, and other protected categories. Any inquiries, complaints or grievances concerning this policy may be made to the Director of Human Resources, the Vice President of Administration, or the College President or his/her designee.

**STUDENT SUCCESS CENTER (SSC)**

The SSC is decentralized with twelve independent SSCs (eleven on the Godfrey campus and one on the N.O. Nelson campus in Edwardsville), as well as an Online Paper Submission and an “Ask a Tutor a Question” online interactive services which provides help to students who are off campus or need assistance during the evening or on weekends. Tutoring is offered in math, writing, business, science, and nursing as well as other general academic and study skills areas. The SSC academic support services are coordinated, managed, and evaluated for quality and impact on student achievement.

Services include:
- The Writing Desk, Academic Tutoring, and Career Services are all located in Reid Memorial Library.
• The Math Tutoring Center (CM 233 for developmental math support), 3rd Floor Math Lounge (for students taking MATH 131 or higher), and the Science Tutoring Center (SC 112) are in the Math/Science Complex.
• Nursing and Dental Hygiene tutoring are staffed by professional staff in their respective buildings.
• The Office Technology, Computer Information Systems, Graphic Design and Business students share a support center on the second floor in the Trimpe Advanced Technology Building (TR 250).
• The Technology Enhanced Learning Student Success Center (NU L205) assists faculty and students with Blackboard. NO Nelson campus SSC (N3 108) offers tutoring in multiple disciplines.
• The Business Department allows students the opportunity to set up one-on-one tutoring appointments online through the SSC web page at lc.edu/ssc.
• The Communications Lab (TR 241) assists students with speech courses, oral presentations and job interviewing preparation. This lab also has the ability to video record student work for feedback.

The Student Success Centers employ full-time staff, part-time adjunct instructors, student workers, and discipline-proficient staff to tutor students.

Since the inception of the Student Success Center in 2010, its sole purpose has been to help Lewis & Clark students achieve success in their courses and programs. The impact has been significant and statistically relevant as evidenced by improvements in student course success and retention. The SSC currently serves approximately 17% of the student population. As of Fall 2014 the SSC served 32% distinct (non hs partnership) students.

For more information contact the Student Success Center Coordinator (468-4130).

SUPPLIES

Each on-campus instructor will be provided with necessary supplies and a mail box in the Division Office. Off-campus instructors will obtain supplies through the building contact person.

SURS 6% EARNINGS LIMITATION GUIDELINES

The following information is provided in an effort to clarify the State University Retirement System’s 6% earnings limitation policy and any impact it may have for all College employees. Contact the HR Director, Gabe Springer, at 468-3700 if you have any questions or concerns.

Adjunct Faculty: Contrary to information noted in previous versions of the Faculty Guidebook, SURS has confirmed that it does not base a 6% penalty on the credit load of an adjunct faculty during the previous academic year (the Guidebook previously noted that 6% provisions were dependent upon whether or not an adjunct taught 30 or more credit hours during the previous academic year). Similarly, SURS does not base the decision on a change in the rate of compensation only. Adjunct faculty and part-time staff alike are subject to the SURS 6% penalty based on total FTE earnings from the previous academic year to current. If current academic year FTE earnings exceed the prior year by more than 6%, a penalty is incurred. The academic year for adjunct faculty is defined as the academic year of the College, consistent with full-time faculty.

Earnings exceeding 6% may also become an issue when an adjunct faculty member works in another capacity at a different rate of pay (i.e., Corporate and Community Learning). The deans will need to monitor teaching assignments, overload pay, and any other additional assignments (grant work, CCL, etc.) to insure adjunct faculty who are within the time periods SURS has designated for calculating retirement benefits do not exceed the 6% earnings limitation. Adjunct faculty must notify their dean if they teach any classes for another division or have any other assignments in addition to those assigned by the Academic Affairs Division.
**Full-time Faculty:**
Penalties for exceeding 6% in earnings are based on the total earnings from one academic year to the next. Therefore no full-time faculty can earn more than 6% in creditable/reportable earnings who are 10 years from eligibility for retirement. Accordingly, pursuant to Section 14.9. of the Faculty Agreement, the College needs to monitor annual earnings to avoid incurring a 6% earnings limitation penalty. This will apply to Tier I employees when they turn 45 and when Tier II employees turn 52. Our Information Technology Department has provided salary reports to the deans and managers that identify maximum earnings for all full-time faculty that meet the above criteria. Additionally, all full-time faculty have the ability to track their individual earnings relative to a 6% limitation through the “Faculty” tab on Blazernet. As with the adjunct faculty, the deans and managers will need to monitor teaching assignments, overload pay, and any other additional assignments (grant work, CCL, etc.) to insure faculty who may be eligible for retirement do not exceed the 6% earnings limitation. Full-time faculty must notify their dean if they teach any classes or have any other assignments in addition to those assigned by the Academic Affairs Division.

Compensation increases due to an annual pay raise plus a promotion could result in a salary increase greater than 6%. Section 14.9. of the Faculty Agreement states that the affected faculty member will receive increases in salary/creditable/reportable earnings not to exceed 6% in subsequent academic years until her/his salary reaches the appropriate step on the salary schedule tied to the promotion. In essence, any salary increase that exceeds the previous academic year’s earnings by 6% or more will be given in future contract years until the salary increase is fully realized. The academic year for full-time faculty is defined as the academic year of the College.

**Part-time Staff:**
Both full-time and adjunct faculty who perform duties for the College as part-time staff should be aware that all earnings are subject to 6% limitations. Earnings of part-time staff are calculated on an FTE basis and compared to the previous academic year earnings. The academic year for part-time staff is defined as September – August (SURS Academic Year).

Earnings exceeding 6% may become an issue when a part-time staff member becomes a full-time employee or also works in another capacity at a different rate of pay (i.e., teaching or CCL). Managers will need to monitor teaching assignments or any other additional assignments to insure part-time staff who may be eligible for retirement do not exceed the 6% earnings limit. You must notify your manager if you teach any classes or have any other assignments that result in you working more hours or earning a higher rate of pay.

**Self-Managed Plan:**
Anyone enrolled in SURS’ Self-Managed Plan (SMP) is exempt from the 6% earnings limitation.

**Please Note:**
Compensation for teaching or working at other SURS contributing institutions does not factor into 6% earnings limitations at L&C. SURS assesses employee earnings limitations separately for each institution and 6% earnings limitation penalties will be determined by year to year earnings comparisons paid by each individual institution, not in the aggregate for all SURS contributing institutions. Therefore any compensation earned at other SURS contributing institutions will not have to be taken into consideration by L&C for 6% earnings limitation purposes.

**TEACHING LOAD**
Part-time faculty members generally teach no more than nine credit hours per semester.

**TECHNOLOGY ASSISTANCE**
For assistance with malfunctioning hardware or software, contact the Helpdesk at helpdesk@lc.edu or ext. 4357. For assistance in using hardware or software more effectively, advice or information on new technology or vendors or to request improvements to existing software applications contact Jeff Watson at jwatson@lc.edu or ext. 3800. Technology upgrades for classrooms and offices occur on a scheduled basis.
Requests to acquire or improve hardware outside of the posted schedule should be completed as part of the priority budget process with your program coordinator.

All College students, faculty, staff or other personnel who use or have access to the College's technology resources, including but not limited to computers (e.g. desktops and portable computers, servers, networks, printers, software and data storage media), e-mail, voicemail, facsimile machines, photocopiers and Internet access (collectively, technology resources) should be familiar with, and must comply with, these policies. To report a concern or violation of this policy, please contact the Chief Information Officer, Mark Tuck, at mtuck@lc.edu or 618-468-3400.

A. Confidentiality and Access Policies - The College's technology resources store confidential information. Access to this confidential information is granted to users only in connection with the College's function as an educational institution. Users may access and use the information only for proper purposes and must respect and maintain the confidentiality of that information. Users may not leak, place, post, transmit, or otherwise disclose confidential, sensitive, or proprietary College information, or any private information relating to any individual College employees, contractors, or students, to anyone outside of the College by any means, at any time, or for any reason.

B. Types of Software Used at College and Software Policies

Third Party Software - All third party software used by the College is proprietary to the third party vendor, is protected by copyright and/or trade secret law, and is subject to the terms of the specific software license agreement entered into by the College with the third party vendor with respect to that software. In general, these software license agreements expressly forbid copying of the software, forbid the use of unauthorized copies of the software, may restrict the use of software to particular hardware, and may limit the computers upon which the software may be used or the number of concurrent users of such software. In some cases, the College's licenses permit certain limited use by students, faculty or staff on home or portable computers. Violation of the provisions of software agreements and or copyright law can subject the College and individuals to substantial damage claims and possible criminal penalties.

Copying of Software - The College prohibits any unauthorized duplication of all software owned or licensed by College. No user may, without proper authorization, duplicate the software that is loaded on his or her computer's hard disk for use on any other PC without consulting with and obtaining written authorization from the Academic Computing/Helpdesk staff.

Installation of Unauthorized Software - College computer users may install software on College hardware with prior written authorization from the Academic Computing/Helpdesk staff. Such approval will be granted unless there is a substantial danger of system or network conflicts, configuration changes, etc. Any maintenance required by a PC that was caused by the installation of unauthorized software will be placed at the bottom of the priority list for repair by the Academic Computing/Helpdesk Staff.

File-Sharing - Users may not post, upload, download, transmit, distribute, or engage in any “file sharing” of any data or files (including software, music, audiovisual clips, movies, etc.) unless such activity is consistent with all applicable licenses and approved in advance by College’s Academic Computing/Helpdesk Staff. For more information concerning Campus Copyright and Peer-to-Peer Policies, see the campus website.

C. Use of Technology Resources - The College’s technology resources are property of the College, or are licensed for use by the College and are intended to be used primarily for proper educational institutional purposes.

Monitoring - The College reserves the right to monitor, inspect, access, intercept, review, and when appropriate, disclose any and all information created, entered, received, stored, viewed, accessed or transmitted via College technology resources (including without limitation in databases, data file systems, data archives, Web/Internet/Intranet sites).
Users should have no expectation of privacy in connection with the use of College technology resources, including the creation, entry, receipt, storage, accessing, viewing or transmission of data via such resources.

**Passwords and Security** – DO NOT SHARE YOUR PASSWORD. All passwords and security used in connection with College technology resources—including voice mail access codes—are College property and must be made available to the College. Users must understand that their use of passwords will not preclude access, monitoring, inspection, interception, review, or disclosure by authorized College personnel. The College also may unilaterally assign and/or change passwords and personal codes. The security of the College’s technology resources is every user’s responsibility.

**Information Services** - Staff access each PC in the College periodically to perform system maintenance. Authorized and specifically designated College employees, agents, or representatives may also investigate and/or monitor the use of College systems to ensure that use is consistent with our Policies. They may also override all passwords or security codes when deemed necessary.

**Lawful Use** - College technology resources may not be used to intentionally or unintentionally violate any local, state, federal, or national civil or criminal laws, including copyright and patent laws of any jurisdiction. Unlawful activity includes but is not limited to lotteries, raffles, betting, gambling for anything of value, and participating or facilitating in the distribution of unlawful materials. Users likewise may not upload, post, e-mail, or otherwise transmit any data that is threatening, malicious, tortuous, defamatory, libelous, obscene, or invasive of another’s privacy. Users also may not upload, download, post, e-mail, or otherwise transmit any material that contains software viruses or any other computer code, files, or programs designed to interrupt, destroy, or limit the functionality of any computer software, hardware, or telecommunications equipment.

**Infringement of Proprietary Rights** - College computer, electronic, e-mail, and Internet resources may not be used to violate proprietary rights, including copyright, trademark, trade secret, patent, rights of publicity, or any other intellectual property rights.

**No Harassment** - Users are absolutely forbidden from using College technology resources in any way that may be construed to violate the College’s harassment-free workplace policy or otherwise harass fellow students or other individuals. This prohibition includes sexually explicit or offensive images, messages, cartoons, jokes, ethnic or religious slurs, racial epithets or any other statement or image that might be construed as harassment or disparagement on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or any other status protected by law. Users are required to take all reasonable steps to avoid and eliminate receipt of any potentially offensive material; claiming to be a passive recipient of prohibited material is unacceptable. Prohibited conduct includes sending e-mail messages to someone who has requested that the user not do so.

**Misrepresentation of Identity** - College computer, electronic, e-mail, and Internet resources may not be used to misrepresent, obscure, suppress, or replace one's identity or the origin of data or communications. For example, “spoofing” and “phishing” (e.g., constructing electronic communications to appear to be from someone else, including to solicit personally identifiable information from recipients) is prohibited. Each user's name, e-mail address, organizational affiliation, time and date of transmission, and related information included with electronic communications (including postings) must always reflect the true originator, time, date, and place of origination, as well as the original message’s true content.

**D. Internet Guidelines** - In addition to the above terms of use, the following guidelines specifically apply to Internet usage. Members of the Lewis and Clark campus community must remember that access to the Internet is a privilege. All College Students, Faculty, Staff or other personnel who use or have access to the Internet through the College must use the Internet resources in an effective, ethical and lawful manner. The following guidelines must be adhered to by all persons whether using systems on-campus or dialing in from off-campus. Failure to do so may result in removal of your account. The account is to be closed if you are no longer associated with the College. Because of limited disk space, it is expected that you check e-mail daily and delete unnecessary messages immediately. Keep messages remaining...
in your electronic mailbox to a minimum. Subscribers to news and messaging groups/services have an additional responsibility to monitor their electronic mailbox.

**Communications Over the Internet** - Electronic communications facilities (such as e-mail, IM, chat, and others) are primarily for College activities. Each individual is responsible for his/her image on the Internet as well as the image of the College. Fraudulent, harassing, or obscene messages and/or other materials must not be transmitted over the Internet or any other network on- or off-campus. Inappropriate messages include but are not limited to the following:

**Fraudulent messages** - Messages sent under an assumed name or modified address or with the intent to obscure the origin of the message.

**Harassing Messages** - Messages that harass an individual or group because of their sex, race, age, religious beliefs, national origin, physical attributes or sexual preference.

**Obscene Messages** - Messages that contain obscene or inflammatory remarks directed toward an individual or group.

**Inappropriate Use of Resources** - No one may deliberately attempt to degrade the performance of a computer system on the Internet or to deprive authorized personnel of resources or access to any computer system.

**Network Configuration** - No one may establish a TCP/IP resource on campus without the explicit consent of Academic Computing/Helpdesk. All addresses are administered by Academic Computing/Helpdesk and all users must adhere to the addressing conventions established by that department.

**Security** - No one may use loopholes in computer security systems or knowledge of a special password to damage computer systems, obtain extra resources, take resources from another user, gain access to systems or use systems for which proper authorization has not been given.

**System Accounts** - Accounts are assigned to individuals and no one may use another person’s account. Use of another user’s account may result in automatic suspension of the account.

**Financial Gain** - No one may use resources of the Internet for personal financial gain by posting messages that promote the products or services of a local business or their own product or services.
Faculty and Staff Acknowledgment
and Statement Of Agreement

I acknowledge that I have received a copy of the Lewis & Clark College Technology Resources Policy and that I have read and understand it. I understand that I must comply with all of the provisions of the Policy to have access to and use College technology resources.

I understand that College’s technology resources and all data entered, created, received, viewed, accessed, stored or transmitted by those resources are College property. I have no expectation of privacy in connection with the use of College technology resources including the entry, creation, transmission, receipt, viewing, accessing or storage of data via such resources. I acknowledge and consent to College searching, monitoring, inspecting, reviewing, recording, accessing, and disclosing, without additional notification, at any time and at its sole discretion, my use of College technology resources, including all data that I enter, create, receive, store, view or transmit via those resources. Such monitoring includes but is not limited to tracking Internet use, accessing messages that reside in any College voice mail box, and accessing email sent, received or stored via College technology resources.

I also understand that if I do not comply with all provisions of the Policy, my access to College technology resources may be revoked and I will be subject to disciplinary action up to and including discharge.

____________________
Name (please print)

____________________
Signature

____________________
Date
**TENURE**

Appointments to the part-time faculty of Lewis and Clark Community College do not count toward tenure, even if the part-time instructor is subsequently employed full-time by the College. The Faculty Agreement, 2014-2019, Article VI-Conditions of Employment, Section 6.4 Tenure describes the tenure process for full-time probationary faculty.

**TRAVEL**

Faculty may be requested to travel on College business. These faculty will be reimbursed for allowable expenditures. Before travel, faculty submit a Request to Attend Professional Conference and upon return they submit original itemized receipts with a Travel Expense Report and a Report of Conference. These three forms are found on the Blackboard Portal under Faculty & Staff.

Before undertaking any travel, faculty should be familiar with all regulations concerning reimbursement so that she/he will have the necessary receipts within the designated limits when the claim is submitted for payment. The College Purchasing Office will make the airplane, car rental or train reservations once an approved requisition is received and the college will directly pay conference fees. Faculty are responsible for food, lodging, and ground transportation expenses and should keep all original itemized receipts for reimbursement. The College does not reimburse for alcohol. Meal expenditures are limited to $15 per day with no receipts or $40 per day when supported by original itemized receipts (including tax and gratuities). Personal automobile expenses are reimbursed as $.40 per mile. Division Assistants will assist you with travel questions.

**UNIFIED COMMUNICATIONS - EMAIL, VOICEMAIL and FAX SERVICES**

All faculty and staff needing voicemail and/or fax services in addition to email will be provided with a unified messaging account with the college for communication purposes. Microsoft Exchange email and Unify Xpressions voicemail/fax work together very well to unify all messaging for easy access. Voicemail messages are stored as .wav files, and fax are stored as .TIF files. All files may be accessed, saved and forwarded, as needed. Voicemail may also be accessed via any phone 24/7, and both systems will synchronize to reflect action taken.

The .wav files may be played using the installed voice mail player which launches when the message is opened, or played using any media player. If the OUTLOOK client does not already have the voice related icons shown below, call the HELPDesk and request installation.

Using the voice player you can send the playing of the message to any phone or to your desk phone for privacy, or play the message through your speakers.
Part-time users may request an extension and voicemail to facilitate communications with students.

The Xpressions voicemail system is always accessible 24/7 to leave and retrieve messages from any phone on/off campus using the access numbers below:

Direct Access to Voicemail 618-468-2401 or (2401 on campus) retrieve messages
Transfer Access to Voicemail 618-468-2402 or (2402 on campus) transfer call in to voicemail
Guest Access to Voicemail 618-468-2403 or (2403 on campus) leave messages
Trusted Number Access 618-468-2404 or (2404 on campus) use if trusted numbers used

All voicemail users have access to their configuration profile through the UNIFY - Web Assistant.

Through the OUTLOOK client click on the Web Assistant link, or just type https://voicemail1.lc.edu/cgi_bin/webassistant/start in the address bar and log in using your extension and PIN, or user mailboxID and password.

Users may configure a division assistant’s extension as a referral out of voicemail for emergencies, or configure a mobility number to a personal cell phone for coverage. Users may also customize and record their greetings and define access hours. The system can also be configured for notification to pagers, mobile phones or home phones when new messages arrive. Users may also customize a menu within their voicemail and allow callers options to direct their call to another user or refer out to a cell phone or home office at a touch of a button. For ease of access, users may configure trusted numbers which will speed access when calling in from a recognized phone.
Request further training and support from the Helpdesk at 618-468-HELP (4357) or helpdesk@lc.edu.

Making an Outbound Call, Press 9 – When making an off-campus call, users need to first dial 9, wait for the tone and key the desired number. Contact the HELP desk if you are having any difficulty in making an outside call. Outbound calling from certain convenience and classroom phones on campus is restricted to ringdown to security only, local calling, 911 and/or toll-free only. In special cases lines are open for international or 900 number calling. Collect calls to the campus, and third party calling is not allowed. If you suspect abuse, please report it immediately to the Helpdesk.

E911 Calls - If you have a life threatening emergency we are set up so that 911 calls alert the Madison County E911 Emergency Center of your extension and location immediately.

NOTE: Be very careful when making a long distance call that you don't accidentally dial an extra one when making a long distance call e.g. 9-1-1 which will set off the E911 monitor. We have the AmCom Teledent dual notification system on campus which alerts our security office and the Madison County E911 center simultaneously when a call is made. If you are aware of any abuse or prank calls, please report this to Security, or to the Helpdesk.

Personal Cell Phone Use - Use of personal cell phones during class or while walking or driving through campus, and in meetings is highly discouraged. Please do not talk on your cell phone or text message while driving on campus. Driving using a handheld cell phone is a violation of Illinois state law. Everyone is expected to turn cell phones off or set to vibrate to minimize disruptions during class, at performances, and in meetings.

Exchange Address Book - access the Address Book using your Outlook client for the most current list of faculty, staff and students associated with the campus. Information is retained in the address book based on an individual’s on-going status with college. The address book can be searched and filtered (see the drop down menu), and an advance find is available to search specific fields.

L&C Directory – Find faculty and staff members’ contact information in the campus directory. There is a quick link to the directory from the Faculty & Staff webpage (www.lc.edu/Faculty_and_Staff). Users can search by name, title, department, location and more to find contacts.

FAX - All division assistants are unified messaging (UM) users and can receive fax documents directly into their Exchange email accounts and forward/store them for later reference on behalf of other employees. Most division offices also have fax machines for sending documents. Any exchange email users may request unified messaging (UM) capabilities and a fax number if they have regular needs for fax services and would benefit from receiving fax documents directly into their email accounts. Fax numbers are published in the Exchange Address Book and L&C Directory for reference.

Quick Reference Guides and Training – Our telecommunication system is full featured and can do just about anything to help solve communication and collaboration problems encountered. All phones are speaker phones and can be used hands-free. All features are available to users through the phone menu accessible through the display using the arrow and check mark keys. Everyone can do conference calls, consultations, transfers, hold, speed-dial and control the ringing at the phone. Call the Helpdesk and we will find a solution to meet your particular need. We have quick reference guides on using the phone and voicemail systems which can be found under the Solutions tab in the helpdesk.lc.edu portal. Individual
training and assistance is always available. Group training sessions are available on request and may be scheduled to refresh all users on system capabilities, provide for hands on training and bring new employees up to speed.

**Telephone Usage Reporting** - As a regular cost containment process, all telephone extensions are monitored and usage is reported to management. Users may be contacted to explain high or low volume usage, excessive call frequency and costs, or unusual call durations and destinations. If you make personal calls from college phones, you may be asked to reimburse the college or provide an explanation. You may request a detail for your extension at any time by contacting the Helpdesk. Call activity is maintained for a rolling year.

**Reporting Telephone Trouble** - Trouble associated with using the telephones or calling on campus is to be reported to the Helpdesk, along with all requests for moves, adds and changes (MACs). Requests for relocations require prior approval of department managers. It is important when reporting problems or requesting changes to state the problem clearly and provide the room location, extension number and user name involved.

**VETERAN SERVICES**

Veteran Services is located in Baldwin Hall 2418. The department delivers and coordinates a variety of services to military and veteran students and their families. Examples of services provided include enrollment/academic, advising/financial aid assistance, military transcript evaluation assistance, counseling, referral services to federal, state, county and community agencies, career and employment services, etc. Since 2010, L&C has been recognized as a Military Friendly School by G.I. Jobs Magazine and Victory Media. The honor ranks Lewis and Clark in the top 20 percent of all colleges, universities and trade schools nationwide for its services to veterans. L&C faculty, staff and administration continually facilitate and promote a military-friendly atmosphere on campus. The staff member managing the department also serves as the advisor to the L&C Veterans Club. The club is involved in several ongoing activities such as campus blood drives, shoes collection for the Shoeman Water Project, eyeglasses and cell phone collection for the Lion’s Club, the Godfrey Adopt-A-Highway Program, etc. For more information on L&C Veteran Services call 618-468-5500.

**WITHDRAWAL POLICY**

Students must contact the Enrollment Center or CEC in writing to withdraw from classes or withdraw online through BlazerNet WebAdvisor. Instructors cannot withdraw students from classes. Withdrawal must occur within the published deadlines in the Schedule of Classes and on BlazerNet (usually about 80% of the length of the course). Students may withdraw by completing a withdrawal form in the Enrollment Center, Baldwin 1450 or at their nearest Community Education Center (CEC) or students may send a letter requesting withdrawal (postmarked by the published deadlines) including a signature and social security number or student ID to the Enrollment Center, Baldwin 1450. Students may also withdraw during the published timeframe online through BlazerNet.

Students are not permitted to withdraw from a class after the published deadlines. In cases where extenuating circumstances exist, the student must file a written request to the Vice President of Academic Affairs. A grade of “W” may be issued to the student if authorized.
# Resource and Referral Options

**Sexual Assault/Harassment, Dating/Domestic Violence and Stalking**

It is always your right to choose whether or not you report to the police and/or university officials.

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<th>MEDICAL ASSISTANCE</th>
<th>CONTACT LAW ENFORCEMENT / CAMPUS SAFETY</th>
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| Call For Help (Sexual Assault Victim's Care Unit)  
Granite City: (618) 797-1049  
Edgemont: (618) 397-0975  
East St. Louis: (618) 271-8990 | Call For Help (Sexual Assault Victim's Care Unit)  
2421 Corporate Center Drive Suite 10  
Granite City, IL 62040  
Granite City: (618) 797-1049  
Edgemont: (618) 397-0975  
East St. Louis: (618) 271-8990 | Lewis and Clark Family Health Center  
5800 Godfrey Rd  
Fobes Hall, Room 1525  
Godfrey, IL (618) 468-6800 | Lewis and Clark Campus Safety  
5800 Godfrey Rd near north entrance  
Godfrey, IL (618) 468-2300 ("0" from campus phone) | Title IX Coordinator  
Lori Artis  
Erickson Hall 103 (618) 468-3000 |
| Lewis and Clark Community College Confidential Counselor  
Caldwell Hall 2335  
(618) 468-4125 | Oasis Women's Shelter (Domestic Violence Emergency Services)  
Alton, IL (618) 465-1978 | Alton Memorial Hospital  
1 Memorial Dr.  
Alton, IL (618) 463-7311 | | Deputy Title IX Coordinator  
Dr. Linda Chapman  
Caldwell Hall 2319 (618) 468-4000 |
| Or  
Leave an anonymous message on the college's 800 number for reporting sexual violence  
(855) RSV-4RSV (1-855-778-4778) | Phoenix Crisis Center (Domestic Violence Assistance)  
Granite City, IL (618) 451-1008 | OSF St. Anthony's Health Center  
#1 Saint Anthony's Way  
Alton, IL (618) 465-2571 | | Deputy Title IX Coordinator  
Dr. Sean Hill  
River Bend Arena 112 (618) 468-6000 |
| Violence Prevention Center of Southern Illinois (Domestic Violence Emergency Services)  
Belleville IL  
Hotline 24/7 (618) 235-0892 | Anderson Hospital  
2133 Vadalabene Dr  
Maryville, IL (618) 288-5711 | Edwardsville Police Department  
400 N Main St.  
Edwardsville, IL (618) 656-2131 or "911" for all emergencies | | |
| CenterStone (Mental Health Hotline)  
2615 Edwards St  
Alton IL 62002 (618) 465-4388 | | | | |
| National Suicide Hotline  
(800) 273-8255 | | | | |

*This medical facility provides Sexual Assault Nurse Examiners (SANE).*