



# Lamar State College Port Arthur

## **PART TIME FACULTY HANDBOOK**

**Effective November, 1999  
With 2014 Updates**

**MEMBER THE TEXAS STATE UNIVERSITY SYSTEM**

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## **SECTION I: INTRODUCTION**

### **A. Mission Statement.**

Lamar State College-Port Arthur, a member of [The Texas State University System](#), is an open-access, comprehensive public two-year college offering quality and affordable instruction leading to associate degrees and a variety of certificates. The College embraces the premise that education is an ongoing process that enhances career potential, broadens intellectual horizons, and enriches life.

#### **Core Values**

- Shared commitment by faculty, staff and administration to a mission characterized by student learning, diversity, and community involvement
- General education/core curriculum that develops the values and concepts that allow the student to make a meaningful contribution in the workplace or community
- Academic and technical programs designed to fulfill our commitment to accommodate students with diverse goals and backgrounds, using a variety of delivery methods, on and off campus
- Technical education programs that provide for the acquisition of the knowledge, skills and behavior necessary for initial and continued employment
- Student achievement characterized by attainment of individual goals and measured by successful accomplishments and completion of curriculum
- Co-curricular opportunities that develop social, financial and civic acuity

#### **Principles**

Lamar State College-Port Arthur operates in the belief that all individuals should be:

- treated with dignity and respect;
- afforded equal opportunity to acquire a complete educational experience;
- given an opportunity to discover and develop their special aptitudes and insights; and,
- provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change.

### **Revised May 2011**

### **B. Historical Statement.**

John W. Gates of New York City, one of the founders of Texaco, established Port Arthur Business College in 1909. The school was organized to train people for the petrochemical industry, then in its infancy. Port Arthur Business College became Port Arthur Collegiate Institute in 1911, when the school was presented to the Board of Education of the Methodist Episcopal Church North, a forerunner of the present United Methodist Church. The church operated the growing campus until 1918, when it was turned over to a non-profit Texas corporation. This corporation had no capital stock and was overseen by a self-perpetuating Board of Trustees. The name of the school was changed back to Port Arthur Business College and finally, in 1932, to Port Arthur College.

On July 31, 1974, a proposal to form Lamar University-Port Arthur by merging Port Arthur College and Lamar University was approved. The trustees of Port Arthur College and the regents of Lamar University agreed that a merger was in the best interests of both institutions and their constituencies. The 64th Legislature of the State of Texas authorized the merger and appropriated \$600,000 for the creation of the Lamar University Center at Port Arthur. On August 21, 1975, the trustees presented the deed for Port Arthur College to the Lamar University Board of Regents. Classes began on the Port Arthur campus on August 28, 1975.

Subsequent legislative sessions have approved additional legislation which directly impacted Lamar State College-Port Arthur.

1. **House Bill 1134** (1977) re-named the campus as Lamar University at Port Arthur; the "Extension Center" designation was dropped.
2. **Senate Bill 409** (1983) deleted the restrictive language of H.B. 130 (passed in 1971 by the 63rd Legislature), thereby making Lamar-Port Arthur eligible, on an equal basis with other state institutions, for state funds to be utilized in the purchase of land and/or buildings.
3. **Senate Bill 410** (1983) provided Lamar University regents with the authority to levy a fixed student fee and the authority to bond against said fee for the construction of a student center building on the Port Arthur campus. This legislation was validated by a majority vote of the Lamar-Port Arthur student body in November 1983.
4. **Senate Bill 620** (1983) created the Lamar University System. Lamar University-Port Arthur became a component institution of that system on August 29, 1983.
5. **Senate Bill 578** (1985) named Lamar University-Port Arthur as a beneficiary institution to the Higher Educational Assistance Fund providing financial support for major repairs and rehabilitation, capital equipment, and library materials.
6. **The General Appropriations Act** (1985) directed that a formula be developed by the Texas Higher Education Coordinating Board to provide operational funding to Lamar University- Port Arthur on the same basis as other state-supported institutions of higher education.
7. **Senate Bill 843** (1991) clarified the issue of degree-granting authority by granting permission for Lamar University-Port Arthur to issue associate degrees in its own name.
8. **House Bill 2313** (1995) merged the member institutions of the Lamar University System into the Texas State University System, effective September 1, 1995.
9. **House Bill 1297** (1999) changed the name of the institution to Lamar State College at Port Arthur, effective June 1999.

**Section I Last Revised May 2011**

## SECTION II: COLLEGE ORGANIZATION

- A. **Administrative Officers.** The following officers have administrative responsibility for the instructional program at Lamar State College-Port Arthur
1. **President.** Appointment of the President is the prerogative and responsibility of the Board of Regents of the Texas State University System. Specific guidelines for the selection of a new President are found in Chapter IV of the Texas State University System Rules and Regulations.
  2. **Vice President for Academic Affairs.** The appointment of the Vice President for Academic Affairs is the prerogative and responsibility of the President, acting with the approval of the Board of Regents. A search committee, appointed by the President, may be utilized to provide input from students, faculty, Department Chairs, and Deans regarding the appointment.
  3. **Deans.** The appointment of Instructional Deans and the Dean of Library Services is the prerogative and responsibility of the President. Such appointments shall be included in the personnel actions approved by the Board of Regents in their public meetings. The President will normally solicit a recommendation from the Vice President for Academic Affairs. A search committee, appointed by the Vice President, may be utilized to provide input from the students, faculty members, and Department Chairs regarding the appointment.
  4. **Department Chairs.** Appointment of Department Chairs is the responsibility of the respective Division Dean after input from the faculty, consultation with the Vice President for Academic Affairs, and with the approval of the President. The President will present these appointments to the Board of Regents for approval.
  5. **Program Coordinators.** Appointment of Program Coordinators is the responsibility of the respective Division Dean with input from the Department Chair, consultation with the Vice President for Academic Affairs, and with the approval of the President.
- B. **Board of Regents.** Lamar State College-Port Arthur is a member of the Texas State University System. A nine-member Board of Regents, appointed by the Governor to serve staggered six-year terms, sets policy for the System and approves institutional budgets, contracts, and personnel actions. In addition to Lamar-Port Arthur, the member institutions of the System are Lamar Institute of Technology, Lamar State College-Orange, Lamar University, Sam Houston State University, Texas State University-San Marcos, and Sul Ross State University. The System Office is located in Austin.
- C. **Expectations of the College for Faculty Members.** The philosophy of Lamar State College-Port Arthur is to maintain a learned faculty who, by precept and example, will instruct and inspire their students and reflect credit upon the institution. Scholarship, creative activity, research, and public service are encouraged, but Lamar-Port Arthur reaffirms that the primary goal of each faculty member shall be to attain a greater proficiency in teaching.
- D. **Part-time Faculty.** A part-time faculty member is one whose teaching assignment and appointment with the institution is less than full-time. Unlike full-time faculty, part-time instructors are not issued employment contracts. The following principles and procedures apply to part-time faculty employment at Lamar State College-Port Arthur:
1. Lamar State College-Port Arthur acknowledges the contribution which part-time faculty members make to its academic and curricular goals. Part-time faculty members frequently provide unique

expertise and experience that enhances the educational effectiveness of an institution. Their employment also allows administrators the flexibility to respond to unforeseen enrollment fluctuations.

2. The qualifications of part-time faculty members shall be the same as those of full-time faculty and shall meet the criteria established for faculty by the Southern Association of Colleges and Schools and the Texas Higher Education Coordinating Board.
3. Part-time faculty shall file an application for employment and complete other appropriate forms in the Human Resources Office.
4. The Chair of each instructional department shall supervise and evaluate the performance of part-time faculty members assigned to the department.
5. Instructional units within the college may place in writing specific rules, regulations, and expectations which apply to part-time faculty in relation to departmental operations, curricular concerns, and classroom instruction.
6. Part-time faculty employed in the long semesters and the summer sessions shall be accessible to their students before and after each class period and make themselves available by appointment.
7. Part-time faculty members should not expect employment beyond the current appointment. Therefore, at the end of each semester or summer session part-time faculty members should be prepared to comply with the termination procedures outlined in Section IV of this Handbook.
8. Part-time faculty members are subject to being removed or dismissed from their teaching assignment(s) without receiving prior notification. Compensation that a part-time instructor is scheduled to receive for a teaching assignment ends on the date that the instructor is removed from that assignment.
9. Compensation for courses taught by part-time faculty is based on a schedule published in the Administrative Policies and Procedures Manual.
10. Part-time faculty members possess the same rights regarding academic freedom, speaking as a citizen, and political participation—on their own time—as full-time faculty. Part-time faculty should become thoroughly familiar with the appropriate expression of those rights as discussed in this Handbook and the Texas State University System Rules and Regulations.
11. Part-time instructors are held to the same ethical and competence standards as full-time faculty.

**Last revised 6-10-09**



## SECTION III: RIGHTS AND RESPONSIBILITIES AS A TEACHER AND AS A CITIZEN

### **A. Academic Freedom.**

Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence, it is essential that faculty members be free to pursue scholarly inquiry without undue restriction and voice and publish their conclusions concerning the significance of evidence that they consider relevant. The faculty must be free from fear that others, inside or outside the institution, because their views may differ, may threaten the faculty member's professional career or the material benefits accruing from it.

Faculty members are entitled to full protection of their rights under the First Amendment to the Constitution of the United States and such further rights as conferred on the faculty member by contractual agreement, as they discuss the subject which they teach in the classroom. Further, the employees of Lamar State College-Port Arthur are entitled to the protection of the Fourteenth Amendment of the Constitution of the United States, which prohibits the institution, as an arm of the state, from depriving a citizen of life, liberty, or property without due process of law.

### **B. Academic Responsibility.**

The concept of academic freedom must be accompanied by an equally demanding concept of responsibility, which shall be shared by Lamar-Port Arthur administrator's faculty members.

The fundamental responsibilities of faculty members as teachers and scholars include maintenance of competence in their fields of specialization and the exhibition of such competence in lectures, discussions, or publications.

Exercise of professional integrity of faculty members includes recognition that the public will judge their profession and their institution by their statements. Therefore, they should strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and avoid creating the impression that they speak or act for the institution when they speak or act as private persons.

### **C. Classroom Responsibilities of Faculty.**

The faculty member is entitled to freedom in the classroom in discussing the faculty member's subject. However, controversial material should be used relevantly in the classroom and should be introduced only as such material has a clear relationship to the subject field.

### **D. Classroom Management and Related Duties.**

Faculty members are responsible for maintaining proper and complete records, accounts, enrollments, grades, and related documentation. Faculty members, including Department Chairs and Program Coordinators, are expected to participate in departmental, committee, and general faculty meetings immediately before the beginning of each semester and continuing through commencement, the official end of the semester.

### **E. Maintaining a Correct Mailing Address.**

Each faculty member shall keep the Human Resources Office and the Vice President for Academic Affairs notified of the faculty member's current mailing address. Written notices regarding tenure and termination shall be sent by certified mail, return receipt requested. Notice shall be complete when deposited in the United States mail addressed to the last address given by the faculty member. The faculty member's failure or refusal to receive the notice is immaterial.

### **F. Mediated Courseware.**

Mediated courseware developed by an employee of Lamar-Port Arthur without specific direction or significant support of the College shall not be sold, rented, leased, or otherwise used in a manner that competes with the instructional offerings of the College without the prior written approval of the Vice President for Academic Affairs. Should approval be granted to offer the course, course component, or instructional support materials outside of the institution, the employee shall reimburse the College for any use of its resources. For additional information on

mediated courseware see Chapter III, Paragraph 11.3 and Chapter V, Paragraph 4.76 of the System Rules and Regulations and Section VIII of this Handbook.

#### **G. Notice of Intention to Resign.**

Part-time faculty members have the responsibility to provide due notice of intent to interrupt or terminate institutional services within a reasonable time. Ideally, a part-time instructor will not resign during a semester or summer session. A faculty member who plans to resign should give written notice addressed to the Department Chair.

#### **H. Partisan Political Activities.**

Lamar-Port Arthur recognizes and affirms a faculty member's right to participate in political activities. Involvement with such political activities must not interfere with the discharge of the duties and responsibilities a member of the faculty owes to the institution or to otherwise involve the institution or the Texas State University System in partisan politics. If a member of the faculty wishes to engage in political activity that interferes with the duties and responsibilities that are owed to the institution, the faculty member should voluntarily terminate employment. If the faculty member does not voluntarily terminate his or her employment and the College finds that the faculty member's political activity interferes with the discharge of the duties and responsibilities that are owed to the System or the institution, such faculty member's employment will be terminated.

#### **I. Publications.**

The faculty member is entitled to freedom in research and in the publication of the results in accordance with responsible academic and professional practices.

#### **J. Research.**

Lamar-Port Arthur recognizes its obligation to maintain a faculty that is professionally creative in respective disciplines. This dimension is important not only to quality instruction in the classroom, but also to the realization of the institution's goal as an overall scientific, technical, and cultural resource within the community. In this spirit, the institution encourages faculty members to recognize their responsibility for professional growth through activities outside the classroom which maintain the scholar's professional interests and the production of creative materials. Faculty members are entitled to freedom in research and in the publication of the results in accordance with responsible academic and professional practices. Faculty members engaging in research should review the policies on copyrights and patents located in Sections X and XI in the Faculty Handbook.

#### **K. Speaking as a Citizen.**

The faculty member is a citizen, a member of a learned profession, and an employee of an educational institution supported by the State of Texas. When the faculty member speaks or writes as a citizen, the faculty member should be free from institutional censorship or discipline; but the faculty member's special position in the community imposes special obligations. As a person of learning and a faculty member of a state funded educational institution, the faculty member should remember that the public may judge his or her profession and Lamar State College-Port Arthur by his or her utterance. Hence, the faculty member should at all times be accurate, exercise appropriate restraint, and should show respect for the opinion of others.

**Last Revised 2-7-12**

## **SECTION IV: TERMS AND CONDITIONS OF EMPLOYMENT**

### **A. Absences.**

Faculty members employed by Lamar-Port Arthur must discharge faithfully their instructional duties and other responsibilities associated with faculty appointment, including the meeting of all scheduled classes.

1. Absences from classes will be authorized only under the following conditions:
  - a. Professional meetings when, in the judgment of the President or his designee, attendance at such a meeting would contribute to improving teaching or scholarship at the College;
  - b. Sickness, injury, pregnancy and/or confinement that prevents the faculty member's performance of duty or when a member of his or her immediate family is actually ill;
  - c. Family emergencies, including attending the funerals of the faculty member's spouse, or the faculty member or spouse's parents, brothers, sisters, grandparents, or children; or for any other absence designated by the President as an emergency;
  - d. Specific assignments of the President of short duration, or special circumstances where the President considers such absences to be for valid reasons.
2. Unauthorized absence of a faculty member is not permitted. Unauthorized absences are a violation of the terms of the faculty member's appointment. Any faculty member absent for a period of two days who fails to obtain authorized leave according to approved personnel policies will be considered to have abandoned his/her position. The instructor will be subject to disciplinary action which may include leave without pay, dismissal, or other personnel action.
3. In the event of a faculty absence which is premeditated, prior authorization through the use of the proper form is required. The request for permission to be absent should be made to the Department Chair/Program Coordinator with final approval from the Division Dean. The faculty member is obligated to notify the Department Chair as early as possible so that the latter may make appropriate arrangements for missed classes.
4. Faculty members should consult Section 4 of the Lamar-Port Arthur Administrative Policies and Procedures Manual, or contact the Human Resources Office, for information regarding sick leave, catastrophic sick leave pool, leave without pay, extended leave without pay, military leave, volunteer firefighter leave, family medical leave, parental leave, foster parental leave, emergency bereavement leave, emergency leave, worker's compensation, return to work policy, and absence for jury duty.
5. The faculty member is responsible for notifying the Department Chair/Program Coordinator of an absence in time to ensure the uninterrupted schedule of classes.

**Revised June 2004**

### **B. Acceptance of Money from Students.**

Faculty members shall not, without the approval of the President or his designee, collect from students any fees or charges to be expended for institutional purposes or sell to students books, notes, materials, or supplies. Faculty of the rank of lecturer or above, and other instructional personnel as designated by the President, may not accept pay from students for extra instruction or teaching of students who are registered in the institution.

### **C. Consensual Sexual Relationships Between Employees.**

Lamar-Port Arthur prohibits consenting romantic and sexual relationships between employees where a power differential exists.

1. Any employee who enters into such a relationship must realize that, if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove immunity on grounds of mutual consent. The administrator or board reviewing a charge of sexual harassment shall be expected, in general, to be unsympathetic to a defense based on consent when the facts establish that an employee power differential existed within the relationship.
2. Employee power differential relationships is defined as a relationship between two employees where by virtue of one employee's status at Lamar-Port Arthur he or she has apparent authority over the other employee's status in the institution.
3. Any employee who thinks that he/she is a victim of sexual harassment should clearly communicate to the offender that the behavior should cease immediately. If the behavior continues, the victim should lodge a complaint against the offender.
4. Section 5 of the Administrative Policies and Procedures Manual contains a complete description of the institution's sexual harassment policies and the procedures for filing a complaint.

### **D. Consensual Sexual Relationships Between Faculty Members and Students.**

Lamar-Port Arthur prohibits a consensual sexual relationship between a faculty member and a student enrolled in a course taught by the faculty member. This applies even when both parties appear to have consented to the relationship. A faculty member who is or has been involved in a consensual sexual relationship with a person should not enter into a student/teacher relationship with that person.

"Consensual sexual relationships" may include amorous or romantic relationships. The term is intended conduct between a faculty member and a student which passes beyond what a person of ordinary sensibilities would believe to be a collegial relationship.

The initiation of or acquiescence to a sexual relationship by a faculty member with a student under the personal supervision of the instructor is a serious breach of professional ethics. The professional relationship between faculty and students is central to the institution's educational philosophy. When faculty members interact with students in a student-teacher relationship, they exercise a form of power over the students, whether in the form of criticism, praise, suggestions, corrections, or career guidance. Any action in which power is abused or appears to have been abused can disrupt this professional relationship and undermine the mutual trust and respect upon which this professional relationship is founded.

A consensual sexual relationship between a faculty member and a student, particularly when the instructor is in a position of power, will irreparably undermine this professional relationship. The issue of power and control over the student remains so strong that in a sexual relationship that voluntary consent by a student may be only forced consent which the hidden, subtle pressure stemming from the faculty member's position of power has turned into a "voluntary" act. Such a relationship creates an inevitable conflict of interest when a teacher makes judgments about a student's work. The appearance of impropriety to the Lamar-Port Arthur community, which such relationships produce, casts doubt on the faculty member's judgment and evaluation of the student's performance, the faculty member's overall professionalism and credibility, and the genuineness of the student's accomplishments where the faculty member is directly supervising and teaching the student.

Lamar-Port Arthur and the Texas State University System have established policies affirming that no employee of the institution or the System may sexually harass another person. Any employee who violates the policies will be subject to disciplinary action. A faculty member who engages in a consensual sexual relationship with a student in a course taught by the faculty member could be liable to charges of

committing sexual harassment. Faculty members are responsible for reading and understanding the institutional policy on sexual harassment included in Section 5 of the institution's Administrative Policies and Procedures

Manual, Sections IV and IX of this Faculty Handbook, and the policy on sexual harassment in Chapter VII, Section 8 of the Texas State University System Rules and Regulations. Questions regarding the policies should be directed to the Division Dean or the Vice President for Academic Affairs.

#### **E. Emergencies, Fires, Accidents, and Sudden Illness.**

1. In the event of a life-threatening injury or illness, immediate emergency assistance should be sought. Immediately contact Campus Security at extension 6255, or the Campus Security Duty Phone at 720-7369, or the campus Operator (0). You may also use an emergency call box if there is one nearby. If there is no response from College personnel call 9-911.
2. In the event of minor injuries or illness requiring medical attention, the person should be sent or taken to the Security Office on the first floor of the Student Center.
3. In all cases of fire, activate the nearest fire alarm to warn other building occupants. If you suspect there is a fire in the building, and the fire alarm does not sound, immediately contact Campus Security at extension 6255, or the Campus Security Duty Phone at 720-7369, or the campus Operator, or use an emergency call box if there is one nearby.
4. If the fire alarm sounds you should immediately have your students exit the building in an orderly manner. Please refer to the evacuation plan posted in the classroom.
5. In the event of an electrical power failure during the day, you will receive instructions from your department chair or other administrative office about either dismissing class or waiting for power to return.
6. In the event of an electrical power failure during evening classes, and in the absence of any administrative directive, you may dismiss class if power has not been restored after fifteen (15) minutes. Note that there are emergency lights in all buildings to allow for safe egress.
7. In the event of an electrical power failure that leaves someone stranded in an elevator, note that all elevators on campus are equipped with emergency call buttons. The call goes to Campus Security or the Operator. The call automatically rolls over to 911 if it is not answered on campus.
8. In the event of biological, chemical, or bomb threats, the College has procedures in place for notifying faculty of the appropriate action to take (i.e., evacuation or sheltering in place). In these circumstances the College works closely with federal, state, and local law enforcement officials.
9. In the event of severe weather that may potentially threaten the safety of individuals on campus, faculty will be notified of the appropriate action to take.
10. In the event of a crime, or possibility of a criminal act, notify Campus Security by calling extension 6255, or the Campus Security Duty Phone at 720-7369, or the campus Operator.
11. In the event of an accident, fire, or criminal act that occurs during a time the college is officially closed and a security officer is not on duty, call 911. (Remember to dial 9 for an outside line and then 911). You may also use an emergency call box if there is one nearby. Then call the Vice President for Academic Affairs at his home (721-9286) and notify him about the event.
12. Familiarize yourself with the campus eLERT system and encourage your students to do the same. There is a link to eLERT on the LSC-PA website, in the lower right corner. In the event of emergencies affecting

the entire campus, eLERT will automatically send a message to all computers on campus, and it will replace the home page for the duration of the emergency.

Revised February 2008

#### **F. Emergency Closings.**

Situations occasionally arise that necessitate the suspension of normal campus operations to protect the members of the campus community. In such cases, the following policies and procedures will be observed.

1. Authority to suspend normal operations rests with the President or, in his absence, his designee.
2. Unless a specific announcement of closing is made through media outlets, the faculty, staff and student should assume that normal campus operations will be observed and that they should report to work or class as scheduled. A list of approved media outlets is provided in Section 4 of the Administrative Policies and Procedures Manual.
3. Faculty members are responsible for informing students of the emergency closing policies. Poor student attendance and inclement weather should not be used as an excuse to dismiss class. Students who attend despite adverse conditions are entitled to the scheduled class meeting.
4. Upon the recommendation of the Division Dean, and with prior written approval from the Vice President for Academic Affairs, separate closing policies may be approved for specific programs.

The college calendar will not be lengthened if classes are cancelled due to inclement weather or other circumstances. Final examinations will be administered as scheduled. The method for including the subject matter that normally would have been covered in the missed class meetings will be left to the discretion of each instructor. Strategies may include, but will not be limited to, additional or lengthened class meetings, additional assignments, laboratory or library activities, field trips, and/or fewer or take-home exams in order to free more class time for demonstration, discussion, and lecture.

#### **G. Employee Benefits.**

Information regarding employee benefits, including health insurance and retirement can be obtained from the Human Resources Office. Policies and procedures regarding employee benefits are contained in Section 6 of the Administrative Policies and Procedures Manual.

#### **H. Employment Outside of the Institution.**

By accepting employment at Lamar-Port Arthur, faculty members are expected to:

1. Accept the full-range of teaching responsibilities assigned;
2. Assume committee and service assignments at the department, division, and campus levels;
3. Ensure that professional activities, with or without remuneration, performed outside the Lamar-Port Arthur community shall not interfere with the full performance of assigned duties in accordance with the following policies governing outside employment for all faculty members:
  - a. Conflict of interest must be avoided in all instances of outside employment. Conflict of interest is any outside activity imposing upon the employee's responsibility to the institution.

- b. No member of the faculty engaged in outside remunerative activities shall use in connection therewith the official stationery, supplies, equipment, personnel services, or the resources of the Texas State University System or Lamar-Port Arthur. Nor shall such member of the faculty accept pay from private persons or corporations for tests, essays, chemical analysis, computer programming, bacteriological examinations, or other work of a routine character which involves the use of property owned by the System or the institution.
- c. No member of the faculty shall accept employment or any position of responsibility if the discharge of such employment or responsibility will be antagonistic to the interests of the State of Texas, the Texas State University System, or any member institution of the System.
- d. Every faculty member who gives professional opinions must protect the Texas State University System and its component universities against the use of such opinions for advertising purposes. That is, when work is done in a private capacity, the faculty member must make it clear to the employer that such work is unofficial and that, absent the President's prior approval, the name of the System and its component universities are not to be connected with the faculty member's name. Exceptions may be made for the name of the author attached to pamphlets, books, and articles in periodicals, and the identification of an individual in publications of corporations or companies related to service as a member of an advisory council, committee, or board of directors.

#### **I. Enrollment in Course Work.**

Part-time instructor may enroll for courses at Lamar-Port Arthur or another institution during the working day as desired so long as this does not interfere with their instructional duties and responsibilities. Some part-time faculty members may qualify to take up to two courses per year (limit one course per long semester or summer term) with all or part of the tuition and fees paid by the college. This policy is described in Section 6 of the Administrative Policies and Procedures Manual.

#### **J. Ethics Policy.**

The Board of Regents of the Texas State University System has developed a comprehensive ethics policy for all System employees. Section 5 of the institution's Administrative Policies and Procedures Manual provides guidance on the following ethical issues:

1. Travel expenses and allowances
2. Conflicts of interest
3. Code of ethics and ethics training
4. Standards of conduct for state employees
5. Benefits, gifts, and honoraria
6. Political activities
7. Dual office holding

#### **K. Evaluation of Faculty.**

During each long semester, each faculty member (full-time and part-time) will provide students with an opportunity to evaluate his or her performance. To insure that final grades are not biased by comments made on evaluations, another faculty or staff member will monitor the evaluation process. The instructor being evaluated shall not be present in the classroom when students are completing the evaluation without the prior approval of his/her

Department Chair. Completed evaluations should be returned to the Vice President for Academic Affairs for tallying. The Vice President will release the evaluations to the Deans for distribution to faculty after final grades are posted.

Lamar-Port Arthur also believes that direct observation of part time instructors is an appropriate and effective means of evaluation. Each Department Chair or appointed representative will evaluate each new part-time faculty member during their first two semesters of teaching using form F2.08A. Adjunct faculty members who teach on a recurring basis will ordinarily be evaluated every other semester. However, the College reserves the option to observe instructors more frequently.

The evaluations of faculty members are to be used as a means for improving teaching and may also be used to document teaching effectiveness.

#### **L. Facilities Use by Faculty Members.**

All Lamar-Port Arthur facilities are open to faculty groups when they are conducting or sponsoring college-related activities. State property is not to be used for partisan political activity or for other activities not clearly related to the functions of the institution.

The Vice President for Student Services and the Director of the Physical Plant are responsible for the safety and welfare of campus students, staff, and faculty by providing proper security for all buildings. Classrooms and most other space is scheduled through the Office of the Vice President for Student Services (ext. 6156) for most academic and non-academic functions. For reservations or use of space in the Gates Library, contact the Dean of Library Services (ext. 6216). The President's Office (ext. 7101) coordinates the scheduling of the A. J. M. Vuylsteke Home. The Office of the Vice President for Academic Affairs (ext. 6210) is responsible for the use and scheduling of the theater facility and for faculty office assignments.

#### **M. Field Trips.**

Approval from the Department Chair is required before a field trip can be scheduled. The Student Activities Office carries insurance coverage on students who participate in field trips and must be notified both before and after the event.

#### **N. Library Services.**

Faculty members are encouraged to use Gates Memorial Library facilities and services. Collections are continuously developed to provide curriculum support in both academic and technical areas. Included are web-based databases, CD-ROMs, and microforms. Peripheral collections include telephone books, best sellers, children's books, and career materials. Library instructional orientations are available by reservation to all instructors and all classes. Library Research Guides are used to facilitate this process in all subject areas. Other services include Internet, telephone, and in-person reference assistance, Tex-share cards, and inter-library loans.

#### **O. Mail.**

Faculty mailboxes are located in the foyer of the Monroe Building and should be checked at least once daily or any time the part-time instructor is on campus.

#### **P. Offices and Office Hours.**

A good relationship between instructor and student requires that faculty members provide time for conferences. Part-time faculty members are obligated to be available for student consultations even if they do not maintain regularly scheduled office hours.



1. Some offices are occasionally available for the use of part-time faculty. Questions about the availability of an office should be directed to the Department Chair. The responsibility for assigning offices rests with the Vice President for Academic Affairs.
2. All part-time faculty are eligible for voice mail even if all faculty do not have telephones on campus. The voice mail can be checked from off-campus. Voice mail should be checked before each class meeting and, because only a limited number of messages can be stored, it should be cleared regularly. Requests for voice mail capability should be made to the Department Chair.
3. Faculty members are asked to make themselves available to their students in the summer session. The number of office hours or other means of availability per week ideally should be equal to the percentage of a regular full teaching load that the faculty member is teaching in a summer session. For example, six semester hours in a summer session is the equivalent of 40% of the fifteen semester hour load required of faculty in a long semester. Therefore, a non-contract summer instructor with this load would be asked but not required to be available to students for 40% of the weekly office hours required in a long semester, which equates to four office hours per week.

#### **Q. Parking.**

Parking is provided at no charge to the employees of Lamar-Port Arthur. Automobiles parked on the campus must be registered and display an appropriate decal. The decal and detailed parking information may be obtained from the Vice President for Student Services.

#### **R. Racial Harassment.**

Lamar-Port Arthur provides equal educational opportunities for all students and equal employment opportunities for all applicants and employees. The institution fosters an environment free of racial harassment, intimidation, and humiliation. Racial harassment, as defined herein, is expressly forbidden.

1. "Racial harassment" is defined as extreme or outrageous acts or communications that are intended to harass, intimidate, or humiliate students, faculty, staff, or visitors on account of race, color, or national origin and that reasonably cause them severe emotional distress. It is a violation of the policies of Lamar-Port Arthur and the Texas State University System for any student, faculty member, or staff employee to engage in racial harassment of any person on the campus or in connection with an institution-sponsored event.
2. Faculty members are responsible for reading and understanding the policies prohibiting racial harassment included in the institution's Administrative Policies and Procedures Manual and Chapter VII of the System Rules and Regulations. Questions regarding the policies should be addressed to the faculty member's Division Dean or the Vice President for Academic Affairs.

#### **S. Sexual Harassment.**

Lamar-Port Arthur is committed to providing a work and study environment that fosters intellectual and academic excellence and the emotional well-being of its students and employees. The institution shall strive to provide and will accept nothing less than an educational and working environment that is free of intimidation and harassment. Unprofessional treatment of students and fellow employees in any form is unacceptable in the campus community.

Lamar-Port Arthur and the Texas State University System have adopted policies affirming that no employee of the institution or the System may sexually harass another person. An employee of the institution or the System will be subject to disciplinary action for a violation of these policies. "Sexual harassment" is defined as unwelcome sexual advances, requests for favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic career;

2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual;
3. Such conduct unreasonably interferes with an individual's performance or creates an intimidating, hostile, or offensive academic environment.

Faculty members are responsible for reading and understanding the institutional policy on sexual harassment included in the college's Administrative Policies and Procedures Manual, the policy on sexual harassment in Chapter VII of the System Rules and Regulations, and statements on consensual sexual relationships in subsections C. and D. of this Section. Questions about the policies should be directed to the Division Dean or the Vice President for Academic Affairs.

#### **T. Supplies and Duplicating Services.**

1. Supplies may be obtained for the department/program by the Department Chair/Program Coordinator. Instructors should obtain needed classroom and office supplies from the offices of their Department Chairs/Program Coordinators.
2. Duplicating services are available to faculty in Ruby Fuller 100. Quizzes, examinations, and other classroom materials can be duplicated in some cases by departmental offices or by the Printing Center when properly presented. Materials to be duplicated in the Printing Center should be presented at least 24 hours before needed. Materials, especially examinations, should be claimed soon after completion.

#### **U. Termination Procedure.**

In the event of a resignation in the course of a semester, the instructor must give adequate notice to the Department Chair to assure the uninterrupted schedule and conduct of classes. In all cases of termination of employment, voluntary or otherwise, final salary checks will be released to the faculty member at the next regular date of payment, after written clearance has been given by the Vice President for Academic Affairs or his designee certifying that:

1. All necessary records have been completed and transferred to the Department Chair.
2. All building and room keys assigned have been returned to the immediate supervisor or to the appropriate staff member.
3. All parking permits and library materials and cards have been returned to the proper officials.
4. Office and laboratory facilities have been vacated in proper order.
5. The forwarding address has been filed with the Human Resources Office and the proper forms have been completed for retirement and tax reporting.

This policy applies to full-time and part-time instructors. Faculty members should refer to Section III of this Handbook for additional information on this topic.

#### **V. Textbooks.**

Individual academic departments have wide discretion in the choice of materials to be used in the courses offered by the department with the approval of the Department Chair.

1. Although the authorship of books, outlines, manuals, and similar materials by members of the faculty is encouraged, the prescribed use of these by students is a responsibility that goes beyond that of an individual author. Where practicable and equitable, the charge for outlines, syllabi, and similar materials prescribed for student use should be borne by the instructional department. Whenever a charge is authorized for such

duplicated materials, the prices should be as low as possible, consistent with the payment of a fair and reasonable royalty to the author or authors.

2. Textbooks, notebooks, manuals, or other materials for the use of students of Lamar-Port Arthur, written or prepared by a member of the faculty of the institution, shall not be prescribed for the use of or sold to such students until such sales have been approved, with reasons stated, by the Department Chair and subsequently approved by the Division Dean and the Vice President for Academic Affairs. All such requests shall indicate the proposed prices and profits, and their authorization shall be effective only to the end of the fiscal year (August 31) for which such approval has been given.

#### **W. Unclaimed Personal Property.**

Abandoned and unclaimed personal property discovered on the campus shall be stored for safekeeping and standardized handling. Property shall be considered abandoned if it appears from the circumstances under which the institution comes into possession of the property that the owner has thrown it away or has voluntarily left or lost it without any intent or expectation to regain it. Abandoned and unclaimed personal property acquired by the campus security department shall be held for a minimum of one hundred and twenty (120) days from the time the institution acquires the property. If the property is reclaimed during that time, the institution may charge the owner a reasonable storage fee. After one hundred and twenty (120) days the item may be sold as part of the normal institution surplus property sale.

#### **X. Wage and Salary Administration.**

Faculty members should refer to Section 3 of the institution's Administrative Policies and Procedures Manual for information on compensation, including:

1. Initial placement on the payroll
2. Entry-level, part-time, and overload salaries
3. Substitute instructor compensation and procedures

#### **Y. Other Policies Concerning Terms and Conditions of Employment.**

Faculty members should refer to Section 5 of Lamar-Port Arthur's Administrative Policies and Procedures Manual and to the Texas State University System Rules and Regulations for information about the following topics:

1. Ethics policy
2. Use of state property
3. Social events with alcohol
4. Drug and alcohol abuse policy
5. Smoke-free workplace policy
6. AIDS policy
7. Computer use policy
8. Whistle blower policy
9. Public Information Act
10. Handgun policy

11. Grievance procedures

**Z. Knowledge of These Regulations.**

Each faculty member shall become acquainted with the Texas State University System Rules and Regulations; the Lamar-Port Arthur Faculty Handbook, Administrative Policies and Procedures Manual, and Handbook for Part-time Faculty; catalog, announcement of courses, and other official publications; and printed or other material prepared for the use of the faculty. The Faculty Handbook is available on the institution's Internet home page.

**Last Revised 6-10-09**

## **SECTION V: ACADEMIC TENURE**

### **A. Introduction to Tenure Policy.**

The tenure policy adopted by the Board of Regents of the Texas State University System and Lamar State College-Port Arthur is delineated in this section.

### **B. Definition of Tenure.**

Tenure denotes an entitlement to continued employment as a member of the faculty at Lamar-Port Arthur in accordance with the Faculty Handbook and the Texas State University System Rules and Regulations. Only faculty members with the title of Professor, Associate Professor, Assistant Professor, Instructor, Instructor I, Instructor II, Instructor III, and Instructor IV may be granted tenure. In exceptional cases, tenure may be granted at the time of appointment to any of such academic ranks by the Board of Regents or may be withheld pending satisfactory completion of a probationary period of faculty service.

### **C. Tenure Track Faculty.**

In accordance with the System Rules and Regulations, only full-time service in the instructional ranks of Professor, Associate Professor, Assistant Professor, Instructor, Instructor I, Instructor II, Instructor III, or Instructor IV shall be counted toward fulfillment of a required probationary period. All contract faculty members at the rank of Instructor or above are eligible to apply for tenure after completing the appropriate years of probationary service. Periods during which a faculty member is on leave of absence shall not be counted toward fulfillment of a required probationary period.

### **D. Non-tenured Faculty.**

No non-tenured member of the faculty should expect continued employment beyond the period of current appointment as approved by the Board of Regents. Any commitment to employ a non-tenured member of the faculty beyond the period of current appointment shall have no force and effect until approved by the Board of Regents. Non-tenured faculty members serve at the pleasure of the President and the Board of Regents, subject to the provisions of proper notice as required by the Texas State University System Rules and Regulations and the Faculty Handbook.

### **E. Part-time Faculty.**

Part-time faculty members will not be considered for tenure. Instructors who are hired on a full-time, contract basis should not expect that prior service accumulated as a part-time faculty member at Lamar-Port Arthur or any other institution of higher education will be counted as years of service toward completion of a probationary period of service for tenure. Part-time instructors serve at the pleasure of the President and the Board of Regents and should not expect continued employment beyond the current assignment. Any commitment to employ a part-time instructor beyond the period of the current assignment shall have no force and effect until approved by the Board of Regents.

The publishing of the name of a part-time instructor in the printed schedule as the instructor of a course does not guarantee that the instructor will teach that or any other course.

**Last Revised 1-21-2000**

## **SECTION VI: TERMINATION**

### **A. Continued Employment.**

Part-time faculty members serve as needed by the institution and have no guarantee of continued employment. The administration has the right and the responsibility to relieve part-time instructors of their duties at any time in order to preserve the integrity of the college and the safety of its students and employees. Part-time faculty members may be relieved at any time in order for the college to provide a full-time teaching load to contract faculty.

### **B. Immediate Termination.**

Some reasons for immediate dismissal include but are not limited to:

1. Failure to work efficiently and/or effectively.
2. Insubordination.
3. Professional or personal misconduct.
4. Professional incompetence and/or neglect of professional duties.
5. Mental or physical disablement of a continuing nature adversely affecting to a material and substantial degree the performance of duties or the meeting of responsibilities to the institution, or to students and associates.
6. Illegal use of drugs, narcotics, or controlled substances.
7. Intentionally or knowingly violating a state, federal, or local law, particularly Texas Penal Code Ann. Sec. 42.01 and 42.05 (Disorderly Conduct Disrupting Meeting or Procession) and Texas Education Code Ann. Sec.4.30 and 4.31 (Disruptive Activities and Exhibition of Firearms). Any employee who violates any provision of these statutes is subject to dismissal as an employee not withstanding any action by civil authorities on account of the violation.
8. Intentionally or knowingly violating a Board or college regulation, rule, or order. An employee is presumed to have knowledge of all such Board or college regulations, rules, or orders published in the Faculty Handbook or Texas State University System Rules and Regulations.
9. Violating minimum standards of individual conduct required by the penal statutes of Texas or the United States. An employee who violates the minimum standard of conduct required by a penal statute of Texas or the United States is subject to dismissal as an employee regardless of whether action is taken against the employee by civil authorities on account of such violation.
10. Discovery that the instructor has invalid teaching credentials or has otherwise presented false qualifications.

**Last Revised 1-21-2000**

## SECTION VII: FACULTY-STUDENT RELATIONS

### A. Academic Honesty.

Instructors should take the necessary precautions, including careful administering and monitoring of examinations, to prevent acts of scholastic dishonesty. The instructor has the responsibility for making an initial determination of scholastic dishonesty. All students and faculty share the responsibility for ethical conduct by reporting any untoward incidents in or out of the classroom. All offenses must be reported to the Department Chair. The report should include pertinent facts and should assure that the student has been afforded procedures of due process which include being advised of the charge, the opportunity to state his/her case informally, being advised of the penalty, and being advised of the right to appeal the charge.

Academic departments may, with the approval of the Division Dean and the Vice President for Academic Affairs, adopt specific enforcement procedures concerning scholastic dishonesty. In the absence of a departmental policy instructors shall adopt individual enforcement policies, include them in course syllabi, and discuss them in class with the students. Individual policies that include penalties other than those described in parts 10, a., b., and c. of this section must be approved by the Department Chair and are subject to review and approval by the Dean and Vice President for Academic Affairs. All enforcement procedures must include assurances of due process, comply with policies and enforcement procedures included in this section of the Faculty Handbook, and prescribe penalties consistent with the severity of the offense. When applicable and possible the policies should differentiate between intentional and accidental acts of plagiarism.

The college expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

1. Lamar-Port Arthur and its official representatives, acting in accordance with part 10 below may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Definitions and penalties for academic dishonesty infractions shall be the same regardless of whether the offense occurs on the campus or in an on-line course.
2. "Cheating" includes but is not limited to:
  - a. Copying from another student's test paper, laboratory report, other report, computer files, data listings, and/or programs.
  - b. Using, during a test, materials not authorized by the person administering the test.
  - c. Collaborating, without authorization, with another person during an examination or in preparing academic work.
  - d. Knowing, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an un-administered test.
  - e. Substituting for another student; permitting any other person, or otherwise assisting any other person, to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
  - f. Bribing another person to obtain an unadministered test or information about an unadministered test.
  - g. Purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. The section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

- h. The unauthorized use of electronic devices during an examination as described in APPENDIX J of the Faculty Handbook.
  - i. Engaging in any other activity intended unfairly or falsely to receive credit for academic work which is not reflective or representative of the student's own efforts.
- 3. "Plagiarism" means the appropriation of another person's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.
- 4. "Collusion" means the unauthorized collaboration with another person preparing work for credit.
- 5. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.
- 6. "Academic work" means the preparation of an essay, problem, assignment, or other project that the student submits as a course requirement or for a grade.
- 7. The procedures for administering an academic penalty for dishonesty differ from ordinary student discipline cases. Texas State University System and college policies permit academic dishonesty cases to be first considered and reviewed by the faculty member. If, after reviewing the case, the faculty member determines that the student is guilty of the charge, the faculty member may assess an academic penalty prescribed by the college. The faculty member must notify the student of the student's right to appeal the decision to the Department Chair, Dean, and eventually the Vice President for Academic Affairs (whose opinion shall be final) before imposition of the penalty.
- 8. At each stage of the appellate process the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of the case. The procedures for considering and disposing of a student's appeal of an academic dishonesty decision are *not* the same as the procedures for resolving student grievances in matters relating to academic performance as described in Appendix G of the Faculty Handbook, i.e. the Student-Faculty Relations Committee is not involved.
- 9. After the process for assigning an academic penalty has been completed, and in particularly severe cases of academic dishonesty including but not limited to flagrant repeated violations, the Vice President for Academic Affairs may refer the matter to the Vice President for Student Services for any additional discipline that may be appropriate. The process for considering disciplinary action shall not delay the consideration or implementation of an academic penalty.
- 10. Academic penalties for academic dishonesty are listed below. Unless a department-wide policy has been adopted that directs otherwise, the faculty member is free to select and apply any of the first three penalties without first consulting the Department Chair. However, the Chair must be notified following the administration of any sanction.
  - a. Requiring a student to retake all or part of an examination or resubmit all or part of an academic work;
  - b. Assigning no credit, less than full credit, or a grade of "zero" to the part of the examination or academic work in question;
  - c. Assigning a grade of "zero" to the entire examination or academic work in question;
  - d. Assigning a grade of "F" for the course. In the case of a student's first offense the decision to fail the student for cheating should be one shared between the instructor and the Department Chair prior to notifying the student. In the case of a student with repeated violations the faculty member



may make this decision without consulting with the Department Chair, but must immediately notify the Department Chair of the action taken and the circumstances that prompted it.

**Paragraph A. Revised August 1, 2006**

**B. Accommodations and Services for Students with Special Needs.**

A rapidly growing minority in American higher education is students with disabilities. Faculty members at Lamar-Port Arthur are often asked to provide an academic accommodation for a student with a disability. The legal imperative to accommodate qualified students with disabilities is found in Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act (ADA). The ADA prohibits discrimination against persons participating in educational programs and services. This law provides persons with disabilities the same educational opportunities that others enjoy. As an institution of higher education committed to equal access by all citizens, Lamar State College-Port Arthur believes in the necessity of providing accommodations to qualified students.

In order to meet the needs of its students with disabilities, the institution provides both physical and programmatic access. Architectural barriers have been removed and auxiliary aids and services are provided. Appropriate academic accommodations must also be made in the instructional process to ensure full educational opportunity. Educational accommodations enable a student to compete with non-disabled peers, but they are not intended to place a disabled student at an advantage. "Equal footing" is the aim when accommodations are provided. Furthermore, accommodations are not intended to lower academic standards or impede a faculty member's academic freedom.

Students with special needs are encouraged by their counselors to meet with their instructors prior to the semester or during the first week of classes to discuss their disabilities. When a student does this, faculty are encouraged to ask questions, including questions relative to how an accommodation relates to a student's disability. Most students are comfortable with speaking openly about their situation. However, these discussions are private and a student's right to confidentiality must be maintained.

Faculty members are requested to include a statement in each syllabus inviting students with special needs to make an appointment with the Special Populations Coordinator and with the faculty member to discuss their special situations.

The process for responding to a student with a disability who requests an accommodation includes the following steps:

1. A student provides the documentation and adequate information about the disability from a licensed professional to the Office of Special Populations/Disabled Student Services. At the beginning of each semester the Special Populations Coordinator meets individually with each disabled student in order to determine the appropriate accommodations that will be recommended to faculty.
2. A letter is prepared by the Special Populations Coordinator for the student. A copy of the letter is submitted by the student to each of his/her instructors. Upon reading the letter, a faculty member may make suggestions, recommendations, or deny certain accommodations. If changes are necessary to the accommodations letter, the specific faculty member, Special Populations Coordinator, and student will meet to develop an accommodation that is acceptable to both parties. If changes are made, a new accommodation letter is generated.
3. The faculty member and the college are not required to grant a request for special accommodations if the student does not provide a letter from the Special Populations Coordinator. However, in this situation the student should be referred to the Office of Special Populations/Disabled Students Services for information and assistance.

### **C. Adds, Drops, and Withdrawals.**

Students registering for courses after the regular registration period will appear on the Class Activity report distributed to instructors. The name may be added to the roster and should then appear on subsequent class rolls and the official twelfth class day roster.

Addition of courses to a student's schedule after the official last day to register must be approved by the chair of the department in which the student is majoring, the chair of the department offering the course, and the instructor.

A student may drop a course or withdraw from the college without penalty during early weeks of the semester. The last date for dropping or withdrawing without penalty is published in the official Catalog. For drops or withdrawals after this penalty-free period, grades are recorded as Q, W, or F indicating that the student was passing or failing at the time of the drop or withdrawal. A grade of Q or W may not be assigned unless an official drop or withdrawal has been processed through the Office of the Registrar. When absences, other than approved absences, interfere seriously with the student's performance, the instructor may recommend to the Department Chair that the student be dropped from the course. Action to drop the student requires the approval of the Department Chair. If this action is taken after the first six weeks of the semester, a grade of "F" may be recorded for the course.

The final date to drop a course or withdraw from the college is published in the official Catalog. Some form of evaluation—usually an exam—should be administered before the deadline for dropping a course without academic penalty. An evaluation exercise will help students determine if they possess the appropriate preparation or skills for the course and provide a clue regarding their eventual performance in it. This knowledge may provide the impetus for the student to drop the course without incurring academic repercussions.

### **D. Admission to Class.**

Students must attend classes and sections as listed on the official rolls. Students not on the rolls cannot attend classes or laboratories. Names of students auditing courses will appear on the official rolls. The instructor is responsible for correcting class rolls.

Because it is the duty of the instructor in charge to see that order is preserved, the instructor is authorized to exclude any student from the classroom for causes deemed sufficient. Such action must be reported in writing to the Department Chair and the Vice President for Student Services. The report should include pertinent facts and should indicate that the student has:

1. Been advised of the reason(s) for exclusion from class;
2. Afforded an opportunity to state the student's case informally;
3. Advised of the right to appeal the action within five (5) days to the Campus Discipline Committee. The Vice President for Student Services will initiate procedures in accord with policies set forth in the Student Handbook to determine the necessity for, and extent of, disciplinary action.

### **E. Attendance.**

Regular and punctual class attendance is important to the attainment of the educational objectives of the college. The instructor should formulate an attendance policy consistent with departmental policies, but suited to the needs of the particular course. The instructor's policy is to be explained in detail to the class at the beginning of the semester, and is to be enforced in a consistent and uniform manner. In the application of this policy to individual cases, the instructor is encouraged to consult with the Department Chair. However, determination of whether an absence is excused or approved is the responsibility of the instructor, except in the case of an approved absence for a college-sponsored activity or religious holy day. When absences, other than approved absences, interfere seriously with the student's performance, the instructor may recommend to the Department Chair that the student be dropped from the course.

A list of absences approved, because of college-sponsored academic activity, is maintained in the office of the approving Dean. A list of absences approved by the Vice President for Academic Affairs because of college-

sponsored extra-curricular activities is maintained in the Office of Student Services. Absences also may be approved by the instructor. Approved absences call for the privilege to make up examinations and written assignments without penalty. This privilege does not necessarily extend to unapproved absences. Students may request the Office of Student Services to notify faculty members prior to or during an **EXTENDED** absence due to personal or family illness, accident, hospitalization, etc. This notification does not constitute an excused absence from class; however, it does advise the instructor as to the reason the student is absent and of the expected date of return to class.

Students with absences approved for college-sponsored activities should present a properly completed Excused Absence Form to their instructors. Such forms, signed by the approving administrator, should be presented to the instructor prior to the absence, if possible (if this is not possible the form should be presented immediately upon returning to class).

#### **F. Examinations.**

Effective classroom teaching necessitates the use of examinations both for the purpose of instruction and for evaluation of student achievement. The teacher as a diagnostician should utilize the type of measurements pertinent to the evaluation sought. Each instructor will determine and announce by the end of the second week of classes in a long semester, and the second class meeting of a summer term or mini-session, the examination policy and approximate schedule which has been reviewed and approved by the Department Chair. Examinations, other than make-up exams or final exams, are usually scheduled only during regular class or laboratory periods; exceptions should be approved by the Department Chair. No tests or exams including make-up exams may be given on the last class meeting prior to final exams for each course offered during the fall or spring semester.

**Final examinations shall be administered, and shall be given in accordance with the official final examination schedule.** Exceptions shall be made only with the written approval of the Division Dean.

#### **G. Field Trips.**

Approval from the Department Chair is required before a field trip can be scheduled. The Student Activities Office carries insurance coverage on students who participate in field trips and must be notified both before and after the event.

#### **H. Grades.**

1. Examinations and written assignments
  - a. Students should be informed of their grades on examinations and written assignments in a reasonable time. Exam papers, essays, and other assignments should be returned to students within a reasonable time. Only under rare circumstances, and only with prior approval of the Department Chair, should written work be withheld from students until the end of the semester.
  - b. Grades earned on an exam or any other assignment are not publicly posted or displayed, even if the instructor uses code names or randomly assigned numbers.
2. Changing grades
  - a. In most circumstances grades remain as recorded and can be changed only by the instructor. In the event the instructor is no longer employed, the Department Chair and Dean have the authority to change grades, with a written explanation for the change placed in the college's official files.
  - b. Grades may be changed by the Department Chair and the Division Dean when the Student-Faculty Relations Committee (see Appendix G), as a result of the appellate process, determines that a faculty member has failed to implement a previously announced grade policy.

3. All grades and grading methods are subject to review by the appropriate Division Dean and Department Chair when a student requests a review of a specific grade. The Dean and Department Chair must approve any change in grade requested by an instructor after final semester grades are recorded.
4. Each faculty member is responsible for submitting proper grade reports on all students who are officially certified as enrolled in class on the official census date. These grades must be reported in accordance with the schedule published in the official catalog.
5. The institution utilizes a four-point grading system. A "C" average or 2.0 GPA or above is considered to be satisfactory and satisfies graduation requirements for all degrees and certificates. A student with a grade point deficiency of 25 or more grade points at the end of the fall spring, or summer semester is suspended. Suspended students must obtain written permission from the Dean of their division prior to attending fall or spring semester. Summer terms are open to suspended students
6. Assigning the grade of incomplete (I) requires prior approval of the Department Chair. An I is assigned only when the deadline for dropping the course has passed, the student is passing the course, and course requirements, including the final examination, cannot be completed because of unavoidable circumstances. If incomplete work is not finished by the end of the next long semester, the I will be changed to F on the permanent record. Requests for one-semester extensions will be honored by the Records Office if approved by the instructor and Department Chair prior to the expiration of the normal deadline.
7. A student desiring to register for a course to receive a grade of "NG" must have the written approval of the Department Chair prior to the deadline for dropping or withdrawing from a course without penalty.
8. Grade records for any course should be maintained by the instructor for the remainder of the academic year and a period of 12 additional months. In the event the instructor is no longer employed by the college, the Department Chair shall maintain the records.

Amended August 2004

### **I. Holy Days and Student Absences.**

Lamar State College-Port Arthur has developed the following policy on student absences for the purpose of observing religious holy days.

1. Under the provisions of Texas Education Code 51.911 all institutions of higher education shall excuse a student absent from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this policy may not be penalized for that absence and shall be allowed to take an examination or complete an assignment within a reasonable time after the absence. Policies and procedures for absences due to religious holy days shall be consistent with (or no more arduous than) the instructor's policies and procedures relating to other excused absences.
2. Texas Education Code, section 51.911, defines a religious holy day as a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. A student who plans to be absent under the provisions of this policy must notify the instructor in advance of the absence. If a student and instructor disagree about the nature of the absence being for the observation of a religious holy day defined herein, or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed

assignments or examinations, either the student or the instructor may request a ruling from the President or his designee. The student and instructor shall abide by the decision of the President or his designee.

Amended August 2004

#### **J. Meeting of Classes.**

Faculty members are responsible for meeting the classes assigned to them. Each instructor is expected to meet class punctually and to exercise care in maintaining the class schedule as announced in the college's schedule of classes. Except in the event of circumstances that require all of the college's classes to be canceled, or the cancellation of all of the classes scheduled in a particular building, the responsibility to notify students in advance of a change in meeting time or cancellation rests wholly with the instructor. Planned dismissal of multiple classes must be authorized by the Vice President for Academic Affairs. Advance approval is especially important when a large number of classes (students) is involved. In emergency situations, such as power failure, sudden illness, and unsafe conditions, the Deans may authorize dismissal of classes under their supervision.

The semester calendar will not be lengthened if the institution cancels class meetings due to inclement weather or other circumstances. Final examinations will be administered as scheduled. The method for covering the subject matter ordinarily covered during the missed classes will be left to the discretion of the instructor.

#### **K. Off-campus Speakers.**

Instructors inviting speakers to address lecture and/or laboratory sections must have the prior approval of the Department Chair. The request for approval must be received and acted upon prior to the appearance. The policy for off-campus speakers invited by student groups is cited in the Student Handbook.

#### **L. Office Hours.**

A good relationship between teacher and student requires that instructors provide time for conferences. Part-time faculty should be available to students before and after class for consultations and conferences. If applicable, part-time faculty members with offices shall post their office hours outside of their offices at the beginning of each term, with copies forwarded to the Department Chair, Division Dean, and Vice President for Academic Affairs, and published in any other manner required by the President. Questions regarding missed office hours should be directed to Department Chairs. Observance of office hours is subject to review by Department Chairs. (see Section IV. P.)

#### **M. Racial Harassment.**

Lamar-Port Arthur provides equal educational opportunities for all students and equal employment opportunities for all applicants and employees. The college fosters an environment free of racial harassment, intimidation, and humiliation. Racial harassment, as defined herein, is expressly forbidden.

1. "Racial harassment" is defined as extreme or outrageous acts or communications that are intended to harass, intimidate, or humiliate students, faculty, staff or visitors on account of race, color, or national origin and that reasonably cause them severe emotional distress. It is a violation of the policies of Lamar-Port Arthur and the Texas State University System for any student, faculty member, or staff employee to engage in racial harassment of any person on the campus or in connection with a college-sponsored event.
2. Faculty members are responsible for reading and understanding the policies prohibiting racial harassment included in the college's Administrative Policies and Procedures Manual and Chapter VII of the System Rules and Regulations. Questions regarding the policies should be directed to the faculty member's Division Dean or the Vice President for Academic Affairs.

#### **N. Sexual Harassment.**

Lamar-Port Arthur and the Texas State University System have adopted policies affirming that no employee, student, or contractor of the college or the System may sexually harass another person. Any employee, student, or contractor of the college or the System will be subject to disciplinary action for a violation of this policy.

1. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic career;
  - b. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual;
  - c. Such conduct unreasonably interferes with an individual's performance or creates an intimidating, hostile, or offensive employment or academic environment.
2. Faculty are responsible for reading and understanding the policies on sexual harassment included in the college's Administrative Policies and Procedures Manual and the System Rules and Regulations. Questions regarding the policies should be directed to the Division Dean or the Vice President for Academic Affairs.

#### **O. Sponsorship of Student Organizations.**

Each recognized student organization is required to have at least one sponsor who is a full-time faculty member. However, part-time faculty members are invited to participate in campus organizations, which contribute to the growth and development of students.

#### **P. Student Grievances.**

The college has established procedures for the resolution of student grievances in regard to academic issues in a prompt and equitable manner. Details of the college's procedure for students in reference to alleged academic grievances are described in the Student Handbook and Appendix C to this Handbook.

#### **Q. Student Records.**

Student permanent records are originally created by and are in the custody of the Office of Records and Registrar. Practices and policies regarding access to and the release of these records are in conformity with the Family Education Rights and Privacy Act of 1974. Under the provisions of the Act, access to student educational records (or personally identifiable information contained therein) may be given to faculty members if they have a "legitimate education interest." Such information must be used only for the purpose requested. Care must be taken that no personally identifiable information other than "directory information" is released without the written authorization of the student. A social security number is interpreted as "personally identifiable" and may not be used to post grades, etc., without the student's written consent. The Act, generally referred to as the Buckley Amendment, defines directory information as that information the institution has declared it will release routinely and has so officially advised students. Any student may advise the institution not to release any or all of the information designated. Questions about student records should be directed to the Vice President for Student Services. (see Appendix B)

#### **R. Syllabi and Course Information.**

Each instructor should prepare a syllabus or course outline for each course taught. The learning objectives and anticipated outcomes in the syllabus should be adopted by all who teach sections of the same course and may be prepared through committee action in the department. Individual instructors may use different and creative strategies for achieving the objectives and outcomes. The Department Chair will maintain a file of syllabi on all courses currently taught in the department. Instructors shall distribute to their students, in writing or on the LSC-PA Internet home page, the following information about the courses to their students: attendance requirements, goals and requirements, grading procedures, nature of the course content, office hours, and the method to be used in determining the semester grade. This information will be kept on file by the Department Chair.

**S. Textbooks.**

Each department of the college determines procedures for the adoption of textbooks for classes in that department in accordance with institutional policy. See Section IV of this Faculty Handbook for complete information regarding textbook selection.

**Last Revised December 2013**

## **SECTION VIII: COPYRIGHT POLICY**

### **A. Purpose and Scope.**

The purpose of the Lamar State College-Port Arthur copyright policy is to outline the respective rights of the institution and the members of its faculty, staff, and student body have in copyrightable materials created by them while affiliated with it.

### **B. General Policy Statement.**

Copyright is the ownership and control of the intellectual property in original works of authorship that is subject to copyright law. It is the policy of Lamar-Port Arthur that all rights in copyright shall remain with the creator of the work except as otherwise provided in Section VIII.C of this Faculty Handbook.

### **C. Ownership of Copyright.**

Lamar-Port Arthur has developed the following policy regarding the ownership of copyrighted materials.

1. The Texas State University System and Lamar-Port Arthur claim no ownership of fiction, popular nonfiction, poetry, music compositions or other works of artistic imagination that are not institutional works. For other materials that are totally faculty generated with no college equipment or aid other than that routinely used by faculty in duties associated with teaching, the faculty member holds the copyright and complete intellectual property rights.
2. If the work is contracted in writing by the college of the employee on a work for hire basis, the college then owns the copyright and all benefits of the materials.
3. Copyright of materials (including software) that are developed with the significant use of funds, space, equipment, or facilities administered by the college, including but not limited to classroom and laboratory materials, but without any obligation by the college to others in connection with the support, shall be held by the college.
4. For the purpose of this policy, the provision of office or library space alone shall not be construed as constituting significant use of funds, substantial resources, space, equipment, or facilities, except in those situations where the office or library facilities were provided specifically to support the development of the materials in question. Substantial resources shall include, but shall not be limited to, the purchase of new technology software or equipment not normally needed for the employee's duties, and/or a substantial monetary award explicitly for the creation of the work.
5. Copyright ownership of all materials (including software) developed in the course of or pursuant to a sponsored research or support agreement (i.e., an agreement which provides funds, space, equipment, or facilities for research purposes), shall be determined in accordance with the terms of such agreement, or, in the absence of such terms, the copyright shall be held by the college. The agreement may grant an employee a non-exclusive educational license allowing the employee to share royalties from third parties using the materials.

### **D. Ownership of Copyright of Mediated Courseware.**

1. Mediated courseware includes, but is not necessarily limited to, instructional materials delivered over the Internet, synchronous or asynchronous video or audio courses, components of courses, or instructional support materials.



2. Copyright of mediated courseware developed without specific direction of significant support of Lamar-Port Arthur shall remain with the employee. No royalty, rent, or other consideration shall be paid to the employee or former employee when that mediated courseware or a modification thereof is used for instruction by the college. The employee or former employee shall take no action that limits the college's right to use the instructional materials and shall provide written notice on the courseware itself of the institution's right of use. See Chapter V, Paragraph 4.76 of the System Rules and Regulations and Section III of this Handbook for policies on noncompetitive use of employee-owned, mediated courseware.
3. Copyright of mediated courseware developed at the specific direction or with the substantial resources of the college shall be jointly held by the college and the employee, unless otherwise specified at the time commissioning of the work, and shall not be used without written consent of the college. The college shall have the right to modify the courseware and decide who will utilize it in instruction. Royalties or revenues generated from the licensing of such mediated courseware may be jointly shared with the employee as noted in Section III, Paragraph 11 of the System Rules and Regulations.
4. For the purposes of this policy, the provision of an office or library facilities alone shall not be construed as constituting substantial resources, space, equipment, or facilities, unless they were provided specifically to support the development of the material in question.

#### **E. Distribution of Copyright Royalties.**

1. Creators of copyrightable material not owned by Lamar State College-Port Arthur, or to which the college has relinquished any ownership claim, own the copyrights in their works and are free to publish them, register the copyright, and receive any revenues which may result therefrom.
2. Royalty income received by Lamar-Port Arthur through the sale, licensing, leasing, or use of copyrightable material in which the college has a property interest will normally be shared with the author and the institution.
  - a. The net royalties or other net income received by the college will, in most cases, be distributed under a formula of 50 percent to the author and 50 percent to the institution.
  - b. Any distribution which grants the author more than 50 percent of net royalties requires the approval of the Board of Regents.
  - c. In the event of multiple authors, the proper distribution of the 50 percent author's share shall be determined by the President, as appropriate.
  - d. Disposition of the 50 percent dedicated to the institution is within the President's discretion.
3. In the event that an author contributes a personal work to the college, a written agreement accepting such contribution shall be executed. The terms of the agreement shall include a statement governing the division of royalties between the institution and the author.
4. In cases of external funding, the terms of the funding agreement shall govern the division of any royalties that may result in commercialization of materials resulting therefrom. In the event that the funding agreement vests royalty rights in Lamar-Port Arthur, the author shall be entitled to the same proportionate share he or she would have received if the work had not been extramurally funded. Such a royalty payment to the author, however, may not violate the terms of the funding agreement. Such share shall be a proportion of whatever share is owned by the college under the terms of the funding agreement and this policy.

**F. Revision of Materials.**

Materials owned by the college under the terms of this policy shall not be altered or revised without providing the author a reasonable opportunity to assume the responsibility for the revision. If the author declines the opportunity to revise such material, the President will make the assignment of responsibility for the revision.

**G. Withdrawal of Materials.**

Materials owned by the college shall be withdrawn from use when it, in consultation with the author, deems such use to be obsolete or inappropriate.

**H. Student Work**

A student shall retain all rights to work created as part of a class or using college technology resources.

**Revised 2-7-12**

## **SECTION IX: PATENT POLICY**

### **A. Purpose.**

Lamar State College-Port Arthur is dedicated to instruction, research, and public service. It is the policy of the college that an atmosphere be maintained that will allow its faculty to carry out its scholarly work openly and freely, and publish results gained therefrom. The institution recognizes that patentable inventions and discoveries may arise on occasion in the course of scholarly work conducted by its employees and students. The purpose of this policy is to insure that such discoveries and inventions are used and controlled in a fashion that maximizes their benefit to the public, the inventor, and the institution.

### **B. Applicability.**

This policy shall apply to all persons employed by the college and to anyone using facilities it owns or supervises in connection with the development of a patentable product.

### **C. Condition of Employment and Enrollment.**

The patent policy, as occasionally amended, shall be deemed part of the conditions of employment of all college employees, including student employees, and of the conditions of enrollment and attendance by all students in the institution.

### **D. Ownership.**

Except as otherwise described in this policy, every invention or discovery or part thereof that results from research or other activities carried out at Lamar-Port Arthur, or that is developed with the aid of its facilities, staff, or funds, shall be the property of the college.

### **E. Inventions Made on Own Time.**

Inventions or discoveries made by college employees or student in their personal time and not involving the use of college facilities are the property of the inventor except in case of conflict with any other applicable agreement.

1. For the purposes of this policy, an individual's "personal time" shall mean time other than that devoted to normal or assigned functions in teaching, extension, campus service, or direction or conduct of research on college premises or utilizing "college facilities."
2. The term "college facilities" shall mean any facility, including equipment and material, available to the inventor as a direct result of the inventor's affiliation with the institution, and which would not have been available to a non-college individual on the same basis.
3. Persons who claim that inventions or discoveries are made on personal time and without the use of college facilities have the responsibility to disclose all such inventions to the college in accordance with the disclosure procedures applicable to inventions made on college time or with the use of college facilities. It shall be the responsibility of the inventor to demonstrate the basis of the inventor's claim that only personal time and no college facilities were utilized.
4. If the inventor so desires, inventions or discoveries made on personal time and without the use of college facilities may be assigned to the institution. Under this arrangement, the procedures will be the same as for inventions or discoveries made by Lamar-Port Arthur personnel on college time or with the use of college facilities and materials.

### **F. Patents Arising from Government Sponsored Research.**

Patents on inventions or discoveries arising from research financed by federal, state, or local government may be controlled by the terms of the grants and contracts specified by the government agency sponsoring the research, or by applicable law. In some cases, the sponsoring government agency may claim rights to patents resulting from the sponsored research.

### **G. Patents Arising from Research Sponsored by Non-Government Entities.**

Lamar-Port Arthur is obligated to insure that its facilities and the results of the work of its employees are applied in a manner which best serves the interests of the public. The college reserves the right to ownership of patents on inventions or discoveries arising out of research supported in whole or in part by grants or contracts with non-governmental firms.

### **H. College Patent Committee.**

The President shall appoint a College Patent Committee, consisting of no less than three members, one of whom shall be designated by the President to serve as chair of the committee. Such committee shall perform the duties delineated in this policy and other such duties as may be assigned by the President or his designee.

### **I. Duty to Disclose Discoveries and Inventions.**

All individuals covered by this policy have a duty to disclose in writing their inventions and discoveries promptly to the College Patent Committee.

1. The duty to disclose arises as soon as the individual has reason to believe, based on his or her own knowledge or upon information supplied by others, that the invention or discovery may be patentable.
2. Certainty about patentability is not required before a disclosure should be made.
3. Individuals shall execute such declarations, assignments, or other documents as may be necessary in the course of invention evaluation, patent prosecution, or protection of patent rights, to insure that title in such inventions shall be held by Lamar-Port Arthur, where this policy indicates the college shall hold title, or by such other parties as may be appropriate under the circumstances.

### **J. Review by Patent Committee.**

The College Patent Committee, after receiving disclosure about an invention, shall forward a recommendation to the President concerning such discovery. Such recommendation shall include: (1) the committee's opinion whether the college has an ownership in the invention in question, or whether such invention was one developed on personal time and without use of college facilities, and (2) whether and how the institution should assert and exploit its ownership interest in any invention or discovery.

### **K. Waiver of College Interests.**

The president has the authority to determine that the college desires no claim on the invention or discovery, and may advise the inventor that the college asserts no ownership interest in the invention or discovery.

### **L. Royalties.**

In consideration of the disclosure and assignment of invention rights, the inventor, or the inventor's heirs, successors, and assigns, may receive up to 50 percent of the net royalties or other net income arising from an invention or discovery after a deduction for administrative and patent management costs. Administrative and patent management costs include, but are not limited to, the costs associated with the licensing, patenting, and protection of patent rights. The remaining percentage of net royalties shall accrue to Lamar State College-Port Arthur.

### **M. Avoidance of Conflicts.**

Any employee covered by the policies of this section shall report in writing to the President, or his designee, the name of any business entity as referred to therein in which the person has an interest or for which the person serves as director, officer, or employee and shall be any change in the interest or position held by such person in such business entity. These reports will be filed with the Board of Regents, and upon Board approval the report shall be submitted to the governor and Legislature as required by Section 51.912 of the Texas Education Code.

#### **N. Equity Interests.**

1. In accordance with Section 51.92, Texas education code, and subject to review and approval by the President, employees of the college who conceive, create, discover, invent, or develop inventions or discoveries may hold an equity interest in a business entity that has an agreement with the college relating to the research, development, licensing, or exploration of those discoveries or inventions.
2. Lamar-Port Arthur may negotiate, but shall not be obligated to negotiate, an equity interest on behalf of any employee as a part of an agreement between the institution and a business entity relating to inventions and discoveries conceived, created, discovered, invented, or developed by the employee and owned by the college.
3. Dividend income and income from the sale or disposition of equity interests held by the college pursuant to agreements relating to inventions and discoveries shall belong to the college and shall be distributed in accordance with the provisions of this policy. Dividend income and income from the sale or disposition of an equity interest held by a college employee pursuant to an agreement between the college and a business entity relating to rights in inventions and discoveries conceived, created, discovered, invented, or developed by such employee shall belong to the employee.

#### **O. Business/Management Participation.**

An employee of Lamar-Port Arthur who conceives, creates, discovers, invents, or develops an invention or discovery shall not serve as a member of the board of directors or other governing board, or as an officer or employee (other than as a consultant in accordance with college regulations) of a business entity that has an agreement with the college relating to the research, development, licensing, or exploitation of that invention or discovery without prior review and approval by the President. When requested and authorized by the Board of Regents, an employee may serve on behalf of the Board of Regents as a member of the board of directors or other governing board of a business entity that has an agreement with the college relating to the research, development, licensing, or exploitation of inventions and discoveries.

**Last Revised 9-10-99**

## **SECTION X: APPENDICES**

### **APPENDIX A**

#### **CHARTER AND BY-LAWS OF THE FACULTY SENATE**

##### **CHARTER OF THE FACULTY SENATE**

###### **I. Function**

The Faculty Senate of Lamar State College-Port Arthur shall serve as the official body responsible for ascertaining and relaying the advice and opinions of the faculty in matters concerning the academic activities of Lamar State College-Port Arthur, a member of the Texas State University System. The Faculty Senate shall provide information concerning faculty opinions and suggestions to the President and other members of the administration on all matters of employee relations. The Faculty Senate shall provide the administration with faculty opinion on all the following areas of concern, though its deliberations shall not be limited to them:

- A. Academic procedures.
- B. Academic standards, including admissions, progress, and graduation.
- C. Development leaves and alternative faculty development programs.
- D. Faculty recruitment and employment.
- E. Faculty research.
- F. Faculty retirement, insurance, and fringe benefits.
- G. Faculty tenure, promotion, and termination.
- H. Teaching loads.

Senate deliberation and action may result either from a request for advice and opinions by the administration or from the request of the faculty it represents. The Senate may make recommendations to the appropriate official on any matters it considers to be of concern to the welfare of the faculty.

###### **II. Procedure**

The Faculty Senate shall be organized as a legislative body. It shall elect a president and other such officers as provided for in its by-laws.

In its by-laws, the Senate shall establish rules to govern its general meetings, executive sessions, special hearings, and other procedural matters.

By-laws may be amended by majority vote, but must be proposed at the meeting prior to the vote and subsequently be submitted to the President of Lamar-Port Arthur.

The Senate shall determine a regular meeting place, hour, and day for its monthly meetings. Minutes of the Faculty Senate shall be sent to the President, the Vice-President for Academic Affairs, the Deans of Academic and Technical Programs, other members of the administration, and all faculty members.

The Senate shall meet at other times on the request of the President, the Vice President for Academic Affairs, the President of the Senate, or on the written request of five members of the Senate.

### **III. Initiative and Referendum**

Twenty percent of the voting faculty or a simple majority of the voting faculty of a particular instructional department may petition the Faculty Senate to consider a specific proposal, which it must do at its next meeting.

If twenty percent of the voting faculty request a referendum on a specific issue, the Senate must submit the issue to a vote of the entire voting faculty. A simple majority is sufficient to approve such proposals.

When a vacancy occurs in the office of the President, the Faculty Senate shall ascertain the recommendation of the faculty by recognized research techniques and shall serve as the official voice of the faculty in relaying the recommendation to the Chancellor and to the Board of Regents, with a copy to the officer in charge of the campus.

### **IV. Structure and Organization**

Members of the Senate shall be elected for two-year terms staggered (one-half being elected in April of each year). The terms of office shall begin with the first day of the fall semester. Holdover senators and newly elected senators will elect officers in May for the coming year, but during the summer months, the senate and officers of the preceding year shall continue in office.

Tenured or contract faculty members, excluding those at the level of Dean or above, shall be eligible for election to the Senate if they have completed one year of service at Lamar State College-Port Arthur by the end of the current academic year. All members of the voting faculty shall be eligible to serve on the Faculty Senate.

The Faculty Senate shall consist of seven members each from the two program divisions at Lamar State College-Port Arthur: Academic and Technical. For every five voting faculty members within a division above a base of fifteen, that division shall have the privilege of electing one additional Senator. Librarians of faculty status shall be regarded as members of the Division of Academic Programs.

The number of Senators to be elected by each division shall be determined from information supplied by the Vice-President for Academic Affairs by March 15 of every year. The Vice-President for Academic Affairs is responsible for the conducting the election of Senators.

If a vacancy occurs, the Vice-President for Academic affairs will conduct an election in the division in which the vacancy occurs, if no alternate is available.

In addition, for every twenty (20) non-contract faculty members, the non-contract faculty shall have the privilege of electing one Senator. All non-contract faculty members who have completed at least one year's service by the end of the previous academic year and who have expressed an interest shall be eligible to serve. All non-contract faculty members, regardless of length of service, shall be eligible to vote. The non-contract Senators shall be elected at the beginning of the academic year and shall serve one-year terms from election to election.

## **BY-LAWS OF THE FACULTY SENATE**

**(Not part of official policy, included for faculty information only)**

### **I. Meetings**

The Senate shall hold a regular meeting during the first week of each month, September through May, or, if the institution is not in session the first week of a particular month, September through May, the Senate shall hold its regular meeting during the first week the institution is in session for that month. Special meetings may be called as stated in the Charter under "Procedure." All faculty members below the level of Dean are welcome to the meetings of the Faculty Senate except in rare cases when either of the officers or the Senate deem a closed meeting is necessary. Visitors will be allowed the floor only by Senate invitation.

The full-time, non-administrative staff of Lamar State College-Port Arthur, including library staff, shall have the privilege of choosing a representative who shall have the right to attend all open meetings of the Senate and who shall have the right to speak from the floor, but shall not vote.

The Faculty Senates of Lamar University-Beaumont, Lamar-Orange, and the other member institutions of the Texas State University System shall each have the privilege of choosing a representative who shall have the right to attend all open meetings of the Senate and who shall have the right to speak from the floor, but shall not vote.

## **II. Officers**

The officers shall be a President, a Vice President, and a Secretary. Officers shall be elected annually in May by the members of the following year's Senate. Officers may be nominated by a nominating committee appointed by the incumbent President or from the floor. An officer may be re-elected to the same office for two consecutive years but after two years in that office, he/she must step down. After a lapse of one year, he/she is eligible again for election.

## **III. Duties of Officers**

The President shall preside at all meetings, appoint committees, and serve as the official representative of the Faculty Senate in situations where such representation is necessary or desirable. With the Vice President and the Secretary, the President shall set priorities for the monthly agenda.

The Vice President shall carry out all duties of the President when the President is absent. The Secretary shall write and distribute minutes and announcements, take care of general correspondence, and be custodian of all Senate records, policies and proceedings. In the absence of both President and Vice President, the Secretary shall preside until a president pro-tem can be elected. The Secretary shall issue the call for April Senate elections and shall receive the results of the elections.

## **IV. Resignation of Officers**

In case of the resignation of the President, the Vice-President shall become President and assume the duties of that office. In case of a vacancy in the office of Vice President or Secretary, there shall be an election held to fill that office. EXCEPTION: If less than one semester remains in that office, the Executive Committee may choose to fill the vacancy by appointment.

## **V. Agenda**

An agenda for each regular meeting shall be established, and the membership informed, as far in advance as possible but with never less than seven days' notice. New business not on the agenda may be introduced, but no action shall be taken until a later meeting unless a two-thirds majority of those attending agree to a suspension of the rules. A formal agenda is not necessary when a special meeting for emergency discussion and action is called.

## **VI. Voting**

Each senator, including the officers, shall have one vote. Senators shall be regarded as either present or absent; there shall be no substitutes and no proxies. A quorum shall be a simple majority.

## **VII. Resignation of Senators**

At the time of the election in April, the appropriate number of senators, a first alternate, and a second alternate will be elected in each division. In the case of the resignation of a senator during his/her term of office, the Executive Committee shall notify the elected alternate to complete the unexpired term of the resigning senator. The first and second alternates shall be chosen from the remaining candidates on the ballot based on the number of votes received. A tie shall be resolved by random drawing.

EXCEPTION: If the absence of a senator is temporary (i.e., two months or less), the Executive Committee may appoint a replacement for the brief period of time of the original senator's absence.



## **VIII. Procedures**

In all circumstances not covered by the Charter or the By-laws, Rules of Order shall prevail.

Revised: By vote of the Faculty Senate  
March 9, 1999

Edited: To reflect the actions of the Texas Legislature  
June 1999

**Last Revised 6-2-99**

## **APPENDIX B**

### **FAMILY EDUCATION RIGHTS AND PRIVACY ACT**

The following information concerning student records maintained by Lamar State College-Port Arthur is published in compliance with the Family Education Rights and Privacy Act of 1974 (PL 93-380) (FERPA).

#### **Access to Records.**

Unless the records are of the type exempted by law, students will be granted access to all records directly related to him/her for inspection and review. Explanations and interpretations will be available. Copies may be obtained at the rate established by the General Services Commission.

#### **Challenge of Records.**

A student has the right to challenge records and information directly relating to him/her. The challenge is limited to inaccurate, misleading or otherwise inappropriate records and information. A student should attempt to resolve issues informally with the official immediately responsible. If a student does not obtain satisfaction through the informal hearing an appeal can be made through administrative channels. The procedure to be followed in an administrative appeal is available in the Office of the Vice President for Student Services.

#### **Release of Information.**

Access to records by persons other than the student will be limited to those persons and agencies specified in FERPA or the Texas Public Information Act. Records will be maintained of persons granted such access and the legitimate interest in each case, to the extent the law permits maintenance of such records.

The release of information to the public without the consent of the student will be limited to the categories of information listed below which have been designated by the institution as directory information and which will be routinely released. The student may request that any or all of this information be withheld from the public by making written request to the Records Office. The request must be made by the last official day to register for a given session and applies to that session only. The following information will be considered directory information:

1) Name; 2) Current and permanent address; 3) Telephone listing; 4) Date and place of birth; 5) Sex; 6) Marital status; 7) Major and minor; 8) Semester hour load; 9) Classification; 10) Class schedule; 11) Eligibility for and participation in officially recognized activities and sports; 12) Weight and height of members of athletic teams; 13) Dates of attendance; 14) Degrees and awards received with dates; 15) Previous educational agencies or institutions attended.

#### **Deletion of Records.**

It is the policy of the institution to review records according to its approved record retention schedule and the State Records Retention Act, and expunge records or parts of records that have served their purpose. Records are destroyed only as allowed by law.

#### **Types and Location of Records.**

The types of educational records and information contained therein which are directly related to students are listed in the table that follows.

AREA OF ADMINISTRATION	TITLE & OFFICE LOCATION	TYPES OF STUDENT RECORDS
Admissions and Records	Vice President for Student Services and Registrar - Student Center Building	Admissions Permanent Academic Enrollment
Instructional Divisions	Dean of Academic Programs -Monroe Building Dean of Technical Programs -Monroe Building	Academic
Financial Aid	Director of Financial Aid -Student Center Building	Student financial aid
Administration	Human Resources Coordinator-Monroe Building	Employee personnel records
Finance	Controller/Business Manager -Finance Office	Financial
Student Affairs	Director of Student Activities-Student Center Building Vice President for Student Services - Student Center Building	Student Government, Personnel, Disciplinary, Student Organizations & Activities, Recruitment, Advisement, Registration, Test Scores

**Note: Medical, Police and Guidance Records are exempt from access provisions.  
Last Revised 5-26-99**

## APPENDIX C

### PROCEDURE IN REFERENCE TO STUDENT GRIEVANCES IN MATTERS RELATING TO ACADEMIC PERFORMANCE

#### ACADEMIC GRIEVANCE PROCEDURES

To provide for the resolution of alleged grievances in matters relating to the academic performance of students in a prompt and equitable manner, appropriate instructional departments and divisions of the institution are to follow the provisions of these grievance and appellate procedures. The grievance procedures described in this section do not establish a contractual relationship between students and the institution, or between students and employees acting in behalf of the institution. Absolute compliance with the provisions of this section is required of students filing a grievance, while substantive compliance on the part of the institution and its employees shall be satisfactory. The provisions of the section are subject to change by action of the President or Board of Regents with or without prior notice to students

Instances of academic dishonesty are not subject to the provisions of this policy. Faculty members should refer to Chapter IX of the Faculty Handbook for information regarding penalties and procedures for academic dishonesty.

There shall be in each Division a Student-Faculty Relations Committee. It shall be comprised of up to seven faculty members and three students. The membership of each Student-Faculty Relations Committee, including designation of a chairperson, shall be determined by procedures established by the Deans of the respective divisions. The committee may be appointed annually, permanently, or as needed. The committee should become involved in an alleged grievance only after normal procedures for resolving issues have been exhausted. See Appendix I for complete information on committee composition.

A student who claims a grievance because of grading or other actions by a faculty member or department that affect his or her academic standing **MUST** adhere to the following procedures.

1. The initial step in the normal procedure is for the student to discuss the issue with the offending party (usually a faculty member). This discussion between faculty member and student should occur within two working days of the action by the offending party. If the issue is not resolved, the student's second step **MUST** be to consult with the offending party's Program Coordinator. If a Program Coordinator is not employed in that instructional area, or if the Program Coordinator is the offending party, the student **MUST** appeal the matter directly from the offending party to the Department Chair. An appeal from the final decision of the offending party **MUST** be made to the next level-Program Coordinator or Department Chair-no later than 5:00 p.m. on the second working day following the final decision of the offending party.
2. When consulting with the Program Coordinator the student has the right to state what he/she perceives to be the facts of the issue without the offending party being present. After hearing the student's appeal the Program Coordinator may call both parties together for a face-to-face discussion of the matter, although this is not required, or may pursue other methods for obtaining the information necessary for resolving the matter.
3. If the Program Coordinator cannot resolve the grievance to the student's satisfaction, the student may appeal the matter to the Department Chair. The appeal to the Department Chair **MUST** be made no later than 5:00 p.m. on the working day following the Program Coordinator's decision. The student has the right to state privately to the Department Chair what he/she perceives to be the facts of the matter without the offending party being present. The Program Coordinator may attend this conference unless he/she is the offending party. After hearing the student's appeal the Department Chair may conduct a meeting with the student, offending party, and Program Coordinator in attendance, or may use other methods as he/she deems appropriate for gathering the information necessary to reach a decision.
4. If the Department Chair cannot resolve the issue in the student's favor, the student may appeal the matter to the Dean of the division. The appeal to the Dean **MUST** be in writing, **MUST** specify what actions of the offending party are being appealed, **MUST** state what remedies the student expects from the Dean, and **MUST** be received by the Dean no later than 5:00 p.m. on the second working day following the student's

notification of the Department Chair's decision. The student has the right to meet privately with the Dean and state what he/she perceives to be the facts of the issue without the offending party being present; however, the Dean may invite the Department Chair and Program Coordinator, if applicable, to be present with the exception that if either is the offending party that person will not be included in the meeting. Later, the Dean may convene a meeting with the student, offending party, Program Coordinator, and/or Department Chair present, or may use other appropriate methods for gathering the information necessary to reach a decision.

5. The Dean will provide a written response to the student. If the Dean cannot resolve the issue through negotiation and discussion in the student's favor, the student may appeal the matter to the divisional Student-Faculty Relations Committee. The appeal is made through the Division Dean.
6. The student may address a written statement of alleged grievance to the Dean of the division that MUST be received no later than 5:00 p.m. on the second working day following the student's notification of the Dean's decision. The student's written statement MUST specify the acts which necessitated the grievance, MUST identify the desired remedies, and MUST request that the Dean refer the grievance to the appointed Student-Faculty Relations Committee for action. The Student-Faculty Relations Committee shall represent the division that includes the department responsible for the course in which the offending act occurred.
7. The Student-Faculty Relations Committee will fully investigate the alleged grievance to determine if it has a basis in fact and results from an incorrect application of a departmental or institutional policy or procedure, an incorrect action by Lamar-Port Arthur personnel, or a combination of these factors. In the event that any member of the committee is a party to the alleged grievance, the Dean shall appoint a substitute member or ask a previously appointed alternate to serve as a substitute. After conducting its inquiry the committee shall present such findings and recommendations to the Dean of the Division as it, by majority vote, finds appropriate. If the committee determines that the grievance has a basis in fact due to these reasons it shall recommend specific redress to the Dean.
8. The Dean shall notify all involved persons and the Vice President for Academic Affairs by separate communication of the committee's findings and recommendations.
9. To assure prompt resolution of alleged grievances, the Student-Faculty Relations Committee shall make a reasonable effort to complete the committee report within two weeks (ten working days) from the date it receives the statement of grievance from the Dean. If this schedule cannot be followed the committee chairperson should notify the Dean and provide an estimate of the projected date on which the committee's work will be completed.
10. The Student-Faculty Relations Committee is not obligated to conduct a hearing as part of its investigation. However, in the event that the committee conducts a hearing the following procedures will be in place:
  - a. A minimum of four faculty members must be present to constitute a quorum.
  - b. The committee chair will vote only if his/her vote can change the outcome.
  - c. The Dean of the division may open the hearing with an overview of the history of the case, the reasons for the hearing, and the prescribed hearing procedures, or may delegate this responsibility to the committee chair.
  - d. The committee members may interrupt statements at any time for the purpose of asking questions or for clarification.
  - e. The student will open the hearing by stating the reasons for the appeal/grievance. The student will then present his/her version of the facts of the case.

- f. The student may present witnesses to substantiate his/her case. Witnesses shall not be present in the hearing room either before or after making their statements. Witnesses presented by the student must testify to circumstances surrounding the act that caused the grievance and/or to corroborate the statements of the student, and shall not be character witnesses.
  - g. Following the student's presentation and any questions by the committee, the alleged offending party (or Program Coordinator or Department Chair if the grievance resulted from a program or departmental decision) may present the reasons for the acts that caused the grievance to be filed.
  - h. The committee has the power to ask other witnesses-students and employees-to attend the hearing and provide additional information either before or after the student and offending party have made their presentations.
  - i. Following the presentations and questioning, the committee chair will allow both parties to make a brief closing statement.
  - j. After the closing statements the committee chair will ask all parties other than the committee members to leave the hearing room. The committee will then decide to deliberate immediately, determine if more facts are required, or postpone deliberations until another date.
11. The Student-Faculty Relations Committee shall at the conclusion of its considerations and deliberations report to the Dean one of the following:
- a. In the considered opinion of the Student-Faculty Relations Committee, the alleged grievance has a basis in fact and results from (select one) an incorrect application of a departmental or institutional policy or procedure, an incorrect action by Lamar-Port Arthur personnel, or a combination of these factors, and the specific redress recommended by the committee is.....
- Or,
- b. In the opinion of the Student-Faculty Relations Committee, the alleged grievance is not in fact a grievance resulting from an incorrect application of a departmental or institutional policy or procedure, an incorrect action by institutional personnel, or a combination of these factors, and the appeal is rejected.
12. The decision and recommendation of the Student-Faculty Relations Committee is not binding on the administration of the institution. However, the Dean will give careful consideration to its findings when making a decision regarding the final disposition of the alleged grievance.
13. The Dean shall provide the student with a written account of the committee's recommendations and the Dean's decision concerning the final disposition of the alleged grievance.
14. Any alleged grievance regarding grades must be handled only in accordance with policies stated in the Faculty Handbook. In most circumstances grades remain as recorded and are changed only by the instructor. In the event the instructor is no longer employed, the Department Chair and Division Dean are charged with the responsibility for changing grades. However, grades may be changed by the Department Chair and Dean when the Student-Faculty Relations Committee determines that a faculty member has failed to follow a previously established grade policy or has violated a departmental or institutional policy. The Division Dean and the Vice President for Academic Affairs have the authority to order the reinstatement of a student into a technical or allied health program.
15. In the event that the student involved in the alleged grievance should seek to appeal the decision and/or recommendation of the Student-Faculty Relations Committee or the Dean, the written appeal shall be

addressed to the Vice President for Academic Affairs. An appeal of the final disposition of the grievance shall be considered only if it addresses one or more of the following criteria:

- a. An allegation that the student was denied due process during the previous stages of appeal. If the Vice President determines that due process was denied the grievance shall be returned to the level at which due process was not granted, at which time it shall be afforded appropriate consideration. If the grievance cannot be resolved in the student's favor at this level the student has the right to repeat the appellate procedures through the Student-Faculty Relations Committee, if necessary.
  - b. A grievance concerning the denial of a right guaranteed under state or federal law or the Texas State University System Rules and Regulations.
16. In matters of appeal regarding the denial of a right guaranteed under law or System policy, the Vice President for Academic Affairs shall notify the Vice President for Student Services regarding an alleged grievance based on a prohibited action. The Vice President for Student Services shall inform the person who presented the alleged grievance, the major Department Chair, the Division Dean, the Vice President for Academic Affairs, and the President of the final decision and disposition of the appeal.
17. Additional appeal procedures are provided to Lamar-Port Arthur students in the following areas:
- a. Academic Dishonesty/Student Conduct/Lamar-Port Arthur Discipline Code
  - b. Traffic and Parking Regulations
  - c. Residency Appeals
  - d. Racial Harassment
  - e. Sexual Harassment

**Last Revised 9-30-2008**

## **APPENDIX D**

### **ETHICAL STANDARDS AND CONFLICT OF INTEREST REGULATIONS**

Lamar State College-Port Arthur recognizes and encourages the involvement of its personnel in private enterprises. Such involvement benefits the community economically and the employee both personally and professionally. However, certain business arrangements or employment opportunities may constitute a breach of ethical standards resulting in a conflict of interest between the institution and the employee. The policy of Breach of Ethical Standards, promulgated by the State Purchasing and General Services Commission, is applicable to Lamar-Port Arthur as follows:

#### **A. Breach of Ethical Standards.**

A breach of ethical standards may occur in any of the following cases:

1. Conflict of interest (Subsection C of this section)
2. Failure to disclose financial interests (Subsection D of this section)
3. Gratuities and kickbacks (Subsection E of this section)
4. Contingent fees (Subsection F of this section)
5. Restrictions on employment of employees (Subsection G of this section)
6. Contemporaneous employment prohibited (Subsection H of this section)
7. Use of confidential information (Subsection I of this section).

#### **B. Definitions.**

The following words and terms, when used in this section, shall have the following meanings, unless the context clearly indicates otherwise:

"Confidential information" -- Information which is available only because of one's status as a Lamar-Port Arthur employee.

"Direct or indirect participation" -- Involvement through decision, approval, disapproval, recommendations, preparation of any contract, or of any part of a procurement process, influencing the content of any specification of procurement standard, rendering of advice, investigation, auditing, or in any other advisory capacity.

"Employee" -- Shall broadly include members, officers and employees of the institution, as well as members, officers and employees of other state agencies acting pursuant to delegated authority from the institution, or in connection with any matter involving that agency with the institution.

"Financial interest" -- Shall refer either to a personal receipt, or right to receive, money or other valuable property or benefits under the actual or proposed contract; the holding of a position in a business such as an officer, director, trustee, partner, employee, or the like, or holding any position of management; or the ownership of substantial stock or other interest in a business. Substantial in this context shall not include token ownership or ownership which would not normally be able to influence decisions of the business.

"Immediate family" -- Shall include spouses, parents, brothers, and sisters and sons and daughters of the employee.



"Person" -- An individual or business entity.

**C. Conflict of Interest.**

1. It shall be breach of ethical standards for any employee to participate directly or indirectly in the procurement of any institutional contract when the employee knows that:
  - a. The employee or any member of the employee's immediate family has a financial interest pertaining to the procurement;
  - b. The employee or any member of the employee's immediate family has a financial interest in a business or organization submitting a bid for that contract;
  - c. Any other person with whom the employee or any member of the employee's immediate family is negotiating or has an arrangement concerning prospective employment is involved in the procurement.
2. Employee participation in blind trusts, or retirement programs of business entities, submitting bids to the institution shall not be a breach of ethical standards provided disclosures of such participation is made to the institution, and no other conflict is shown.

**D. Failure to disclose financial interests in business entities.**

1. It shall be a breach of ethical standards for an employee to fail to report a financial interest in a procurement, or in a business entity submitting a bid in response to a procurement.
2. Upon discovery of an actual or potential conflict of interest due to a financial interest in a business entity submitting a bid in response to a procurement, an employee shall promptly file a written statement of disqualification and shall withdraw from further participation, if any, the employee may have in the transaction.

**E. Gratuities and kickbacks.**

1. Gratuities. It shall be a breach of ethical standards for any person to offer, give, or agree to give any employee, or for any employee to solicit, demand, accept, or agree to accept from another person, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service in connection with any decision, approval, disapproval, recommendation, preparation of any part of a program requirement or a purchase request, influencing the content of any specification or procurement standard, rendering of advice, investigation, auditing, or in any other advisory capacity in any processing or application, request for ruling, determination, claim or controversy, or other particular matter, pertaining to any program requirement or any contract or subcontract, or to any solicitation or proposal therefor.
2. Kickbacks. It shall be a breach of ethical standards for any payment, gratuity, or offer of employment to be made to an employee by or on behalf of a contractor or subcontractor in connection with the award of a contract.

**F. Prohibition against contingent fees.**

1. Contingent fees. It shall be a breach of ethical standards for a person be retained, or to retain a person, to solicit or secure a contract from the institution upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except for retention of bona fide employees or bona fide established commercial selling agencies for the purpose of securing business.

2. Representation of contractor. Every person, before being awarded a contract by the institution, shall represent, in writing, that such a person has not retained anyone in violation of Paragraph (1) above. Failure to do so is a breach of ethical standards.

#### **G. Restrictions on recruitment of employees.**

1. No person shall offer an employee of the institution, or of any agency exercising delegated authority from the institution, employment with the offeror, if that employee is involved significantly in handling a procurement in which the offeror is interested.
2. A former employee may not appear before the Board of Regents on behalf of any person having business before the institution, if the former employee is paid for such appearance, and the appearance involves a specific transaction the former employee was significantly involved with while an employee. Other than such a situation there are no restrictions on former employees in making appearances before the Board.
3. It shall be a breach of ethical standards for a business in which an employee has a financial interest knowingly to act as a principal, or as an agent for anyone other than the Lamar State College-Port Arthur, in connection with any:
  - a. Judicial or other proceeding, application, request for a ruling, or other decision;
  - b. Contract;
  - c. Claim; or,
  - d. Charge of controversy in which the employee either participates personally and substantially through decision, approval, disapproval, recommendation, the rendering of advice, investigation or otherwise, or which is the subject of the employee's official responsibility, where Lamar State College-Port Arthur is a party or has a direct and substantial interest.

#### **H. Contemporaneous employment prohibited.**

It shall be a breach of ethical standards for any employee who is participating directly or indirectly in the procurement or contracting process to become or be, while such an employee, the employee of any person contracting with Lamar State College-Port Arthur.

#### **I. Use of confidential information.**

It shall be a breach of ethical standards for any employee knowingly to use confidential information for actual or anticipated personal gain, or for the actual or anticipated personal gain of any other person.

#### **J. Disclosure of Business Affiliation.**

The institution provides a Disclosure of Business Affiliation available through the Human Resources office. In order to assure compliance with state policies and laws and to protect our employees, each employee of Lamar-Port Arthur with an affiliation with an organization that does business with the institution must advise the institution by means of the Disclosure of Business form.

#### **K. Receiving a contract.**

A breach of ethical standards enumerated in Subsection A of this section shall bar the offending person from receiving a contract that may have been awarded to such person except for the breach. If a contract has already been awarded, the institution may decide to cancel the contract, or, where applicable remove the person from the

institution's bidders list. An employee who breaches ethical standards as set forth in this section may be either reprimanded, suspended, or dismissed.

**Last Revised 6-2-99**

## **APPENDIX E**

### **CLASSROOM MANAGEMENT AND TEACHING STRATEGIES**

#### **A. Attire.**

The proper attire for faculty members varies with the nature of the class being taught. Often the primary clothing concerns of instructors of lab and shop courses are comfort when teaching in facilities that are not air conditioned, safety, and ease of mobility. However, instructors in traditional classroom settings are expected to dress in a more formal manner. A rule of thumb is that an administrator or other visitor to a classroom while class is in session should be able to identify the instructor by the attire worn.

Shorts are not acceptable attire for faculty in a classroom at any time. Under certain conditions shorts are suitable dress for field trips and outdoor demonstrations or activities. While not required, a necktie is never inappropriate attire for male instructors in the classroom. Research has shown that a neat, professional appearance usually leads to more effective classroom management.

#### **B. Cheating.**

Before making any outside assignments a faculty member should explain and provide examples of the difference between legitimate collaboration and academic dishonesty. The difference between when collaboration is acceptable and/or desired and when it is forbidden should be clearly delineated. Academic dishonesty is described more completely in Section VII.

#### **C. Checklist of “Housekeeping” Items.**

Department Chairs and Program Coordinators can provide part-time faculty with answers to the questions listed below. The Department Chairs supervise many part-time instructors, so the adjunct instructor should not wait to be contacted by the Chair, but should make the initial contact when a question arises.

1. When are final grades due, to what office are grades submitted, and when do students receive their grades?
2. Is there a departmental or program grading policy?
3. Has the department prepared a syllabus, course outline, statement of goals and objectives, handouts, and/or exams for the course?
4. Has the college or the department established an attendance policy for the course?
5. Where do I get my copy of the textbook and supporting materials?
6. Have I completed all of my paperwork necessary for official employment so that I will receive a paycheck at the proper time?
7. How do I obtain a grade book?

#### **D. Closure.**

The technique of closure is an effective method for motivating students. Closure connects the major points of a lesson, provides a link between past and new knowledge, and can provide students with a needed feeling of achievement. Closure is more than a quick summary of the material covered in a lesson. It may

be defined as the relative degree of logical organization, or integration, perceived by the learner. Five strategies available for helping student to achieve closure are described below.

1. By organizing content around a central theme, generalization, model, or analogy, the instructor helps the students themselves to organize the material.
2. The faculty member can capitalize on the cueing power of such statements as “Five main points follow,” or “There are three subtopics under each main heading.”
3. The instructor can draw attention to the completion of the lesson or lesson segment. An adequate amount of time should be left at the end of the class period for summary, which should include the major points covered in the lesson. It is often effective to review major points several times during the lesson, as well. Repetition helps many students assimilate ideas. At any time during the lesson the instructor can “consolidate” the students’ understanding of the main ideas up to that point.
4. During closure the lesson material should be connected with previously learned material. This helps the students fit the new material into their existing cognitive structures (their present knowledge and past experiences). When possible, the closure activity can be extended to an introduction to new material or future lessons.
5. Closure can include opportunities to allow students to demonstrate what they have learned. Demonstration provides feedback to the instructor. If the students can not demonstrate what they are supposed to have learned, the instructor knows that closure has not been achieved.

#### **E. Demonstrations.**

Introduction to a particular skill is often best accomplished by a demonstration rather than lecture.

1. Demonstration coupled with verbal instruction addresses two learning styles—visual and auditory.
2. Demonstrations allow effective instruction of multiple-sequence skills.
3. Effective demonstrations can assist in establishing the criteria for skill-based competency.
4. Components of an effective demonstration include preparation, performance, and review.

#### **F. Discussion.**

Some courses are appropriate for organized discussion. Critical thinking is an important part of discussion. The technique also forces students to “get involved”—which can be particularly useful during the last hour of an evening class.

1. Write discussion objectives on a chalkboard or flip chart so that all participants can see them throughout the discussion.
2. Use positive reinforcement to encourage universal participation.
3. The instructor should serve as facilitator and should not dominate the discussion.
4. Practice “active listening” to clarify ideas and provide a running summary.
5. Keep the discussion from getting too far afield. However, allow some flexibility to encourage creativity and higher-level thinking.

## **G. Exams.**

An exam should be designed to give the students ample opportunity to show what they have learned. Undue emphasis should not be placed on an area of little significance. Extensive review in class for an upcoming exam is not required, but if a review is conducted it should be an accurate representation of the material and types of questions that will be on the test.

Many instructors administer exams that can be graded on a scanning machine. Students must be informed in advance that a mechanically graded test will be given in order to allow them time to purchase the proper forms.

An exam must not be the only activity that occurs in a section of a three-semester hour course that meets once per week. An exam should be administered in the first 50-75 minutes of the period and regular classroom activities conducted in the remaining time.

Some additional suggestions in relationship to testing are listed below.

1. Explain how to study for the tests you give.
2. Provide students with some sample test items.
3. Hand out study questions or study guides.

## **H. Field Trips.**

Approval from the Department Chair is required before a field trip can be scheduled, even if it is outside of normal class hours. The Student Activities Office carries insurance coverage on students who participate in field trips and must be notified both before and after the event.

1. Planning is essential for a successful field trip. Determine what you want the students to gain from the experience and work out the best way to accomplish it.
2. Visit the site beforehand to familiarize yourself with the facility and iron out logistics.
3. Make sure the speaker is effective by checking with others who have visited the site. Meet the presenter/guide in advance. If this person will not be an effective resource, prepare to conduct the visit narrative yourself or provide substantial support to the narrative of the presenter.
4. Prepare learners by outlining in writing the purpose of the trip. Let them know the sequence and addresses of sites you plan to view (if more than one).
5. Reinforce material covered with a post-trip discussion or review.
6. Include trip highlights as part of an exam or other evaluation measure.

## **I. First Class Meeting.**

Students are not necessarily impressed with the knowledge and experience of an instructor. Students expect college faculty to possess these qualities. They are often influenced by the instructor's appearance, mannerisms, and speaking voice. While students may not be automatically impressed by an instructor's credentials, they can form a negative impression very quickly when informed about a faculty member's lack of teaching experience or knowledge of the subject. An instructor teaching in college for the first time, for the first time anywhere, a new course, or in a new discipline should not mention this to the class unless

responding to a direct question. Instead, introductory remarks at the initial class meeting should include the instructor's interest in and experience with the subject matter, its applicability to other disciplines, and how it can be used outside the classroom. Comments like "I've never taught this subject before, so we'll learn it together," "This is my first time to teach, so I'll learn as much from you as you learn from me," "I'm not really sure why I'm here," or "This subject is really not in the area in which I work or normally teach" are not appropriate, can cause a lack of respect for the instructor to develop, and can trivialize the significance of the course.

The best way to deal with anxiety and nervousness before the first class meeting is to over-prepare. The speed at which the class presentation will go cannot be anticipated. Many times student response is significantly greater or less than expected. Having excessive material prepared for the first class will ease this problem and is worth the extra effort in confidence gained. Usually the material not used in the first class can be used in future meetings. Some guidelines for the first class meeting are:

1. Conduct a class. Don't meet and dismiss, especially if the class only meets once per week. First impressions are lasting.
2. Plan an activity that allows students to get involved immediately. It may simply be an information gathering session or icebreaker.
3. Initiate casual conversation between yourself and the students and among the students prior to presenting the specifics of the course.
4. Please try to be early, at least 20 minutes before the start of class. If possible, greet your students as they enter the classroom, laboratory, or shop.
5. Present your course objectives and goals on a handout. (see Section VII. R.)
6. Identify course standards including time required for outside work.
7. Take care of housekeeping items such as breaks and restroom locations.

#### **J. Grading.**

Your Department Chair can answer questions about developing a grading system for your course. Under most circumstances an instructor should not change the grading system during the semester unless the change will clearly benefit everyone in the class.

#### **K. Student Success Center.**

The Student Success Center provides tutorial support to students enrolled in all developmental and transfer courses as well as some courses in the Technical Programs area. Tutors and computer-based instruction are utilized. The services are provided free of charge.

#### **L. Lectures.**

1. Outline objectives first.
2. Move from one idea to the next in a logical, sequential manner.
3. "Spice up" speech with tone variance and anecdotes. Use gestures. Move around.
4. Plan visual activities to reinforce the lecture content for different types of learners.

5. Encourage participation through drawing students into discussion with questions.
6. Reinforce concepts with a closure activity.
7. Encourage transfer and relevance through application.
8. Require students to be accountable for the content of the lecture through exams and other methods of evaluation.

#### **M. Questioning Techniques.**

In addition to gaining a basic core of knowledge, students must develop higher-level thinking skills that will allow them to assimilate and act on an ever-increasing amount of information. Educators must establish objectives that will insure the development of the thinking processes. One of these skills is the technique of questioning.

Educators have long known that care is needed in posing the right questions in the correct way. Since framing the right questions in the correct manner does involve many considerations, questioning cannot be reduced to easy formulas. Involved in any deep communication in the classroom is the ability of the faculty member to ask appropriate questions and to listen to their answers. The student learns to think by actually thinking and can only think critically when presented with the correct opportunities. A properly phrased question often can be the catalyst that can ignite the student's critical thinking processes. Questions that require the use of higher-level thinking and problem-solving skills can produce an exciting learning environment.

The questioning method is used more frequently than any other teaching technique. Some of the reasons that instructors use questioning follow below.

1. Create interest and motivate students to participate actively in the lesson.
2. Evaluate preparation for class and check on knowledge of homework or previous assignments.
3. Diagnose student strengths and weaknesses.
4. Review or summarize what has been presented.
5. Guide learners to new possibilities in the problem being explored.
6. Stimulate students to seek out additional data on their own.
7. Build an individual student's positive self-concept.
8. Help students see applications for previously learned concepts.
9. Assess the degree of success in achieving the goals and objectives of the lesson.

Researchers have identified three categories of questions.

1. Verification questioning determines whether or not a statement is true. Questions in this category are asked in a way that will elicit the information that the instructor wants the class to learn.



2. Productive thinking questioning requires students to gather, from both past and present, the ideas, associations, and observations that can bring forth ideas and conclusions. Productive thinking includes both the creative and critical analytic dimensions of reasoning.
3. Cognitive function questioning can be used to accomplish something other than the matter at hand. This type of question can have multiple purposes.
  - a. Focusing questions can be used to introduce a new topic to a class, along with the direction that it will take them. These questions may serve to re-shape an issue or serve as a way of introducing a related topic.
  - b. Foundation questions build up to a more complex category of instruction. These questions may seek information through a review of a previous session or a summary of the current discourse.
  - c. Extending questions are cognitive questions whose purpose is to clarify or elaborate upon statements already made.
  - d. Lifting questions seek to “lift” a higher level of thinking from using the answer to a previously stated question as a foundation.
  - e. Promoting questions elicit responses that promote the flow of the discussion or lecture. They can clarify the uncertainty present in a discussion or existing about an issue.

Some generally accepted principles of good practice regarding questioning follow.

1. Avoid “closed-end” questions.
2. Use a “building block” approach to reach a pre-determined goal.
3. Ask learners to jot down questions that come to mind during discussion and encourage them to ask those questions.
4. Respect the students. The best questions are those for which they do not have a ready answer and must use higher-level thinking skills to develop answers.
5. Use positive reinforcement to reward students who present innovative questions.
6. Follow incorrect responses to your questions with redirection rather than with criticism. Be careful to avoid embarrassing students.
7. Be patient. Count to 10 before rephrasing a question if no one answers it.

#### **N. Set Induction.**

One major task for the classroom instructor is to prepare the students for learning. Set is the manner in which students become prepared for a lesson and should be achieved as possible. The following techniques are examples of techniques that can be used to establish set.

1. Role-playing is an unrehearsed dramatization in which students play the role of others. The purpose of role-playing is to create an awareness of the role being played.
2. Questioning is probably the most widely used technique available for establishing set, although effective questioning skills can take awhile to master (see L. above).

3. Graphics can reproduce people or events and thus establish set. To use this technique the faculty member may display the visual and then ask students to caption or interpret them.
4. Inquiry is arranging an environment so that students can draw their own conclusions.
5. Demonstration is a technique commonly used by instructors and is a positive means of communicating exactly what task the learner is expected to perform.
6. Startle occurs when the teacher presents new lesson in some dynamic and/or unexpected way.
7. Stories, anecdotes, and jokes are effective ways to get students involved. However, the material should be tasteful and relevant to the subject.
8. Using an analogy is a technique which will establish set for some students. This method requires relating a well-understood situation to the lesson and its meaning.

**O. Simulations.**

Simulations are different from demonstrations in that they use models to represent real-life instruction. They provide a useful alternative when a demonstration may be too dangerous or impractical. Simulations also address multiple learning styles.

**P. Course Information.**

Each instructor shall prepare a syllabus or course outline for each course taught. The learning objectives and anticipated outcomes in the syllabus should be adopted by all who teach sections of the same course and may be prepared through committee action in the department. Individual instructors may use different and creative strategies for achieving the objectives and outcomes. The Department Chair will maintain a file of syllabi on all courses currently taught in the department. Instructors shall distribute to their students, in writing or on the LSC-PA Internet home page, the following information about the courses to their students: course name and number, name and title by which the faculty member wishes to be addressed, textbook and outside readings, attendance requirements, goals and requirements, grading procedures, nature of the course content, office hours, specific assignments and projects, a complete listing of field trips, and the method to be used in determining the semester grade.

- Q.** The Teaching and Learning Center of the University of Nebraska has developed an excellent web site for the purpose of improving college teaching. One of the most interesting articles on the web site is “101 Things You Can Do the First Three Weeks of Class.” This article can be a great resource for all faculty members, especially part-time instructors. The site is located at <http://www.unl.edu/teaching/101ways.html>

Revised August 2011

## APPENDIX F

### FORMULATING EDUCATIONAL OBJECTIVES

Taxonomy of Learning. In a model of instruction, the first component is specifying instructional objectives. Stating the objectives in a manner that is clear, not ambiguous, and easily interpreted has presented many problems for educators and therefore has created a need for standardized terminology.

<u>Words Open to Many Interpretations</u>	<u>Words Open to Fewer Interpretations</u>
to know	to recite
to understand	to write
to really understand	to identify
to appreciate	to differentiate
to fully appreciate	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to compare
to have faith in	to contrast

In a more comprehensive response to this need, a committee of faculty members at the University of Chicago led by Dr. Benjamin Bloom devised a taxonomic analysis of educational objectives (see Appendix G). A taxonomy is a classification scheme, and one application of this taxonomy is evaluating or judging the quality or level of learning required for mastery of an instructional objective. Bloom and his colleagues divided the educational objectives commonly assessed by schools and instructors into three behavior categories or domains—cognitive, affective, and psychomotor. These domains are representative of broad classifications of human behavior and educational objectives, because human behavior is not exclusively a cognitive, affective, or psychomotor function. Each domain is classified in different levels and then regrouped into sub-categories.

#### **Cognitive Domain.**

The cognitive domain is concerned with the intellectual responses of the learner. In this realm the behaviors range from performing simple mathematical solutions to applying previously learned material to new situations and then analyzing the outcomes. Most of the educational objectives currently in use in education are in the cognitive domain. The field is classified into six levels as shown below.

1. Level I: Knowledge
2. Level II: Comprehension
3. Level III: Application
4. Level IV: Analysis
5. Level V: Synthesis
6. Level VI: Evaluation

Level I, Knowledge, is considered to be the lowest level. Knowledge involves the recall of three main areas - recall of specifics or universals, recall of methods and processes, and recall of pattern structure or setting. Also, for purposes of measurement, the recall situation involves more than bringing to mind the appropriate material. It involves the ability to remember facts in a form close to the way in which they were first presented.

Level II, Comprehension, represents the lowest level of understanding. One knows what is being communicated and can make use of this information without knowing its complete implications.

Application, Level III, involves using general principles and abstract concepts in particular situations. Examples of forms of abstractions that may be used are procedures, general ideas, generalized methods, technical principles, or theories.

Level IV, Analysis, is the level at which a learner can break down a communication into its component parts and then notice the relationships of one part to another or to the whole. Analysis distinguishes the kinds of elements in a communication, recognizes the facts and assumptions in a communication, and identifies a general form, pattern, or purpose of a communication.

The fifth level is Synthesis and includes the ability to assemble separate parts, pieces, or elements into a new pattern which has not previously been clearly seen. Accordingly, this level also involves the use of originality and creativity.

Level VI, Evaluation, is the highest of the six levels within the Cognitive Domain. Evaluation is making judgements, both quantitative and qualitative, concerning the extent to which material and methods satisfy certain criteria.

All six levels of learning will be present in any course. However, instructors are encouraged to develop objectives that require higher-level thinking.

The chart illustrates the taxonomy levels of the cognitive domain and includes applications in a learner's behavior.

#### Cognitive Domain Taxonomies

<u>Taxonomy Level</u>	<u>Student Activity</u>
Knowledge	Student can list names of Four Food Groups.
Comprehension	Student can classify common foods into their respective food group.
Application	Student can select foods from each food group to make a meal.
Analysis	Student can examine a meal and determine presence of each food group.
Synthesis	Student can develop day's food plan using Four Food Groups as a guide.
Evaluation	Student can take his food consumption pattern of the previous day, determine its adequacy according to the Four Food Groups and make proper adjustments to balance it.

**Affective Domain.**

The Affective Domain consists of emotional behaviors and objectives and includes attitudes, likes, dislikes, values, and beliefs. Although objectives in this domain are not as easily specified in measurable, observable terms, the second largest number of educational objectives are in this dominion.

The Affective Domain is divided into five levels:

1. Level I: Receiving
2. Level II: Responding
3. Level III: Valuing
4. Level IV: Organization
5. Level V: Characterization by a Value or Value Complex

Level I, Receiving or Attending, concentrates on the awareness to situations, objects, or phenomena (observable events), the willingness to receive phenomena, and the controlled or selected attention to phenomena. Basically, this level is concerned with a learner’s sensitivity to the existence of a phenomena or stimuli.

Responding is the second level of the Affective Domain and is often used to describe the interest objectives used by teachers. Responding is concerned with responses that go beyond just a willingness to attend. At this level, the learner is actively attending, and is exhibiting a very low level of commitment, due to feelings of satisfaction, pleasure or enjoyment.

Level III, Valuing is concerned with the internalization of a set of specified ideals and values among the learners. Behavior in this level is not motivated by a feeling of having to obey, but instead by learner’s beliefs and preferences.

In Level IV, Organization, the learner’s values are organized into a system of relevance and importance. As a learner encounters new situations he finds more than one value is pertinent. At this level the learner notices the relationships between new and already existing values and then places the values in an ordered relationship of importance.

The last and highest level of the Affective Domain is Characterization by a Value or Value Complex. This level is divided into two classes, a generalized set of values and a characterization. At this level, a generalized set of values gives a learner a consistency and characterizes him as holding a particular value or value system. The following chart illustrates the Affective Domain and includes applications in a learner’s behavior.

Affective Domain Taxonomies

<u>Taxonomy Level</u>	<u>Student Activity</u>
Willingness to Receive	Aware of food being organized in Four Groups
Responding	At request of teacher, classifies foods into proper group
Valuing	Seeks to identify food into proper group whenever he sees food

Organization of Value System	Voluntarily makes food selection from Four Food Groups regularly
Characterization of a Value System	Seeks to influence others of need to select from Four Food Groups

### **Psychomotor Domain.**

The psychomotor domain involves the actual performance of a motor act and is concerned with the sequence of steps included in performing the act. The upper level steps are significantly more advanced than the lower steps. The Psychomotor Domain is divided into these seven levels:

1. Level I: Perception
2. Level II: Set
3. Level III: Guided Response
4. Level IV: Mechanism
5. Level V: Complex Overt Response
6. Level VI: Adaptation
7. Level VII: Organization

Level I, Perception, encompasses the process of becoming aware of objects, qualities, or relations through the sense organs. These sense organs may be auditory, visual, tactile, taste, smell, and kinetic. This level is the first step in the performance of a motor act.

Set is the second level of the Psychomotor Domain and concentrates on the necessary preparation required for a particular action or experience. Set has been divided into three aspects - mental, physical, and emotional. Each aspect represents some form of readiness needed to perform a motor act.

The third level, Guided Response, is an early step in the development of a skill. At this level an individual performs an act under the guidance of an instructor. Two subcategories of guided response are imitation and trial and error. These subcategories describe how an act is performed.

Mechanism, Level IV, is representative of a habitual learned response. At this level a learner has gained a degree of confidence and accuracy in performing an act.

Complex Overt Response is the fifth level and involves the performance of a complex motor act. At this level, an act can be carried out smoothly, using the least amount of time and energy. The two subcategories of this level are resolution of uncertainty and automatic performance.

At Level VI, Adaptation, a learner changes motor activities to adapt to the requirements of a new situation. The highest level in the psychomotor domain is Organization. A learner at this level can independently devise new motor acts from the understanding, abilities, and skills already attained in the Psychomotor Domain.

The following chart illustrates the taxonomy levels of the Psychomotor Domain and includes applications in a learner's behavior.

## Psychomotor Domain Taxonomies

<u>Taxonomy Level</u>	<u>Student Activity</u>
Perception	Student is able to relate music to dance form
Set	Student has knowledge of steps in a dance
Guided Response	Student performs a dance step as demonstrated
Mechanism	Student can perform a dance step by himself
Complex Overt Response	Student can perform basic steps of national folk dances
Adaptation	Student adapts known skills and develops a modern dance
Origination	Student creates a new modern dance

### **Sequencing in Unit Preparation.**

In the planning of an effective instructional sequence, an instructor should first have these two things: 1) a set of explicit operational objectives, and 2) a block of instructional time that needs to be filled. The task of the teacher is to arrange the objectives in some order and then place them in a specified time frame. Sometimes this has been done with focus on what to teach first than on what should be learned first.

One alternative to this type of sequencing is to employ the behavioral taxonomies as a guideline for arranging instructional objectives. According to this type of sequencing, the instructional objectives are arranged in a hierarchy from the simplest kind of learning to the most complex. The complex behaviors can only be accomplished after the attainment of simple behaviors or tasks. By continually asking the question, "What does the learner need to be able to do before he can perform the task?" the faculty member can then arrange the instructional objectives within a unit of preparation.

## APPENDIX G

### THREE DOMAINS IN THE TAXONOMY OF LEARNING: COGNITIVE, AFFECTIVE, AND PSYCHOMOTOR

#### Cognitive Domain.

Intellectual, learning and problem solving tasks are emphasized in the cognitive domain.

1.0 Knowledge involves the recall of specifics and universals, methods and processes, or the recall of a pattern, structure or setting. For measurement purposes, the recall situation involves little more than bringing to mind the appropriate material.

1.1 Knowledge of specifics

1.2 Knowledge of ways and means of dealing with specifics

1.3 Knowledge of the universals and abstractions in a field

2.0 Comprehension represents the lowest level of understanding. It refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea without necessarily relating it to something else.

2.1 Translation. Care and accuracy with which the communication is paraphrased

2.2 Interpretation. The interpretation or summarization of a communication

2.3 Extrapolation. The extension of trends or tendencies beyond the given data

3.0 Application is the use of abstractions in particular and concrete situations. The abstractions may be in the form of general ideas, rules of procedures, generalized methods, or technical principles and theories that must be remembered and applied.

4.0 Analysis is the breakdown of a communication into its constituent elements or parts so that the relative hierarchy of ideas is made clear. The relationship of ideas expressed is made explicit.

4.1 Analysis of elements. Identification of the elements included in a communication.

4.2 Analysis of relationship. Connections and interactions between elements and parts of a communication.

4.3 Analysis of organizational principles. The organization, systematic arrangement and structure which hold a communication together (includes explicit as well as implicit).

5.0 Synthesis is the putting together of elements and parts so as to form a whole. This involves working with pieces, parts and elements, and arranging them in such a way to constitute a pattern or structure not clearly there before.

5.1 Production of a unique communication

5.2 Production of a plan or proposed set of operations

5.3 Derivation of a set of abstract relationships. This is done to classify or explain particular data or phenomena.



6.0 Evaluation is a judgment about the value of material and methods for given purposes. This includes a use of a standard of appraisal.

6.1 Judgments in terms of internal evidence

6.2 Judgments in terms of external criteria

### **Affective Domain.**

Behaviors and objectives that have some emotional overtone are contained in the affective domain. Likes, dislikes, attitudes, values, and beliefs are included.

1.0 Receiving. At this level the student should be sensitized to the existence of certain phenomena and stimuli. The student should be aware of receiving and should attend to what is received.

1.1 Awareness is almost a cognitive behavior. It is concerned with the learner being conscious of something, taking into account a situation, phenomena, object, or stage of affairs.

1.2 Willingness to receive. Being willing to tolerate a given stimulus, not to avoid it.

1.3 Controlled or selected attention

2.0 Responding. The student is actively attending to a phenomenon. The student is committing himself in a small way.

2.1 Acquiescence is responding (obeying or complying)

2.2 Willingness to respond. A commitment to a behavior, not a forced response

2.3 Satisfaction in response. A voluntary response, or consenting to respond, accompanied by a feeling of satisfaction.

3.0 Valuing is determining that a thing has worth.

3.1 Acceptance of a value. Assigning of worth to an object, phenomena, etc. A belief applies here.

3.2 Preference for a value. The student accepts a value and pursues it, wants it.

3.3 Commitment involves a high degree of certainty (conviction and/or faith)

4.0 Organization. Refers to objectives that describe the beginnings of a value system.

4.1 Conceptualization of a value. Learning how the value relates to those already held.

4.2 Organization of a value system. Requiring the learner to bring together a complex of values.

5.0 Characterization by a value or value complex indicates a level of internalization where values already have a place in the individual's value hierarchy, are organized into a consistent system, and have controlled the behavior of the individual for a sufficient time that he has adapted to playing this role.

5.1 Generalized set. Indicates the individual's values control so much of the individual's behavior that the person is described and characterized by these pervasive controlling tendencies.

5.2 Characterization. The peak of the internalization process. The beliefs, ideas and attitudes are integrated into a total philosophy or worldview.

**Psychomotor Domain.** Attention to the sequence involved in performing of a motor act is the basis of this domain.

1.0 Perception is the process of becoming aware of objects, qualities, or relations by way of the sensory organs.

1.1 Sensory stimulation. Affect of a stimulus upon one or more of the sense organs.

1.2 Cue selection.

1.3 Translating—relating of perception to action in performing a motor act

2.0 Set is a preparatory adjustment or readiness for a particular kind of action or experience.

2.1 Mental set—readiness, in the mental sense, to perform a certain motor act.

2.2 Physical set—readiness, by making the anatomical adjustments necessary for a motor act to be performed

.

2.3 Emotional set refers to an attitude favorable to the motor acts taking place.

3.0 Guided response is an early step in the development of skill. Emphasis here is upon the abilities which are components of the more complex skills.

3.1 Imitation—the execution of an act as a direct response to the perception of another person performing the act.

3.2 Trial and error.

4.0 Mechanism—at this level learned response has become habitual. The learner has achieved a certain confidence and degree of proficiency in performing an act.

5.0 Complex overt response is the level the individual can perform a complex motor act. Skill has been attained.

5.1 Resolution of uncertainty—the act is performed without hesitation and with confidence.

5.2 Automatic performance—the individual can perform a finely coordinated motor skill with a great deal of ease and muscle control.

6.0 Adaptation is altering motor activities to meet the demands of new problematic situations requiring a physical response.

7.0 Origination is creating new motor acts or ways of manipulating materials.

## APPENDIX H

### CLEAR ENGLISH REQUIREMENT

- A. House Bill 638, as enacted by the 71st Legislature of the State of Texas (V.T.C.A. Education Code, Section 51.917) requires that each public institution of higher education will ensure that all courses (with the exception of foreign languages) will be clearly taught in the English language. House Bill 638 reads (in part) as follows:
- a. Faculty member means a person who teaches a course offered for academic credit by an institution of higher education, including instructors, lab assistants, lecturers, assistant professors, associate professors, and full professors.
  - b. A faculty member may use a foreign language to conduct foreign language courses designed to be taught in a foreign language.
  - c. A faculty member may provide individual assistance during course instruction to a non-English speaking student in the native language of the student.
  - d. Faculty members whose primary language is not English must earn a satisfactory grade on the "Test of Spoken English" of the Educational Testing Service.
  - e. Faculty members who do not earn a satisfactory score on the "Test of Spoken English" will enroll in a program or short course the purpose of which is to
    1. assist faculty members to become proficient in the use of English and
    2. ensure that courses offered for credit are taught in the English language.
  - f. The cost of such English proficiency course shall be paid by the faculty member lacking proficiency in English. The faculty member must take the course until deemed proficiency in English by his or her supervisor. The cost will be deducted from said faculty member's salary.
- B. Individuals being interviewed for an instructional position at Lamar-Port Arthur will be carefully evaluated prior to being employed to ensure that they possess effective communications skills in the English language.
- C. The following clause will be added to the contract of any faculty member whose primary language is not English.

"In accordance with a requirement of Texas law, Lamar-Port Arthur has created a special assessment procedure and a program to ensure that all courses (with the exception of foreign languages) will be clearly taught in the English language. As a condition of your employment, you must be assessed, and you may be required to complete this program satisfactorily. Costs with providing English language proficiency instruction as required under the provisions of Education Code Section 51:917 will be paid by instructional personnel receiving such instruction."

**Added November 21, 2001**

## **APPENDIX I**

### **INFORMATION RESOURCES USE POLICIES**

#### **PURPOSE OF POLICIES**

Lamar State College-Port Arthur relies heavily on computers and the automated retrieval, processing, and storage of information to meet its operational, financial, and reporting requirements. Continuing availability of information is essential to the operation of College functions. Moreover, increased use of automation and technical advances in automation processing will increase continual dependence on information resources.

Information processed by computers is a critical asset and must be protected accordingly. Information use and security requires the active support and ongoing participation of executive, technical, and non-technical management, as well as all students, faculty, administrative and technical personnel whose duties or activities bring them in contact with critical, confidential, or sensitive information resources.

In 1993, the Texas Department of Information Resources (DIR) published information use and security standards which have been adopted in the Texas Administrative Code. The DIR standards have been used to establish state policy regarding information security. The Lamar-Port Arthur Computer Services Department has prepared a manual for the purpose of documenting the Information Security Program instituted at the College in order to comply with state security policy and standards. This ever-evolving document protects these valuable assets against accidental or unauthorized disclosure, modification, or destruction, as well as to assure the security, reliability, integrity, and availability of information. Protecting information and the investment that surrounds it is the impetus for establishing an information security program. Information security applies to mainframe, minicomputer, microcomputer, distributed processing, and networking environments. Information security must be applied to academic as well as administrative computing.

The proper use of information resources, security, and risk management requires the active support and ongoing participation of individuals from all levels. It requires the support of executive, technical, and non-technical management, as well as all students, faculty, administrative and technical personnel whose duties or activities bring them in contact with critical, confidential, or sensitive information resources.

Information resources are valuable assets strategically provided to further research, education, public service, and administrative functions of the College. Individuals using information resources owned or managed by the College are expected to know and comply with College policies, procedures, and local, state, and federal laws. Individuals are responsible for the security of any computer account issued to them and will be held accountable for any activity that takes place in their account. In September 1985, the Texas Computer Crimes Statute became operative as part of the Texas Penal Code. This state law makes it a crime to make unauthorized use of protected computer systems or data files on computers, or to make intentionally harmful use of such computers or data files. The seriousness of such a crime ranges from Class B misdemeanor to third-degree felony.

Lamar State College-Port Arthur has developed a comprehensive information resources use policy that includes, but is not limited to, Acceptable Use, Budgeting and Acquisition, Computing Facilities, Definitions, E-Mail, Instant Messaging, Internet, Password Security, Peer-to-Peer, Portable Computing, Software Licensing, Software/Hardware Selection, and Telephone Systems. The complete policy is available on the Lamar-Port Arthur website at Departments/Computer Services/Policies.

**Revised November 2007**

## **APPENDIX J**

### **POLICY ON THE USE OF PERSONAL ELECTRONIC DEVICES IN THE CLASSROOM**

Electronic devices (including but not restricted to cell phones, MP3 players, and laptop computers) shall not be used during examinations unless specifically allowed by the instructor, or unless the Special Populations Coordinator has determined that such a device is a reasonable accommodation for a disability. Under any other circumstances, the use of an electronic device during an examination shall be considered academic dishonesty, and will result in appropriate sanctions as outlined in the Instructor's syllabus, in the Faculty Handbook (Section VII-1), and in the Student Handbook ("Academic Dishonesty").

Use of electronic devices during normal class hours distracts other students, disrupts the class, and wastes valuable time. Instructors have an obligation to reduce such disruptions. Each instructor shall develop a policy regarding the use of electronic devices in class and include that policy in his/her syllabus.

Adopted August 1, 2006

## APPENDIX K

### DISTANCE EDUCATION ACADEMIC AND INSTRUCTIONAL POLICIES

#### I. OVERVIEW

##### A. Purpose and Scope

The purpose of this policy is to provide a framework for the development, implementation, and maintenance of formal degree and certificate programs and courses offered via distance education for academic credit at Lamar State College-Port Arthur.

##### B. Authority

The contents of the Policies listed below ensure the college's compliance with Texas Administrative Code Title 19, Part 1, Chapter 4, Subchapter P, the Texas State University System Rules and Regulations, and the Southern Association of Colleges and Schools Commission on Colleges.

#### II. DISTANCE EDUCATION

##### A. The definition used for distance education in this document is the one adopted by the Southern Association of Colleges and Schools Commission on Colleges:

For the purposes of the Commission on College's accreditation review, distance education is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet: one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

##### B. Lamar State College-Port Arthur does not currently offer any courses via correspondence, video conference, pre-recorded video cassette, DVD, or CD-ROM. All Lamar State College-Port Arthur distance education courses are offered through an Internet based online course management system.

#### III. DISTANCE EDUCATION STANDARDS AND CRITERIA

##### A. Institutional Issues (Authority – Texas Administrative Code 4.260)

1. All distance education courses that offer either semester credit hours or Continuing Education Units shall do so in accordance with the standards of the Southern Association of Colleges and Schools Commission on Colleges.
2. The Office of the Vice President for Academic Affairs serves as the central repository for distance education program information and support structure. The Distance Learning Advisory Committee will serve in an advisory capacity to the VPAA on policy and operational issues related to distance education. Committee membership is determined by the VPAA.
3. All instruction shall be administered by the same academic unit administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation process for distance education instructors shall be comparable to those for on-campus instruction. All subject content decisions will be the responsibility of the instructor and will be coordinated through the appropriate Lamar State College-Port Arthur academic structure no matter the delivery system.
4. All LSC-PA policies and procedures related to admission, withdrawals, and attendance

will be the same no matter what delivery system is utilized. Admission to the college does not automatically admit students to a specific distance education program or course. Texas Higher Education Assessment requirements must be met before a student is admitted to a course that might require proficiency in related study skills. In addition, there are individual course prerequisites that must be met.

5. LSC-PA shall submit or not submit distance education courses for formula funding as required by the Texas Higher Education Coordinating Board formula funding general provisions (TAC Title 19, Part 1, Chapter 4.264).

B. Distance Education Programs and Courses (Authority – Texas Administrative Code 4.261, 4.262)

1. Each program that Lamar State College-Port Arthur offers via distance education shall be within the role and mission of the academic unit responsible for offering the instruction. There shall be no distinction between programs offered through distance education and those offered on campus. Unless otherwise provided, all policies, standards, and guidelines for on-campus instruction apply to programs delivered via distance education.
2. Each course that LSC-PA offers via distance education shall be on the College's inventory of approved courses and each program LSC-PA offers via distance education shall be on the offering academic unit's inventory of approved programs. There shall be no distinction between courses offered through distance education and those offered on campus. Courses offered via distance education shall have the same rigor and expected outcomes of on-campus offerings.
3. The quality of distance education instruction must meet the same standards as on-campus instruction. All face-to-face, online, and hybrid classes must be approved by the Vice President for Academic Affairs before development as outlined in the Faculty Handbook. For online courses, the *Principles of Good Practice for Electronically Delivered Courses and Programs* self-study must be completed and submitted to the Coordinator of Distance Learning for each first time course offering. Verification is then forwarded to the Vice President for Academic Affairs for approval to offer the course.
4. An academic unit offering a degree or certificate program shall comply with the standards and criteria of any specialized accrediting agency or professional certification board.
5. Each degree program offered via distance education shall be approved by the Texas State University Board of Regents. If the program is approved through all college levels, it will be transmitted by the Vice President for Academic Affairs to the Texas Higher Education Coordinating Board and Southern Association of Colleges and Schools Commission on Colleges for final review.
6. Students who enroll in distance education courses must satisfy the same requirements for admission to Lamar State College-Port Arthur, to the program of which the course is a part, and to the class or section itself as are required of on-campus students.
7. The instructor of record shall bear responsibility for the delivery of instruction and for evaluation of student progress.

C. Faculty (Authority – Texas Administrative Code 4.263)

1. Faculty shall be selected and evaluated by the same standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus instruction. Faculty selection follows the same procedure at LSC-PA no matter what delivery system for the course is used.
2. The Coordinator for Distance Learning and the Information Technology Services Department shall provide training and support to enhance the added skills required of faculty teaching classes at a distance via electronic delivery.
3. The load value for a distance education course shall be the same as its equivalent on-campus course. The total number of students allowed to enroll in any distance education course shall be set by the appropriate division director in consultation with the dean and the instructor.

4. Lamar State College-Port Arthur encourages faculty members to develop courses to be delivered through distance education technology. Faculty members who create distance education courses are subject to the college's Copyright Policy as detailed in the Faculty Handbook.
5. Faculty compensation for developing and teaching distance education courses is outlined in the Faculty Handbook, Section IV, AC.3.
6. Lamar State College-Port Arthur, through the Coordinator of Distance Learning, shall provide information regarding the most current copyright laws to all faculty members, and faculty members shall adhere to those guidelines.

**D. Student Support Services (Authority – Texas Administrative Code 4.264)**

1. All advertising, recruiting, and scheduling information provided in campus publications or online regarding any distance education class or program shall include the prerequisite level of knowledge and skill necessary to complete the course successfully and clear and specific information on the technology needed to participate in the course. Where necessary, these publications shall include information on resources available to assist the student in using the required technology.
2. Students shall be provided academic and student support services—including academic advising, counseling, library and other learning resources, tutoring services, and financial aid—comparable to those available for on-campus students. Distance education students are provided academic support services by a variety of delivery methods, including, but not limited to, orientations, on-site conferences, links on web pages within Internet-based courses, the LSC-PA web site, the My.LamarPA web portal, e-mail, fax, and telephone.
3. Lamar State College-Port Arthur shall provide access to Gates Memorial Library services and resources through the campus library web page. Services include self-paced online tutorials and electronic reference assistance. Resources include extensive electronic holdings including e-books, e-journals, magazines, newspapers, data sets, graphics and audiovisual collections.

**E. Distance Education Facilities and Support (Authority – Texas Administrative Code 4.274)**

1. Distance education facilities (other than homes as distance education reception sites) shall be comparable in quality to those for on-campus instruction. Distance education students will have access to the same learning management systems as on-campus students.
2. The College shall support student and faculty access to on-line courses and on-line support services through the campus Internet connection or through access provided in computer labs on campus. A help desk shall be provided by the Information Technology Services Department.

Approved by the Distance Learning and Technology Advisory Committee on November 29, 2012



## **APPENDIX L**

### **POLICY ON PROTECTING THE PRIVACY OF DISTANCE EDUCATION STUDENTS**

#### **I. OVERVIEW OF DISTANCE EDUCATION PRIVACY PROTECTIONS**

- A. The privacy of all students, including Distance Education students, will be protected through strict adherence to the rules of the Family Education Rights and Privacy Act.
- B. All students, including Distance Education students, will be issued a unique, nine-digit student identification number during the acceptance process at Lamar State College-Port Arthur. The student ID number will become the unique identifier for all individuals throughout their academic career at Lamar State College-Port Arthur and will be meaningless outside of Lamar State College-Port Arthur systems.
- C. All students, including Distance Education students, will be issued a unique username and password. The username and password combination are required for login to My.LamarPA.edu and the Learning Management System. Students must follow the Lamar State College-Port Arthur IT Policy requirements for password length, complexity, and change frequency. Students must accept responsibility for the security of their personal passwords.
- D. The privacy of all students, including Distance Education students, will be protected within the Learning Management System by:
  - 1. Controlled registration of students and assignment of faculty to online courses.
  - 2. LSC-PA issued username and password login required for course access.
  - 3. Student information is separated from others' within the Learning Management System and protected from outside intruders.
  - 4. Faculty information is protected from student views within the Learning Management System and from outside intruders.
- E. Distance Learning faculty will keep the concern for student privacy in the forefront of all activities related to Distance Learning courses. Distance learning faculty will inform students of anticipated ways their information or work may be used by the college. The following statements must be included in course syllabi distributed to students:

#### **II. ASSESSMENT**

- A. Assessment is a process by which LSC-PA can help students learn better and gauge the level of progress students have made to attain knowledge, skills, beliefs, and values. It also helps professors understand how to improve teaching and testing methods in your classes, and it helps each department understand and improve degree and certificate programs.
- B. Periodically LSC-PA will collect assessment data for research and reporting purposes, including statistical data and sometimes copies of student work. Students can be assured that all material the

college uses for assessment purposes will be kept confidential. To ensure anonymity, the name will be removed from any material LSC-PA uses for assessment purposes, including video-recorded performances, speeches, and projects.

### **III. RELEASE OF STUDENT INFORMATION**

- A. Federal privacy laws apply to college students. This means that college employees, including instructors, cannot divulge information to third parties, including parents and legal guardians of students. Even if the students are minors, information about their college work cannot be shared with anyone except in very limited circumstances.
- B. Anyone requesting information about a student should be referred to the Registrar. Instructors will be notified in writing by that Office about what information may be released and to whom.
- C. Please remember that releasing private information about a student, however innocuous it may seem, can be a violation of federal law, with very serious consequences. Circumstances under which information may be released:
  - 1. An adult student may submit, to the Registrar, a handwritten, signed note granting permission for release of information. The note must specify what information may be divulged, and it must specify the name of the person to whom the information may be given.
  - 2. A parent or guardian may be given access to information about a student by providing a copy of a filed tax return that shows that the student was listed as a dependent of that parent or guardian. The tax return must be for last complete tax year. Again, this documentation must be submitted to the Registrar's Office.
  - 3. A parent or guardian may be given access to information about a student if the student logs on to MyLamarPA and sends an email to the Registrar granting permission. The email must specify what information may be given and the name of the person to whom it may be given.

Approved by the Distance Learning and Technology Committee on November 29, 2012

## **APPENDIX M**

### **FACULTY DISCIPLINE PLAN**

The Academic community cannot tolerate actions by its own members that hinder or make less effective the carrying out of its mission. The demands of academic responsibility and professionalism apply to all those who teach at Lamar State College-Port Arthur, tenured or non-tenured, full-time or part-time.

Faculty who violate any Lamar State College-Port Arthur policy are subject to the faculty disciplinary process.

The concept of progressive discipline acknowledges that a faculty member may be guilty of an employment offense or misconduct that, while serious, does not necessarily justify immediate dismissal. A faculty member's activities that fall outside the scope of employment shall constitute misconduct if such activities adversely affect the interests of Lamar State College-Port Arthur.

### **DISCIPLINE OPTIONS**

Disciplinary actions imposed on a faculty member may include both punitive and corrective actions. These actions may extend from mild to severe and will be administered based upon the seriousness, frequency and/or flagrant nature of the infraction. When appropriate, progressive discipline will be employed as follows:

- First incident – oral reprimand
- Second incident – written reprimand
- Third incident – probation
- Fourth incident – dismissal

Some violations may be of such a nature that progressive discipline is not appropriate. In those instances, administration may choose to employ sanctions not of a progressive nature. Written documentation of all/any disciplinary action other than an oral reprimand will be placed in the personnel file.

Adopted and filed with the Texas Commission on Human Rights-December 2003

## APPENDIX N

### BEST PRACTICES IN ONLINE COURSE DESIGN

This collection of best practices was created by a Faculty committee to help Lamar State College-Port Arthur instructors design online courses that are instructionally and pedagogically sound and incorporate universal design for learning principles. The best practices outlined here are a synthesis of principles, strategies, activities, design techniques, organizational tips, etc., that have been successful in higher education.

The best practices are presented in two parts, A and B. Part A deals with course organization and page presentation while Part B deals with instructional design and pedagogical concerns. Both areas should be given equal weight and consideration when building an online course.

#### A. Course Organization and Design

Standard	Description
1. Create an introduction that details the general course content and student responsibilities, among other items, in your syllabus.	<p>Include items that address/explain the following:</p> <ul style="list-style-type: none"><li>• Course description</li><li>• Faculty contact information. Include a statement on how long students should expect to get a reply from you.</li><li>• Textbooks</li><li>• Learning outcomes that are measurable</li><li>• How the course is organized and how it works</li><li>• Grading policy</li><li>• Exams</li><li>• Term papers/projects</li><li>• Course schedule</li><li>• Research information and links</li><li>• Netiquette</li><li>• Plagiarism</li><li>• How to succeed in an online course</li><li>• The college withdrawal policy</li><li>• Technical requirements for the course</li><li>• Downloads/plugin-ins</li><li>• Technical support</li><li>• Help for students with disabilities</li><li>• Copyright information for students</li><li>• Others who might have access to the course, including invited guests, technical support people, and course evaluators</li></ul>
2. Greet your students with a welcome message, and tell them how to get started in the course.	<p>This welcome message should be the first thing students see when they initially log into the course. Keep the tone of this message warm and inviting.</p> <p>Consider recording an audio or video message alongside the text of your announcement.</p>

Standard	Description
3. Introduce yourself to the class, and have students introduce themselves to you and to one another in order to begin building a “community of learners”.	<p>The instructor might ask students to answer specific questions, such as their year in college, major, what high school they attended, city they live in, hobbies, future goals, family, pets, job, and anything else they are willing to share. This can also be done in pairs with each individual in the pair to introduce each other, showing speech and listening skills.</p> <p>If you want to create more community, you can incorporate a blog.</p>
4. Acquaint students with the course software.	<p>Instructors can have students:</p> <ul style="list-style-type: none"> <li>• Send an email in which students explain why they enrolled in the course, what they already know about the content of the course, and what they hope to learn. Another option to this is to create a one page PowerPoint about themselves.</li> <li>• Introduce themselves in the discussion board. An alternative to text here is to use upload a voice note they have created with the student’s cell phone.</li> <li>• Send an email that details their computer-related skills and experience.</li> <li>• Post a message in the appropriate group discussion board with a link to a web site they think will benefit students in the class.</li> <li>• Post to a blog.</li> <li>• Complete a quiz based on the syllabus.</li> </ul>
5. Ensure that students understand what is required for them to succeed in an online course.	<p>Include an activity that teaches students:</p> <ul style="list-style-type: none"> <li>• Successful study strategies</li> <li>• How to communicate online</li> <li>• How to behave ethically online</li> <li>• How to prepare technologically for the course</li> <li>• Where to access college resources</li> </ul>
6. Structure your course in a well-organized manner, and make it easy to navigate.	<p>Students should be able to intuitively get from place to place within the course.</p> <p>Content should be divided into learning units, appropriately labeled, and presented in a logical manner. Instructors typically divide these learning units into modules, chapters, etc. The course’s main navigation menu should not be cluttered with too many items.</p> <p>Consider using the LSCPA Online Course Template to create your course or use it as a model. Using the template will ease the task of meeting best practices and provide students a consistent look and feel as they move from course to course.</p>
7. Ensure that your links are active and up-to-date.	<p>Instructors should check all links prior to the course and prior to each segment of the course.</p> <p>Inactive links should be fixed or removed. Links with outdated information should be updated.</p>

Standard	Description
8. Create web pages that are consistent and reasonably attractive.	<p>Text on the screen should be easy to read with font and background colors that provide high contrast. The only underlined text should be hyperlinks. Break the material up to avoid densely packed text that discourages reading.</p> <p>If you are creating web pages and need design help, consult the college's distance learning coordinator.</p>
9. Design your course so that all aspects of it are accessible to students with disabilities.	<p>If you need assistance with ADA compliance question, consult the special population's coordinator. If you need assistance with technical questions, contact the distance learning coordinator.</p>
10. Include one discussion board forum where students can ask and answer class-related questions and one where they can ask and answer non-class-related questions. Also, post frequently-asked questions in your course.	<p>Possibilities for labeling the two discussion boards are "Student-to-Student questions" and "Virtual Cafe". To signify that posts to these boards will not be graded, you can include the word "Ungraded" in front of each. Provide a description in each discussion board describing the appropriate use of each discussion board and referencing the other discussion board use. Provide an appropriate sample discussion post for a guideline.</p>
11. Design your course so that pages can be downloaded within a reasonable period of time even without a high-speed Internet connection.	<p>Do not upload extremely large files to your course. Image file size should be under 50k. The JPEG format should be used for photos; GIF should be used for all other graphics. Audio and video can be streamed, instead of downloaded. Design for users with a 56k modem.</p> <p>If you need assistance with any of the above, consult the college's distance learning coordinator.</p>
12. Consider designing course content for mobile devices, such as smart phones and tablets	<p>The methods students use to access web content is evolving. There is an increasing use of mobile devices such as smart phones and tablets. These devices often have smaller screen sizes and slower bandwidth. In the design of your course, consider how your course content might display on these devices. The colleges LMS has a mobile app available to students and faculty. Consider viewing your pages using the mobile app and adjusting the design if necessary.</p>

## B. Instructional Design

Standard	Description
1. Introduce learning units with an overview of the topic.	<p>This can simply be a paragraph that briefly explains the topic to be studied. Consider using video or audio introductions to make the unit more engaging.</p>
2. Connect what the students already know about the topic to what they are going to learn.	<p>This can include questions or activities to make this connection. Recalling prior knowledge should help provide a context for the students and get them excited about the learning tasks ahead of them.</p>

Standard	Description
3. Write and post objectives or outcomes for each learning unit.	Your unit objectives or outcomes should emanate from your course’s learning outcomes and detail the specific tasks that students will be able to complete.
4. Align your learning activities to your objectives and outcomes.	Use your objectives and outcomes to determine your learning activities. Be consistent. For example, if one of your objectives states that students will discuss a topic, make sure the activity is a class discussion in the discussion board.
5. Align your assessments to your objectives and outcomes.	Use your objectives and outcomes to determine your assessments. Be consistent. For example, if one of your objectives states that students will evaluate a topic, make sure the assessment has a corresponding essay question that asks students to evaluate.
6. Structure your learning activities to foster student-instructor, student-student, and student-content interactions.	Strive to design a student-centered environment where active learning and engaging activities are present.
7. Clearly write your content and lessons.	<p>Ambiguity will result in confused students and a lot of emails to you. If your instructions aren't clear, the students don't have you in front of them to ask clarifying questions. The clearer you write the less confusion for your students.</p> <p>Include formatting techniques such as bolds, bullets, and white space, and make sure your text contains no spelling or grammar errors.</p>
8. Post model submission assignments.	<p>Model assignments are examples that your students can view in order to better understand the differences between quality and non-quality work.</p> <p>To use model assignments from former students, get their permission in writing, and remove their names from the assignments prior to posting. If you are unable to get these from former students, consider creating them yourself.</p>
9. Post rubrics for grading.	<p>Rubrics are criteria for grading non-objective tests and assignments. They let students know exactly how you will grade them, and they take the subjectivity out of your grading.</p> <p>You can develop rubrics for individual assignments, or in the case of discussion board postings, you can develop a generic rubric that applies to all posting assignments.</p>
10. Ensure that the breadth of your content covers all of the content in the course outline of record.	If your course doesn’t cover everything in the course outline, your students won’t learn everything they are supposed to learn. This especially has a negative impact on students who transfer to four-year institutions and are expected to know specific content.
11. “Chunk” the information that you post for students.	Written material posted to students, particularly lectures, should be divided into short, readable (“chunked”) sections with links to subsequent pages, if necessary. PowerPoint or similar presentations—with or without audio narration—should be chunked and 5-10 minutes in duration. Podcast lectures should be chunked and the same length.
12. Ensure that your content meets the needs of students with different learning styles.	Multimedia works best to meet the needs of audio, visual, and kinesthetic learners. Audio narrations, podcasts, videos, pictures, charts and graphs, and simulations all enhance learning.

Standard	Description
13. Extend your students' learning with optional web resources.	For those students who get excited about a topic and want to learn more on their own provide links to web sites that you think will be helpful. Conversely, you can also provide links that will help remediate students who struggled through a topic.
14. When designing lengthy quizzes or exams, design them so students see one question at a time.	This way, each answer gets saved once the student goes to the next question, which is helpful in case the student's browser times out. If you decide that you really want all of the questions presented on the same screen, consider dividing the lengthy exam in multiple shorter exams, and tell students to save answers after each question.
15. Design exams and assignments to minimize cheating.	Though there are many products which purport to secure exams and assignments, there are no foolproof methods available to completely secure an online exam. For example, students can use smart phones to take pictures of test items on the computer screen, and they can then text the photos to others.
16. Gather feedback from your students on the course so you can improve it for the future.	Gathering feedback is not done as an official evaluation of the course; it is merely a way to improve the course. Surveys can be used to gather the feedback, and they can be used at any point during, and/or toward the end of, the course. Periodic evaluation of student progress may provide insight for particular module or unit revisions. There is a survey tool within the LMS and <a href="#">SurveyMonkey</a> is a one free source that provides this.
17. Refrain from using copyrighted materials illegally.	If you are unsure as to whether you are violating copyright law, seek permission to use the copyrighted material. For more information on the U.S. Copyright Law, visit the <a href="#">U.S. Copyright Office's web site</a> .



## APPENDIX O

### BEST PRACTICES FOR WORKING WITH PUBLISHER CONTENT

Publisher Content presents faculty with a variety of media-rich choices for the rapid development of courses in the online or face-to-face environment, yet there are effective practices that instructors can utilize to further ensure the success of their students. The purpose of this document is to present eight best practices that play a critical role in the management of Publisher Content.

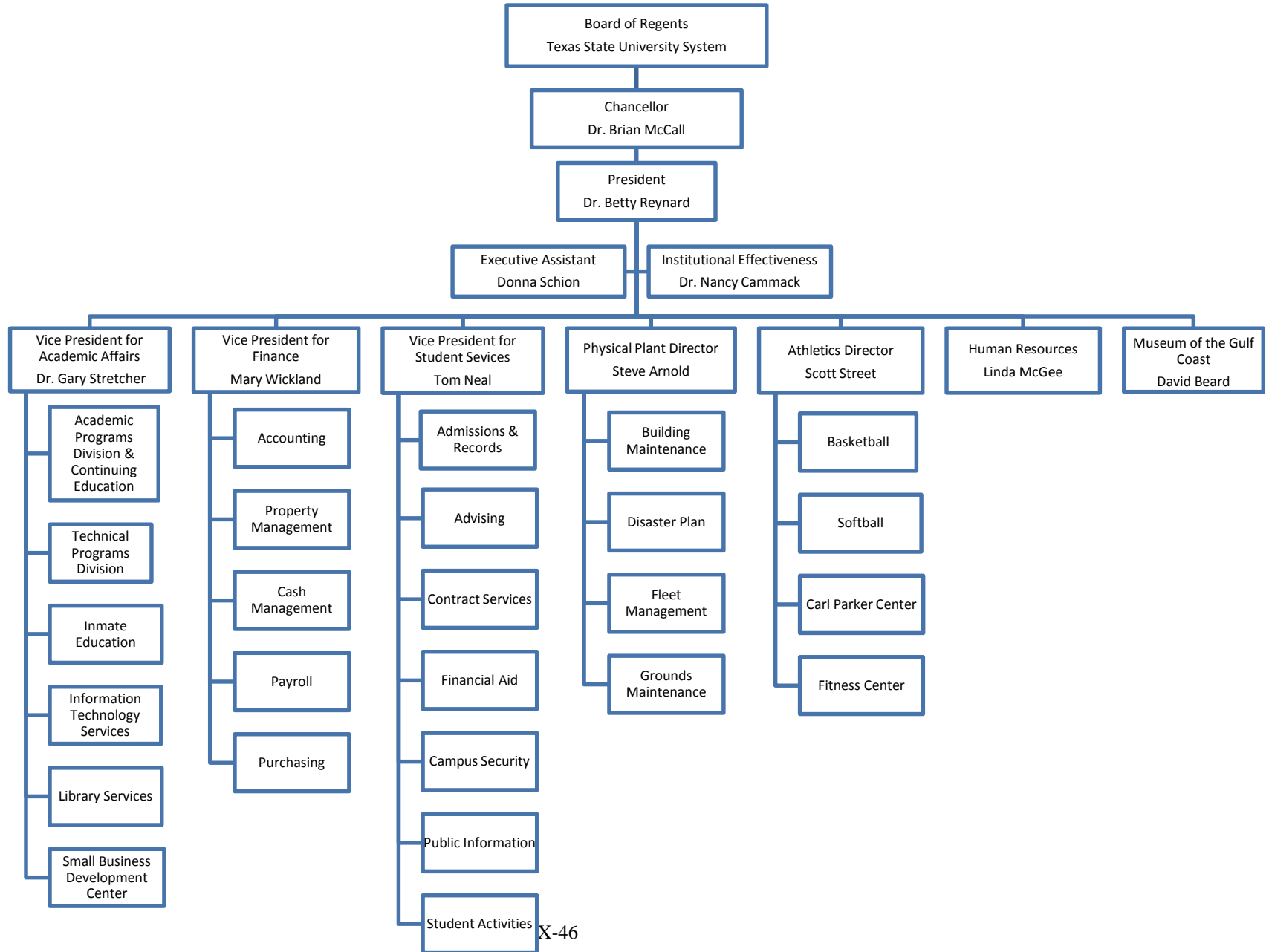
1. **Best Practice: Choose content that aligns to course objectives**  
Start out by carefully seeking out Publisher Content that best aligns with the objectives of your course.
2. **Best Practice: Drill-down Publisher Content**  
Some Publisher Content is extensive, and not all of the provided digital assets need to be integrated or used in your course. In fact, some Publishers create 5 times the amount of content needed for a 16-week class, and it's not uncommon for Publishers to provide you with test banks containing upwards of five-thousand test questions! Much like selecting the chapters from a textbook, so your role in this critical step is to select which resources you will use. It is important at this juncture to use only the material you will need and select content & activities that will diversify learning for your students.
3. **Best Practice: Add interactivity**  
Once you beef up your course with rich publisher content, be sure to create opportunities that will provide student-to-student interaction and student-to-instructor engagement.
4. **Best Practice: Provide knowledge checks for your learner along the way**  
There will be no shortage of assessment activities if you elect to use Publisher Content in your course. Your role then, is to be sure to select both, Formative and Summative assessment measures that may be integrated frequently and strategically throughout your course content.
5. **Best Practice: Provide ample feedback**  
Be intentional about selecting key junctures in your course where students may ask questions, receive feedback and stay on track.
6. **Best Practice: Be present**  
Remember that a number of your students selected to take the course with you because they are looking for your expertise to enrich their learning experience. Be present. Participate in discussion forums, answer the students' blog posts, reply to comments, give feedback, send out emails, post announcements and let them know you are present with them as they walk down the corridor of learning.
7. **Best Practice: Make the end goal clear**  
Students are going to want to know what they need to do in order to succeed in your course. Use the built-in LMS Calendar, or a Course Schedule to keep learners informed of what's due and what is coming up.
8. **Best Practice: Don't forsake the basics**  
Despite utilizing pre-built content, the course is still your domain! Remember that you have at your disposal a number of communication and interactivity tools that will make your course come to life. Use these tools frequently and intentionally. Your students will thank you for it!
  - Welcome Message
  - Office Hours

- Contact Information
- Weekly Announcements

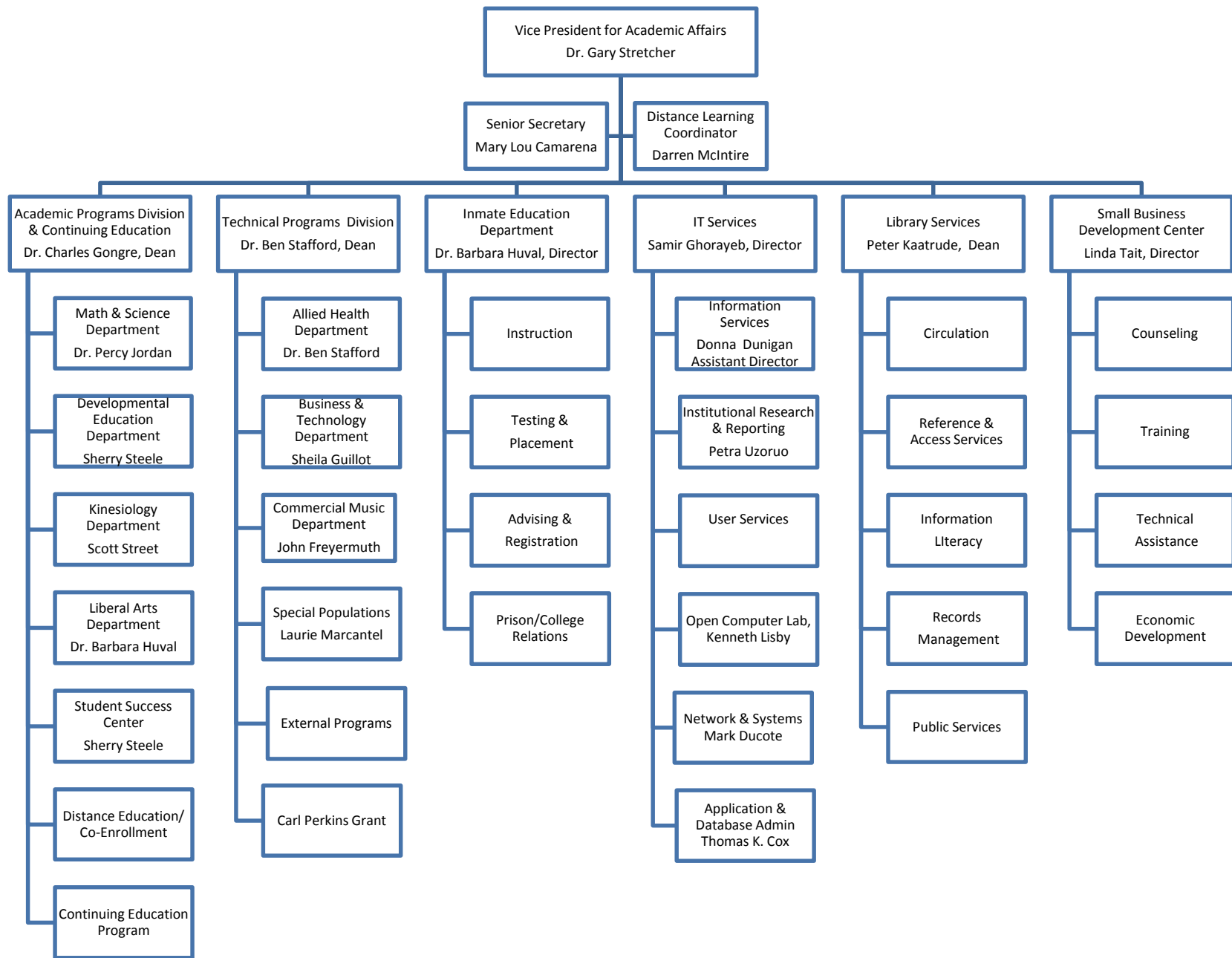
Implementing these simple, effective measures will increase the level of satisfaction your students experience when completing your course.

Developed by the Texas State University System Office (2014)

**Lamar State College–Port Arthur  
Organizational Chart  
Lamar State College – Port Arthur**



## Office of the Vice President for Academic Affairs Organizational Chart



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