2017-2018
Adjunct Faculty Reference Guide
Real Education for Your Future
Lorain County Community College
Vision 2020

Our Values
We are the community’s college.
We are trusted by the community to educate, lead and inspire.
We create a better, more sustainable future for our community.

Our Vision
To empower a thriving community:
• Where all students achieve academic and career success.
• Where industry talent needs are met and businesses start, locate and grow.
• Where people connect and prosper.

Our Mission
To empower:
• Individuals to succeed through quality education.
• Economies to grow through innovation.
• Communities to thrive through partnerships and rich cultural experiences.
VISION 2020 PRIORITY 1

Student completion for academic and career success is the first priority of Lorain County Community College’s strategic vision, Vision 2020. LCCC’s focus on student success is part of a national effort that includes LCCC students, faculty and staff, community members, partner institutions and educational partners across the country. Supporting LCCC’s Priority 1 are the following strategies and interventions:

Reduce Time and Cost to Completion
Blend Educational Continuum to reduce the time and cost to earn a degree or credential (i.e., Early College High School, MyUniversity, University Partnership, Competency-Based Education, Prior Learning Assessment).

Coach Every Student for Success
Wrap personalized intervention and coaching strategies around every student to map pathway to success to achieve goals.

Improve College Readiness
Minimize the need for developmental education by partnering with secondary schools; Launch new designs and delivery models to accelerate progression based on students’ needs and abilities.

Enhance Student Learning
Leverage innovative teaching models, adaptive learning technologies, contextualized learning and different delivery methods to help meet diverse student learning needs.

Develop Structured Pathways to In-Demand Careers and Employers
Raise awareness of in-demand careers, related educational programs, help students identify and persist in a career pathway that includes real-world experience and connection to employers with jobs.

Engage More Adult Learners
Develop programs, services and outreach services and delivery models that engage more adult learners in our community.

Close Achievement Gaps of Under-Resourced Learners
Support under-resourced students with multiple learning barriers, less-than-ideal background preparation, and competing demands brought on as a result of highly complex life conditions.

An Evidence-Based Approach to Student Success
LCCC has adopted an evidence-based approach to the implementation of these strategies so that we can track our progress and evaluate the effectiveness of our interventions. So far we have made important progress in a number of key areas. Thanks to your efforts in the classroom, our course completion rates remain high. Overall, students complete our courses at an 81% rate. When considering student persistence, completion, and transfer, LCCC leads the state in student success with a 61% student success rate, significantly higher than the 47% average for all other Ohio Community Colleges. Students are spending less time in and money on developmental Math and English as well, with a 73% and 48% improvement in the two-year completion rates in Math and English, respectively. Due to our advising redesign and guided pathways efforts, 58% more students are concentrating in a field of study in their first year, and at the same time LCCC’s retention rates have increased 20% as more students persist term to term, and year to year. Our guided pathways initiative is also saving students time and money as they are accumulating fewer excess credits on their way to a degree. All of these efforts have helped LCCC’s graduation rate for first-time full-time students improve by 138% since 2011. In fact, LCCC conferred highest number of degrees and certificates in 2016-17 at 1,810, a 53% increase over the number conferred in 2011. Lastly, our student success work is helping LCCC maximize
performance funding through increased course and degree completions which, in turn, is being reinvested in our student success agenda. For Fiscal Year 2017, LCCC received the fifth highest increase ($+1.2 million; 4.75% increase) in State Share of Instruction among Ohio’s 23 community colleges.

For a complete picture of all of LCCC’s student completion efforts, please see the college’s updated state completion plan for 2016-2018 (see Appendix 1), which was approved by LCCC’s District Board of Trustees June 2016. We have posted this comprehensive plan to the Adjunct Faculty webpage. Also, visit our interactive Student Success Dashboard, which provides a wealth of institution, division, and program level data. We have provided a link to the dashboard on our Adjunct Faculty page as well.

TEACHING: WHAT IT’S ALL ABOUT

If we are to achieve the goals outlined in LCCC’s Vision, which includes “academic and career success” for “all students,” we must be prepared to respond to the rapid pace of change that impacts our students as well as the field of higher education. In the coming decades, teachers of college and adult students will be faced with many challenges that did not previously exist. Compared to the classroom of former years, the evolution to the modern classroom has caused significant changes. The influx of multicultural and multilingual students, the impact of technology, and the admission of students with differing academic preparation have demanded the attention of educators everywhere. In addition, changing economic and political pressures throughout the world have impacted education and, you, the instructor.

You will feel the impact whether you teach in a continuing education program for business/industry or the military; in a liberal arts college with time-honored traditions and values; in a community college with an open door policy; in a public research university with postgraduate programs; or in an adult education center. The students of today will be more highly motivated, more challenging, and in many ways, more enjoyable to teach. However, ensuring that each of your students has access to academic and career success requires adopting an approach to teaching founded upon the principle of equity.

Equity means providing your students with the level of support necessary to ensure they have access to the same opportunities. Since your students come to your classes with diverse cultural experiences, levels of economic resources, and academic preparation, you will want to adopt classroom policies and teaching practices that promote success for all. By doing this you will help the College close the achievement gaps that exist for LCCC’s under-resourced learners.

With the concern for accountability and the realization that there are established strategies and techniques for instruction, there is greater emphasis upon quality instruction. Adult students employed in business and industry expect a planned and organized classroom. They also expect a class that is both inclusive and engaging. It is no longer a question of whether there are going to be instructional objectives and strategies for teaching; it is a question of how skilled instructors are in developing and delivering them.

One of the most important factors, however, remains the human element of teaching. If you enjoy being a teacher, there is nothing wrong with telling the students that you are there because you enjoy teaching. Being cheerful, open, and understanding is always an asset to good teaching. Students will like to hear your experiential anecdotes—share them. Look upon the class as a project. Adult students expect planning and preparation and will not rebel if it is required. Be aware of your cultural and intellectual environment. Strive to be a good and successful instructor and your teaching experiences will be exciting, rewarding, and satisfying.
Two years ago LCCC developed the Adjunct Faculty Job Description to make more transparent the duties, responsibilities, and expectations that come with teaching at LCCC. For your reference we have include the Adjunct Faculty Job Description in the next section of this manual.
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SECTION I—ADJUNCT FACULTY JOB DESCRIPTION AND PROFESSIONAL ETHICS

ADJUNCT FACULTY JOB DESCRIPTION

Adjunct Faculty members report to the division dean and/or his/her designee. Adjunct Faculty activities will vary within different educational disciplines, and over time. Not all of the duties and activities will be applicable to every adjunct faculty member in any given year.

All adjunct faculty members are responsible for the following:
   a. Adhering to College policies and procedures.
   b. Be responsive to student questions and requests for assistance.
   c. Participating in the assessment of student academic achievement.
   d. Attending Fall Convocation and/or adjunct faculty development.
   e. Supporting the College’s mission, vision, and values.

I. The primary responsibility of adjunct teaching faculty is student learning and success. To fulfill this responsibility, adjunct teaching faculty will:
   a. Be responsible for all aspects of teaching and delivering the credit courses to which he or she is assigned, including the utilization of the course learning management system (i.e., Angel, Blackboard, Canvas) for assigned courses.
   b. Deliver the course content in accordance with the Course Description with Student Outcomes (CDSOs).
   c. Participate in curriculum and program assessment, as requested by the department and/or dean.
   d. Provide any course documentation as requested by the immediate supervisor (i.e., program coordinator, course mentor, dean, etc.).
   e. Interact with the campus community as assigned or appropriate.
   f. Inputting of attendance data, midterm and final grades as requested by the college’s registrar.
   g. Ensuring that the course instruction and syllabus are kept current and reviewed each term.

II. The primary responsibilities of library adjunct faculty are the delivery of library and information services. To fulfill this responsibility, adjunct library faculty will:
   a. Provide reference service and library instruction to students, faculty, staff and community residents.
   b. Provide access to information resources via the Library’s automated system, website, etc.
   c. Serve as liaison to one or more academic divisions.
   d. Participate in collection development.

III. The primary responsibility of counseling faculty is the delivery of comprehensive counseling services. To fulfill this responsibility, counseling faculty will:
   a. Provide career counseling, including career assessment, interpretation of assessment results and other career development processes.
   b. Assist student to develop short and long term education goals.
   c. Develop and maintain an in-depth understanding of the academic disciplines and areas for which responsibility has been assigned.
   d. Support retention of students through various counseling interventions.
   e. Facilitate student transfer and matriculation to and from other institutions.
f. Provide short term personal counseling, crisis intervention and referral as needed.

**Adjunct Faculty Evaluation**

In accordance with Policy III - 650 every adjunct faculty member will be evaluated by the respective dean or program coordinator to assess their performance as instructors. This evaluation will include a student evaluation component, as well as an additional peer review/assessment as appropriate.

The position of adjunct faculty member at Lorain County Community College is a temporary, part-time assignment subject to all of the terms and conditions of the adjunct faculty contract, the College’s Code of Conduct and all policies and procedures of the College. Each instance of employment as an adjunct faculty member shall be considered a separate period of employment and therefore the adjunct faculty member shall not be eligible for any benefits of full time faculty regardless of any previous or subsequent assignments with the College.

**PROFESSIONAL ETHICS FOR FACULTY**

Although the teaching profession has been slow (compared to other professions) to address ethical issues, developments of the past few decades have encouraged an examination of the ethical status of college faculty. Although the recent attention has been inspired by legal or public relations concerns, there has always existed an unwritten code of ethics for teachers based upon values that have evolved both within the teaching profession and our culture.*

> Wilbert McKeachie states, “Ethical standards are intended to guide us in carrying out the responsibilities we have to the different groups with whom we interact” (McKeachie, 1994).

Some institutions have adopted written standards of ethical behavior expected of all college faculty. A compilation of some of these standards is listed below as an example and all adjunct/part-time faculty should check with their department dean for information on their institution’s standards. For clarity, the guidelines are presented in two categories: those pertaining to the profession of teaching, and those pertaining to students.

**Ethics and the Profession:** This section is an attempt to emphasize the ethical expectations of the profession and the institution in which part-time faculty are employed.

Adjunct faculty:

- Will attend all classes assigned with adequately prepared materials and content as described in the course description.
- Will not attempt to teach a course for which they are not qualified and knowledgeable.
- Will present all sides on controversial issues.
- Will conduct a fair evaluation of students, applied equally to all.
- Will not promote outside entrepreneurial activities within the class setting.
- When reasonably possible, attend college orientations and other development activities presented for the improvement of their role as an instructor.
- Will avoid behavior that may be interpreted as discriminatory based upon gender, age, social status or racial background.
- Will hold their colleagues and institution in highest respect in their actions and communication within and outside the institution.
Professional Ethics and Students. This section relates to ethical considerations concerning students.

Adjunct faculty:
- Will not discuss individual students and their problems outside of the professional structure of the institution.
- Will refer student personal problems to qualified staff.
- Will maintain and honor office hours and appointments with students.
- Will respect students’ integrity and avoid social encounters with students which might suggest misuse of power.
- Will not attempt to influence students’ philosophy or their position concerning social and political issues.
- Will not ask students for personal information for research purposes.

These guidelines are quite general, however they provide a vehicle for examining more closely the expectations of the institution in which you teach. Unfortunately, in today’s world, there is sometimes a fine line between ethical issues and legal issues.

A more formal statement of professional standards is available from the National Education Association. For purposes of brevity, only the “Commitment to the Student” under the Code of Ethics of the Education Profession is presented here.

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—
- Shall not unreasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student’s access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
  a) Exclude any student from participation in any program.
  b) Deny benefits to any student.
  c) Grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law (NEA, 1975).

Adjunct faculty at Lorain County Community College assume the obligation to become acquainted with the charter of the community college sanctioned by the Ohio Department of Higher Education (formerly Ohio Board of Regents) and with the mission, values and beliefs of Lorain County Community College.

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ACADEMIC FREEDOM
The instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his/her other academic duties, but research and publication for pecuniary return should have the approval of the Division Dean and the Provost/Vice President for Academic and Learner Services. The instructor is entitled to freedom in the classroom in discussing his/her subject but should be careful not to introduce controversial or personal topics without any relation to it. Any instructor who feels that his/her academic freedom has been violated is entitled to a hearing before the Faculty Senate Committee on Problems.

CALENDAR FOR ACADEMIC YEAR
The Academic Calendars for 2017-2018 and the Operational Calendar for 2017-2018 are provided. https://campusnet.lorainccc.edu/resources/calendars

CAMPUS DINING SERVICES
LCCC Dining Services operates the many and varied food options on campus. Faculty, Staff, and Students will find quality, healthy choices for breakfast, lunch, and evening sustenance. Dining Services food sources can be found at the following locations:

- **Market Place**, located within the Campus Center building next to Commodore Books and More, offers six food court stations
- **Starbucks Coffee**, located within the Campus Center building across from Commodore Books and More, offers a variety of premium coffees, teas, and specialty beverages along with unique snack options
- **C-Bistro**, located on the 2nd floor of the Health Science building in the bridge area, offers sandwiches, paninis, wraps and more

The purpose of Dining Services is to give our Campus Community spaces where the atmosphere is fun and relaxing while they nourish their bodies with quality, healthy food choices. We look forward to serving you!

CAMPUS SECURITY

LC 106
366-4053 Business Line
366-4444 Emergency Line
safe@lorainccc.edu

The proper use and maintenance of the campus, its facilities and equipment, is the responsibility and obligation of every member of the College community, whether full or part-time. Instructors must assume the responsibility of the facilities and equipment that they use. Any inappropriate action on the part of an individual or group of individuals should be brought to the attention of the Campus Security personnel and the Division Dean for immediate resolution.

See Emergency Procedures brochure located in the division office for specific information or go to www.lorainccc.edu/security and click on the “emergency procedures” link. To view the college’s emergency operations plan, log on to the intranet, click on departments and select “campus security”.

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Fire: In case of fire, alarms are strategically located in all corridors. If an alarm is activated, the building must be evacuated until notified it is safe to return to the classroom.

First Aid: Labs and other instructional areas are equipped with first aid kits. In emergencies, call Campus Security at Ext. 4444 or 4053. See Emergency Procedures or dial 9-9-1-1 from any campus phone or activate a ‘9-1-1’ emergency phone located in all hallways to make contact with a county 9-1-1 operator. Only activate a 9-1-1 phone if there is an immediate need for police, fire or EMS.

Power Failure: Should the power go off, remain in your classroom, lab, etc., and await the restoration of services. In most instances disruptions of electrical service are of short duration and power is restored quickly. In the event utility service is interrupted for a prolonged period of time, Campus Security and Physical Plant personnel will be in contact with utility service representatives to determine when services will be restored. In such instances, college departments and divisions will be kept informed so appropriate action can be taken.

Tornado Warning: Notification via the P.A. system, external siren or text message alert will occur if there is a tornado warning. No announcements are made for tornado watches. Students, faculty and staff must seek refuge in the tunnel system should a tornado warning be announced. If tunnels are not available, proceed to a first floor interior room. Stand clear of exterior walls. Seek refuge under a table or desk and cover yourself with a coat or other such material.

COLLEGE CLOSINGS
When emergency situations – severe weather, power failure, fire, loss of water or other serious events – force the closing of LCCC or the cancellation of day, evening or weekend classes, emergency information will disseminated through LiveSafe which is a mobile application the College has partnered with. You can download the LiveSafe app (IOS and Android only. Others should contact Campus Security on how to be notified) http://links.livesafemobile.com/Lorain. More information about the LiveSafe application can be found here https://www.lorainccc.edu/security/livesafe-mobile-app/. Additionally, local radio and television stations will be notified and announcements broadcast at frequent intervals. The decision to suspend operations and/or cancel classroom instruction and activities is made as early in the day as possible. College personnel monitor weather conditions closely. The College intends to maintain operations throughout the year with as few cancellations as possible.

When severe weather strikes the area, students are advised to first consider the conditions in their immediate area relative to traveling safely. Conditions may vary significantly within the service area of the College. Decisions regarding College operations are made on the general status of the overall service area. Students are ultimately responsible for their own safety and travel decisions. Coursework is also the continuing responsibility of students. A decision to be absent from a class for any reason does not exonerate students from their full responsibility to complete all prescribed coursework.

Radio and TV reports concerning dismissal of schools do not apply to the College unless Lorain County Community College is mentioned specifically.

Should LCCC have to cancel classes or close because of inclement weather or some other emergency situation, a text message will be sent to those employees that subscribe to LCCC Alerts (www.lorainccc.edu/staffalerts). Additionally, the following radio and television stations will make the announcement:
Radio Stations

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<tr>
<th>Station</th>
<th>Frequency</th>
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<tr>
<td>WAKS</td>
<td>96.5 FM</td>
</tr>
<tr>
<td>WCPN</td>
<td>90.3 FM</td>
</tr>
<tr>
<td>WTAM</td>
<td>1100 AM</td>
</tr>
<tr>
<td>WHLO</td>
<td>640 AM</td>
</tr>
<tr>
<td>WCRF</td>
<td>103.3 FM</td>
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<tr>
<td>WKDD</td>
<td>94.1 FM</td>
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<tr>
<td>WMVX</td>
<td>106.5 FM</td>
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<tr>
<td>WGAR</td>
<td>99.5 FM</td>
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<tr>
<td>WOBL</td>
<td>1320 AM</td>
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<td>WMMS</td>
<td>100.7 FM</td>
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Television Stations

Channels 3 – 5 – 8 - 19 – 23 – 43

* Information is also available on the college homepage at www.lorainccc.edu by calling 366-5222 or 1-800-995-5222 for up to date closing information.

Announcements will also be transmitted on the Metro Traffic Control wire that serves all AM, FM, and TV stations in the Northeast Ohio area. This listing is current at the time of this publication; however, updated radio and television stations are listed in the campus FYI at the start of the Spring Semester.

It is understood that, unless further announcements of continued closing are made, the College will re-open as scheduled the following day. Students are fully responsible for all instructional assignments when weather, natural disaster or personal issues require their absence.

COLLEGE EMPLOYMENT PRACTICE

Lorain County Community College does not discriminate against applicants, employees or students on the basis of race, color, creed, religion, national origin, ancestry, age, sex, marital status, childbearing status, handicap or sexual orientation in its employment policies and/or educational programs or activities including admission to such.

It is further the practice of Lorain County Community College to draw upon the varied talents of the community to the maximum extent possible and to involve as many talented community representatives as possible. To that end, and in recognition of the fact that many qualified part-time individuals are available, no assurance or commitment beyond a one-semester assignment is offered or implied by the College. Policy III-250 Employment of Adjunct Faculty

Part-time service does not qualify for Board-approved fringe benefits and such service carries no implied or stated credit toward tenure or consideration for a full-time position.

COMMENCEMENT

Faculty are encouraged to participate with divisions in commencement exercises held annually in May. Information concerning academic attire, which the College provides, is communicated to the divisions in the Spring Semester.

EMERGENCY PROCEDURES

The campus has a two-tiered protocol for summoning assistance to deal with medical emergencies. If in your judgment, the illness and/or injury is extremely serious or possibly life threatening you can summon 9-1-1 using your personal cellular phone or from any campus telephone by dialing 9-9-1-1 or you can go to the nearest emergency phone (there are more than 92 emergency phones, mostly in hallways, scattered throughout the campus) and push its
large red button for immediate contact with Lorain County’s 9-1-1 system. Emergency phones connect directly to the 9-1-1 system and are to be used when immediate police, fire or ambulance response is necessary. You may also contact Campus Security by dialing Ext. 4444 or Ext 4053 from any campus telephone or by calling 366-4444 or 366-4053 from a cellular phone. Officers are on duty 24 hours a day and will respond immediately to illness and/or injury calls.

Less critical requests e.g., jump starts, car lock-outs, access to locked areas, escorts to vehicle, reporting minor crimes, etc., should be reported to Campus Security at Ext. 4053 from any regular campus telephone or 366-4053 from a cellular phone. If you have any questions concerning the handling of emergency situations, please call Campus Security at Ext. 4053. See “Reporting Emergencies” in the Emergency Procedures Brochure located in the division office or online at lorainccc.edu/security and click on emergency procedures.

EMPLOYMENT AND CAREER SERVICES
The Career Services Department at LCCC offers a wide range of services to help LCCC and University Partnership students, alumni and community members with the following:

Career Development
- Career decision assistance
- Individualized career advising
- Courses in career decision-making
- Computerized self-assessments
- Career services web pages
  - Access to MyPlan, a free on-line career decision-making tool
  - Links to a wide variety of informational sites

Career Advancement (Experiential Learning)
- Work-Based Learning (Paid Internships and Co-ops): Provides you the opportunity to translate classroom theories into practical applications on the job. Opportunities exist with local employers as well as LCCC’s own Innovation Fund entrepreneurs.

- Service Learning is a teaching and learning strategy that integrates community service with academic instruction while focusing on critical thinking, reflection and civic responsibility. Service learning provides students with opportunities to make a difference in their community through a service project that enhances what they are learning in the classroom. A course that is determined to have a substantial community service component that directly connects to learning objectives and includes structured reflection is considered a service learning course. Key studies published by AACC and AACU show service learning increases student engagement, retention, and completion. Not only does service learning reinforces course concepts through hands-on experience, but the community partnerships formed directly support LCCC’s mission statement and strategic vision. An endless variety of course content and community needs connections can be explored. To get involved or for more information visit: www.lorainccc.edu/servicelearning.

- Prior Learning is used to describe learning acquired by a person outside of the traditional classroom environment. Prior Learning Assessment (PLA) is the process of evaluating life experience for college credit. PLA allows students to accelerate their degree and avoid the repetition of coursework for material they have already mastered. For more information visit: http://www.lorainccc.edu/current+students/pla.
Job Search
- Online job posting system: “anytime” web access to local employment opportunities
- Job search skills workshops
- Resume development assistance
- Interview preparation
- Mock interviews (practice interviews)
- Salary information and job market data
- Internship and Career fairs
- Transitions: A Networking Group for Business Professionals

Service Learning, and How can it Benefit my Students?
Service Learning is a teaching and learning strategy that integrates community service with academic instruction while focusing on critical thinking, reflection and civic responsibility. Service learning provides students with opportunities to make a difference in their community through a service project that enhances what they are learning in the classroom. A course that is determined to have a substantial community service component that directly connects to learning objectives and includes structured reflection is considered a service learning course. Key studies published by AACC and AACU show service learning increases student engagement, retention, and completion. Not only does service learning reinforce course concepts through hands-on experience, but the community partnerships formed directly support LCCC’s mission statement and strategic vision. An endless variety of course content and community needs connections can be explored. To get involved or for more information visit: www.lorainccc.edu/servicelearning.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, provides students access to information about themselves, permits students to challenge such information about themselves, and limits the release of such information about students without the student’s explicit written consent.

LCCC is committed to this Act in its entirety. Each adjunct faculty is required to read and sign the FERPA for Faculty and Staff form as a condition of employment. See FERPA form. Additional information regarding FERPA can be found in the College catalog or from the Office of Admission and Records.

FITNESS CENTER
LCCC’s Health, Physical Education and Recreation Program promotes a healthy lifestyle with FREE opportunities for all.* The Fitness Center is available for use by current faculty/staff, LCCC/UP retirees and their eligible dependents and spouses.

- The Field House (two indoor tennis courts and two basketball courts) and walking track are located in the Ewing Activities Center.
- Fitness Center locker rooms (located in the fitness center) are available to participants; a locker may be utilized for the day by bringing in a lock. Lockers are day use only and locks must be removed before day’s end. In addition, the employee/team lockers are available to rent for $20.00/semester or $60 per year. An agreement form must be signed before access is granted at the PE 104 office.
- Towels for showers may be signed out at the Welcome Center with a valid faculty/staff ID.
- Everyone is required to complete a medical history waiver each term prior to accessing any of the facilities. First time users must allow 1-2 business days for processing of waiver form. The form may be obtained at the Welcome Center.
- You must present and wear your LCCC ID for entrance. A clip will be provided.
- FREE Fitness Center orientations can be scheduled by emailing ttaylor@lorainccc.edu.
• The FitLinxx circuit is available to employees at a cost of $10/semester or $30/year. An orientation must be completed before use. Contact Doug Herndon to set up an appointment at x7350 or dherndon@lorainccc.edu.
• LCCC current faculty/staff, retirees, spouses, and eligible dependents may access the facilities during the closed times of normal day operation by having a HPER Program staff person open the facility. Everyone must have another LCCC current faculty/staff, retiree, spouse, or eligible dependent accompany them in the facility. No one is permitted access alone. Both individual must also have previously completed their medical history waiver during the current term.

*Youth Participation*

Ages 13 or older may access the Fitness Center, Field House, and Track if a waiver form has been completed and signed by a parent or guardian. First time users must allow 1-2 business days for processing of LCCC ID number and waiver.

Ages 10 - 12 may access the Field House and Track if a waiver form has been completed and signed by a parent or guardian. The parent must also have their own waiver form filled out and accompany/actively supervisor the child at all times. First time users must allow 1-2 business days for processing of LCCC ID number and waiver.

Unaccompanied children ages 9 and under are NOT permitted in any HPER Program facilities or hallways unless enrolled in College for Kids/Teens (access only allowed during scheduled class time) or participating with a qualified rental group. This includes youth of LCCC employees.

Please contact HPER Programs at 440-366-4028 with any other questions.

**INSTRUCTOR ABSENCE**

If an adjunct faculty is unable to meet his/her scheduled class(es) for any reason, that faculty member must notify the Division Dean. Alternate arrangements for class coverage require the approval of the Division Dean. These should be made in advance of absences, whenever reasonable.

The contractual obligation with the College requires that all classes meet for the entire time period specified. Absences may result in a loss of pay. Activities such as library assignments, independent research and/or individual conferences during regularly scheduled class periods are not bonafide substitutes for instruction. Consult with the Division Dean for further explanation.

**KEYS**

Generally, classrooms remain open during instructional hours and, therefore, keys are not provided. Office, file cabinets and other special keys may be issued to you from the Physical Plant Office, upon authorization of the Division Dean. All keys must be returned to the division office at the end of each semester and finally returned to Physical Plant to credit employees’ key history. No building entrance master keys will be provided at anytime. In order to maintain accurate records to whom keys are issued, under no circumstances are keys to be passed along from one person to another. The person to whom they are originally issued remains responsible for their return.

**MAILBOXES**

Mailboxes are located in the division office area. Mailboxes should be checked every time you are on campus.

**NON-SMOKING ENVIRONMENT**

LCCC is committed to promoting a healthy lifestyle and workplace environment and will support administrators, faculty, staff and students in their efforts to reduce or discontinue the use of tobacco products. The College has adopted a 100% tobacco free policy that supports a healthy environment for all. The primary emphasis of this approach is to focus on the elimination
of tobacco and all smoking simulating device use on all College property with cessation left as a choice for the individual.

**ORIENTATION**
Orientation is required each year to acquaint faculty with College services, rules, regulations and updated materials. A mandatory division meeting is scheduled at the Adjunct Faculty Development Conference held each year. The conference features both orientation and professional development sessions in August for those scheduled to teach any term during the academic year.

**PARKING and CAMPUS MAP**
Parking is provided for faculty and staff members in designated areas. Faculty parking passes are obtained, at no charge, from the Campus Security Office, LC 106. Adjunct faculty also receive full-time parking permits. (See [Campus Map](#)).

**PAYROLL (Ext. 7575)**
Specific payroll requirements must be met prior to the time payroll can legally be processed and a payment (APD) issued. Faculty must complete all forms and present them to the Division Dean prior to the semester's start date. In addition to the application for employment, all new and returning adjunct faculty must have the following forms on file in the Payroll Office before any payment can be issued. The following forms must be completed in their entirety including signatures:


   IRS and the Social Security Administration (SSA) are emphasizing this year that a $50/error penalty for each W-2 name and Social Security number that does not match exactly the name and number shown on the employee’s Social Security card will be enforced this 2014 filing season. The maximum penalty is $250,000 per employer per year ($100,000 for small businesses.)

2. **IT-4 – State Tax Withholding Form** (refer to schedule of school district of residence codes)

3. **State Teachers Retirement System Form**

4. Form [SSA-1945 – Statement Concerning Your Employment in a Job Not Covered by Social Security](#)

5. **Automatic Payroll Deposit Form** (if to checking account, deposit slip requested).

6. **I-9 – Employment Eligibility Verification Form** (employee must complete the top portion of the form)
   - One item from List A or one item from List B and List C (usually a drivers license and Social Security Card or birth certificate) must be presented
   - The Division Dean or Division Staff member (the individual who has examined the documents) must sign the certification after required documents are verified.

Faculty formerly employed by the College, but not during the current calendar year (January 1 to December 31) may be required to fill out new forms. Please check with the Payroll Office.

All must participate in the State Teachers' Retirement System at Lorain County Community College.

*The individual division deans will record faculty absences. Pay may be deducted for absences.*
If there are any questions or additional information desired concerning payroll, contact the Division Dean or the Payroll Office.

**SEXUAL HARASSMENT**

Lorain County Community College is committed to a consistent effort in maintaining an environment free of sexual harassment and all forms of sexual intimidation and exploitation. In its goal to create an environment for all students, employees, and visitors, which is fair and free of coercion, the College has adopted a sexual harassment policy as the basis for community education and procedures for complaint resolution. Sexual harassment cannot and will not be tolerated at Lorain County Community College. Sexual harassment is a form of discrimination in violation of College policy and Title VII of the Federal Civil Rights Act of 1964 (as amended), Title IX of the 1972 Educational Amendments and Section 4112 of the Ohio Revised Code. To file a report an incident of sexual harassment, contact either Keith Brown, Director of Human Resources & Campus Security/Title IX Coordinator, CC209 Ext. 7692 or Mona Atley, Manager of Development & Title IX Coordinator, CC209 Ext 4886. All incidents of sexual harassment are to be promptly reported to the Title IX Coordinator.

**TELEPHONES AND FACSIMILE**

To receive phone calls, use the division phone number or personal voice mail box. Voice mail boxes are available upon request through individual divisions. Long distance phone calls are limited to College business only. To access an off-campus line, press "9" and then the number. All in-classroom phones are for direct access to Instructional Television and Media Services or Campus Security. Individual offices can be reached using their four digit phone number. The College's fax number is 440-365-6519.

If you are calling long distance to the College, dial 1-800-995-5222. The most current directory for faculty/staff is available at the LCCC homepage ([www.lorainccc.edu](http://www.lorainccc.edu)). It is also available on the campus intranet (http://www).

**UNAUTHORIZED USE OF COLLEGE RESOURCES**

Use of College property and/or its resources is limited to College purposes. Any use for personal matters or for reasons unrelated to College business is prohibited.

**WOMEN’S LINK**

Women’s Link is a resource center for women and men located in Business Building, Room 113. Women’s Link provides a comprehensive set of free and confidential support services to women and men that make it possible for them to remain enrolled at LCCC and complete their educational programs. These include:

- Referral to campus and community resources to help with any issue
- Men’s Link services targeted to men on campus
- Crisis intervention
- Housing Referrals
- Emergency Loans
- Volunteer and internship opportunities
- Workshops and seminars on various social issues
- Referral to legal services
- Referral to free or low-cost mental health services

For more information or to refer a student, call Women’s Link at Ext. 4035 or Men’s Link at Ext. 7656. Office hours are Mondays 9:30 a.m. to 6:00 p.m. and Tuesdays through Fridays from 9:30 a.m. to 3:00 p.m. and by appointment.
C.A.R.E. CENTER / STUDENTS IN RECOVERY

In an effort to assist any LCCC student, faculty or staff that is in recovery from addiction issues, a new Caring Advocates for Recovery Education (CARE) Addiction and Recovery Center is now open on the first floor of the Business building in room BU113D.

The center is opening in partnership with the Lorain County Alcohol and Drug Abuse Services and the Alcohol and Drug and Addiction Services Board of Lorain County. Both agencies will provide resources to the center. All services at the center will be free to LCCC and UP students, faculty and staff. For more information on the new CARE Addiction and Recovery Center, call extension 4848.

In conjunction with the establishment of the new CARE Addiction and Recovery Center, a new student club has been chartered in Student Life – Students in Recovery (SIR) – to help students struggling with addiction and recovery. The purpose of this student organization is to:

1.) Provide support to LCCC and UP students who have difficulties with addiction or have a family member or friend with addiction challenges; provide education to students about recovery;
2.) Provide resources to students in need; and
3.) Provide opportunities for students with alcohol, drug and other addictive behavior to meet and interact with those who are leading a balanced lifestyle.

The CARE Center will be open during the academic year from Monday -Thursday 8:30 am - 6:00pm and Fridays 8:30 am -4:30pm.

For more information on the Students in Recovery club, call extension 4848.

Section III – Classroom Information

ATTENDANCE REPORT
The class instructor must report the commencement of student class attendance in accordance with Title IV Federal Financial Aid requirements (See Appendix 2). Attendance report due dates and Faculty Center Quick Reference Guide can be found on the intranet. In a distance education context, documenting that a student has logged into an online class is not sufficient, by itself, to demonstrate academic attendance by the student. The class instructor must demonstrate that a student participated in class or was otherwise engaged in an academically related activity, such as by contributing to an online discussion or initiating contact with a faculty member to ask a course-related question. The class instructor will determine what constitutes commencement of attendance and should record their policy in class syllabus.

CLASS LISTS
A tentative class list will be available from your Faculty Center. Any student not on the list must have the proper authorization form (schedule or Drop/Add form) in order to be admitted to class. A student is NOT registered just because he/she is admitted to class with the instructor’s permission. Students not on this list must be directed to the Library/Community Resource Center (LC 158) immediately following class to identify the problem. Do not readmit the student to class until he/she presents proper authorization from the Enrollment Services or presents a schedule.

CLASS RECORD (ATTENDANCE AND GRADES)
Lorain County Community College is required to demonstrate commencement of attendance for students and the last day of attendance for students who do not complete their course. When reporting grades at the end of the semester, it will be necessary to provide the last date of attendance (month/day/year) for any student that
receives an Incomplete (I), Unsatisfactory (U) Failure (F), or Failure Administrative Withdrawal (FAW) grade. **ALL ADJUNCT FACULTY WILL TURN IN GRADE BOOKS AND THE CLASS RECORDS AT THE END OF EACH SEMESTER.** Confirm the collection procedure with the Division Dean.  For instructions on posting attendance and entering grades can be found on the intranet.

**CLASS RECORDS (ATTENDANCE/GRADES) NON-CREDIT INSTRUCTION ONLY**

Each non-credit class instructor will be given a print-out of her/his class list on the first day of class by the Division Assistant. This class list will be used to keep an attendance record.

After the last class meeting the instructor will enter a grade for each student on the class list using the grade scale that follows. If a student does not appear on the class list, but does have a paid class schedule, the instructor will add the student’s name and student I.D. number to the printed list.

**NON-CREDIT GRADE SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM</td>
<td>Completed</td>
</tr>
<tr>
<td>C9</td>
<td>90% Completed</td>
</tr>
<tr>
<td>C8</td>
<td>80% Completed</td>
</tr>
<tr>
<td>C7</td>
<td>70% Completed</td>
</tr>
<tr>
<td>NC</td>
<td>Not Completed</td>
</tr>
<tr>
<td>NA</td>
<td>Never Attended</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn (student processed an official course withdrawal in the Connections Center)</td>
</tr>
</tbody>
</table>

Grades must be submitted for all non-credit courses:

- Adult Personal Enrichment
- Center for Lifelong Learning
- Continuing Education for the Health Care Industry
- College for Kids
- Business & Industry

**GRADES MUST BE SUBMITTED NO LATER THAN ONE (1) WEEK AFTER THE LAST CLASS MEETING FOR EACH NON-CREDIT COURSE.**

**CLASSROOM ASSIGNMENTS**

Classrooms are assigned to specified courses for specified times. **DO NOT MOVE ANY CLASS TO ANOTHER ROOM, or extend the class period without division approval.** All requests for classroom changes must go through the Dean. Time allocations are made on the basis of fifty (50) minute classes for each assigned hour of lecture. A lecture course that is designed as a three-hour credit/three-hour contact would meet for three periods of fifty minutes each during each week of the regularly scheduled semester. If the three-hour class meets only twice a week, then a total of 150 minutes would be met during two periods of 75 minutes each. If the three-hour class meets only once during the week, then the entire 150 minutes of class time would be met at one meeting. (Time allocations of 50 minutes multiples do not include breaks.) Laboratories are scheduled for 60 minutes per contact hour.

**Final Exams:** Final exams are to be held according to the final exam schedule for the semester. Arrangements for schedule conflicts or examination periods not covered by the schedule should be made with the division dean.
**COURSE SYLLABI**

Given that EDUCATION is a process causing change, the elements for this change are, at least, three in number: (1) instructor and teaching materials, (2) instructional activities and (3) student.

**Area No. 1:** The faculty must decide what he/she wants the student to achieve/experience as a result of being in the course (outcomes); e.g., mastery of text material, enhanced critical thinking skills, stimulation of interest in subject area, altered attitudes/values, and/or application of subject matter.

**Area No. 2:** Instructional activities are the message feature of the course. Lecture is not always the most effective method that works; include discussion, demonstrations, group projects, and audio-visuals to augment learning. The key seems to be a melding of the instructor’s strengths with students' varied learning styles. Consider that a diverse student body will be better served by a variety of instructional/learning alternatives.

**Area No. 3:** Each student will vary in ability, interest and motivation in taking any course. An effective instructor must be sensitive to the student as an INDIVIDUAL.

A course syllabus should include the complete name of the course, title and number, section number, faculty office hours, text(s) required, topical calendar outline describing the course content with outcomes and expectations, method of evaluation and grading scale, and assignment and test dates. Statements should also be included concerning disclosure of disabilities and inclement weather. (See Appendix 3)

**EVALUATION OF INSTRUCTION**

In order to recognize, maintain, and improve the total effectiveness of the faculty of the College, the performance of all faculty members employed by the College will be evaluated. This is intended to provide for the assessment of individual performance and to encourage improvement in achieving the educational goals of the College. The evaluation system provides for improvement of the quality of instruction, for encouragement of professional growth and development, and for informed personnel decisions.

The evaluation procedures of the College provide for multiple sources of information on faculty performance, and will include evaluation by the immediate supervisor and the faculty member's students.

Student evaluation of an adjunct faculty member will occur for each class taught. The procedures are noted below and should be done in consultation with the Division Dean.

For on-campus courses:

1. **Time frame** – During the last two or three weeks of class meetings, up to and including the last day of class (this procedure should take no more than eight to ten minutes).

2. **Instruct the class as to the procedure for filling out the “Student Evaluation of Faculty Teaching” form and that a #2 pencil should be used.** To protect the students’ anonymity, instructors will need to leave the classroom while the students complete the evaluation. Advise students that the instructor will not see the evaluations until after grades are submitted. All written comments will be transcribed anonymously. The directions for creating these links are provided by Distance learning and given to faculty each semester.

3. **Select a student who will perform the following tasks:**
   a. Distribute forms to the class
   b. Collect forms from students
   c. Place forms in envelope, seal packet, and have student affix signature over sealed flap of envelope
   d. Deliver sealed packet to your division office (M-T-W-Th-F until 4:30 p.m.) or to Campus Security after 4:30 p.m. with a request that the division office be notified.
At a later date, a computerized printout of the results of the survey, as well as a typed copy of all comments, will be provided to the instructor.

For internet or other distance classes:

1. The time frame remains the same as for on-campus classes, but a reasonable amount of time should be given to allow students to fill out the evaluation.

2. The procedure will be as follows: the instructor will create a link to the divisional and technology surveys found in ANGEL and make these online evaluations available to the class before the end of the semester. The directions to creating these links are provided through the Distance Learning Area and are given to faculty each semester. Any questions about creating these evaluations should be directed to that area.

**FIELD TRIPS**

If a class is scheduled off-campus for a field trip, contact your Dean in advance. Each student must complete and sign an APPLICATION TO PARTICIPATE form, which holds the College/individual employee harmless of any liability arising from the field trip (application form available in division offices.)

**GRADE BOOKS**

All faculty must keep a record of student activity including attendance and grades according to assignments. All books are to be submitted to the Division Dean at the end of each semester.

**GRADE REPORTING**

The grading system of the College provides for the letter grades of A, B, C, D, F, FAW and I. The grades of S, U, AU, and W are available as student elected options as described in the catalog. The grade of "I" (Incomplete) is to be reported only when the student, for reasons beyond his/her control, is unable to complete the required course work by the end of the semester, has demonstrated a strong likelihood of successfully completing the course, and has made arrangements with the instructor prior to the final exam. (See Incomplete Grade Policy section below.) There are no provisions for plus or minus grades.

Please intervene with students with low grades. If you notice low performance, please talk to your student about it. Be proactive.

**Mid Term Grades**

Midterm grades reflect the students' progress through the 50 percent point in time of the term. In some cases, they represent about half of the grade in the course. In other cases, much of the coursework is yet to be completed and graded. The intent of the midterm grade is to inform students of their current progress to date in the term in an effort to help them stay enrolled in class and improve their success rate.

**Failing Administrative Withdrawal (FAW) Grade**

Students are expected to be “actively pursuing course completion” and participating in the class throughout the semester. Through the midterm grade process, faculty may initiate a Failing Administrative Withdrawal grade of FAW for those students who are not actively participating in the course and who are not providing evidence of course completion. “Active pursuit of course completion” is a combination of attendance, participation, completion of assignments and other activities outlined in the course syllabus. Please note: The “pursuit” measure only applies to effort, not grades – so a student who is showing up and taking tests, but failing them, would not receive an FAW grade and would remain in the class.
GRADE CHANGE FORMS are used to correct an error in reporting the final grade or to change the final grade when an “Incomplete” grade has been reported. The forms are available in the division office. Complete the form and submit it to the Division Dean for approval and processing.

ID CARDS
ID cards are required and can be obtained in the Library/Learning Resources Center. A photo ID will be required for the LCCC card. The ID is valid for the 2017-2018 academic year and also serves as the LCCC library card.

INCOMPLETE GRADE POLICY
Incomplete Grade Policy:

- Incomplete grades will not be granted due to failing grades.
- The student must initiate a request for an incomplete grade.
- Failing to request an incomplete will result in the instructor assigning a grade factoring in all missed classes, quizzes per the course syllabus.
- Granting incomplete requests is the decision of the faculty person teaching the course.
- When an incomplete is granted, the instructor must complete an Incomplete Grade Contract which requires:
  - Course work the student must complete
  - Completion date
  - The faculty person granting the incomplete is responsible for overseeing that the work is completed even if he/she is not under contract in succeeding semesters.
  - Student, faculty, and Division Dean will sign the contract.
  - Copies are issued to the student, faculty, and Division Dean.
  - Faculty will set the date to complete the course requirements considering the work to be done, his/her personal schedule, and the schedule of the student.
  - If the student does not complete the course requirements within the allotted time, an "F" must be recorded for the course on the permanent record of the student.
  - To report the final grade on an "Incomplete," submit a correctly completed GRADE CHANGE FORM to your Division Dean for approval and processing.

OFFICE HOURS
Advise students where and when they can meet with you if they need help with their studies. Advise office staff when you will be on campus. If you permit students to call you at home, announce this the first few class sessions or provide this information on your syllabus. The division office should also be informed. Staff will not provide telephone numbers, unless authorized to do so. Students may also leave messages with the division staff.

ACCESSIBILITY SERVICES (Ext. 4058)
Accessibility Services partners with the campus community in creating equitable access to students with disabilities while promoting disability as one aspect of diversity. Our goal is to empower and help students make the most of their educational opportunities and potential by providing accommodations where there is a verifiable need. We provide this support and assistance within the guidelines of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The Law and Higher Education
The provision of reasonable accommodations to students with disabilities is a civil right and is mandated by the following federal laws:
Section 504 of the Rehabilitation Act of 1973 states that: “No otherwise qualified person with a disability in the United States... shall, solely by the reason of... disability, be denied the benefits of, be excluded from participation in, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

A Person with a Disability includes: “any person who (1) has a physical or mental impairment which substantially limits one or more major life activity, (2) has a record of such impairment, (3) is regarded as having such impairment.” (see Appendix 4)

Life activities include, but are not limited to: “Caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.”

A “qualified person with a disability” is defined as one...” Who meets the academic and technical standards requisite to the admission and participation in the education program or activity”.

Section 504 protects the rights of qualified individuals who have disabilities such as, but not limited to, Deafness/Hearing/Vision/Health Impairments; Learning Disabilities; Psychiatric Disorders; Autism; Orthopedic/mobility impairments; Traumatic Brain Injury; Speech & language disorders, and others.

Under the Provisions of Section 504: Universities may not discriminate in the recruitment, admission, education process, or treatment of students with disabilities. Students who have self-identified, provided documentation or verification of a disability, and requested reasonable accommodations are entitled to receive approved accommodations that enable them to participate in and benefit from all educational programs and activities.

Section 504 specifies that universities may not: Limit the number of students admitted, make preadmission inquiries as to whether or not an applicant has a disability, use admission tests or criteria that inadequately measures the academic qualifications of students with disabilities because special provisions were not made, exclude a qualified person with a disability from any course of study, or establish rules and policies that may adversely affect students with disabilities.

Americans with Disabilities Act of 1990 (ADA) 42 U.S.C. 12201-12204
Americans with Disabilities Amendments Act of 2008 (ADAAA)

The Americans with Disabilities Act and the Amendment Act of 2008 are legislation regarding discrimination. They are monitored by the Department of Justice and focus on state and local government requirements to provide equal opportunity to benefit from programs, services, and activities (e.g. public education,). These laws require reasonable modifications to policies, practices, and procedures, where necessary to avoid discrimination, unless it can be demonstrated that doing so would fundamentally alter the nature of the service, program, or activity being provided.

Additionally, section 4112.022 of the Ohio Revised Code prohibits state-assisted institutions of higher education from discriminating against individuals with disabilities.

Discrimination on the basis of age, ancestry, color, disability, military status, national origin, race, religion, sex, sexual orientation, veteran status or genetic information is prohibited at Lorain County Community College.

GUIDELINES FOR INSTRUCTORS WORKING WITH STUDENTS WITH DISABILITIES

Students have the responsibility to make their disability-related accommodations known to you. Students are encouraged to make their Accommodation List available to you shortly after registering with Accessibility Services.
Students are informed that the day they give their Accommodation List to their instructor is the day it becomes effective. An Accommodation List is not retroactive. Students are not, however, required to discuss details of their disabilities. Any information on the Accommodation List should be treated in a confidential manner.

You need to include a statement in your syllabus that invites students with disabilities to meet with you to discuss their needs. The following are examples of statements to include in course syllabi as a means of informing students with disabilities about services available to them at the college.

Sample Syllabi Statements:

“Any student who needs an accommodation based on the impact of a disability should contact me privately to discuss your accommodation needs. If you need information on getting registered with Accessibility Services, please contact Accessibility Services at 440-366-4058 or stop by College Center, Room 234 to schedule an appointment. Accessibility Services’ website contains registration and other important information: accessibility@lorainccc.edu”

“Reasonable accommodations will be provided for students with physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. Please contact me regarding the necessary steps that must be taken to set this up. Or, if you need registration information, you may contact Accessibility Services at 440-366-4058, via e-mail at accessibility@lorainccc.edu or by stopping at College Center, Room 234.”

If a person with a disability does not request accommodations, you are not obligated to provide academic assistance. In other words, you are not asked to guess or predetermine what a student might need. Students are told that they may choose not to use any or all of the accommodations that are stated on their Accommodation List.

Accommodations should not be given to a student who has not provided you with an Accommodation List. The Accommodation List is not provided to a student until a student’s documentation is presented and reviewed by Accessibility Services. Accessibility Services is the only office designated to review documentation of a disability and determine eligibility for specific accommodations and services. This determination must be made before accommodations are provided.

If a student is taking a course for college credit at a high school and the student wishes to receive accommodations for the college course, it is the Accommodation List that is used to put in place accommodations for the student. The student’s Individualized Education Plan (IEP) and the Evaluation Team Report (ETR) are for high school credit courses and not college level courses.

Students with disabilities are held to the same academic and grading standards as students without disabilities. Accommodations for students with disabilities are initiated so that they can meet the same standards of excellence expected of all students.

Only refer students to Accessibility Services if they specifically state that they have a disability. It is not appropriate to ask a student if they need Accessibility Services without the student volunteering information about their condition. It is appropriate to ask students, as you might ask anyone, if they have any concerns about college. If the student opens the door to a discussion about a disability, please refer the student to Accessibility Services. Please do not tell
students that Accessibility Services will contact them. Legally, the ultimate responsibility for contacting our office belongs to the student.

If you have any questions or concerns about providing students with accommodations or need assistance in doing so, please do not hesitate to contact our office at 440-366-4058. We are happy to help!

WITHDRAWAL POLICY

The last day to withdraw from a regularly scheduled semester class is Friday of the 12th week of the semester. The Intent to Withdraw Notification must be submitted via Canvas by the last day to withdraw from the term (published in the academic calendar and typically the 75 percent point of time in the course). Students in special populations (e.g. students enrolled in Allied Health and Nursing Clinicals, College Credit Plus Students etc.) may have different withdrawal procedures and should consult with Enrollment Services. Withdrawal from the College consists of withdrawing from all enrolled courses. Students who withdraw from all courses cease to be LCCC students for the semester from which they have withdrawn.

A student who stops attending any class without following the withdrawal procedure continues to be enrolled with the exception of those students who have been issued a Failure Administrative Withdrawal (FAW) grade. For withdrawn classes, a grade will be assigned and no refund of instructional or of any other fees will be considered.

Withdrawals from credit courses offered differently than the traditional semester calendar will be calculated proportionately to and consistent with institutional policy.

Please Note: Withdrawal from class(s) may reduce a student’s financial aid funding and/or Veteran’s funding. Please check with Financial Services or the Veteran’s Services before initiating a withdrawal.

Section IV – Instructional Support Information

ACADEMIC SUPPORT CENTER (ASC)

The Academic Support Center (ASC/Tutoring Center) provides personalized academic support in two major services areas: tutoring and resources.

Tutoring CenterLocated in the College Center CC204 Ext. 4057

MathStudio Located in the Physical Science PS206 Ext. 4057

The Academic Support Center provides personalized academic support services to currently enrolled students. Tutoring may take place in small study groups or workshops, via Skype or FaceTime, during walk-in tutoring times or as one-to-one tutoring.

Resources are also available for specific courses with study guides, sample papers, worksheets, videos, apps and textbooks.

Student referrals are encouraged; forms are available through the Tutoring Center. Instructors who wish to implement additional policies for tutors helping students enrolled in their class should also complete the Instructor’s Policy Statement. (See Appendix 5) Hours for ASC services vary semester to semester. For more information regarding the
Academic Support Center contact us at tutoringcenter@lorainccc.edu or call extension 4057. Academic Support Center Leader Kate Miller, mmiller@lorainccc.edu or extension 7297.

**BOOKSTORE**

Textbooks and supplies for all courses along with gift items, greeting cards and purchased at Commodore Books & More, located on the first floor of the College regular bookstore hours are Monday through Thursday 8:30 a.m. to 7:00 p.m.; a.m. to 4:00 p.m. Bookstore hours may vary during summer terms and periodically the year. Also, located inside the bookstore is core:tech, the college’s Apple Campus Store, where a variety of Apple and Window-based hardware, software, supplies are available. Core:tech also provides a certified Apple technician who can repair hardware, including cell phones, as well as software issues.

Commodore Books & More can also be accessed online. Textbooks, required supplies, study aids, and imprinted clothing/gifts are available for purchase there. You can access the bookstore website at http://bookstore.lorainccc.edu/home.aspx. The webstore accepts credit cards and financial aid and orders can be shipped, dropped off at the LCCC outreach centers, or picked up in the bookstore. We are excited to announce a loyalty reward program that has been implemented within the past year. This will reward you for choosing Commodore Books & More as your primary source of required supplies and textbooks needed to succeed for your classwork. We have spent a lot of time and effort in making our prices affordable to our LCCC Student. Please stop by the store if there is anything you need for your class that we may not have available, we will be sure to meet your needs.

**E-LEARNING@LCCC**

Adjunct Faculty
The Office of eLearning@LCCC provides instructional design and technology support to faculty for the development of online, blended, on-campus and Interactive Video Distance Learning (IVDL) courses. LCCC instructors are expected to use Canvas, the college’s online Learning Management System (LMS) for all courses. On-campus course instructors are expected to use Canvas, at minimum, to post the course syllabus and gradebook.

Faculty support includes:

- On-campus and online training workshops for Canvas, IVDL courses, and other instructional technologies (video lecture capture, publisher integration, interactive learning objects, etc);
- Training Descriptions and Registration are available at: http://www.lorainccc.edu/Distance+Learning/Canvas/Canvas+Training+for+Faculty.htm
- Quick Start Job Aides and LCCC Course Quality Checklists for setting up courses;
- Contact the Office of eLearning@LCCC at 440-366-7582 or elearning@lorainccc.edu from Monday – Friday, 8:30 am – 5:00 pm.
- 24/7 Canvas Support and Canvas Help Guides are available to faculty! Select the ? Help Icon in the Canvas navigation.

LCCC Students
The Office of eLearning@LCCC supports students who are using Canvas and other instructional technologies in their courses.

Student support includes:

- **The Canvas Student Orientation (CSO)** – this online orientation is required for all new online or blended course students.
- The **Welcome to Canvas Student** page at [http://www.lorainccc.edu/Distance+Learning/Canvas/](http://www.lorainccc.edu/Distance+Learning/Canvas/).
- LCCC’s computer lab aides are available to assist students.
- Contact the Office of eLearning@LCCC at 440-366-7582 or elearning@lorainccc.edu from Monday – Friday, 8:30 am – 5:00 pm.
- **24/7 Canvas Support** and **Canvas Help Guides** are available to students! Select the ? Help Icon in the Canvas navigation.

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**ENROLLMENT, FINANCIAL AND CAREER SERVICES**

Bass Library First Floor

The Main Street on the first floor of the Bass Library Building serves as a “one-stop” for credit and non-credit students, whether they are potential, new, or returning students. This one-stop approach provides an array of enrollment services that include: admissions, advising, counseling, registration, financial aid, cashiering, student employment, and career services.

Student Service Representatives and advising teams are prepared to provide not only general information, but Post Secondary Enrollment Options, Tech Prep, University Partnership, Veterans, and English as a Second Language, as well.

**INFORMATION SYSTEMS AND SERVICES/INSTRUCTIONAL TELEVISION and MEDIA SERVICES (Ext. 4027)**

Information Systems and Services (IS&S)/Instructional Television & Media Services (ITMS) serves instruction through the planned use of instructional media. It combines the following:

a. IS&S/ITMS program maintains and supplies commercially and locally produced video/multimedia for classroom use together with scheduling equipment requests.

b. The Instructional Television sections provide full production and distribution capabilities, as well as maintenance and inventory of equipment.

c. Instructional Development services provide expertise which implements an instructional design approach. *Projects that require extensive use of materials and time should be well planned in advance of production.*

Members of the IS&S/ITMS staff in AT 127 are available to answer questions. Telephone in advance for all day, evening and weekend assignments. When requesting videos to be played through IS&S/ITMS, schedule at least one day in advance. Videotaping and production requests should be scheduled at least 48 hours in advance.

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**LIBRARY (Ext. 4026)**

Library information and services are available by visiting the LCCC Library website at: [http://www.lorainccc.edu/library](http://www.lorainccc.edu/library)

All LCCC Adjunct faculty will be provided with a LCCC ID/Library card. You may obtain your card during Adjunct Faculty Convocation sessions or by visiting the Circulation Desk located on the second floor of the Library. Please have your LCCC employee number and a photo ID.
Circulating library items may be checked out for a period of 21 days and renewed when possible. If you are unable to locate a library item that you are seeking please use the OhioLINK catalog (http://olc1.ohiolink.edu/search) or contact the InterLibrary Loan department (ill@lorainccc.edu) and the requested item will be located for you. The Elyria Public Library—North Branch is located on the first floor of the Library, check out their materials with an EPL library card or a Cleveland Greater Access library card.

As an Adjunct Faculty, you may wish to put course materials on Reserve. It’s easy—obtain a Reserve Request Form at the Circulation Desk, fill in the form, and return the form with the materials to be placed on Reserve.

Copyright is important to us in the Library. Copyright at LCCC LibGuide http://libguides.lorainccc.edu/copyright) will provide you with everything you wanted to know about Fair Use, Electronic Transmission of Reserve Materials, Course Reserves, Copyright Resources and more.

Want to bring your class to the Library for an instruction session? Please contact Christine Sheetz at 440-366-7288 or Class Instruction Request Form (http://www.lorainccc.edu/Library/Library+Services/Library+Classes/Class+Instruction+Request+Form.htm) to discuss a convenient time.

Each library session will be tailored to your instruction needs:
- General orientation to library services
- How to use the library catalog
- How to check out library materials
- How to effectively search library research databases
- How to evaluate information resources
- Assistance with specific assignments
- Assistance with creating citations and bibliographies

If you wish to recommend materials for purchase by the Library in order to supplement your course or teaching efforts please complete the Library Book Recommendation form that is available in your division office.

**MACHINE TEST SCORING**
Grading machines and machine-scored answer sheets for objective tests are available in division offices.

**PROFESSIONAL DEVELOPMENT ACTIVITIES**
The College continually seeks to improve the quality of instruction in all of its classes by means of an ongoing program sponsored by the Human Resource Development Committee and by the divisions. Seminars, workshops and other forms of continuing education are provided for the benefit of all full-time and adjunct faculty. Several different activities may be scheduled allowing a selection of those that will be of greatest benefit. Announcements of professional development workshops and seminars will be posted.

Some other activities to foster professional development include:

1. Professional Development Library: A collection of books and publications related to the improvement of instruction and learning is available through The Center for Teaching Excellence.
2. At the beginning of each semester during the academic year (fall and spring), all faculty are invited to participate in development days or conference activities. These activities will review the policies and procedures that affect faculty, as well as cover areas of interest and concern to higher education professionals.
3. The use of the Fitness Center and the Field House, as well as reduced fees for Stocker Center events are benefits extended to adjunct faculty with valid ID cards.
SUPPORT SERVICES FOR WORD PROCESSING AND DUPLICATION

Your division provides preparation of tests, syllabi, letters and other materials related to instruction. Submit course syllabi and final exams no later than 15 working days prior to date needed to assure a timely return. Submit quizzes and tests no later than 10 working days prior to the time they are needed.

Copy machines are located in division offices. Requests for printing forms are available in the division offices.

TESTING AND ASSESSMENT CENTER

The Testing and Assessment Center, located in the College Center Room CC233, Telephone (440) 366-7773, provides a centralized location designated for testing, COMPASS and other assessment services with flexible hours. Testing arrangement outside of the classroom must be arranged with the instructor. The following is a list of guidelines for academic testing.

1. Students MUST present a photo picture I.D., such as an LCCC Student I.D. or Driver’s License. To protect your privacy, an LCCC Student I.D. is suggested. This form of I.D. can be obtained at the LCCC Library.

2. Students who are registered with the Disability Services will need to make arrangements by calling (440) 366-4124. Accommodations will be provided on as needed basis. Click here to view information online at [http://www.lorainccc.edu/disability+services](http://www.lorainccc.edu/disability+services).

3. For community exams users or for out-of-state testing a test fee may apply to students who are taking exams not related to their University Partnership Program. Go to [www.lorainccc.edu/testingservices](http://www.lorainccc.edu/testingservices) link to register and for payment options.

4. Students may call in advance to verify if their tests have been received in the Testing & Assessment Center. Call 1-800-995-5222, ext. 7654 or ext. 7773.

5. No children are allowed in the Testing & Assessment Center.

6. No food and/or drinks are permitted in the Testing & Assessment Center.

7. Students will not be permitted to converse in the Testing & Assessment Center. Cell phones & pagers must be turned off or placed in the ‘Ringer Off’ mode and kept in your backpack or purse while taking tests.

8. Students should come prepared with #2 pencils, pens, erasers, calculators, or other material permitted by an instructor to take tests. All other belongings, (Coats, Hats, Books, Backpacks), will be kept in designated areas during the entire time tests are being taken. Secure student lockers are available.

9. The Testing & Assessment Center Proctors have the authority to assign seating for students taking tests.

10. For Academic Testing students will not be allowed to leave the Testing & Assessment Center until the test is completed. If you must leave the testing area, you subsequently must turn in your test. Therefore, it is suggested that you take care of phone calls, restroom and water breaks, etc. before you start your test. Exception may be made for health concerns.

11. For Compass testing students may take a 10 minute break as they like.

12. The LCCC Code of Student Conduct will be enforced. If you violate the guidelines set forth by the Code of Student Conduct or by your Instructor, the Testing & Assessment Center Proctor has the right to collect the test early. For example, if your instructor had indicated that no calculator may be used during a test, and you are found using a
calculator, the Proctor may collect/stop your test immediately. If this occurs, you must turn in your test and leave the Center immediately. Your instructor will be informed, and the instructor will handle any discussions regarding your situation.

13. Students will only be permitted to have materials that are authorized by the instructor for the exam.

14. Students must keep track of their own time while taking a test to prevent exceeding the allotted time limit set by the instructor. Proctors are not responsible for informing students that their allotted time has expired or that the students only have a certain amount of time left to complete their test.

15. After completing the test, students are required to return the test to the Testing & Assessment Center Proctor and retrieve their belongings.

16. Students must complete their tests before the scheduled closing time. Please plan your time according to the time limit you are allowed to complete the test. For example, if open hours are between 8:30 A.M. and 8:30 P.M., and you are taking a two-hour test, it is your responsibility to start your test by 6:30 P.M. to ensure that your test will be completed by 8:30 P.M. All tests will be collected at the scheduled closing time. No exceptions will be made.

17. Students are responsible for taking tests within the time frame set by their instructors. An EXPIRED test cannot be administered without the instructor’s approval for an extension.

18. The Testing & Assessment Center Proctor cannot accept homework, reports, assignments, data disks, etc. These items must be delivered by the students to their instructors and/or the appropriate academic division office.

19. Instructors grade all tests. You may verify your grade by contacting your instructor. If you have any questions or comments, please contact Mercedes Perez at ext. 4947.