WHERE FUTURES SOAR
2014 Department Chair Handbook

Lake Sumter State College
Leesburg • Sumter
South Lake
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Adjunct Instructors – Steps in Hiring

- When a potential adjunct instructor fills out the online application, it is forwarded to the Dean who then forwards it to the appropriate Department Chair or Chairs depending on the area of teaching preference specified by the applicant.

- If the applicant is applying for an area in which you are not an expert, you may wish to have one or more full-time faculty members review the application.

- If a potential adjunct instructor appears to have the appropriate credentials, you may wish to invite him or her in for a visit either with you alone or with you and appropriate full-time faculty member(s).

- Ask the potential faculty member to bring unofficial graduate transcripts to the interview if he or she has them. Keep a copy if there is interest in the adjunct after the interview.

- At the initial meeting, determine whether or not to ask the potential instructor for a 20-minute teaching demonstration. You may wish to cover some or all of the following items at the initial interview:
  - Academic qualifications
  - Compensation
  - Pay frequency
    - At the end of the semester if teaching 3 credit hours
    - Option for payment half in the middle and half at the end of the semester if teaching 6 – 9 credit hours
  - Maximum number of credit hours per semester: 9
  - The fact that adjunct instructors can get bumped if a full-time instructor needs a course to make load although we try hard to avoid that.
  - The fact that classes can be canceled for low enrollment
  - The fact that adjuncts are not generally expected to develop courses from scratch. Each adjunct will be provided with a syllabus, textbook, teacher supplements, and a full-time faculty liaison in his or her teaching discipline.
  - The fact that an adjunct instructor will be observed either by a full-time faculty member or by the Department Chair during the first semester.
  - Preferred campus, preferred teaching days and times
  - Preferred courses
  - Previous teaching or training experience
A new adjunct instructor cannot be hired without an adequate teaching demonstration. Be sure that the potential instructor understands that he or she is to actually teach a 20-minute lesson, not describe what he or she would do. You may provide a specific topic for the demonstration or give the potential adjunct the choice from two or three provided topics. The Adjunct Coordinator will help to arrange teaching demonstrations upon request.

Once you have made a decision to hire a new adjunct instructor, the instructor should complete the Adjunct Employment Packet found at http://www.lssc.edu/staff/HRPayrollBenefits/Employment%20Packets/Employment%20Packet-Adjunct.pdf

The following check list shows the steps that must be taken to get a new adjunct instructor on board and who is responsible. This normally takes several days, but it can happen very quickly in an emergency situation.
Prospective Adjunct: _____________________________________________________________

<table>
<thead>
<tr>
<th>PROSPECTIVE ADJUNCT</th>
<th>DEPARTMENT CHAIR</th>
<th>DONNA GLOVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit online application (appropriate dean disperses to the appropriate department chair)</td>
<td>Review Adjunct application</td>
<td>Receive completed packet from DC</td>
</tr>
<tr>
<td></td>
<td>Send Adjunct Employment Packet</td>
<td>Verify packet is complete</td>
</tr>
<tr>
<td></td>
<td>Schedule teaching demonstration</td>
<td>Receive transcripts</td>
</tr>
<tr>
<td></td>
<td>Meet with candidate to identify courses instructor may be qualified to teach</td>
<td>Take unopened transcripts to HR for processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advise DC when transcripts appear on V: drive</td>
</tr>
<tr>
<td>Complete the packet</td>
<td>Do not send packet to Donna Glover until actual courses have been assigned in the schedule</td>
<td>Receive completed packet from DC</td>
</tr>
<tr>
<td>• Verify pages are signed</td>
<td></td>
<td>Verify packet is complete</td>
</tr>
<tr>
<td>• Verify required notary signatures</td>
<td></td>
<td>Receive transcripts</td>
</tr>
<tr>
<td>• Copy of driver’s license required</td>
<td></td>
<td>Take unopened transcripts to HR for processing</td>
</tr>
<tr>
<td>• Copy of Social Security Card required</td>
<td></td>
<td>Advise DC when transcripts appear on V: drive</td>
</tr>
<tr>
<td>• Return completed packet to Department Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Order official transcripts to be sent to Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the packet</td>
<td></td>
<td>Copy approved Qualifications Data Sheet (1 for Dr. Sligh’s files, 1 to Margie Farmer)</td>
</tr>
<tr>
<td>• Print copy of transcripts from V: drive</td>
<td></td>
<td>Take completed packet, including approved QDS, to HR</td>
</tr>
<tr>
<td>• Highlight courses applicable to Credentialing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Complete Qualifications Data Sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Print a hardcopy and submit to Dr. Sligh along with highlighted transcripts (right click/print)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Send Completed Qualifications Data Sheet electronically to HR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make faculty secretary – take care of parking decal, supplies, copy codes, mailbox</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete New Hire Activation Form - Submit to HR</td>
<td>Request X-ID number from HR</td>
</tr>
<tr>
<td></td>
<td>Complete Website Request - Submit electronically</td>
<td>Forward X-ID number to DC</td>
</tr>
<tr>
<td></td>
<td>Request instructor textbooks from Julia Rogers</td>
<td>Provide textbooks (Julia Rogers)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forward X-ID number to adjunct</td>
<td>Assign instructor to course schedule</td>
</tr>
<tr>
<td></td>
<td>Introduce faculty mentor</td>
<td>Provide copy of Faculty Handbook</td>
</tr>
</tbody>
</table>

LINKS:
https://secure.lssc.edu/hrapp/hrstuff/ptfqsheet.html  (Qualifications Data Sheet - right click to print the document)
http://www.lssc.edu/staff/Documents/EmployeeForms/facultywebsiteForm.pdf
http://www.lssc.edu/staff/Documents/EmployeeForms/NewHireAccountActivation.doc

Faculty Qualifications (aka Credentials)
Department Chairs are responsible for the initial documentation of faculty credentials. This is a critical task as it is one of the major areas that the College must document for reaffirmation of accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC).

Credentialing paperwork can be completed from an unofficial transcript, but an official transcript must be on file before the faculty member can be paid.

Using the criteria in the Faculty Credentials Manual (see below), document what degrees and/or courses qualify the faculty member by listing either specific courses or course prefixes.

Highlight the degrees and/or courses on the unofficial transcript and attach it to the printout of the form.

Next, fill out the online form found on the College Website at the link below. Be sure to print the form before you submit it as you must send a signed paper copy of the form to the Dean’s office! ***RIGHT CLICK – SELECT PRINT***

The Data Sheet can be found under the Faculty Resources page at: https://secure.lssc.edu/hrapp/hrstuff/ptfqs.html
The Faculty Credentials Manual is found on the Faculty resources of the College Website at http://www.lssc.edu/staff/Documents/EmployeeForms/FacultyCredentialsManual.pdf.

Use the Discipline Charts in the Faculty Credentials Manual to determine what is required to credential or to alternately credential a faculty member to teach a particular course or type of course.

The process is similar for both full-time and adjunct instructors.

The Faculty Credentialing paperwork must be completed before a faculty member can be assigned to a class.

On rare occasions, it may be necessary to Alternately Credential a faculty member who is qualified through certifications and/or work experience rather than by academic degree. This requires documentation of the alternate credentials (which may include letters from previous employers and/or copies of certifications earned). The packet of materials is submitted to the Credentialing Subcommittee of the Teaching and Learning Committee for their review and approval. An approved packet is then presented to Teaching and Learning and forwarded on to the Cabinet for final approval.

**Adjunct Orientation**

Adjunct orientation is held the week before Convocation on Thursday evening in Leesburg and on Saturday morning at South Lake. As Department Chair, you will be expected to attend and to lead a break-out session for all of your adjunct instructors (not just the new ones).

Although faculty members are not on contract during the week before Convocation, it is a good thing if they are willing and able to attend and meet with the adjuncts for whom they will be liaison.
If any adjunct instructor does not attend the orientation, the Department Chair will need to make an appointment with him or her to deliver the orientation materials and to make sure that the adjunct has the information needed to be successful. You will need to document that each required meeting has taken place; an e-mail to the Dean is sufficient documentation.

If there are a substantial number of new adjuncts coming on board in the Spring, an orientation may be held in January as well. If not, you will be expected to make sure that adjunct instructors are properly oriented.

At the adjunct orientation, try to do something each time to welcome the new folks and to make them feel that they are an important part of the faculty at LSSC. Provide them with good experiences and new information that makes their attendance worthwhile. Get them to know each other so that they can use each other as resources. A small door prize or two always goes over well.

Adjunct instructors are vital to the operation of the College; a full class schedule could not be offered without them. In addition, they bring elements of real-world experience to the classroom that may be difficult for full-time academics to deliver. Therefore, treat adjunct instructors as the valuable resources that they are!

Ask adjunct instructors for their preferences when building a schedule (see Scheduling) and try to honor their preferences if possible. Let them know what classes have been assigned to them.

Assign each adjunct instructor a full-time faculty liaison, preferably one who teaches the same course or at least the same discipline. Insist that full-time instructors contact the adjunct instructors for whom they are the liaison at the start of each semester and at other appropriate times to determine if the adjunct needs any information or assistance.

Make adjunct instructors feel that they are part of the faculty by including them in departmental e-mail groups and departmental communications. Invite them to come to departmental meetings and send them minutes of the meetings when appropriate. Most of the adjunct instructors will not come, but they will appreciate being included.

**Faculty Handbook**

The Faculty Handbook contains much useful information and the answers to many questions typically asked by newly-hired adjuncts and by faculty members who’ve been here a long time.

You may wish to refer potential adjuncts to the Faculty Handbook to answer questions that they may have or to prompt them to ask other questions.  
[http://www.lssc.edu/staff/Documents/EmployeeForms/FacultyHandbook.pdf](http://www.lssc.edu/staff/Documents/EmployeeForms/FacultyHandbook.pdf)

The faculty handbook is reviewed and revised each spring.

**Name Tags**

If you have a new adjunct faculty member, request a name tag for him or her by sending an e-mail to Human Resources. Be sure to provide the correct spelling of the instructor’s name, and be sure to indicate that the tag is for an Adjunct Instructor.

Include clear instructions as to where to send the completed name tag.

**Mailboxes**

Contact Tasha Hurst to request a mailbox for new instructors.
Keys
- Send an e-mail to the Dean with a copy to Mikki in Facilities to request approval of issuance of a key to a faculty member. Be specific about which classroom(s) or buildings the instructor will need to be able to access.

- Most adjunct instructors (except those teaching in computer classrooms) will not need to have a key to their classroom(s).

- Mikki will let everyone know when the key is ready to be picked up and signed out.

- Some buildings and some computer classrooms are accessed by proximity keys (chips). Once a proximity key has been issued to a faculty member, it can be deactivated or have additional rooms or buildings added to it by Facilities (with permission from the Dean); it is not necessary for the chip to be returned for these changes to be made.

- If a proximity key is lost, be sure to notify Facilities immediately so that it can be deactivated.

- The College can monitor which buildings and classrooms are accessed with proximity keys; therefore, an instructor who opens a classroom or enters a locked building with a proximity key should be sure that the door is locked when leaving the room or building.

Faculty Liaisons for Adjunct Instructors
- Each adjunct instructor should be assigned a full-time faculty member as his or her liaison. This full-time faculty member should be the primary resource for the adjunct.

- If schedules permit, the liaison may also do the classroom observation for the adjunct instructor. The full-time person should provide syllabi for the adjunct instructor as well as other academic support (e.g., sample exams, SLOs, help with eLumen, reminders about deadlines, and so on).

Adjunct Job Fair
- About once a year, the Adjunct Coordinator will arrange an adjunct job fair. The location of the job fair will vary (Leesburg, South Lake, and perhaps The Villages). As Department Chair, you will either need to attend this event or to make sure that your department is represented by appropriate faculty members if you should happen to be in class.

- The job fair is usually held late in the afternoon, and it usually lasts a couple of hours.
Hiring Full-Time Instructors

- Hiring full-time instructors is much more complicated than hiring an adjunct instructor.
- For a brand-new position, a Department Chair may need to be involved in drafting a job description.
- A Search Committee will be appointed. The Dean will recommend its membership to Human Resources.
- The Department Chair may not serve as a voting member of a Search Committee for an employee whom he or she will supervise, but the Department Chair may attend meetings of the Search Committee and may attend interviews.

New Faculty Reception

- The New Faculty Reception is generally held on a Friday evening in October. Department Chairs should attend this reception and should encourage their full-time faculty members to attend as well to welcome new colleagues to the LSSC family.

Full-Time Temporary Instructors

- Teach a full load but do not receive benefits so they are less expensive to the College.
- Because they do not receive benefits, they cannot be assigned any significant amount of outside of class departmental work.
- Maximum time for an instructor to have temporary status is two years.
- Time spent as a temporary instructor does NOT count toward continuing contract.

Faculty Buddy

- A newly-hired full-time faculty member should be assigned a faculty buddy. Preferably someone in the same academic discipline and/or someone who has an office nearby, the faculty buddy is the primary resource for the new faculty member. The buddy should show the newly-hired faculty member around, introduce him or her to colleagues, and sit with him at Convocation meetings and at any meal events. The buddy should show the newly-hired faculty member how to get supplies, how to make copies, and other day-to-day tasks faced by a new instructor.
- The Department Chair is responsible for assigning a faculty buddy. Let Human Resources know who will be the buddy for each newly-hired full-time faculty member.
- The faculty member who serves as a buddy can list this as Service to the College for purposes of his or her self-evaluation and for purposes of rank and promotion. This is an important task; if it is done well, the new faculty member will be quickly and efficiently assimilated into the LSSC family.

Continuing Contract

- Regular full-time faculty members are eligible to move to continuing contract after five years on annual contract. The Dean maintains a list of regular full-time faculty members and when each will be eligible for continuing contract. A portfolio based on the faculty member’s annual evaluations is required when the faculty member applies for continuing contract status.
The LSSC Department Chair’s Handbook

- The protection afforded by continuing contract is that a faculty member is guaranteed to have a hearing before the termination of a contract.

- An instructor on continuing contract can be returned to annual contract status because of unsatisfactory evaluation results. Consult with the Dean and/or with Human Resources as needed for more information in this area.

Faculty Rank and Promotion (FRP)

- LSSC has a clearly defined faculty rank and promotion plan. The evaluation process is designed to mirror the FRP process so as to encourage faculty members to gather and maintain appropriate documentation.

- As a Department Chair, you should encourage your faculty members to pursue and document appropriate professional development and service activities to help them prepare for the FRP process. You may wish to include comments in the faculty evaluations that you prepare that would be good extracts for an FRP portfolio.

- The Dean maintains a list of which faculty members are up for continuing contract and for promotion. He meets with those faculty members each year, and you may wish to attend one of these meetings to be sure that you are up to date on the requirements and so that you will know best how to help your faculty members progress through the system.

- Additional details can be found at:
  http://www.lssc.edu/staff/Pages/Employee%20Resources/FRP.aspx
E-Mail Groups

- Each department can have its own e-mail group to facilitate dissemination of important information. Request an e-mail group via an e-mail to HelpDesk. Request a change in ownership of an existing e-mail group via an e-mail to HelpDesk from the previous owner or the Dean.

- To edit the membership of the group, click the To button in an open e-mail. Begin to type the name of the group and then right click on the name of the group to open the menu shown in the screen capture below.
As shown in the following screen capture, click on the Modify Members to add new members when new instructors are hired or to remove folks who are no longer part of the group.
PROFESSIONAL DEVELOPMENT

- Faculty members are required to document 120 clock hours of professional development activities each five years.

- Activities produced by the College’s Professional Development Center (PDC) will be documented automatically.

- Faculty members must self-document outside activities such as attendance or presentations given at conferences.

- Department Chairs should monitor progress of faculty members toward obtaining the required number of hours and document encouragement of those faculty members who appear to be falling below a pace that would result in meeting the target. To that end, the PDC will provide periodic reports to Department Chairs on reported hours for each of their faculty members.

- Additional information is available at: http://www.lssc.edu/staff/Pages/Professional%20Development%20Center/default.aspx
EVALUATION OF FACULTY MEMBERS

- **Observation**
  - Each Department Chair sets a policy on how often continuing contract faculty members will be observed.
  - Annual contract faculty should be observed each major semester.
  - Newly-hired adjunct faculty members should be observed during their first semester.
  - Each Department Chair sets a policy on how often adjunct faculty members should be observed.

- **Self-Evaluation and Professional Development Plan**
  - Each faculty member must complete a self-evaluation as part of the annual evaluation process.
  - Each faculty member must complete a proposed professional development plan as part of the self-evaluation process.

- Each completed faculty observation should be sent to the Dean for review prior to meeting with the faculty member.

- **Deadline: February 28**
  - This is a hard deadline because faculty members whose contracts are not renewed must be given appropriate notice and because the list of faculty members for next year must be approved by a specific Board Meeting.

- **Development Plans**
  - If a faculty member receives a “no” on any of the General Duties, he or she must receive an “Unsatisfactory” for the overall evaluation. This should not be a surprise to the faculty member, who should have been advised previously of problems and counseled as to how to amend them.

  - If a faculty member receives an “Unsatisfactory” evaluation, then a Development Plan must be prepared and signed by the faculty member, the Department Chair, and the Dean in the presence of the Executive Director of Human Resources. This plan should be very specific as to the nature of each deficiency on the evaluation, what actions must be taken to remediate them, and how it will be determined when the plan has been successfully completed.

  - The Dean and the Executive Director of Human Resources are invaluable helps in a difficult evaluation situation. Keep both of them informed and have each of them review any document before it is shared with the faculty member.
SCHEDULING

- One of the major jobs of the Department Chair is the construction of the class schedule.
  - Spring schedule is constructed in the preceding August.
  - Summer schedule is constructed in the preceding January.
  - Fall schedule is constructed in the preceding March

- Mr. Kieft will send out a schedule planning spreadsheet that will have the schedule from the appropriate preceding term. If a department’s schedule does not change much from year to year, it may be possible just to update this spreadsheet. If a department works from a rotation schedule, then the spreadsheet may serve more as an easy reference than as a specific basis for the new schedule.

- Building a Schedule
  - Different departments may go about constructing a schedule in different ways, but there are a number of factors to consider.
    - While student needs drive the schedule, consideration must also be given to building a schedule that is livable for a faculty member. For example, night classes followed by early morning classes the next day would not generally be desirable. Having huge gaps between classes may be viewed as undesirable for some faculty members. Requiring a faculty member to teach on more than one campus is not that uncommon, but it is better not to ask faculty members to travel from one campus to another on the same day if at all possible. (Besides being inconvenient, faculty members who travel from one campus to another on the same day can claim mileage for the distance between campuses. This can quickly deplete the in-district travel budget.)

  - Ask adjunct faculty members for their preferences and do your best to meet them. The College cannot function without adjunct faculty members, and most of them have regular jobs and actual lives. You can ask adjunct faculty members if they will teach outside of their preferences, but you cannot require them to do so.

  - Ask full-time faculty members for their preferences and try to honor them when you can. However, full-time faculty members may need to teach in the evening or at a different campus in order to make a schedule that is viable for students.

  - In addition, a good schedule does not compete with itself for enrollment. This means that not every faculty member can have classes at 9:30 and 11:00 on MW and TR. Classes need to be scheduled so that students are not forced to choose between classes that they need. Classroom space is also limited. Finally, a schedule must be balanced between day and evening classes and among delivery modes (face-to-face, hybrid, online). These factors may mean that not all full-time faculty members get their perfect schedules. Try to spread out the joy and the pain as evenhandedly as possible.

  - Communicate with faculty members if it is necessary to change what they requested. Be sure that they understand why a change was necessary.
Be willing to negotiate on schedule assignments as long as the final result does not penalize students. There is a time to be firm about what schedule a full-time faculty member will have, but there is often room for compromise and sometimes for faculty members to trade classes for what they perceive to be mutually beneficial schedules.

Check for conflicts not only within a single campus but also among the campuses. If there are two classes that a student may need and one is in Leesburg and the other is at South Lake, schedule them so that a student could travel from one campus to the other if he or she needs both. This is most critical for classes that are only offered a few times or even only once per semester.

Check also for conflicts between departments. For example, the accounting classes should not be scheduled at the same time as Calculus for Business since students frequently need both of those at about the same time in their degree-completion process.

When building a schedule, take a look at what was offered in the past and how those classes did or did not fill up, but don’t be slavish in duplicating the past.

In some departments, the schedule is relatively constant from term to term, but in others classes rotate from campus to campus and/or from daytime to evening. The general rule is that a student should be able to complete a program at either Leesburg or South Lake as either a day student or an evening student.

Make sure that the proportion of face-to-face, hybrid, and online sections is appropriate if a course is offered in multiple delivery modes.

If multiple sections of a class are offered online, it is customary to list some sections as Leesburg sections and others as South Lake. Of course, it really doesn’t matter, but students often search for classes by campus, and the goal is to have the online classes show up in such a search. This process may need to be explained to instructors (especially adjunct instructors) the first time that they offer fully-online classes.

In order to conserve precious classroom space, see if two hybrid classes can share the same class time, with perhaps one meeting on Mondays at 9:30 and the other meeting on Wednesdays at 9:30. This can most easily be done if the same instructor is teaching both classes, but it may also be possible to coordinate this between two different instructors.

Department Chairs who schedule in computer classrooms: For classes in computer classrooms, schedule three-credit classes first and then fill in with one-credit classes. Make sure that there are no room conflicts when the schedule is submitted to Donna. Be sure to save one week night in 2-310 at South Lake for the use of the non-credit classes. Let Ms. Torman know which night has been reserved for her.

Send the schedule out to all faculty members (full-time and adjunct) for their review. Ask them to confirm that the schedule is correct and acceptable. If it is not, any problems need to be addressed right away.

There will be a deadline for submission of the schedule to Donna; set an earlier deadline for submission of information to you so that you can seek out and resolve schedule conflicts.
Filling in the Schedule Worksheet

- Note that there is a separate sheet in the Excel file for each campus or location. Be sure that the courses are listed on the correct campus sheet.

- Be sure to fill in the Term code. Courses that run the entire semester should use code 1. Mr. Kieft will provide a listing for Parts of Term for other term codes.

- Be sure that the correct technology codes are entered. See below for a discussion of the available codes.

- Check the Parts of Term listing to be sure that the dates listed actually fall within the dates of the indicated term.

- Be sure that the class is scheduled to start at one of the standard start times or that there is an explanation as to why it does not (e.g., a faculty member has three classes back-to-back and needs to have a lunch break would justify a class starting at 1:00 instead of at 12:30).
  
  - Standard start times for Fall and Spring for MW or TR classes: 8:00, 9:30, 11:00, 12:30, 2:00, 3:30, 5:00, 6:30 (ends at 9:15)
  
  - Standard starting times for summer classes (run longer for each class period because the term contains fewer weeks to obtain the correct number of contact minutes): 8:00, 9:40, 11:20, 1:00, 2:40, 4:20, 6:15 (ends at 9:30)

- Be sure to enter the enrollment capacity (cap) for each course. In general, the cap should be the same for all sections of the same course (except, perhaps, in the case where a section of a class is scheduled in a smaller classroom).

- In general, all sections of the same course should have the same capacity regardless of delivery method except that faculty members teaching online for the first or second time may have reduced capacities.

- If at all possible, keep faculty members in the same classroom for back-to-back classes.

Technology Codes

- Be sure that each class has appropriate Technology codes filled in. These are required, not optional.

- Code 1:
  
  - X fully online
  
  - H Hybrid (30% - 79% online)
  
  - TEB Technology Enhanced – Blackboard (meets the full amount of class time face to face but has access to Blackboard resources)
  
  - TE Technology Enhanced (e.g., with a publisher’s platform or other Internet resources) but does not use Blackboard
Code 2:
- W1 Uses Blackboard
- W2 Uses technology other than Blackboard
- W1,W2 Uses both Blackboard and other technologies

Schedule Review Meetings
- See separate listing for Scheduling Subcommittee

Schedule Change Forms (SCF)

Schedule Change Forms (SCF) are used to add, modify, or delete courses. It will undoubtedly be necessary to change the schedule (and perhaps many times) after it is initially input into Banner. This is done by sending an Excel file known as a Schedule Change Form (SCF) to Donna Glover. Copy the e-mail to Thom Kieft, the head of the Scheduling Committee, and to any faculty members involved, and to eLearning if a distance learning class is involved in the change.

- The SCF can be used to add, modify, or delete courses.

Combined Class Sections

- Some classes (e.g., Reading, Keyboarding, Physical Education) are combined. This means that more than one level of the class meets in the same classroom at the same time.
- The enrollments of the classes are combined in determining whether or not the classes will be allowed to run.
- The instructor receives load credit for only one course even though multiple courses are meeting together.

Independent Study Sections

- Occasionally, students may request to take a course by independent study.
- Faculty members receive $25 per credit hour, times the number of students enrolled, for independent study courses, so it is not common to ask this of an adjunct faculty member. Indeed, full-time faculty members generally agree to teach independent study sections in order to help students complete graduation requirements.

Distance Learning

- Distance Learning at LSSC has exploded in recent years.
- The stated goal of Distance Learning is to have one-third of classes taught fully-online, one third of classes taught as hybrid (partially online), and one-third of classes taught face-to-face which may or may not be Tech-Enhanced with Blackboard.
- Fully-online courses must be just that with no face-to-face meeting times.
- Hybrid classes must be reduced seat time, and they must be 30% - 79% online.
- The following chart may help to clarify how much face-to-face time is required or allowed in a typical three-credit class which would normally meet 150 minutes per week for 15 weeks or for 2,250 minutes:
<table>
<thead>
<tr>
<th>Fewest online minutes allowed</th>
<th>Maximum online minutes allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,250 minutes ( \times 30% )</td>
<td>2,250 minutes ( \times 79% )</td>
</tr>
<tr>
<td>( = 675 ) minutes</td>
<td>( = 1,778 ) minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maximum face-to-face time allowed</th>
<th>Minimum face-to-face time allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,250 minutes ( - 675 ) minutes</td>
<td>2,250 minutes ( - 1,778 ) minutes</td>
</tr>
<tr>
<td>( = 1,575 ) minutes</td>
<td>( = 472 ) minutes</td>
</tr>
</tbody>
</table>

- Classes that are Technology-Enhanced with Blackboard (TEB) do not have reduced seat time (i.e., they meet face-to-face for the full number of required minutes) but the students and the faculty member have access to the resources of Blackboard. Students are charged a fee for this access, so the Blackboard shell should be used for more than just the grade book feature.

- Except in unusual circumstances, faculty members must complete LSSC’s own in-house Blackboard training before they are permitted to teach TEB, hybrid, or online courses.

- Faculty members must be recommended for Blackboard training by their Department Chair by filling out a form (see following screen capture) found at [https://docs.google.com/spreadsheet/viewform?formkey=dFhrMnl0MGgwT3NObHhVenRBVWZXZXc6MQ](https://docs.google.com/spreadsheet/viewform?formkey=dFhrMnl0MGgwT3NObHhVenRBVWZXZXc6MQ)

- Note that a nominee must have an X-ID, an LSSC e-mail account, and a designated course on which to work.
- LSSC Distance Learning faculty members are heavily invested in Quality Matters, a program for certifying the quality of Distance Learning courses.

- Distance Learning faculty members should be encouraged to pursue Quality Matters certification for their courses.

- Resources for faculty from Distance Learning:
  
  http://www.lscc.edu/dl/Pages/Faculty%20and%20Staff%20Support.aspx
Classrooms

- Department Chair for Computer Science has first opportunity to schedule in computer classrooms (M 105, M 106, M 108, M 113, 2-310, 2-347, CM 4144).

- Department Chair for Reading has first opportunity to schedule 1-126.

- Communication between Department Chairs regarding these limited-use classrooms will prevent problems later on.

- Classrooms M106, M108, and 2-347 have computers with removable hard drives; classes that require the use of the removable hard drives (e.g., programming, operating system, and networking classes) should be scheduled first to be sure that they are in an appropriate classroom.

- Consult with Thom Kieft regarding other classroom scheduling issues.

Keep or Cancel Meetings

- Prior to the beginning of each semester, the Scheduling sub-committee will meet with the Dean and Dr. Howard, Senior Vice-President of Academic Affairs, to determine if any classes on the schedule for the upcoming semester need to be canceled.

- Department Chairs should monitor enrollment closely by checking Schedule Analysis and should go ahead and cancel any classes that are obviously not going to achieve sufficient enrollment so as to minimize the number of classes that need to be addressed at the Keep or Cancel meeting.
Department Chairs can argue for classes being allowed to run with low enrollment on a number of grounds such as the following:

- Specifically identified students need the class for imminent graduation.
- A faculty member needs the class to make load.
- At its present enrollment, the class generates more revenue from tuition than its direct instructional cost. (Have the actual calculation ready based on current faculty salaries and tuition revenues.)

**Daffy**

- Daffy is a Banner Query which will enable you to run a variety of reports as listed on the screen capture below. The ability to print a class roster for any section is especially helpful.
- Put in a HelpDesk request to have a Daffy link put on your desktop.
- Daffy uses the same login and password as Banner.
Button Text

- Button Text is text that appears on the Class Schedule to provide additional information for students.

- As shown in the first screen capture below, buttons have captions that identify the type of information that a student will access by clicking on the button. The most common reason for a button is to provide information about the nature of a fully-online or hybrid class, including orientation and meeting information. Sample button text for CGS 1100 is shown in the screen capture below. Note that the lab fee charged for the course is automatically added to button text.

- Fully online classes are required to have a button with orientation information. Buttons are strongly encouraged for hybrid classes because students will want to know how class time will be reduced in the hybrid environment.

- Sample Button Text:

  **CGS 1100  BUSINESS COMPUTER APPLICATIONS**

  ONLINE (DISTANCE LEARNING) COURSE INFORMATION: This course requires a computer system which meets the minimum specifications for BLACKBOARD access. Please visit [http://www.lssc.edu](http://www.lssc.edu) to make certain that your computer system meets the minimum requirements for BLACKBOARD. It has been my experience BLACKBOARD works better using Mozilla Firefox as your Internet browser. Please visit my webpage; Deborah Godwin, located within the LSSC Website if you would like to view the syllabus prior to the beginning of the fall semester. However, you will not be able to enter BLACKBOARD until the first day classes start. Microsoft Windows 7 and Microsoft Office 2010 (Word, Excel, Access and PowerPoint) will be necessary to complete assignments and tests throughout this course. If you are interested, you can visit Microsoft’s website and purchase the necessary software at a student rate.

  
  $ 52.8
BOOK ORDERS

LSSC partners with two book stores each run by Follett. The Leesburg and Sumter campuses are served by store #0138. The South Lake campus is served by store #1126.

- The book store managers are very helpful people who should be high on your list of resources. They will give you good service if you work closely with them.

- In general, do not allow faculty members to deal directly with the book store; you should be the point of contact for your department with the book store.

- All sections of a course must use the same basic textbook.

- Each book store will send you a set of pre-printed book orders based on what was offered in the previous semester. If your department always teaches the same courses each semester, then you’ll probably get all the forms that you need. If your department teaches classes on a rotation schedule, then you may not get a pre-printed form for each class. In that case, you’ll need to start with a blank form and fill in all of the required information.

- Different departments handle book orders differently. In a department with a limited number of courses, the Department Chair may fill out the book orders himself or herself. In a department covering a variety of disciplines, it is common to send book order forms to the full-time faculty members who should order books not only for themselves but also for adjunct instructors teaching the same courses. Insist that the faculty member sign the form so that there is no question later about who ordered what. Have the book order forms returned to you; keep a copy to help solve problems later and forward the originals directly to the respective book store.

- The book store cannot buy back student textbooks until they know what books will be ordered for the new semester; therefore, to help both students and the book stores out, it is important to get the book orders in (especially those for big adoptions with multiple sections) in as quickly as possible.

- Full-time faculty members who teach the same course all need to be on the same page about which textbook (and supplements, if applicable) that they are using. Do not allow faculty members to order a book and then not use it. This is completely unacceptable.

- Make sure that each book order contains a realistic estimate of enrollment; don’t just list the course capacity for the estimated enrollment. Use Schedule Analysis to check actual enrollment as a guide for making these estimates.

- Even though you fill in good estimates of enrollments, the book store may order fewer texts because the managers know from history that not all students will get their books from the book store. If they experience a stock out, they will establish a waiting list and have the books arrive as quickly as possible.

- When students complain that the book store is out of books, it is always wise to check with the book store manager to see if that is true. Students sometimes use this “excuse” with faculty members, so train your faculty members not to believe it without checking anyway.
If the book store really is out of books, you may wish to authorize faculty members to copy and distribute the first chapter of the text to those students who do not have a textbook. As soon as the book comes in, however, it is the student’s responsibility to obtain it, and no more chapters will be copied.

Instruct faculty members that “I don’t have my book yet because I’ve ordered it and it didn’t arrive” is not an acceptable reason for not having a book and it is not our problem. It is also not our problem if they order the wrong edition or the wrong version (e.g., the international version) of the textbook. Don’t give any quarter for either of these situations. Refer students to the textbook lending library or instruct them to find a friend in class who will share. Alternatively, lend old editions of the text or if appropriate, a similar text by a different author if these resources are available, but do not allow students to escape responsibility for classwork with any version of the “I don’t have a textbook” saga.

Encourage faculty members to give students options, where appropriate, to rent textbooks, to obtain used textbooks, and/or to use ebooks. These tactics may help save students money.

Textbook bundles are not necessarily the best idea for students even if the publisher’s rep says that a bundle is the way to go. Check with the book store manager to confirm whether or not this is the best deal for students. The propensity of publisher’s reps to give advice that is best for the publisher rather than advice that is best for the students is a good reason to minimize or eliminate faculty contact with publisher’s reps.

Textbooks for Instructors

Textbooks and ancillary materials for instructors should be requested through Ms. Julia Rogers in the Dean’s Office. Julia Rogers will order faculty copies of textbooks and supplements. It is best for all contact with publishers to go through you and through Julia. Faculty members should not deal directly with publishers.
SYLLABUS SUBMISSION

- Posting on Faculty Website
  - Required by state statute 30 days prior to the start of the term for fully online courses.
  - Recommended 30 days prior to the start of the term for hybrid classes
  - Required for all full-time instructors by the date of submission to Julia Rogers (i.e., the end of the first week of classes) but it is recommended that all syllabi be posted as far in advance as possible to facilitate “shopping” by students.

- Full-time instructors and online should submit syllabi to Julia Rogers at the same time that they are posted on the faculty Website. All syllabi must be submitted electronically to the Department Chair and to Julia Rogers no later than the end of the first week of classes in a new term.

- Syllabi for adjunct instructors should also be submitted to their full-time faculty liaison.

- Syllabi for mini-term classes are due by the end of the first week of the mini-term.

Syllabus Template

- Each faculty member at LSSC must prepare each syllabus using a standard template that comes with required information already filled in.

- A syllabus template for each class is available from Ms. Julia Rogers in the Dean’s Office.

- There are areas of each syllabus which can be customized by faculty members.
Credit by Exam, Course Substitutions, Drop for Non-Payment, Early Alert, Grades, Initial Attendance Verification

Exemption Exams (aka Earning Credit by Exam)

- Students who already have knowledge in an area may earn credit for a class by passing an examination. This is called earning Credit by Exam. These exams are also sometimes known as exemption exams.

- Students must sign up in the Learning Center and must pay $25 per credit hour to take an exemption exam. The testing fee is not refundable.

- Students who fail the exemption exam cannot retake it. The student must take the course.

- Exemption exams are traditionally given at the start of each semester, but the Learning Center will also give these exams by pre-arrangement. Depending on the nature of the exam, the Learning Center personnel may or may not be able to grade the exam.

- Curriculum Committee will be instituting an approval process for exemption exams during the 2013-14 academic year.

Course Substitutions

- A course substitution may be requested under several circumstances:

  - A student needs a particular course to graduate but that course is not offered in the current semester or is otherwise no longer available.

  - A student has already taken a substantially similar class either at LSSC or at another institution.

  - A degree or program is being phased out and a student has missed the last opportunity to take a required course.

  - A course substitution may be initiated by the student or by an advisor. It must be approved by the Program Manager, the Department Chair, and the Dean.

  - Betty Downey, Manager of Workforce Services, is the resident expert on course substitutions, and she should always be consulted during the substitution process. She will research the student’s transcript and determine for sure whether or not the substitution is needed.

Drop for Non-Payment

- At the beginning of each term, there are one or more drops for non-payment.

- Department Chairs should monitor enrollments in the classes in their areas near the drop for non-payment to determine whether or not it makes a difference in which classes have sufficient enrollment to run.

Early Alert

- Each semester, Student Services will send out information about the Early Alert program. Encourage faculty members to take advantage of these resources and to refer students who appear to be in academic or personal difficulty to Student Services.
Please visit www.lssc.edu/studev to learn more and to complete the online referral form.

Early intervention is especially important in accelerated terms such as Summer A.

Your referrals allow the Advising staff to work directly with students to get them back on track, even early in the term.

Due to FERPA compliance & the Sunshine Law, Early Alert referrals must not be sent over email, please use the online form only.

**Grades**

**Submission of Grades**

- Submission of grades in a timely fashion is one of two major institutional deadlines that must be met by all faculty members (both adjunct and full-time). The other is Initial Attendance Verification.

- The deadlines are published on the inside front cover of the Catalog.

- Additionally, a reminder notice will be sent to all faculty members from the Registrar’s Office each semester.

- This is a critical deadline because students are waiting for grade information to determine graduation status, transfer status, and financial aid status. Additionally, the process of rolling grades to history at the end of a semester is a complicated series of steps that takes a long time. Therefore, when the deadline arrives, if grades have not been entered, the Registrar’s Office will enter a grade of NR (Not Reported) for each missing grade so that processing can begin on time.

- If any faculty member fails to submit grades by the deadline, the faculty member will have to submit an individual Change of Grade form for each and every grade that was not submitted on time. This is no fun at all.

- The Dean will send out a list of outstanding grades beginning the day before grades are due. Department Chairs need to monitor this list and follow up with any instructors who are known to have issues with getting grades done.

- If a section has only one or two grades outstanding, it is likely that the grades may have been accidentally missed during the submission process or that an instructor may have a problem with which he or she needs assistance. The Department Chair should follow up on this situation immediately to try to resolve any omissions or problems well before the deadline.

**Initial Attendance Verification**

- Initial Attendance Verification is one of two major institutional deadlines for faculty members. (The other is submission of grades.)

- About two or three weeks into a semester, the Registrar’s Office will send out a reminder and instructions about the deadline for submission of the Initial Attendance Verification.

- Send your own reminders to your faculty members.
For classes in the mini-semesters that do not begin at the beginning of a semester, faculty members should send an e-mail to Audrey Williams in Financial Aid listing the name and X-ID of any student who has not attended by the end of the second class meeting period.
GENERAL EDUCATION COMPETENCIES

➢ General Education Competencies are the institution-level Student Learning Outcomes that are expected to be attained by all graduates of LSSC. Some faculty members in your department may be responsible for assessing for these competencies and entering the assessment data into eLumen, the software used to track and report on the assessment of Student Learning Outcomes.

➢ Contact Rick Palmer in the Planning and Institutional Effectiveness (PIE) office for assistance with eLumen.

➢ As Department Chair, you may be responsible for coordinating the preparation of an annual Assessment Analysis of Results Report on General Education Competencies in your area. Work with Rick Palmer in the Planning and Institutional Effectiveness (PIE) office on any item related to SLOs at any level.
PROGRAM MANAGERS

- Each Career and Technical Education (CTE) Program should have a full-time faculty member assigned as its Program Manager.
- Each Program Manager receives a three-credit release for this task.
- Among other tasks, the Program Manager
  - Writes the triennial Program Review document and presents the results to the Teaching and Learning Committee
  - Follows up on Program Review recommendations
  - Organizes and coordinates the annual Advisory Committee meetings
  - Takes the lead in curriculum changes and in Curriculum Committee paperwork
  - Publicizes the program
  - Tracks students enrolled in the program and helps them to completion
- Program Managers meet approximately once per month with Dr. Rager, the Associate Vice President Baccalaureate & Workforce Programs, usually immediately following the Department Chairs’ meeting.
- A Department Chair who has Program Managers in his or her area would be well advised to attend the Program Managers’ meeting so as to stay informed and to avoid duplication of tasks.
PROGRAM REVIEWS

- Each program at the College is subject to a periodic Program Review Process (generally every third year).

- The Dean’s Office maintains a schedule of upcoming Program Reviews and periodically shares this list with Department Chairs.

- If a program has a Program Manager, then the Program Manager will be the primary author (reviewer) of the Program Review as part of his or her Program Manager’s responsibilities.

- If a program does not have a Program Manager, then a faculty member who teaches in the program will be requested to serve as the reviewer. This assignment comes with a small stipend for a faculty member who is not a Program Manager.

- The reviewer will work with the Planning and Institutional Effectiveness (PIE) office in writing the Program Review. The PIE office will supply standard forms and data for the Review and will also help the reviewer to obtain other relevant information as needed.

- The reviewer should consult with faculty members who teach in the program and with the Department Chair as the Program Review is written.

- Each Program Review will also be assigned a primary reader and a secondary reader. The readers work with the reviewer as the document is created to make sure that it is clear and that the conclusions reached are appropriate. The readers are from outside the area being reviewed. This has several beneficial results.
  - Folks in other parts of the College learn about the Program. This improves communication across departments and divisions within the College.
  - Outside eyes often see strengths, weaknesses, and problems that are difficult for folks who are too close to a Program to see.

- The Program Review culminates with an assessment of the Program’s strengths and weaknesses and with a list of recommendations for improvement.

- The reviewer will present the document to the Teaching and Learning Committee during the Spring of the year. This meeting is often attended by Cabinet-level folks, and the Department Chair should be sure to be there if at all possible.

- The readers will also be given an opportunity to report to the Teaching and Learning Committee at the conclusion of the reviewer’s presentation.

- The Teaching and Learning Committee members will then reflect on the information presented. They may recommend changes in the wording of recommendations or other changes to make the document more helpful. The Teaching and Learning Committee will formally vote to accept the Program Review and to pass it on to the Cabinet.

- The reviewer will have an opportunity to make tweaks to the document after this meeting before it is finally submitted.
The Program Review is updated each year as part of the budgeting process. Funding for proposals is more likely if the request is tied to a specific recommendation in a Program Review.
LAB FEES

- The College assesses Lab Fees to courses to recover costs for copying, for special software or equipment, for supplies used, and so on.

- Each Spring, each and every lab fee must be re-evaluated to determine if it continues to be appropriate, if the fee should be discontinued (perhaps because the course had been deleted from the upcoming Catalog, for example), or if the amount should be modified.

- As Department Chair, you will be given access to a folder on the V: drive containing the files that you need. These include:
  - An Excel spreadsheet file for each course that can be used to help calculate the appropriate lab fee.
  - The actual Lab Fee Form which must be updated with the new lab fee amount (even if the amount is unchanged from the previous year). Then each form must be printed, signed, and forwarded to the Dean’s Office.
  - A spreadsheet file which must be updated to summarize previous and proposed lab fees and their changes.

- This is a time-consuming process which requires input from faculty members. Ask for help from someone who has done this before.

- A single class will either have lab fees assessed or distance learning fees assessed but not both.

- The location of the Lab fee information on the V: drive:
The Justification Work Papers (Excel Files)

The actual Lab Fee Form:
The summary spreadsheet file:

<table>
<thead>
<tr>
<th>Prefix Number</th>
<th>Course Name</th>
<th>Lab Fee</th>
<th>Income</th>
<th>Cost</th>
<th>Actual Cost</th>
<th>Lab Fee</th>
<th>2013-2014</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>ACG 2002 Financial Accounting</td>
<td>$2.81</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$2.81</td>
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<td>$0.00</td>
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<tr>
<td>9</td>
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</tr>
<tr>
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<td>$3.20</td>
<td>$3.20</td>
<td>$0.00</td>
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</tr>
<tr>
<td>11</td>
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<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
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<td>13</td>
<td>APA 2934 Special Topics in Accounting</td>
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<td>$1.39</td>
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<tr>
<td>14</td>
<td>COMPUTER SCIENCE</td>
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<td>$4.55</td>
<td>$0.00</td>
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<tr>
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<td>CET 1171 Microcomputer Hardware</td>
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<td>CET 1179C Av-Operating Systems Technologies</td>
<td>$9.51</td>
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<td>CET 1489 Networking Essentials</td>
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<tr>
<td>20</td>
<td>CET 2180 Advanced A+ Hardware &amp; Software</td>
<td>$9.71</td>
<td>$0.00</td>
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<td>$9.71</td>
<td>$9.71</td>
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<td>$0.00</td>
</tr>
<tr>
<td>21</td>
<td>Business Hall Essay</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BUDGET

- While the exact timing varies a bit from year to year depending on the timing of the legislative session, in general, budget season begins about January or February of each year and continues on for some months.

- During budget season, Department Chairs will be asked to do budget amendments as necessary to make sure that none of their accounts have negative balances.

- Department Chairs will be asked to make recommendations for the cost-to-continue budget and for expansion budget items (e.g., additional full-time faculty members). Expansion requests will need to be supported by data. Department Chairs will meet to prioritize budget requests and then Academic Affairs as a whole will be asked to prioritize budget requests.

- The prioritized list of requests will be forwarded to Planning Council for further discussion and prioritization. If you have a budget request, it is very wise to attend the Planning Council meetings to speak on its behalf!

- The Planning Council forwards its recommendations to the Cabinet for final disposition.

- If at first you don’t succeed, ask again next year. The process is designed so that repeated justified requests eventually are prioritized higher on the list. Persistence and good documentation of need are the keys to eventual funding. It is certain that you will not receive funding if you don’t ask.

- As part of the budgeting process, Department Chairs will be given and asked to complete an Annual Budget (Org) Planning Form for each organization code in their area. This form recaps recommendations from the program’s most recent Program Review and documents progress toward their attainment. (See the following screen capture for an example of this form.)

- This form is also used to document budget requests. Requests that tie directly to a recommendation from the Program Review and/or to the College’s planning agenda will be more highly prioritized.

- Completed forms should be sent to the Business Office

- Training will be offered in the budget process each year as it tends to evolve over time. Attend it and ask questions. Don’t be afraid to ask for help.
Inventory

- Each Spring, each Department Chair is responsible for seeing that a physical inventory is taken of equipment assigned to him or to her as custodian.

- The form(s) will come from Dale Fonville, and he is a great resource for any questions that you have.

- The actual locating and identification of each item will be done by a faculty member (or perhaps a reliable student assistant) in your area. You will sign that the work has been done and then the Dean will sign as well.

- If items on the list need to be discarded or transferred to a different custodian, that information should be noted on the form and discussed with Mr. Fonville.
STUDENT ISSUES

Academic Dishonesty

- Academic dishonesty cannot be tolerated, but it is extremely important to have all of the facts and documentation in hand before a student is confronted with an allegation of academic dishonesty. The instructor should always keep copies of documentation, and the instructor should probably draft a narrative explanation of how the dishonesty occurred and how it was detected.

- A Student Incident Report should always be completed even if the student admits the dishonest act and apologizes. Repeated incidents with the same student will indicate a pattern of behavior that requires more direct response from Student Services personnel.

- The penalty imposed on the student must be in accordance with the terms of the syllabus. If the syllabus does not indicate a particular penalty, then the faculty member may be on shaky ground if a student decides to appeal the final grade received. If this happens, use this as a teachable moment to help the faculty member craft a more specific and defensible cheating policy for inclusion in future syllabi.

- When speaking to a student about an academic honesty issue, teach your faculty members that it is always wise to have another College employee (e.g., another faculty member or a Department Chair or a librarian or another responsible adult) in the room. This provides confirmation from an independent third party as to what was or was not said. (This prevents the situation where a student admits the cheating incident to the instructor and then later indicates that no such admission was ever made.)

- Especially if the student admits the act, use this as a teachable moment to indicate possible long-term consequences of this type of dishonesty. The student might want to be a Supreme Court Justice someday, and problems with plagiarism or other forms of academic dishonesty can prevent that from being an option.

- These incidents can be minimized by faculty members making strong statements about the importance of academic integrity, having clear policies on what constitutes academic dishonesty and what the consequences will be, and enforcing those policies from the beginning. The instructor should have classroom policies and procedures that make it easy for students to behave correctly and more difficult to behave incorrectly.

- If a faculty member’s syllabus is clear and if he or she has acted in accordance with it, then the Department Chair should back the faculty member strongly. If the faculty member’s syllabus is unclear or if the faculty member has not acted in accordance with it, then the Department Chair should counsel the faculty member on how to resolve the current situation and how to be in a better position in the future. If your faculty members know that you support them, they will be more willing to deal with situations involving academic dishonesty.

- Be sure that the student receives a copy of the Grade Grievance Procedure:

Grade Grievance Procedure

Grades issued by members of the College faculty can be appealed only if the grade is alleged to be arbitrary and capricious. Arbitrary and capricious grading is defined as the following:

1) The assignment of a course grade to a student on some basis other than performance in a course.
2) The assignment of a course grade to a student by resorting to unreasonable standards different from those that were applied to other students in that same course.

3) The assignment of a course grade by a substantial, unreasonable, and unannounced departure from the faculty member’s previously published standards.

The appeal of a grade must be made to the faculty member who issued the grade no later than the last day of the full semester that follows the semester in which the grade was given. This policy would apply to the final course grades. If the faculty member who issued the grade is no longer at the College, the appeal may be made to the Department Chair.

If the student is not satisfied with the disposition of the complaint after dealing with the faculty member, the student may appeal to the Department Chair supervising that faculty member. This appeal must be in writing and contain a full description of the issues and must include any documentation needed to facilitate an analysis of the situation. Appeals to the Department Chair must be submitted within ten business days from the time a disposition is received by the student from the faculty member.

Further appeals to the respective dean or eventually to the Sr. VP Academic Affairs are possible. The decision of Sr. VP Academic Affairs is final in all cases of grade appeal. Appeals to the dean or Sr. VP Academic Affairs must be submitted within ten business days from the time a disposition is received by the student from the Department Chair.
**Student Complaints**

- As a Department Chair, you may receive a variety of complaints about adjunct or full-time faculty members. These can range from allegations of grades not being accurately computed to an instructor being incompetent or ineffective in the classroom, to treating students either better or worse than their peers, to rudeness or belittling students in class, to charges of sexual misconduct.

- Most students are reluctant or downright frightened to complain about a faculty member, so when one does, the complaint should always be taken seriously. Tell the student that you appreciate the courage that it took to come forward.

- Assure the student that you will protect his or her identity if you are not given permission to disclose it.

- If other students are involved, ask if any of them are willing to come forward as well.

- Treat the student with seriousness and respect, but remember that you are only hearing one side of the story when you talk to the student. Some student complaints are legitimate and others are not. As Simon and Garfunkel said, “a man hears what he wants to hear and disregards the rest,” so always keep in mind that there are at least two sides to every story. You are potentially dealing with a faculty member’s reputation and even his or her livelihood, so don’t jump to any conclusions.

- When a student comes to a Department Chair with a complaint, the first question is almost always “Have you discussed this with the faculty member?” If the problem is just a miscommunication, it is best if it can be resolved between the student and the faculty member.

- If the allegation is of a serious nature, seek immediate advice from the Dean and the Executive Director of Human Resources. Be sure that they are aware of any serious complaint that you receive. Even if the student will not give you permission to use his or her name, share the complaint with folks up the chain of command. This is for everyone’s protection in what could turn into an ugly situation.

- Even if the complaint does not appear to be that serious, it is best to give the Dean a head’s up that you have received a complaint and that you are following up on it. “No surprises” is a very good management rule.

- You may also wish to involve Student Services if the student is in distress.

- If the student is unable to resolve the situation or is unwilling to speak to the instructor, then you will need to follow up with the faculty member. This requires a delicate tone. Indicate that there has been an issue raised and indicate that you understand that the student’s perception of the situation may well not be the correct perception. Then ask for the faculty member’s input. Remember: inquire, don’t accuse. Often, the faculty member may be completely unaware of how a student has perceived a perfectly innocent situation. Again, keep the Dean informed as to your progress.

- If the issue involves a grade, be sure that the student receives a copy of the Grade Grievance Procedure and understands how to follow it.

- What happens next depends on the outcome of the investigation…rely on the Dean and on HR to help you handle things correctly.
Student Incident Form

- The Student Incident Report Form should be used to document incidents of student misconduct whether of an academic nature or of a behavioral nature. Even if the event has been satisfactorily resolved, a Student Incident Report should be filed to document its occurrence. When these reports are filed, Students Services personnel are able to detect broader patterns of student misconduct that may warrant more obtrusive interventions.

- These reports are kept securely on file in Student Services, but they do not become a part of the student’s permanent record. Therefore, they will not prevent a student from becoming a Supreme Court Justice someday. However, repeated incidents may have that highly-undesirable long-term consequence.

- Student Services personnel are highly efficient and effective in following up with these types of student incidents. They should be consulted in any situation in which you are unsure how to proceed. Consult also with the Dean if appropriate.

- If student or faculty or staff safety is threatened by a student incident, call 9-911 immediately for imminent danger and then follow up with Security:
  - Leesburg: 3544 or 516-3795
  - South Lake: 2143
  - Sumter: 303-7296

MEETINGS

Department Chairs’ Meetings
- Department Chairs meet on most Thursday afternoons at 1:00 in SSB 205
- Once a month, meet as the Teaching and Learning Committee at South Lake
- Share the important information from this meeting with your faculty members either by sending out an e-mail summary or by sharing the minutes of the meetings

Department Meetings
- When you have department meetings, be sure to send out an agenda in advance and to prepare (or have someone prepare) minutes of the meeting. An electronic copy of the minutes should be sent to the Dean’s office to provide documentation.
COMMITTEES

Advisory Committees

- Career and Technical Education (CTE) programs each have an Advisory Committee composed of community members whose job it is to review the program on an annual basis. The Committee can then recommend changes in the program to meet the needs of local employers.

- If a change in a CTE program is contemplated, it is appropriate to have that proposed change presented to the Advisory Committee at its Fall meeting for its review and approval. The approval of the Advisory Committee is an important part of the Curriculum Committee paperwork for changes to CTE programs.

- Each Advisory Committee normally meets twice per year. In the Fall, each Committee meets individually to review its respective program. In the Spring, there is normally a joint meeting of all Advisory Committees at which the President or his designee expresses thanks to the members for their service and updates them on important college-wide information.

- The Program Manager normally serves as liaison to the Advisory Committee and organizes the Fall meeting. If a program does not have a Program Manager, then this responsibility falls on the Department Chair. The Department Chair should attend all Advisory Committee meetings in his or her department so as to stay informed about each program.

- Early in Fall, Margie Farmer, assistant to the Associate Vice President Baccalaureate & Workforce Programs, will send out the membership list for each Advisory Committee to Program Managers and appropriate Department Chairs. Each member needs to be contacted to determine if he or she is willing to continue to serve and to determine if any contact information (e.g., titles, telephone numbers, addresses, e-mail addresses) needs to be updated. This list must be approved by the Board of Trustees, so it is important to meet the deadline that Margie sets for return of the confirmed list.

- Committee members serve a three-year term. Committee members may serve more than one term. Committee terms are staggered so that some members rotate on and off in any given year. At least one representative on the Committee must reside in Sumter County.

- It is the responsibility of the Program Manager and/or the Department Chair to identify new members as needed. Often, the Associate Vice President Baccalaureate & Workforce Programs or the President of the College may be able to suggest the names of potential members.

- Each Committee will elect its own chair. While some Committee Chairs may wish a more active role, most serve only as the moderator of the actual meeting, following an agenda prepared in advance by the Program Manager or Department Chair.

- The Associate Vice President Baccalaureate & Workforce Programs will wish to attend each Advisory Committee meeting if at all possible, so please check with her as to her availability before announcing a meeting date. Be sure to give the members of the Committee adequate advance notice of the meeting day and time (normally a one-hour meeting either early in the morning or late in the afternoon) and send out an e-mail reminder a few days before the meeting. It won’t be possible to find a day and time that pleases everyone; do the best you can.

- Margie Farmer will put together a packet for each Committee member for the Fall meeting. The packet will include the agenda, a Handbook describing the role of the Advisory Committee, a Catalog, and other important information.
Encourage full-time faculty members to attend the Advisory Committee meeting if they are not in class. All full-time CTE faculty members should be aware of and involved in the Advisory Committee process.

**Curriculum Committee**
- The Curriculum Committee is a faculty-driven committee charged with approving all changes in the College Curriculum.
- As Department Chair, you are required to keep your faculty members informed about and involved in any Curriculum changes in their area. You are required to help complete Curriculum Committee paperwork and to approve it prior to submission to the Committee.
- Curriculum Committee paperwork is very detailed and must be precisely completed. Ask for assistance from the Dean’s Office if you are unsure of any procedure.
- Forms are available from the Forms link on the College Website.

**Teaching and Learning Committee**
- Department Chairs are automatically members of the Teaching and Learning Committee.
- Once per month, Department Chairs attend the Teaching and Learning Committee meeting instead of having a separate Department Chairs meeting.