LAKE TAHOE COMMUNITY COLLEGE

THE FACULTY HANDBOOK

2022-2023

Dedication

This handbook is dedicated to William F. Scoble, the author of the original version, and to Dr. Clinton Culp, both who enriched our lives.

Dr. Clinton Culp at the LTCC Promise Student Team-Building Day,

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Section I: Introduction

Lake Tahoe Community College

Lake Tahoe Community College (LTCC) is a comprehensive educational institution founded in 1974 and opened in 1975, serving a diverse constituency in El Dorado County. The College grants Associate of Arts degrees and Certificates of Achievement in a wide variety of subject areas. The College also offers Associate of Arts for Transfer (AA-T) or Associate of Science for Transfer (AS-T) degrees for students who plan to complete a bachelor's degree in a similar major at a California State University campus. The College's services and curricula directly correlate with community needs, enhancing the lives of individuals and the quality of life within the district.
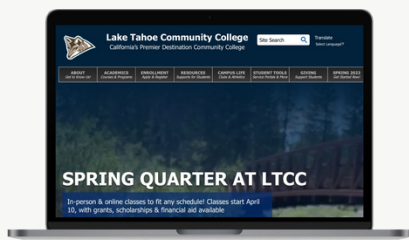
Lake Tahoe Community College is fully accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. The accreditation process helps assure the educational community, the general public, and other organizations and agencies that an institution has clearly defined objectives appropriate to higher education. It establishes conditions under which their achievement can reasonably be expected, appears to be accomplishing them substantially, is so organized, staffed, and supported that it can be expected to continue to do so, and demonstrates that it meets Commission standards. The University of California and California State University systems, as well as other accredited colleges and universities, give full credit for equivalent and transferable courses satisfactorily completed at Lake Tahoe Community College.

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Lake Tahoe Community College

OUR MISSION

Lake Tahoe Community College serves our local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

OUR VISION

California's Premier Destination Community College.

OUR BELIEFS

We at Lake Tahoe Community College believe:

- Students come first.
- An educated citizenry is fundamental.
- Learning enhances the quality of life.
- Innovation, integrity, high standards, and the pursuit of excellence are essential.
- Diversity enriches.
- We make a difference.

Campus Maps

CAMPUS MAP

1 First Floor, Main Building
Commons / One-Stop / Bookstore

2 Student Center / Culinary Arts

3 D Classrooms

4 F Classrooms / Duke Theatre / Music

5 E Classrooms / Promise Office

6 Second Floor, Main Building
A Classrooms, Disability Resource Center
Veterans Resource Center

7 G Classrooms

8 B Wing

9 Roberta Mason Library

10 Child Development Center

11 Physical Education Building / FEC

12 Lisa Maloff University Center

13 Demonstration Garden

Off-Campus Locations

South Tahoe Cross Fit . . . . 2050 Dunlap St, SLT
Family Resource Center . . . 3501 Spruce Dr, SLT
Lake Tahoe Golf Course . . . 2500 Hwy 50, SLT
South Tahoe High School . . 1735 Lake Tahoe Blvd, SLT

Take a Self-Guided Tour!
Download the LTCC Campus Tour Guide app

Campus Maps

Map of LTCC Campus

Lake Tahoe Community College is located at One College Drive, just off Al Tahoe Blvd., between Hwy. 50 and Pioneer Trail.

Garden Buildings

G5, G3 Dance, G4, G6, G2B, G2A, G1 Photo Lab, Restrooms

Main Campus First Floor

D129, D124, D120, D127, D122, D125, D123, D121, D118, D116, D110-D114 Computer Services, D102 Biology Lab, D108, D105, D103 Chem Lab

Main Campus Second Floor

A213, A210, A205 Disability Resource Center (DRC), A206, A211, Men's Room, A208, A203, A204, Women's Restroom, A209, A202, Open Area Above Commons, A200 Reading Mezzanine, A276, A274, A272, A201 Tutoring & Learning Center (TLC), Tutoring, A255 Math Success Center, Elevator, A258 HOPE Center, A257 Writing Center, A250, A251

A110F, A110E, A110D, A110 Business, A110B, A110 C Fiscal Services, Payroll, A101 Bookstore, A104 Instruction, A106, VP, SP, Dean, Pres, Men's Restroom, A102 One-Stop Enrollment Services Center, Commons, A111A, A111-HR

Outdoor Kilns

F104 Ceramics Art Lab, F112 Scene Shop, F125 Piano Lab, F128, F127, F126, F103, F102, F111 Theatre, F114-F118, F124, F101 Drawing Art Lab, F120 Choral Room, F123, Theatre Foyer Lobby, Men's Restroom, Women's Restroom

Duke Theatre

E106, E104, E101, E102, E100

Main Entrance

Elevator, A101 Bookstore, Mail, B100 Repro, B103, B105, B101, B106, B107B, Warehouse, B109 Maintenance

Student Center Dining Rooms

SC106 Student Council, Women's, Men's, SC104, SC113, Student Dining Area, Serving Area, Kitchen, Creekside Room, SC110 Balcony

Physical Education Center

Art Gallery L136, Aspen Room, Board Room L104, L103, L132, L131 TLRC, L107, **Library**

PE114, PE115, PE116, PE100, PE103, Women's Restroom & Lockers, PE105, Gymnasium, PE101 Fitness Center, Men's Restroom & Lockers, PE108, PE105, PE104 Dance Studio

Section II: Governance

California Community Colleges

Together with the University of California and California State University systems, the California Community Colleges are part of the three-tiered network of public higher education in the state. There are 116 community colleges statewide organized into 73 districts. Together, these institutions serve more than 2.1 million students and represent the largest system of higher education in the world. The Chancellor's Office is the administrative branch of the California Community College system. Located in Sacramento, this state agency provides leadership and technical assistance to the institutions. It is also responsible for allocating state funding to the colleges and districts. The Chancellor's Office operates under the guidance of the Board of Governors, which sets policy and provides long-range planning. The Governor appoints this 16-member Board. The Board of Governors selects a chief executive officer, the Chancellor of the system.

LTCC Board of Trustees

Lake Tahoe Community College is governed by a five-member Board of Trustees elected by the citizens of the District. A student trustee is elected by the student body and is the official representative of the students to the Board. To be eligible for election, Board candidates must be at least 18 years of age and must be a resident of and a registered voter in the District. In February 2014, a new system of Elections by Trustee Area was approved by the Board of Trustees (map of ALL trustee areas). The Board of Trustees is subject to the federal Constitution and the statutes of the State of California and is regulated by the California Community College Board of Governors, its own established policies, and the expressed will of the electorate of the District. Board of Trustee meetings are typically held on the second and fourth Tuesday of each month in the Board Room (L104), on the Lake Tahoe Community College campus, and are open to the public.

LTCC & LTUSD Board Meetings

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A comprehensive description of the policies and procedures of the Lake Tahoe Community College District Board of Trustees is contained in the Board Policy Manual.
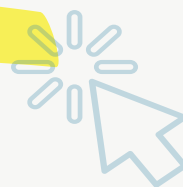
Participatory Governance

LTCC Academic Senate Meeting

The Lake Tahoe Community College District is committed to the principles of participatory governance founded on consultation and collegiality. The principles facilitate institutional participation in college decision-making through recommendations from the various standing committees and guide the achievement of the College's mission and strategic goals. More information can be found at the LTCC Governance Website.
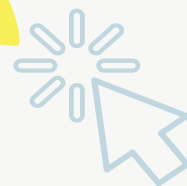
Administration & Directors

Administrators, with the assistance of instructional faculty, counselors, librarians, academic directors, classified staff, and students, are responsible for the formulation of policies and procedures requiring Board of Trustee approval, recommendations for Board of Trustee actions, and implementation of Board of Trustee policies. They administer and organize their departments to run efficiently, recommend the hiring of personnel for their respective areas of responsibility, promote staff morale, interpret college policies and procedures, prepare, and implement the budgets for their respective areas, and perform the duties as prescribed in Board Policy.

SUPERINTENDENT/PRESIDENT
The Superintendent/President (S/P) is the chief executive and administrative officer for the Board of Trustees. All executive and administrative powers and duties in connection with the conduct of the College are exercised by the Superintendent/President.

VICE PRESIDENT OF ACADEMIC AFFAIRS
The Vice President of Academic Affairs (VPAA) serves as the chief instructional officer of the College and has general supervisory responsibility for the instructional program, Library and Learning Services, Athletics, Distance Education, and the Rising Scholars Program.

Administration & Directors

VICE PRESIDENT OF STUDENT SERVICES

The Vice President of Student Services (VPSS) administers non-instructional programs in equity and student wellness, Hispanic Serving Institute - Science, Technology, Engineering, and Math (HSI-STEM) grant, counseling, EOPS, CARE, CalWORKS, financial aid, TRIO, international education, Veterans Resource Center (VRC), orientation, the Promise program, outreach, student housing, student life, and educational plans. The VPSS also recommends adjunct counselors for employment, evaluates counseling and Student Accessibility Services (SAS) faculty, and oversees services for students with disabilities.

DEAN OF INSTRUCTION

The Dean of Instruction administers instructional programs, develops course schedules, supports students in their academic pursuits, reviews programs, develops budgets, and evaluates faculty. The dean also has a major responsibility for recommending adjunct faculty for employment based on recommendations, if available, from full-time faculty within the discipline.

DEAN OF WORKFORCE DEVELOPMENT AND INSTRUCTION

The Dean of Workforce Development and Instruction coordinates assigned vocational and instructional programs, develops course schedules, reviews programs, develops budgets, and evaluates faculty to better address the needs of students, the community, and local business and industry. The dean prepares and implements vocational education grants and serves as the liaison with area schools to implement dual-enrollment and other articulation initiatives. The dean develops and maintains linkages and establishes partnerships with local business and industry to assess and assist with their workforce training needs.

SENIOR DIRECTOR OF GOVERNMENT RELATIONS AND GRANT DEVELOPMENT

The Senior Director provides leadership in the activities and operations of Government Relations and Grant Development. The individual serves as the principal legislative policy liaison; coordinates with Federal, State and local agencies, industry groups, community college legislative groups, and legislators; and coordinates the writing and submission of grant applications to align closely with the Lake Tahoe Community College District's plans and goals.

DIRECTOR, INSTITUTIONAL EFFECTIVENESS

The Director of Institutional Effectiveness plans, organizes, controls, and directs college-wide planning and institutional research programs that integrate data-informed approaches to planning and operations; collects, analyzes, and shares research information and documents and tracks institutional effectiveness.

Administration & Directors

DIRECTOR, HUMAN RESOURCES

The Director of Human Resources directs, coordinates, and monitors human resource department operations, including recruitment and employment, benefits, classification and compensation, personnel matters, policy analysis, and record maintenance.

FACULTY LEADS

Most disciplines at LTCC have a full-time faculty member who serves as a Faculty Lead.

LTCC Fun Facts

- Lake Tahoe Community College (LTCC) is located in South Lake Tahoe, California, which is one of the most popular vacation destinations in the United States.
- The college was founded in 1975 and is one of the 115 community colleges in California.
- LTCC offers a variety of programs including transfer programs, career and technical education programs, and continuing education programs.
- LTCC has sports programs in soccer and cross country & track. LTCC's soccer teams have been nationally ranked and have advanced to the state championship.
- The college has a student body of around 2,000 students and a faculty of around 30 full-time and 100 part-time employees.
- LTCC is the only college in California that offers a degree in Wilderness Education.
- The college is developing student dorms that will house 100 students and will open in Fall 2025.
- LTCC has a culinary arts and hospitality program that prepares students for these popular service- and tourist-related fields.
- LTCC has a strong commitment to sustainability and has implemented a number of green initiatives on campus, including recycling, plastic bottle bans, energy efficiency, water conservation, indoor air quality standards, and sustainable building materials.
- The college features the Lisa Maloff University Center that offers BA, MA, and PhD degrees to the public through partnerships with the University of Massachusetts Global and Washington State University's Global Campus.
- The LTCC campus is located just a few miles from the shores of Lake Tahoe, one of the most beautiful and pristine lakes in the world.

Academic Areas of Responsibility

| Vice President of Academic Affairs	Raymond J. Gamba, Ph.D.
Accreditation Liaison Officer	Athletics
Catalog and Curriculum	Faculty Chair of Teaching and Learning
Guided Pathways Co-Chair	Library and Learning Services
LTCC Online	Rising Scholars Program
Scheduling	
Vice President of Student Services	**Michelle Batista**
Enrollment	Articulation
CalWORKs	Counseling
Financial Aid	Guided Pathways Co-Chair
International Student Programs	Lake Tahoe Community Promise
Student Accessibility Services (SAS)	Student Discipline
Equity and Student Wellness	Student Life
TRIO	Veterans
Residential Housing	HSI Program
Dean of Instruction	**Ali Bissonnette**
Anthropology	Art/Photography
Art Gallery	Biology
Chemistry	Child Development Center
Communications	Education
English	Ethnic Studies
Fitness Education Center	General Studies
Geography	Intensive Spanish Summer Institute
Mathematics	Philosophy
Physical Education	Athletics Courses
Fitness	Health
Theory	Political Science
Psychology	Physics
Physical Science	Religion
Dean of Workforce Development and Instruction	**Brad Deeds**
Addiction Studies	Allied Health
Dental Assisting	Emergency Medical Technician
Physical Therapy Aide	Business
California Conservation Corps Partnership	Commercial Music
Computer Applications	Computer and Information Science
Construction Trades	Dual Enrollment
Early Childhood Education	Economics
Environmental Science/ETS	Fire Science/Fire Academy/Fire Officer
Foster and Kinship Care Education	Hospitality Management

Culinary	Instructional Service Agreements
Medical Office Assisting	Music
Non-Credit ESL	Real Estate
Recreation	South Bay Regional Public Safety Consortium
Wilderness	

Academic Senate

At LTCC, the Academic Senate serves as the representative body for the college's faculty on academic and professional matters. The Academic Senate has a shared governance role with the college administration, and as such, it is responsible for making recommendations on policies and procedures related to curriculum, instruction, and student services. The Academic Senate shall have primary responsibility (the Board of Trustees shall "rely primarily" on the Senate) and shall work with the Board of Trustees to reach mutual agreement ("mutually agree") on academic and professional matters as follows:

1. Curriculum, including establishing prerequisites and placing courses within disciplines—rely primarily
2. Degree and certificate requirements—rely primarily
3. Grading policies—rely primarily
4. Educational program development—mutually agree
5. Standards or policies regarding student preparation and success—rely primarily
6. District and college governance constitutions, as related to faculty roles—rely primarily
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports—mutually agree
8. Policies for faculty professional development activities—rely primarily
9. Processes for program review—mutually agree
10. Processes for institutional planning and budget development—mutually agree
11. Appointment of faculty to committees—rely primarily
12. Prioritization and processes for hiring of faculty—rely primarily
13. Other academic and professional matters as are mutually agreed upon between the Board of Trustees and the Senate—mutually agree

Copies of senate agendas and minutes and information about meeting dates may be discovered in Board Docs. There is also a statewide Academic Senate that serves all CCC faculty known as the ASCCC.
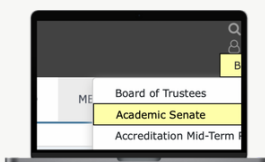
The Academic Senate is composed of the President of the Senate, Vice-President of the Senate, and Secretary of the Senate, four additional full-time faculty members, and two) part-time faculty members. There is a total of six representative Senators according to the following academic areas:

1. Biology, Chemistry, Geology, Mathematics, and Physics, (1 Senator)
2. Anthropology/Sociology, Art, English, History/Political Science, Music, Psychology, and World Languages, (1 Senator)
3. Counseling, Disabilities Resource Center, and Library and Learning Services (1 Senator)
4. Business, Hospitality Management and Culinary, Physical Education, and Wilderness Education (1 Senator)
5. Part-Time Faculty (2 Senators)

Information about current officers and representatives may be found on the Senate website.

Participatory Councils

Institutional Effectiveness Council (IEC)

At Lake Tahoe Community College, the Board of Trustees established the Institutional Effectiveness Council (IEC) to serve as the official body on campus to provide faculty, staff, administrators, and students the opportunity to participate in the governance and consensus decision-making processes of the College in areas specified in the Functions listed below. The IEC recognizes that ethical and effective leadership resides throughout the institution and encourages all constituents to participate in an ongoing effort to improve the practices, programs and services of the College. When ideas for improvement have policy, budget or other significant institution-wide implications, the IEC provides a process for effective discussion, planning and implementation. The IEC also recognizes and respects that other organizations on campus have areas of responsibility for college governance issues.

LTCC Committee Meeting

College Learning and Enrollment Management Council (CLEMC)

The College Learning and Enrollment Management Council (CLEMC) serves as a college- wide governing body for coordinated quality learning and enrollment management at Lake Tahoe Community College. The purpose of CLEMC is to commission, review, and approve the work of various committees, task forces, and individuals in areas related to the general charge of the CLEMC.

Budget Council (BC)

The Budget Council provides guidance and direction for budget management and development and provides input to issues related to the budget. The Budget Council is responsible for reviewing, developing, and recommending the annual budget. In addition, the Budget Council provides ongoing oversight in relation to budget changes and information at the State and District level.

Technology Council (TC)

The Technology Council provides oversight for development and implementation of the College's technology strategic plan as well as the initiatives of the Board of Trustees. The council acts on the proposals and recommendations by the Office of Information Technology Services (OITS) and the various Governance Councils. The proposals and recommendations may be approved, rejected, or returned to the recommending committee for modification. Additionally, the council recommend and reviews technology related policies and procedures.

Facilities Council (FC)

The Facilities Council provides guidance and direction to overseeing facility management and provides input to all issues related to facilities and maintenance, particularly with regard to new construction. The Facilities Council is also responsible for coordinating the Facilities Master Plan (FMP) and ongoing review and revision of the Campus Master Plan (CMP).

Find information about Councils.

Curriculum Committee

The Academic Senate has delegated to the Curriculum Committee the following four academic and professional areas:

- Curriculum, including establishing prerequisites and placing courses within the discipline
- Degree and certificate requirements
- Grading policies
- Educational program development

The Curriculum Committee is co-chaired by a faculty member and the Vice President of Academic Affairs and is composed of a majority of faculty members. A faculty member of the Curriculum Committee regularly reports to the Academic Senate. The Curriculum Committee develops recommendations to the administration and the Board of Trustees regarding changes and additions to the College Catalog throughout the year. The reports to the Senate by the faculty co-chair and faculty members of the Curriculum Committee are designed to keep the Senate apprised of important actions taken by the Curriculum Committee. More information about the committee, including agendas and minutes, may be found in Board Docs.

Curriculum Committee Canvas Page

Faculty Association

The faculty is represented by the Faculty Association CCA/CTA/NEA in matters related to wages and working conditions. See the "Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association CCA/CTA/NEA" for details. The current contract is always available on the Human Resource website. Additionally, here is an overview video of the contract.

Committees

LTCC faculty in participate in a variety of committees related to different aspects of the college's operations. Appointments to all college committees are made by the Academic Senate president and the LTCC President. Some examples of committees include Professional Development, Curriculum, accreditation, guided pathways, hiring committees, and many others. This video describes a number of the faculty committees at LTCC.

Section III: Initiatives

At LTCC, faculty are strongly encouraged to get involved in various initiatives that aim to improve the overall student experience and increase student success. For example, with Strategic Enrollment Management (SEM) and Scheduling, faculty and faculty leads (in coordination with the Office of Instruction), can play a vital role in analyzing enrollment data and creating schedules that best meet student needs. Guided Pathways and Meta Majors involve faculty working collaboratively with other departments to create clear and efficient pathways for students to achieve their academic goals. The LTCC Promise initiative offers faculty the opportunity to support incoming students by mentoring, advising, and providing academic and financial support using a cohort-based model. Open Educational Resources (OER) and the HSI (Hispanic Serving Institution) Grant are both opportunities to further engage students at social justice and equity levels. Finally, Coyote Kickoff, Senior Day, and Honor Roll provide opportunities for faculty to engage with students and celebrate their successes. Faculty involvement in these initiatives is critical to their success and can ultimately lead to improved student outcomes.

Strategic Enrollment Management (SEM)

Strategic Enrollment Management is a crucial initiative at LTCC that aims to increase student enrollment, retention, and graduation rates. It involves analyzing enrollment data, identifying trends, and creating strategies to meet student needs and support their academic success. Faculty play a vital role in the Strategic Enrollment Management process by providing insights into student needs, interests, and challenges. By working collaboratively with colleagues across departments, faculty can develop targeted recruitment and retention efforts that address the unique needs of LTCC's diverse student population.

LTCC's SEM team displaying the "Tahoe Clear" project.

Additionally, Strategic Enrollment Management involves developing efficient scheduling practices that allow students to enroll in the courses they need to complete their degree or transfer requirements in a timely manner. Through their involvement in Strategic Enrollment Management, faculty can contribute to the college's efforts to increase student success, improve retention rates, and meet the evolving needs of the community. Here is a video explaining LTCC's SEM projects.

Guided Pathways

Guided Pathways is an essential initiative at LTCC that aims to improve student success by creating clear and efficient pathways for students to achieve their academic goals. This initiative involves the development of comprehensive academic maps that outline specific courses and milestones that students need to complete in order to earn their degree or transfer to a four-year institution. Guided Pathways also involves creating wraparound support services that help students navigate the college experience and stay on track to achieve their goals. LTCC faculty play a critical role in Guided Pathways by collaborating with colleagues across departments to ensure that courses and programs align with the academic maps and meet student needs. By participating in Guided Pathways, faculty can help improve student retention and graduation rates while also enhancing the overall quality of the educational experience at LTCC. Guided Pathways helps students to achieve their academic goals in a more efficient and effective manner while also providing them with the necessary support to succeed.

LTCC Meta Majors

Meta Majors grow out of the Guided Pathways initiative at LTCC, and they play an important role in helping students navigate their academic journey. Meta Majors group related academic programs together into broader categories, allowing students to explore various academic and career pathways without feeling overwhelmed by too many options. By selecting a Meta Major, students can identify a general field of study that aligns with their interests and career goals, and then choose specific programs and courses within that Meta Major that best fit their needs. This helps students to make more informed decisions about their academic and career pathways and stay on track to achieve their goals.

Faculty can contribute to the development of Meta Majors by collaborating across departments to identify shared courses and competencies within their academic programs. By participating in Meta Majors, faculty can help create more cohesive and efficient academic pathways that meet the needs of students while also ensuring that they have the necessary skills and knowledge to succeed in their chosen field. As represented on this and the last page, LTCC has five meta majors, each with associated colors and branding. Meta Majors are a big focus of Coyote Kickoff and Senior Day and there have been numerous career events focused on opportunities within each of the meta majors. Learn more about meta majors at this page.

Meta Majors on display at the 2022 LTCC Coyote Kickoff.

Lake Tahoe College Promise

First-time college students who attend Lake Tahoe Community College full time pay NO tuition for up to 3 years. This Promise is for scholars who wish to complete their associate degree and or transfer to another college or university within two years, or three if needed for additional coursework and support. The Lake Tahoe College Promise program provides eligible students with the opportunity to combine full-time college attendance with employment and other responsibilities by providing extensive one-on-one support and peer mentoring, a dedicated academic advisor, and much more. We encourage you to highlight the Promise program to all of our students. We offer a special class that introduces students to the Promise program. To learn more about it, have a look at this website.

Hispanic Serving Institution Grant

The HSI (Hispanic Serving Institution) Grant is an initiative that provides federal funding to institutions of higher education with high enrollments of Hispanic students. At LTCC, the HSI Grant offers opportunities for faculty to develop and implement programs and services that support the academic success of Hispanic students. This includes initiatives to improve student retention, graduation rates, and transfer to four-year institutions. Faculty can get involved in the HSI Grant by serving on committees, participating in professional development opportunities, and collaborating with colleagues across departments to develop effective strategies for supporting Hispanic students. Through the HSI Grant, faculty can contribute to the college's efforts to create a welcoming and supportive environment for all students, especially those from underrepresented communities. One of the recent initiatives with the grant has been outreach and retention efforts with STEM students.

OER & ZTC

Open Educational Resources (OER) are learning materials that are freely available for use, sharing, and modification under an open license. Zero Textbook Cost (ZTC) books, on the other hand, refer to course materials that are free to access and use, with no cost associated with textbooks. These resources have become increasingly important at LTCC and in higher education as a whole due to their potential to reduce costs for students, increase access to educational materials, and support innovative teaching practices. By using OER and ZTC materials, instructors can provide students with high-quality learning resources without adding to the already high cost of education. Additionally, these resources can be customized and adapted to meet the needs of diverse student populations, allowing for greater inclusivity and equity in education. Overall, OER and ZTC resources are critical tools for promoting accessible, affordable, and effective learning at LTCC and beyond.

Student Events

Coyote Kickoff, Senior Day, and the Honor Roll are essential events at Lake Tahoe Community College that provide opportunities for faculty to engage with their students, showcase their achievements, and recognize excellence. Coyote Kickoff is a fun and informative event that introduces students to the resources available on campus and showcases different academic departments and their offerings. Faculty can use this event as an opportunity to showcase their meta major items, demonstrate their teaching methodologies, and provide insight into their programs. Similarly, Senior Day is a crucial event for recruiting high school students and showcasing what LTCC has to offer them. Faculty can provide information about their programs, share their experiences, and encourage potential students to consider LTCC as a viable option for higher education. Finally, the Honor Roll ceremony is an important event that recognizes students who have demonstrated academic excellence. As faculty members, attending these events shows our support and encouragement to our students and demonstrates our commitment to their success.

LTCC Honor Roll

DEI (Diversity, Equity, and Inclusion)

Diversity, Equity, and Inclusion (DEI) are critical components for fostering a welcoming and inclusive community at Lake Tahoe Community College. DEI recognizes that individuals come from different backgrounds, experiences, and cultures and acknowledges the value that these differences bring to our campus community. Embracing diversity means creating an environment where everyone feels respected and included, regardless of their identity. Equity means that everyone has access to the same opportunities and resources to succeed, regardless of their background or circumstances. Inclusion means actively working to create a culture that values and respects diversity and ensures that everyone feels welcomed, heard, and valued. By prioritizing DEI, LTCC can create a safe and welcoming environment for all students, faculty, and staff, and help to prepare our graduates to thrive in a diverse and global workforce. The efforts include the ability to Report a Hate or Bias Incident Online and a DEI Taskforce that produced its first report in 2021. You may read more here.

Section IV: First Week Reminders

Course Syllabus

A syllabus should be distributed to students during the first class meeting. The syllabus should contain the items noted below and should clearly communicate to students the nature of the course as well as what is expected. Please ensure your grading policy is clearly detailed in the syllabus as this forms the basis for final grade determination (and is often the source of student grade complaints and appeals). It is incumbent upon all faculty to follow the official course outlines of record about content, scope, and course objectives/outcomes to ensure transferability and continuity of instruction in a given subject area, especially sequential courses. Please submit an electronic copy of your syllabus for approval to Instruction@ltcc.edu by the end of the first week of class.. Your syllabus MUST include the official LTCC course description, student learning outcomes, an SAS statement, textbook(s), an explanation of the in class to out of class hours, a plagiarism statement, a breakout of your grading process, and information regarding attendance and participation. A checklist is available below:

- Instructor name, office number, telephone ext., e-mail, and office hours
- Course number, section, title, meeting days and times, building/room number
- Official prerequisites and/or course advisories
- Description of the course
- Course goals
- Student Learning Outcomes
- Grading standards and criteria
- Policy regarding late assignments
- Required purchases: text and supplies
- Dates for major assignments/exams
- Place, time, and date of final examinations
- Topics to be covered in sequence with dates
- Reading assignments and due dates
- Absence policy
- Plagiarism policy
- A statement reflecting your policy of accommodating students with disabilities, such as:

Students with disabilities who may need accommodations for this class are encouraged to notify the instructor and contact the Student Accessibility Services (SAS) early in the quarter so that reasonable accommodations may be implemented as soon as possible. Students may contact the SAS by visiting the Center (located in room A205) or by phoning (530) 541-4660 ext. 249 (voice) or (530) 542-1870 (TTY for deaf students). All information remains confidential.

Syllabus Resources

The Syllabus resources available on the Teaching & Learning website and Canvas Commons are invaluable tools that can help LTCC faculty create and master their class syllabus. One of the key features of these resources is the syllabus template that allows instructors to easily incorporate various LTCC policies into their syllabus, ensuring that they are meeting all necessary requirements. Additionally, there are resources available that can help faculty to mass create their class dates, saving them valuable time and effort. By utilizing these resources, faculty can ensure that their syllabus is comprehensive, accurate, and meets all necessary guidelines. Whether you are a new instructor or a seasoned veteran, the Syllabus resources on the Teaching & Learning website and Canvas Commons can help you to create a syllabus that sets your class up for success. Click here for the T&L resources. If you need assistance developing your syllabus or have questions, feel free to contact your Department Lead, Faculty Chair of Teaching and Learning, or your Dean.

SYLLABUS & CANVAS STUDENT SUITES

Click on the photo to get great resources to build your syllabus, create your class calendar, and download Canvas Student Suites into your Canvas class.

SYLLABUS

Zoom Sign-Up

Click here to sign up for your free Zoom account! Reach out to IT if you have any problems getting started with Zoom.

Classroom Management

It's important for instructors to be familiar with emergency and non-emergency classroom management protocols to ensure the safety and well-being of all students and faculty on campus. Emergency protocols are typically established to respond to situations that require immediate attention, such as natural disasters, fires, medical emergencies, and acts of violence. Instructors should be familiar with the specific emergency procedures established by their institution, such as evacuation routes and assembly areas, and communicate these to their students at the beginning of the term. Instructors should also know how to activate emergency notifications and alarms in the classroom and be prepared to follow the instructions provided by emergency responders.

Non-emergency classroom management protocols are designed to prevent and manage disruptive behavior in the classroom. Instructors should establish clear expectations for behavior and communication in the classroom and be consistent in enforcing these expectations. Instructors should also be familiar with the procedures for reporting and documenting incidents of disruptive behavior and know how to refer students to appropriate resources for support and assistance.

Overall, being familiar with emergency and non-emergency classroom management protocols can help instructors create a safe and productive learning environment for their students. Please refer to the important numbers and procedures below and reach out to LTCC administration or the Instruction Office with questions.

Emergency
- Direct From Any Campus Phone
- 911 – EMERGENCIES (To get an outside line, dial 9 first)
- Security – 530-721-6188
- Maintenance – 530-721-9010

Non-Emergency
- Any Campus Phone — MAIN 530-541-4660
- Maintenance — ext. 515 or 530-721-9010
- IT Department — ext. 343*
- Security — 530-721-6188 / security@ltcc.edu
- Administrative Services — ext. 219*
- Instruction Office — ext. 752*
- Have you put in a SchoolDude?**
- To get an outside line, dial 9 first — not required for extensions

*Monday through Friday, 8am to 5pm
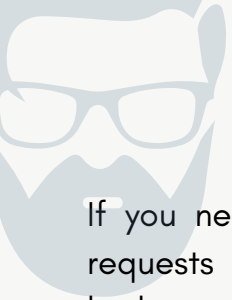
School Dude

If you need help with maintenance or IT issues, be sure to use SchoolDude for work order requests and hazard reporting. However, if you need to purchase something with your own budget, please work directly with Purchasing instead of submitting a SchoolDude request to M&O. Keep in mind that M&O doesn't handle things like office supplies, so please don't submit requests for things like lamps, rugs, or desk accessories. Also, it's a good idea to talk to your supervisor and get their approval before making any M&O or IT requests in SchoolDude. If there are any issues with your request, your supervisor may want to double-check it before it gets submitted as a work order. Click here to go to School Dude.

Fire Drills, Evacuations, Lockdowns

First and foremost, be aware of your surroundings and know your spaces. Locate the evacuation map for your area and identify where to go in the event of a fire or evacuation. It is crucial to know your evacuation route before a fire drill or emergency. Familiarize yourself with your surroundings and identify a safe spot to hide during a lockdown. Phones are available in all offices and classrooms, and they are used as an intercom system during emergency events such as lockdowns. How will you know if there is a fire drill, evacuation, or lockdown event occurring?

Fire Drills/Evacuations
- An audible alarm will sound throughout the campus.
- Go to the nearest and safest exit location and proceed to your area's evacuation site.
- You will receive a text alert indicating whether it is a drill or an actual emergency event.
- If you have questions during the event, look for individuals wearing orange vests and carrying orange backpacks. These individuals can assist you with information.

Lockdowns
- Silence all cell phones and electronic devices.
- Lock the doors, close the blinds, and turn off the lights if it is safe to do so.
- If you are in an office or classroom that cannot be locked from the inside, keep the door locked at all times and use a stopper to prop the door open. This allows you to kick the stopper and close the locked door without exposing yourself.
- Find a space in the office or classroom where you can safely hide without being seen. If you can see the door or window, the assailant can see you.
- DO NOT leave the space unless your life is in imminent danger.
- DO NOT respond to anyone knocking on the door or window.
- Be patient, be quiet, and wait for instruction.
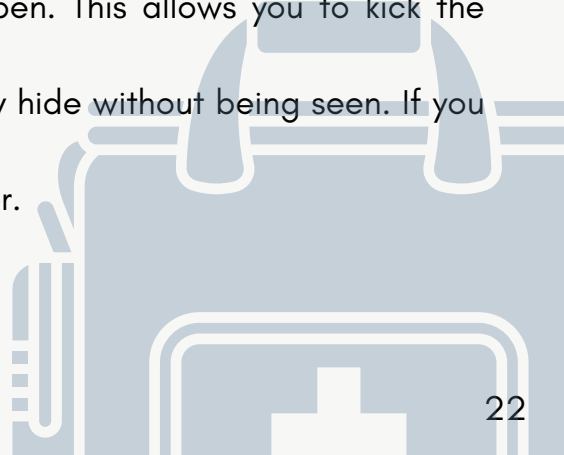
Canvas Shells

Please review Article 5.6.1 in the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association. All courses (excluding those not offered online through the Incarcerated Students Program) will publish and maintain a Canvas shell. These shells will include basic course elements at a minimum, such as the course syllabus, assignment calendar, ways to communicate with the instructor and peers (as appropriate), ways for students to stay updated on their progress in the class, and standard language regarding available student services (including at least enrollment services, counseling, library, tutoring, equity, and disabilities services). All courses will adhere to required standards for accessible design per the Americans with Disabilities Act (ADA). Please contact the Director of Online Learning for any assistance.

B103 at LTCC

Class Rosters

You can access your Class Roster anytime from Passport. From the College website home page, scroll down and click on the Passport Login link at the bottom of the page. Sign in to your LTCC Passport account using your ID and Password. On the right side of the Passport Home Page, there is a Quick Links section with the first section called, Self Service Quick Links.* Within that group is the Self Service Home Page. Click on it and scroll down to the "Faculty" link on the right side. This will bring you to the listing of all the courses you will be teaching for the upcoming quarter first, followed by the current quarter. Scroll down to the current quarter and select the specific course to view your roster. The Print and Email All tabs are on the right side above the roster.

*Note: There are tutorial videos available within the Self Service Quick Links, including the Self Service Tutorial Video and Self Service Positive Attendance Tutorial Video, to help faculty navigate various functions in Self Service.

The Teaching & Learning Site

The LTCC Teaching and Learning website (www.ltccteachingandlearning.com) is an invaluable resource for new faculty members looking to brush up on teaching, technology, and professional development. The Onboarding section provides helpful information about the college, including its history, culture, and mission. The Teaching section includes resources and tips for effective classroom management, lesson planning, and assessment. The Workshops section offers information about upcoming professional development opportunities, including webinars, conferences, and training sessions. The Technology section provides guidance on the use of instructional technology, including Canvas, Zoom, AI and other digital tools. Finally, the year-end Reports section includes an overview of the focus of LTCC Teaching & Learning for the given year. Overall, the LTCC Teaching and Learning website is an excellent tool for new faculty members looking to enhance their teaching skills and stay up to date with the latest trends and best practices in higher education.

LTCC Faculty-Student Event (Dr. Scott A. Lukas and Dr. Albert Ponce, former LTCC faculty)

Section V: Academic Employee Information

As an academic employee, you play a vital role in ensuring our students receive a quality education and helping them achieve their goals. This section contains important information about academic policies, procedures, and resources that are essential for your success as a faculty member at LTCC. Whether you are a new or returning faculty member, we encourage you to review this section carefully to familiarize yourself with the policies and resources that are available to support you in your teaching and professional development.

Faculty Code of Ethics

The LTCC Academic Senate has created the following Code of Ethics, modeled after the American Association of University Professors' Statement of Professional Ethics, with the goal that professionalism is enhanced by making our values explicit and insisting on a campus culture that promotes and protects these values.

SECTION I. RESPONSIBILITY TO SEEK AND STATE THE TRUTH
a. We are obligated to develop and maintain scholarly competence.
b. We are responsible for defending the right of free inquiry and to respect the point of view of others, even though their perspectives may differ from our own.
c. We are committed to practice intellectual honesty.

SECTION II. OBLIGATION TO THE FREE PURSUIT OF LEARNING
a. We respect students as individuals.
b. We serve as intellectual guides and advisors.
c. We foster honest academic conduct and evaluate students according to their merit, and not personality, race, gender, religion, sexual orientation, political or personal beliefs, disability, or other non-academic criteria.
d. We respect the confidential nature of the faculty/student relationship.
e. We protect and advance the academic freedom of students.

SECTION III. COMMITMENT TO COLLEGIAL CONDUCT

a. We defend the right of colleagues to engage in free inquiry.

b. We demonstrate due respect for the opinions of others.

c. We accept our share of faculty responsibility for governance of the academic institution.

d. We treat all members of the College community with equal consideration and respect regardless of age, race, gender, ethnicity, religion, sexual orientation, or disability.

e. We foster a collegial atmosphere through mutual respect, pride, integrity, professionalism, and truth, through communication and administration with faculty and students.

SECTION IV. DEDICATION TO TEACHING AND SCHOLARSHIP

a. We embrace our primary responsibility to the instructional role within the institution.

b. We determine the amount and character of work done within the community.

SECTION V. ACCEPTANCE OF COMMUNITY OBLIGATIONS

a. We acknowledge that when an individual speaks, they represent their personal opinion and not that of the College.

b. We accept the obligation to promote conditions of free inquiry and to promote public understanding of academic freedom.

Faculty Duties & Responsibilities

Full-time Instructional Faculty

It is the responsibility of the full-time faculty member to teach, serve on committees, and perform other comparable professional duties as assigned. Each faculty member is responsible to the Vice President of Academic Affairs via the appropriate Dean. More information can be found in Article 5 of the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

Full-time Non-instructional Faculty (Counselors)

It is the responsibility of full-time counselors to counsel, advise, render services in the student services area, and perform other comparable duties as assigned. Each counselor is responsible to the Vice President of Student Services. More information can be found in Article 5 of the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

Part-time Faculty

It is the responsibility of the adjunct faculty member to teach and perform other comparable professional duties as assigned. Each instructor is responsible to either the Vice President of Academic Affairs via the appropriate Dean or the Vice President of Student Services. More information can be found in Article 5 of the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

Substitute Faculty

Substitute faculty are those who serve on an hourly basis to fill the positions of faculty who are absent from service. Substitute faculty must meet the minimum qualifications adopted by the Board of Governors or be approved as meeting necessary standards by our Faculty Equivalency Committee.

Evaluation of Faculty

Please refer to Article 11 in the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association for information regarding the evaluation of faculty.
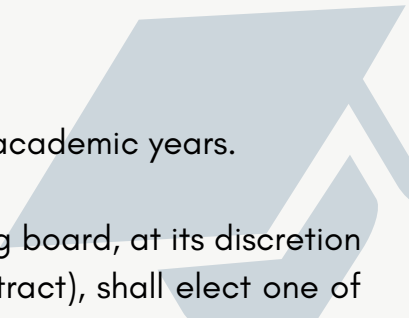

Faculty of the Year, Dr. Wynn Walker

Tenure

Classification of Academic Personnel

Employees hired on or after July 1, 1990, will be required to meet "minimum qualifications" adopted by the Board of Governors or be approved as meeting necessary standards by our Faculty Equivalency Committee. Any person employed under a credential as of June 30, 1990, including an instructor, librarian, counselor, student personnel worker, supervisor, administrator, or chief administrative officer, shall be entitled to serve under the terms of that credential until it terminates, and during the period the credential is effective, shall not be required to meet the minimum qualifications applicable after July 1, 1990.

The governing board of a district shall employ faculty for the first academic year of their employment by contract. Any person who, at the time an employment contract is offered by the district, is neither a tenured employee of the district nor a probationary employee then serving under a second or third contract shall be deemed to be employed for "the first academic year of his or her employment." A faculty member shall be deemed to have completed their first contract year if they provide service for 75 percent of the first academic year.

If a contract employee is working under their first contract, the governing board, at its discretion and not subject to judicial review (except as expressly stated in the contract), shall elect one of the following alternatives:

a. Not enter into a contract for the following academic year.
b. Enter into a contract for the following academic year.
c. Employ the contract employee as a regular employee for all subsequent academic years.

If a contract employee is working under their second contract, the governing board, at its discretion and not subject to judicial review (except as expressly provided in the contract), shall elect one of the following alternatives:
a. Not enter into a contract for the following academic year.
b. Enter into a contract for the following two academic years.
c. Employ the contract employee as a regular employee for all subsequent academic years.

If a contract employee is employed under their third consecutive contract entered, the governing board shall elect one of the following alternatives:
a. Employ the probationary employee as a tenured employee for all subsequent academic years.
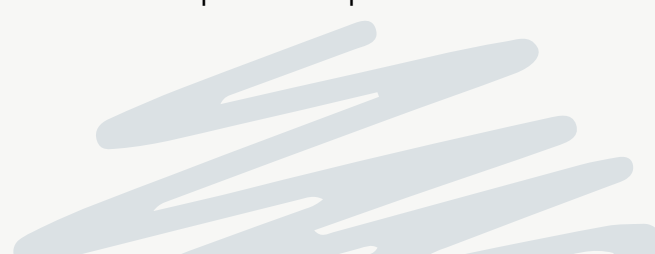b. Not employ the probationary employee as a tenured employee.

The governing board shall give written notice of its decision and the reasons to the employee on or before March 15 of the academic year covered by the existing contract. The notice shall be by registered or certified mail to the most recent address on file with the district human resource office. Failure to give the notice as required to a contract employee under their first or second contract shall be deemed an extension of the existing contract without change for the following academic year.

The governing board shall give written notice of its decision and the reasons to the employee on or before March 15 of the last academic year covered by the existing contract. The notice shall be by registered or certified mail to the most recent address on file with the district personnel office. Failure to give the notice as required to a contract employee under their third consecutive contract shall be deemed a decision to employ them as a regular employee for all subsequent academic years. The dismissal of academic personnel during the academic year shall be in accordance with Education Code.

Definition of Terms
a. Contract/Probationary refers to any faculty member who has not yet been awarded tenure.
b. Regular/Permanent refers to any faculty member who has been awarded tenure.
Contract (tenure track) faculty will undergo a Comprehensive Evaluation during each year of the four-year tenure process (utilizing Forms A, B, C, and/or D, E, and F). Following the four-year tenure process, all of the peer evaluators and administrators involved in the review of the tenure track faculty will meet to provide input to administration regarding tenure.

Faculty Mentoring Program

Our New Faculty Mentoring Program is designed to enable you to explore this learning community by encouraging self-realization, furthering your love for your profession, and promoting connections between you, your students, your colleagues, and the institution. As you begin your professional life here at LTCC, we invite you to take a journey of self-discovery. On that journey, you will meet remarkable faculty from whom you will gain incalculable wisdom. You will discover an excellent staff and administration that will provide you with every advantage you need to find success in the classroom. And you will encounter an astonishingly rich and diverse student body. Please consult the separate Faculty Mentoring Handbook for more information.
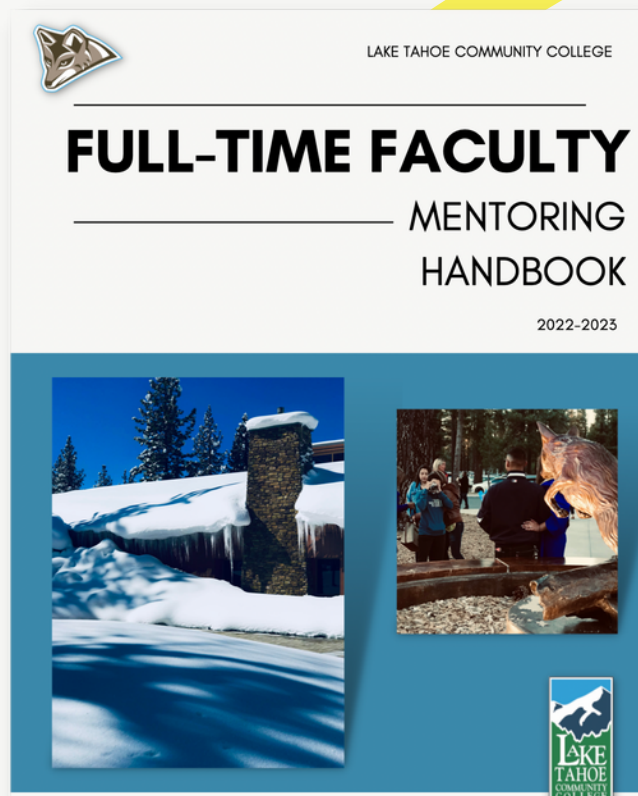
Director, Library and Learning Services

Faculty of the Year, Dr. Melanie Aponte-Chu

It is the responsibility of the Library and Learning Services Director to coordinate, plan, organize, direct, and supervise the activities involved in the College Library and Tutoring and Learning Center, to serve on committees, and to undertake other comparable duties as assigned. The Director of Library and Learning Services is responsible to the Vice President of Academic Affairs. More information can be found in Article 5 of the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

Director, Student Accessibility Services

It is the responsibility of the Director of Student Accessibility Services (SAS) to teach assigned classes and coordinate, plan, organize, direct, and supervise the activities involved in the SAS program and tutoring, to serve on committees, and to perform other comparable duties as assigned. These duties may be performed by one or more faculty members in the DRC program. The Director of the SAS is responsible to the Vice President of Student Services. More information can be found in Article 5 of the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

SAS Director, Kellie Greiner

Faculty Chair of Teaching and Learning

The Faculty Chair of Teaching and Learning is based on the goal of addressing teaching needs, instructional quality, and faculty training in the District as a means toward supporting transformative teaching and learning. These are important faculty areas that are not addressed comprehensively and in a focused manner through other positions on campus. They also require the leadership of someone intimately connected to classroom issues and faculty needs, including those of part-time faculty, who play a significant role in college instruction and student success and completion. The position is unique in offering faculty much-needed support in all areas of teaching and learning, both face-to-face and distance learning. The position is a complement to the more specific work done by other instructional leaders on campus, including the Distance Education Coordinator, the Student Learning Outcomes Coordinator, and the Academic Senate officers and representatives.

Personnel Folder

There shall be one (1) official District personnel file for each faculty member maintained in the District's Human Resources Office. Contact LTCC Human Resources or (530) 541-4660 x221 for more information.

Academic Freedom

Academic freedom and academic responsibility are inseparable. Academic freedom is the right of instructors in their area of expertise to teach, conduct research, and communicate their knowledge to the academic community openly, honestly, and without interference.

Academic responsibility is the acceptance on the part of the instructor while teaching, researching, and communicating to do so in such a manner as not to bring discredit to the College, the profession, or the community.

Academic Year and Flex Program

Lake Tahoe Community College is on a 12-week quarter system. Each term includes 11 weeks of instruction and one week of finals. The fall quarter extends from mid- to late September to early December, winter quarter runs from January through March, and spring is scheduled from April to late June. A six-week summer session is held from July through early to mid-August. Lake Tahoe Community College participates in the flexible calendar option for the academic calendar. This program allows a college to designate several instructional days in each academic year for employees to conduct staff, student, and instructional improvement activities. The time designated for these activities is known as flex time or flex days. Each full-time faculty member is required to participate in the flex program to fulfill flex requirements each academic year. Information is sent to faculty via email in April of each year.

Open Educational Resources

Education Code section 78052 defines "open educational resources" as "high-quality teaching, learning, and research resources that reside in the public domain or have been released pursuant to an intellectual property license that permits their free use and repurposing by others and may include other resources that are legally available and free of cost to students." Theoretically, an instructor could borrow a small portion of other works, especially if the instructor transformed the work in some way, such as by providing comments, criticisms, or other creative influence into the materials. The materials developed under such grants are placed on California's Digital Open Source Library Website. The California Digital Open Source Library was established by Education Code section 66408 for the purpose of housing open-source materials while providing an Internet Web-based way for students, faculty, and staff to easily find, adopt, utilize, or modify course materials for little or no cost. Furthermore, "All material in the California Digital Open Source Library shall bear a Creative Commons attribution license that allows others to use, distribute, and create derivative works based upon the digital material while still allowing the authors or creators of the material to receive credit for their efforts." These open sources of material can be used, and are intended to be used, free of charge without violating copyright laws.

Acceptable Use Policy

This section defines acceptable use of the College's computing and telecommunications systems. It does not include all permitted and prohibited uses but is intended to provide a framework to guide users based on honoring the rights of others, respecting the integrity of the systems, and observing relevant laws, regulations, contractual obligations, and Board Policies. The intended uses of the College computing and telecommunications systems are:

- Direct and indirect support of instruction, research, and service missions;
- College administrative functions;
- Exchange of ideas among members of the College community;
- Student and campus life activities.

All users of the College systems must:

- Comply with all federal, California, and other applicable laws; all applicable College rules and policies; and all applicable contracts and licenses associated with the systems.
- Recognize and behave in a manner consistent with the fact that they may be subject to the laws in other states and countries.
- Use only the computing and telecommunications resources that the College has authorized them to use.
- Respect the privacy of other users and their accounts.
- Respect the finite capacity of the technologies and services that they use and refrain from acts that are wasteful, unnecessary, overload or prevent others from using the services and technologies.

- Be responsible for using College technology resources and services in an efficient, ethical and lawful manner.
- Treat all members of the college community with equal consideration and respect regardless of age, race, gender, ethnicity, religion, sexual orientation or disability.
- Foster a collegial atmosphere through mutual respect, pride, integrity, professionalism, and truth, through communication and administration with faculty and students.

UNACCEPTABLE USE

Unacceptable use of the College's computer and telecommunications systems include, but are not limited to:

Any purpose that violates state or federal law including, but not limited to:
- Violation of copyright laws
- Violation of software license agreements, including:
- Installing, copying or using unlicensed software on college computers except with prior written consent by the College
- Unauthorized duplication
- Transmission or use of unlicensed copies
- Any unauthorized access or use of any college or other computing and/or network system

Any purpose that violates College policy or guidelines including, but not limited to:
- Giving the impression that users are representing, giving opinions, or making statements on behalf of the College unless appropriately authorized to do so,
- Intellectual property
- Nondiscrimination
- Sexual or other forms of harassment

Any appropriate use or purpose that could interfere with or disrupt computing and telecommunications systems including, but not limited to:
- Monitoring or tampering with computer or telecommunications systems to gain unauthorized access,
- Running programs to uncover security loopholes and or decrypt intentionally secure data,
- Use of protocol analyzers and port scanning software
- Connecting any personal computing devices to the College's internal network such as, notebook computers, wireless devices, PDAs, without the written consent of the College
- Knowingly or carelessly introducing invasive or destructive programs, such as viruses, worms, Trojan horses, or other rogue programs into college computers or networks
- Spamming or bombing; propagating chain letters or virus hoaxes; sending or forwarding junk email
- Attempting unauthorized access to data, files, passwords, or breach of security measures on any electronic communication system

- Advertising, campaigning, soliciting for any religious or political cause
- Sending or accessing pornography or obscene material other than for authorized research or instructional purposes

Private commercial purposes, including, but not limited to:
- Personal financial gain
- Transmission of any unsolicited advertising, promotional materials, or other forms of solicitation
- Inappropriate mass mailing

Any purpose that infringes on the privacy and rights of other users of the College's technology resources including, but not limited to:
- Attempting to intercept, eavesdrop, record, read, receive or alter other person's email without proper authorization
- Reposting personal communications without the author's prior consent

Any purpose that would result in damage to computer or telecommunication systems, such as:
- Destruction or damage to equipment, software or data belonging to the College,
- Unauthorized tampering with the systems, including connecting or disconnecting equipment, or otherwise altering the set-up of any computing or telecommunication device.
- Using another person's login credentials to gain access to college computer and telecommunications resources. This includes sharing passwords with co-workers, students, friends and family members without prior written authorization from the College.
- Tampering with any software or system protections or restrictions placed on computers, applications, or files.
- Removing or modifying any data on college-owned administrative or instructional systems without proper authorization.

PERSONAL USE
The College's computing and telecommunications systems are provided to support the educational mission of the College. These systems are to be used primarily for college-related purposes. Incidental personal use is permitted provided the use conforms to this policy and does not:
- Interfere with the user's employment or other employees
- Directly or indirectly interfere with the College operation of computing and telecommunications systems
- Burden the College with noticeable incremental cost

It is the responsibility of the user to verify that their personal use conforms to the above.

PRIVACY

Users should have no expectation of privacy or confidentiality in the content of voice, voicemail, fax, email, text messages or other forms of communications or data in any form stored, sent or received on the College's computer and telecommunications systems.

Although the College does not routinely inspect, monitor, or disclose electronic data, analog or digital communications, the College reserves the right to inspect, monitor, or disclose electronic data and analog or digital communications without prior notice and without consent. Reasons for inspecting, monitoring or disclosing electronic communications include, but are not limited to, the following:

- When required by and consistent with law
- When there is significant reason to believe that violations of policy or law have occurred
- When failure to act may result in significant bodily harm
- When significant property loss or damage would result
- When loss of significant evidence of one or more violations of law or of college policies would result
- When significant liability to the College or to members of the College community would result
- Significant liability to business purposes, such as inspection of the contents of electronic messages in the course of an investigation triggered by indications of misconduct

Such inspections must be authorized by the college President, Vice President of Academic Affairs, or Vice President of Administrative Services. The inspection must be limited to materials related to the purposes stated above and the confidentiality of the data or electronic communication must be maintained to the highest degree possible.

Those users granted electronic access to college transcripts have the responsibility to protect the rights of our students, specifically as outlined in the Family Educational Rights and Privacy Act (FERPA). Student records are available only to members of the administration, faculty and staff of the College who have a legitimate need to access their contents; however, all authorized users have the responsibility to maintain confidentiality. It is the responsibility of the user to be fully aware of the specific requirements of FERPA before accessing student records. A copy of these requirements can be obtained from the College's Human Resources Department or Enrollment Services office.
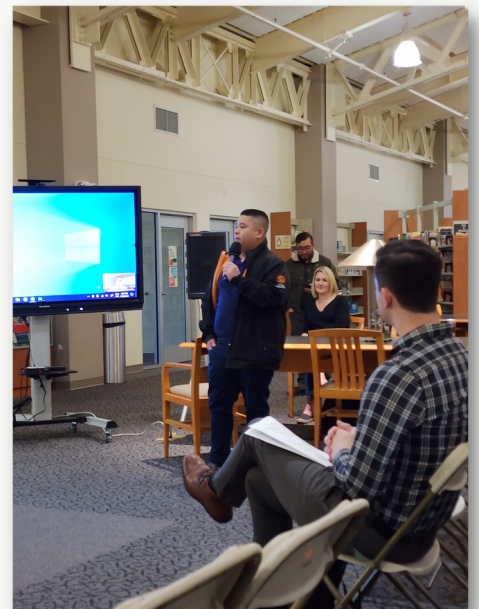
ENFORCEMENT

To retain access privileges, users must abide by this policy. Users who violate this policy may be denied access to the College computing and telecommunications resources and may be subject to disciplinary action, up to and including termination. The College may temporarily suspend or block user access prior to the initiation of such procedures when it appears necessary to do so to protect the integrity, security, or functionality of college resources, or to protect the College from liability. The College may also refer suspected violations of applicable law to appropriate law enforcement agencies.

SECURITY

The College utilizes various methods to protect its computing and telecommunications systems and employee user accounts. Users should be aware, however, that the College cannot guarantee security. Users should therefore engage in secure practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing passwords regularly.

COLLECTING MONEY, SOLICITING, SELLING

Instructors, students or other persons shall not solicit or collect money or sell articles or materials on the college premises for any purpose unless prior approval has been granted by the Instruction Office. Student clubs must contact the Student Life Coordinator for policies regarding fund raising.

Solicitation of Funds

By Off-Campus Organizations and/or Individuals,

Organizations and/or individuals wishing to solicit funds from or sell products or services to students or staff must complete and have approved an Application and Contract for Use of Facilities form.

By College Organizations

Solicitation of funds by college organizations is governed by the regulations of the College as to time, place and manner of public presentation. An Application and Contract for Use of Facilities form must be completed and approved prior to solicitation.

COPYRIGHT AND DUPLICATION OF MATERIALS

Regulations governing issues related to the duplication of copyrighted material were formulated as guidelines by the Ad Hoc Copyright Committee of the college and established as regulations by the Superintendent/President in 1978. Any appeals for exemption from these regulations are to be submitted to the Superintendent/President and such appeals from the regulations are granted in writing by the Superintendent/President's Office only.

INFRINGEMENT OF COPYRIGHT

Copyright law gives copyright owners the exclusive rights of reproduction, adaptation, publication, performance, and display (17 U.S.C. § 107.) Generally speaking, it is an infringement of copyright (for which the law provides penalties) for any person other than the copyright owner to exercise these rights, unless the owner has authorized the activity or the use made of the material constitutes "fair use." Therefore, whenever copyrighted materials are to be reproduced for use in the teaching process (whether in the form of syllabi, classroom handouts, or reference materials used only by the instructor), it must be determined either that the permission of the copyright owner is obtained or that the planned use of the material fits the "fair use" concept.

FAIR USE

The doctrine of "fair use" provides that copyrighted materials may be used in certain ways, for certain purposes, without infringing the copyright owner's rights, even if his or her permission is not obtained. The law recognizes this concept explicitly and defines four factors that must be considered in specific cases in order to determine whether the use in question is "fair." Generally speaking, the fair use provision allows copying without permission from, or payment to, the copyright owner where the use is reasonable and not harmful to the rights of the copyright owner. The statute specifically states that multiple copying for classroom use may fall within the category of "fair use copying." The criteria for deciding fair use are:

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes.
- The nature of copyrighted work.
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
- The effect of the use upon the potential market for, or value of, the copyrighted work.

Although an educational use weighs in favor of finding a fair use, courts have found copyright violations even where the use is purely for education. This is especially true where the use is "for the same intrinsic purpose for which the copyright owner intended it to be used." (Marcus v. Rowley (9th Cir. 1983) 695 F.2d 1171, 1175.) Moreover, although courts will consider whether the copyrighted material is out of print, that factor is not dispositive on whether there has been fair use. *Maxtone–Graham v. Burtchaell* (2d Cir. 1986) 803 F.2d 1253, 1264.)

GUIDELINES FOR AUDIOVISUAL MEDIA

Reasonable and limited portions of audiovisual materials may be used for educational purposes in accordance with the fair use factors detailed above. If utilizing more than 10% of an audio-visual material:

- the instructor should seek copyright permission, or
- find alternative, open education materials (e.g., marked with creative commons attribution).

The library will attempt to purchase physical copies of audiovisual materials, and/or streaming media licenses, of educational value within budgetary constraints. Most audiovisual materials have digital rights management (DRM) technology and the District cannot circumvent these copyright controls without risking civil and criminal penalties under the Digital Millennium Copyright Act (DMCA). Therefore, the library and media specialist are prohibited from making copies of any copyrighted audiovisual materials for instructors, staff, students or members of the community for which permission to duplicate has not been obtained from the copyright holder.

DMCA exemptions do permit faculty and students seeking to analyze film and media to use excerpts and circumvent protection measures to make short portions of the DVD available for viewing. Please note that this exemption only applies to motion pictures on DVD or from online distribution services and the short portion use is allowed only when "necessary because reasonably available alternatives, such as non-circumventing methods or using screen capture software …are not able to produce the level of high-quality content required to achieve the desired criticism or comment."

CDs or other media used on an individualized basis with a related text or workbook may be duplicated and circulated exclusively for student use if the instructor has obtained written permission for such duplication from the appropriate copyright holder and forwarded a copy of the permission agreement to the media specialist.

DUPLICATION OF COMPUTER SOFTWARE

Computer programs and data, including websites and other online content, are subject to the same regulations as other media.

RESPONSIBILITY FOR DECISIONS

Every instructor and staff member who may be involved in the reproduction of copyrighted materials for classroom use has an important responsibility to assure that the rights of copyright holders are recognized and honored. The website for the national Copyright Clearance Center has copyright permission forms and other useful resources.

Final Examinations

Each academic term on the quarter system is 12 weeks long, consisting of 11 weeks of instruction and one week of finals. Full-quarter length classes are required to meet during finals week according to the final exam schedule. Six-week classes meet for their regularly scheduled class time and days during finals week and hold their final on the last day of class. Short-term courses have their final on the last day of class.

For full quarter length courses, faculty members may not hold final exams earlier than the 12th week of the quarter, which is the final week. In some cases, a traditional final exam may not be appropriate to the course content or the nature of the course. In such instances, faculty members are asked to conduct a meaningful instructional activity during the final class meeting of the course in finals week. Therefore, instructors are expected to utilize the final class meeting during finals week for the final exam or an appropriate activity as it is part of the instructional time for the course. The final exam schedule is published in the quarterly Schedule of Classes, which is prepared each quarter by the Instructional Scheduling Specialist with the goal of minimizing conflicts for students.

If a student has three or more final exams scheduled on the same day, the student may reschedule one of the exams with the permission of one of the affected instructors. It is important that students understand when their final exams are scheduled, and instructors should inform their students of this information in their syllabus. **NOTE:** In Spring 2023, a new final examination process will take place in which the final is given on the last class meeting. More information will follow.

INSTRUCTIONAL WORK DAYS AND ASSIGNMENTS
See Article 5 in Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

Other Stuff

OFFICE HOURS
Full-time faculty are required to maintain five office hours each week. See Article 5 in Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association for details Information on office hours for adjunct faculty can be found in this handbook

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ONLINE TEACHING
The College encourages faculty to explore online teaching as a means of diversifying departmental course offerings. The Director of Distance Education is available to assist faculty as they experiment with this delivery method. For information, regarding online teaching methods and procedures please refer to the Online Faculty Handbook.
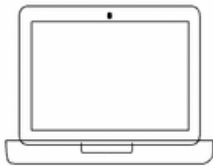

Dr. Scott A. Lukas, LTCC Graduation

Class Modalities

Face-to-Face

F2F

These are traditional courses that meet at set dates and times on campus. Please note that under certain emergency conditions, F2F classes will move to the EVE format.

Distance Education

Traditional distance education classes that take place online through Canvas and do not meet at a set time.

Hybrid

Hybrid classes include a combination of in-person meetings at specific days/times AND online activities. The online portion of the class may be synchronous or asynchronous.

Enhanced Virtual Education (EVE)

EVE classes are offered online and use the Canvas system for base information and resources, but they also use Zoom as well as other technologies to provide more "real time" contact. They are intentionally designed for students who prefer a face-to-face classroom feel.

The original location of Lake Tahoe Community College.

Other Academic Issues

OUTSIDE SPEAKERS IN CLASSROOM

As the College has the responsibility to develop critical thinking, which can best thrive in an atmosphere that ensures a free interchange of ideas, those responsible for selecting speakers aim to obtain authorities who present diverse views in the best tradition of the American forum. No topic should be avoided as long as reasonable standards of decency and morals are not violated. Staff, faculty members, and other qualified employees of the College district, both full and part-time, may guest lecture (for example, lecture while the regular instructor is present) in an instructor's class only on a non-paid, voluntary basis.

The administration shall ensure that each speaker agrees to the following four provisions before being allowed to speak:

- The speaker's background will be accurately and completely made known to the audience.
- The speaker shall answer, without exception, unsolicited questions from the floor that are related to their address.
- The speaker shall allow remarks to be analyzed critically to any degree desired in Lake Tahoe Community College classes.
- The speaker agrees to abide by the regulations of the College and the laws of the State of California.

In addition, the Vice President of Academic Affairs must be provided with the name and background of each speaker and the intended date, location, and subject of the presentation at least three working days before the presentation.

PROFESSIONAL DEVELOPMENT LEAVE

A professional development leave program is provided to all full-time faculty. For more information, see Article 10 in the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

RECORDING CLASSROOM INSTRUCTION

Recording of classroom instruction by a student is not authorized unless approval has been obtained in advance, first from the instructor, and then from the appropriate Dean.

RESIGNATIONS

Resignations are submitted to the supervisor with a copy to Human Resources. The employee and supervisor mutually agree upon the date on which the resignation is to take effect. The Board of Trustees accepts the resignation of any employee.

SALARY SCHEDULE, BENEFITS, AND WORKLOAD

For information on salary schedule, benefits, and workload, see Articles 5, 6, and 8 in the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

Section VI: Academic Procedures

Substitutes/Proctors

Faculty who are unable to meet their classes must call or email the Instruction Office (x752 or instruction@ltcc.edu) with as much advance notice as possible. Substitute faculty are arranged only in the case of the bona fide absence of the regular faculty and in the interest of providing essential instruction for the students. Additionally, the College provides substitutes when it is determined that the absence of the instructor would have a significant impact on the progress of the course. Requests are reviewed by the appropriate Dean in advance of the absence. If approved, it is best if faculty find their own substitute or proctor. If needed, the Instruction Office can find a substitute or proctor for the class from the available faculty files.

Substitutes cannot be paid nor utilized unless they are certified by the College as qualified and approved by the Board of Trustees prior to use in the classroom. The Board of Trustees must legally hire substitutes and proctors before they can be considered for service. The Instruction Office maintains a list of Board-approved substitutes by discipline, and adjunct faculty are requested to work with the Instruction Office to arrange for appropriate substitutes to ensure qualifications are met. A faculty member may not substitute for another instructor on an informal, unauthorized basis; all absences and substitutions MUST be reported to the Instruction Office.

If a substitute/proctor is not available, staff in the Instruction Office posts appropriate cancellation of class notices on classroom doors as needed. The Instruction Office personnel are not responsible for notifying students by telephone or email of an instructor's absence, unless specifically authorized to do so by the Vice President of Academic Affairs.

*Faculty Professional Development Activity at a Local Escape Room*

Absences

ABSENCE REPORTING

Faculty members are requested to submit an absence report in advance of an anticipated absence for review and approval by the appropriate Dean. Absences due to unanticipated situations (e.g., illness) should be submitted immediately following the absence. If an absence form is not received in a timely manner, the absence may be considered as leave without pay and result in a payroll deduction. Faculty are advised to become familiar with Article 10 of the contract, which addresses leaves. See contract Article 10 in the Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association.

SUBSTITUTE/PROCTOR TIMESHEET

A Substitute/Proctor timesheet should be obtained by the substitute/proctor, completed, and submitted by the 25th of the month in which the work is completed so that payment can be processed.
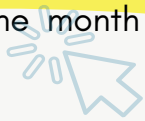
Payroll
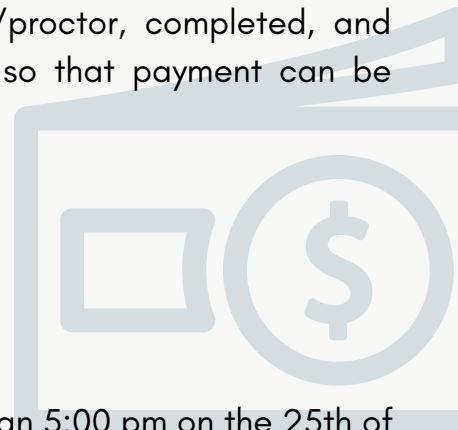
Hourly Timesheets and Leave Accrual

All hourly timesheets must be turned into the supervising office no later than 5:00 pm on the 25th of the month in which the work is completed. Timesheets submitted after that date and time may be processed on the SUP 2 payroll, resulting in a one-week delay, or with the next payroll, resulting in a one-month delay, depending on how late the timesheets are submitted. Timesheets must be complete, including signatures, employee ID, and budget codes. Payroll hire forms and contracts must be submitted to Human Resources prior to hire. Late timesheets and/or incomplete information may cause a delay in issuing a paycheck.

The Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association details the various leave options available to all academic employees. Questions regarding accrued hours may be directed to the Payroll Office where the leave records are maintained. Questions regarding appropriate use of various types of leave should be directed to your supervisor/administrator.

Payroll Deductions

Changes to deductions may be made at any time during the year but must always be turned in to the Payroll Office by the first of the month in which they are to take effect. (Exception: changes to Schools Financial Credit Union deductions may take up to six weeks processing time and are sent directly to the Credit Union; contact the Credit Union for specifics or the Payroll Office for a change form).

Pay Schedule, Check Release, Miscellaneous

All checks are distributed from the Payroll Office from 8:00 am to 5:00 pm (during summer hours until 4:00 pm). If you would like someone else to pick up your check, authorization must be in writing and identification is required. Information regarding electronic deposit is available from the Human Resources and Payroll Offices.

Address changes should be submitted immediately by filling out a Demographic Change of Information Request Form and submitting it to Human Resources for amendment of the permanent payroll records. Incorrect addresses may result in lost or undelivered paychecks and W-2 forms in January.
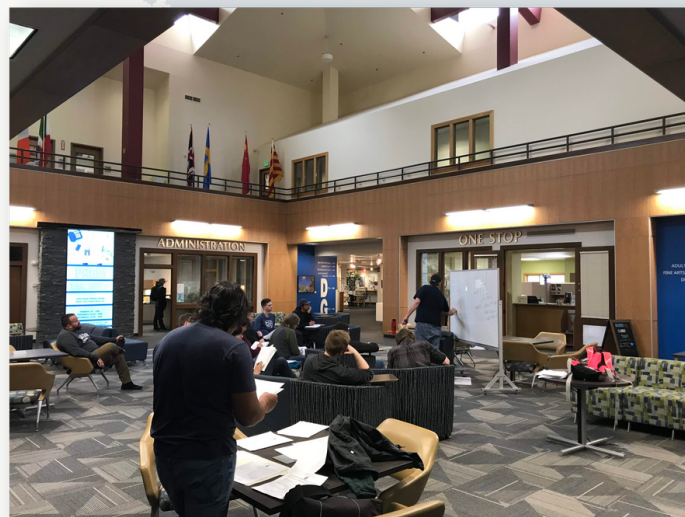
The LTCC Commons

Full-Time Faculty Pay Schedule

The yearly contract can be paid in ten or twelve installments if your contract starts in September. Paychecks are available for pick-up on the last working day of the month between the hours of 8:00 am to 5:00 pm in the Payroll Office in Fiscal Services; unclaimed checks are mailed two (2) calendar days after payday, unless specifically requested in advance in writing to be held longer. Supplemental checks (substitute pay and overloads) are available on or about the 10th or the 18th of the month following the month worked. Timesheets for substitute pay must be turned in to the Instruction Office by 5:00 pm on the 25th of the month when the work is completed. (Overloads are paid once the 48-unit contract requirement has been reached and are submitted to and approved by the Instruction Office.)

Adjunct Faculty Pay Schedule

Pay periods run from the 26th of the month to the 25th of the following month. Checks may be picked up in Fiscal Services; unclaimed checks are mailed two (2) calendar days after payday, unless specifically requested in advance in writing to be held longer. If employee documentation is missing, the check is held until the documentation is received. Final checks are not released until the class is completed and grades, positive attendance, and census rosters have been turned in. All hourly adjunct timesheets must be signed and turned in to the Instruction Office by 5:00 pm on the 25th of the month in which the work is completed.

Instruction

Faculty Workshop with Cata Goralski, Scott Lukas, and Sara Pierce.

HOURS OF INSTRUCTION

Classes are generally scheduled from 8:00 am to 10:00 pm Monday through Friday and 8:00 am to 5:00 pm on Saturday. Each class hour is fifty minutes in length. Instructors are expected to meet their classes for the full fifty-minute period. Classes meeting for more than one hour at a time will meet for a proportional period of time. For example, a 1½ hour class meets for 75 minutes or a three-hour class meets 150 minutes. Title 5 of the Education Code requires a 10-minute break at the end of every 50-minute period of instruction.

Examples:
3 hour/week course meeting M, W F 8–8:50 am: No break required
3 hour/week course meeting M, W 8–9:15 am: No break required
4 hour/week course meeting M, W 8–9:50 am: One 10-minute break required
4 hour/week course meeting M 6–9:50 pm: Three 10-minute breaks required
5 hour/week course meeting M, W 6–8:25 pm: Two 10-minute breaks required
Break time may not be "bumped" for the purposes of early dismissal. (Example: a 6:00-9:50 pm class may not elect to meet without a break from 6:00-9:20 pm and dismiss at 9:20 pm.)

CLASSROOM LOCATION

Classes are offered at the main campus and at various sites in the community. Some faculty members can expect to be assigned to off-campus locations.

INSTRUCTOR-INITIATED CLASSROOM CHANGE

If an instructor wishes to hold a class in any place other than the room or site specified in the Schedule of Classes, the plans must be discussed with the appropriate Dean prior to the class session. If for any reason you find the room you've been assigned to for the quarter is unacceptable, you may request a change in room. You are required to fill out a Room Change Request form. It needs to be submitted to the Instruction Office for the Dean's approval. The reassignment of classrooms is determined based on room availability.

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COLLEGE CATALOG

The College Catalog is published on an annual basis to faculty, staff, and students. Through the established procedures of the Curriculum Committee, faculty may add, delete, or modify courses for the catalog. This may include changing prerequisites, hours, units, course titles, and descriptions of course content, as approved by the Curriculum Committee and the Board of Trustees. Responsibility for the preparation and annual revision of the Catalog rests with the Vice President of Academic Affairs in the Instruction Office. It is the responsibility of all full-time faculty to review the catalog annually in their applicable course and program areas to ensure accuracy and seek approval for any changes through the curriculum approval process.

CURRICULUM

All aspects of the curriculum development, review, and approval process are comprehensively described in the Curriculum Committee Handbook. All faculty should read this document in its entirety because it addresses most issues pertinent to developing and modifying curriculum in accordance with the academic standards in the California Education Code, Title 5 of the California Code of Regulations, and Chancellor's Office policy. Please see the Curriculum Committee Handbook.

STUDENT LEARNING OUTCOMES

The major focus of the accreditation standards that govern California's community colleges is student learning outcomes (SLOs). When institutions write their self-studies and when accreditation teams visit institutions, careful attention is paid to the level of involvement and the progress made in writing, assessing, and institutionalizing student learning outcomes. The accrediting commission requires SLOs for every course and program, and they want these SLOs to be assessed, reviewed, and used as guidelines for improving the educational experience of our students. Lake Tahoe Community College has developed a process of review, consultation, and implementation of the assessment results of all courses and programs. This self-reflection of what we do as faculty to improve student learning is the intention of the accrediting commission, and what we learn about what we do is intended to help us expand upon the exceptional learning environment of Lake Tahoe Community College. SLOs are entered into a database where faculty can assess them (eLumen) and there is an SLO Coordinator to assist faculty in developing and assessing SLOs. Please see this link for more information on SLOs.

Faculty Dr. Sue Kloss

Scheduling

All quarterly schedules are data-built based on the recommendations of faculty and appropriate instructional administrators, subject to administrative review and adjusted to conform to district policies. The final decision on quarterly course offerings and the use of available facilities is an administrative responsibility.

ASSIGNMENT OF INSTRUCTORS

Instructors shall be assigned to classes according to their approved minimum qualifications. The final decision on assignments shall rest with the administration through the Vice President of Academic Affairs Office.

COURSE SCHEDULING DEVELOPMENT & APPROACH

The Instruction Office maintains a Projected Three-Year Schedule developed through a collaborative process involving input and insights from the dean, faculty leads, and the lead counselor. The schedule is built with the following student-centered scheduling guiding principles in mind:

COURSE SCHEDULING DEVELOPMENT AND APPROACH

The Instruction Office maintains a Projected Three-Year Schedule developed through a collaborative process involving input and insights from the dean, faculty leads, and the lead counselor. The schedule is built with the following student-centered scheduling guiding principles in mind:

• Consider student needs first and prioritize their ability to complete degrees and certificates.
• Value and incorporate discipline and counseling expertise.
• Create consistency and trust while remaining dynamic and flexible.
• Use student demand information (from Tableau Dashboard) to schedule smart and minimize cancellations.
• Maximize options within reason (e.g., staggered start times, modality variety, etc.).
• Consider special student groups with specific scheduling needs (e.g., athletes, international students, working students, etc.).
• Be data-informed: use course cancellation history, average enrollments, percent fill, and other pertinent data.

- Commit to time blocks.
- Protect the college hour for Student Life (Tuesdays 12 PM – 1 PM).
- Create a balance of face-to-face and online options.
- Maintain face-to-face general education (GE) pathways.
- Reduce redundancy of GE classes at the same times and days.
- Be aligned with state rules and regulations (e.g., AB 705, AB 1705, etc.).

Additionally, in the development and review of the Three-Year Projected Schedule, the following should be considered:

*Student Demand & Program Completion Considerations:*
- Maximize the schedule based on program completion, student demand, and efficiency.
- Schedule for student program completion using the two-year sequence and developed program maps.
- Continue to explore short-term (8-week) options for students.
- Ensure interdisciplinary balance of GE, IGETC, and CSUGE courses (check GE Heat-Map on Tableau dashboard).
- Balance synchronous, asynchronous, and on-campus sections for student demand/need.
- Check the heat maps dashboard to ensure a balanced schedule across the campus.
- For hybrid classes, ensure that synchronous online & an on-campus component are not scheduled back-to-back.

Financial & Regulatory Considerations:
- Departments' Standard Hours allocation is based on a zero-base model (4-year Fall base).
- Additional St. Hr. can be allocated only with VP approval.
- Dual enrollment St. Hr. are not included in the department allocations.
- All Online/Hybrid/EVE classes must have DE addendum in COR.
- Every full-time faculty needs to be assigned to on-campus sections.
- Faculty assigned to teach asynchronous sections or hybrid with asynchronous online must be DE certified.
- Avoid unproductive schedules that add class minutes but not contact hours.
- Online synchronous and on-campus sections must not be scheduled for less than 50 minutes (1.0 student contact hours).
- Ensure Lecture/Lab combos have a 10-minute passing period so we do not overclaim contact hours.
- Ensure over/under for online synchronous and on-campus sections are acceptable for both lab and lecture.

COURSE SCHEDULE DEVELOPMENT & PROCESS

The following timeline provides an overview of the schedule development process. The LTCC schedule is developed in two cycles: Fall/Summer and Winter/Spring to allow students to register for the following two quarters at the same time. This is to reduce students from stopping out and increase overall efficiency in the enrollment process.
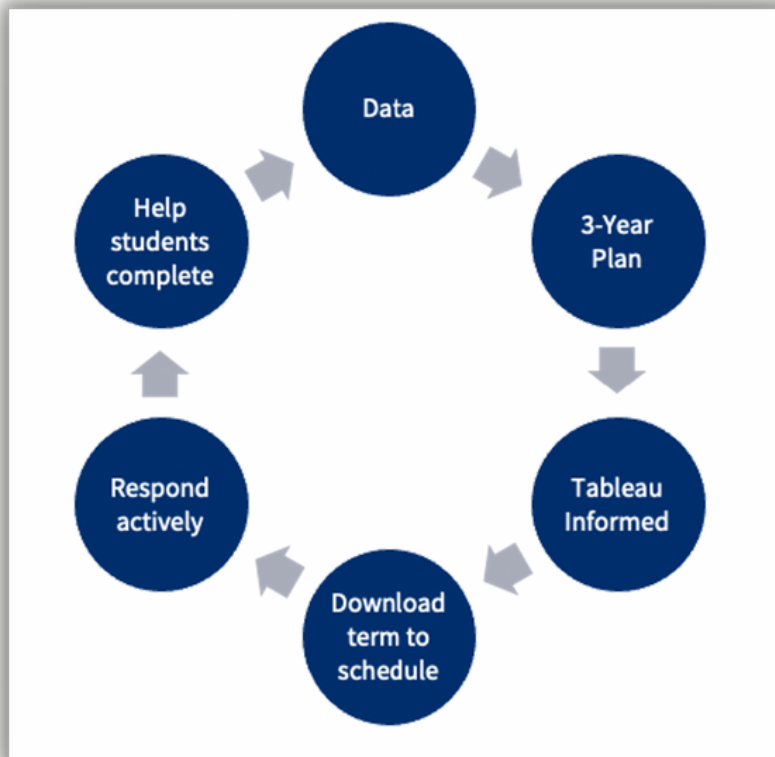
Summer/Fall Schedule Development Timeline (Approximate)

October/November

Instruction office builds out the detailed schedule for the next Academic Year's WI/SP using the Three Year Projected Schedule and the RSP Three Year Plan.

December

Detailed schedule sent to faculty leads for review and proposed instructor assignments. Instruction Office reviews schedule for the following and proposes any final changes:

· Balance of F2F courses across the schedule
· Balance of GE courses in terms of modality
· Balance of GE courses in terms of F2F times and days being offered
· Review Student Ed Plan Projections match with course offerings

Faculty leads, deans, and counselors meet to review any proposed changes and update both the detailed WI/SP schedule and the Projected Three-Year Schedule at this time.

March

Draft of printed schedule released and reviewed for changes. This is an opportunity to do a final check for:

· Proper modality/day/time listings
· Proper instructor assignments
· ZTC course designations
· Identifying Promise Courses (courses recommended for Promise Students – list developed in coordination with deans and counseling).

Draft sent to marketing to be finalized

April

Final printed schedule (including non-course copy) released for campus review.

May

Registration begins

Winter/Spring Schedule Development Timeline (Approximate)

April/May

Instruction office builds out the detailed schedule for the next Academic Year's SU/FA using the Three Year Projected Schedule and the RSP Three Year Plan.

June

Detailed schedule sent to faculty leads for review and proposed instructor assignments. Instruction Office reviews schedule for the following and proposes any final changes:

· Balance of F2F courses across the schedule

· Balance of GE courses in terms of modality

· Balance of GE courses in terms of F2F times and days being offered

· Review Student Ed Plan Projections match with course offerings

Faculty leads, deans, and counselors meet to review any proposed changes and update both the detailed SU/FA schedule and the Projected Three Year Schedule at this time.

September

Draft of printed schedule released and reviewed for changes. This is an opportunity to do a final check for:

· Proper modality/day/time listings

· Proper instructor assignments

· ZTC course designations

· Identifying Promise Courses (courses recommended for Promise Students - list developed in coordination with deans and counseling).

Draft sent to marketing to be finalized

October

Final printed schedule (including non-course copy) released for campus review.

November

Registration begins

GREENLIGHTING OF CLASSES

When determining which courses to run and which to cancel, the Instruction Office holds "Greenlight Meetings" during the week prior to the start of the term. In these meetings, the deans, the VP of Instruction, Deans' assistants, and lead counselor review each course to determine whether it will run. Below is an outline of the key considerations used throughout the greenlight meeting process:

• When canceling a course, an impact report is pulled to better understand who the students are in the course who will be affected by the cancellation. If a student needs the course to graduate in the upcoming year, the administration will typically run the course even at low enrollment numbers.

• When determining courses to cancel, considerations are taken into account for the fact that F2F (face-to-face) courses will likely be smaller in size than online courses and should still be prioritized when possible to ensure consistent F2F offerings for students. Additionally, we try to take into account instructor loads to the degree possible.

• If it is determined that a course will be canceled, the students are notified and connected to a counselor and/or guided to alternative classes that will meet their needs as appropriate.

• When there is a small waitlist for a course, it may be determined that instruction should reach out to the instructor to see if they would be willing to take students over the class cap.

• When a large number of students are on the waitlist (over 10), it may be determined that another section or blind section of the course should be opened for those students to enroll.

• In order to build trust and minimize negative impacts on students, we work hard to minimize cancellations when possible through strategic scheduling and make course cancellation decisions prior to the first day of the term to allow students time to make alternative arrangements.

Field Trips

All field trips must be approved at least ten days in advance of the intended trip. Authorization for a field trip is granted by the appropriate Dean.

VOLUNTARY FIELD TRIPS

A voluntary field trip is one that is not essential to the offering of the course and has not had funds allocated nor college expenses encumbered for such an outing. The instructor is not authorized to miss other teaching assignments to lead a voluntary trip, and students cannot be penalized for not attending a voluntary field trip which is held outside of the regular class time. It is the responsibility of the students in the class to clear their absences with other teachers if the trip results in students missing other classes.

MANDATORY FIELD TRIPS

A mandatory field trip is one that is essential to the course being offered, has been approved as such by the Chancellor's Office and Curriculum Committee, is specified and described in the quarterly Schedule of Classes, and for which a budget has been developed and approved. A faculty member is authorized to miss part of his/her teaching assignments to lead the field trip. Prior arrangements must be made through the Instruction Office. It is the responsibility of the faculty member to secure permission from colleagues for students to take the field trips if the trip interferes with other class sessions.

FIELD TRIP FORMS

For both voluntary and mandatory field trips, the instructor shall fill out a Request for Field Trip form and submit it for signature to the appropriate Dean at least one week prior to the trip. The instructor is also obligated to have each student sign and return a Field Trip Notice and Medical Authorization form, which is to be turned into the Instruction Office prior to the trip. The instructor should keep a copy of each form with them during the trip due to medical and emergency contact information contained on the form.

PAID FIELD TRIP ACTIVITIES

For those field trips which include paid activities, students must pay for their tickets at the Enrollment Services counter. Instructors are NOT to accept money for these activities from students.

This policy is established to provide rules and guidelines for students and instructors engaged in any college-sponsored field trip. The underlying premise behind this policy is the understanding that both students and instructors have an obligation to act responsibly, ethically, and professionally during the course of any college-sponsored field trip. Specifically, the following guidelines apply:

- Each field trip shall have specifically designated hours when class is officially in session.
- During the hours the class is officially in session, all student conduct standards, as stated in the College Catalog, shall apply. In addition, disciplinary actions for violation of those standards shall follow the same process as if the violation occurred on campus. Within this process, the instructor has the authority to dismiss a student from further participation in the field trip.
- As a representative of the College, the instructor has an obligation and duty to maintain professional and ethical standards of conduct throughout the entire field trip. During official field trip hours, the instructor's behavior shall be commensurate with the conduct expected of an instructor on campus.
- During the hours the class is not officially in session, each student is responsible for their own conduct. Neither the College nor the instructor has any responsibility for student conduct outside of the official class hours.

- Arrangements for transportation, food, and lodging are the responsibility of the student except in special circumstances where a group reservation is required (for example, campgrounds or group tours booked through an agent).
- Each student shall be required to sign a release of liability before departing on any college-sponsored field trip. Students under 18 years of age must obtain a signature from their legal guardian.
- The instructor shall make students aware of any special regulations pertinent to the site of the field trip (e.g., no collecting of artifacts or rocks in national parks).

OTHER FIELD TRIP PROCEDURES
Schedule of Classes
Instructors should specify in the copy submitted for the Schedule of Classes all expectations regarding the student's responsibility for lodging, transportation, food, or other requirements. Specific meeting places and times of the field trip are to be specified in the Schedule of Classes as class sessions.

Instructor Reimbursements
To be reimbursed for the expense of travel, lodging, and meals associated with a mandatory field trip, the instructor must submit, prior to the trip, a Conference/Travel Approval and Claim form to the appropriate administrator. The instructor must also collect and turn in valid receipts for lodging, parking fees, taxi fares, and plane tickets. Since allotments for meals are specified in Board Policy, receipts for meals are not required. However, instructors must leave prior to 6:00 a.m. to receive the breakfast allowance and return after 7:00 p.m. to receive the dinner allowance.

Lodging for Students
Students may choose their own lodging and sources for meals. For some field trips, the college may make arrangements for lodging and collect appropriate fees at the time of registration; however, it remains optional for the student to choose to participate in these arrangements.

When a field trip requires advanced reservations for campground sites (e.g., eight weeks for national park campgrounds), the following procedures for reserving campground sites for college-sponsored field trips apply:

- The instructor makes reservations through the appropriate agency for the campground sites.
- The instructor must coordinate with Administrative Services to ensure that a purchase requisition is submitted sufficiently in advance to allow for the issue of a purchase order and check to pay for the sites.
- An optional fee is listed in the Schedule of Classes. Students making use of the reserved campground are required to pay this fee at the time of registration. The fee charged is based upon full enrollment.
- The instructor is not responsible for arranging alternate accommodations for students choosing not to utilize the reserved campground.

Emergencies During Field Trips

Instructors are expected to act as responsible adults and handle emergencies accordingly. As soon as possible, notify the appropriate responsible person at the college. A first aid kit is available for field trips. Please see the Instruction Office for checkout procedures.

Transportation of Students on College Activities

Travel by chartered and/or rented vehicle must be approved by the appropriate administrator. Requests are submitted to Administrative Services at least two weeks in advance of the date of the proposed trip.

Chartered vehicles, District vehicles, or rented vehicles may be used for field trips, athletic trips, and other activity trips where attendance of students is desired. All carriers used shall be licensed by the appropriate state and federal agencies. Drivers must be appropriately licensed and insured.

All buses used shall have been inspected and approved by the California Highway Patrol. The bus driver shall have a valid California School Bus Driver's Certificate. The college may contract with another school district for transportation by bus.

All trips involving students in chartered vehicles are supervised by a faculty member in each vehicle.

Voluntary student carpools may be used as part of authorized field trips. Student drivers are not reimbursed for any expenses incurred when voluntary carpools are used as the means of transportation on field trips. No instructor shall direct either the use of student automobiles or assign passengers. Instructors may provide written directions to a route that students could choose to follow to get to a site. Waivers of liability are required of all participants.

Voluntary student carpools, involving both the student driver and passengers, are not covered by the District's insurance. The District's insurance covers all students during the actual period of the field trip, beginning when the responsible faculty member begins the class on location and ending when the class is officially terminated on location.

Waiver of liability (Field Trip Notice and Medical Authorization and/or Voluntary Activities Participation, Acknowledgment, Assumption of Potential Risk and Medical Authorization and/or Employee/Volunteer Personal Vehicle Use) forms are required of all participants.

Title 5 Regulations Regarding Field Trips

No student shall be prevented from making the field trip or excursion because of a lack of sufficient funds. To this end, the governing board shall coordinate efforts of community service groups to supply funds for students in need of them.

No group shall be authorized to take a field trip or excursion authorized by this section if any student who is a member of such an identifiable group is excluded from participation in the field trip or excursion because of a lack of sufficient funds.

No expenses of students participating in a field trip or excursion to any other state, the District of Columbia or a foreign country shall be paid with district funds.

Weather Closures

It is best to sign up for LTCC Alert. In the event of extreme weather conditions, the college will use this system. Please also check LTCC's social media outlets. Before leaving home, check again for delays or cancellations. More information can be found on the LTCC Weather website.

If classes are cancelled or delayed, please take note of the following:

- All classes cancelled – all day and evening sections are cancelled, and the college is closed.
- Classes cancelled – day sections only – all classes starting before 5:30PM are cancelled. All classes starting at 5:30PM or later will be held.
- Classes cancelled – evening sections only – all classes starting at 5:30PM or later are cancelled.
- Classes "delayed" until a certain time. Example: "Classes delayed until 10:00AM" would mean that ALL classes starting before 10:00AM are cancelled, while classes starting at 10:00AM or later are held.

With respect to holding or cancelling classes during bad weather, experience has shown that there is never a decision that satisfies everyone. Students and faculty are expected to use good judgment and discretion since road conditions and personal circumstances may vary. If you are driving to LTCC and it is snowing, please be careful and leave yourself enough time to drive slowly and still arrive in time for your classes. Keep in mind that the Faculty Contract provides for excused uses of Hazardous Weather Travel Days.

Textbooks

REQUIRED TEXTBOOKS

Textbooks are chosen at the time a course outline is prepared and approved by the Curriculum Committee and the Board of Trustees. The Instruction Office maintains a computer file of all current textbooks, and each quarter, the full-time faculty and/or Dean approves the textbook before it is ordered. A faculty member desiring to change a textbook is required to consult with the appropriate Dean, whether requesting a new book or changing a required textbook to "optional" or "recommended" reading. Textbook changes that significantly affect a course require a revised course outline and approval by the Curriculum Committee and the Board of Trustees. Textbook selections need to be made in a timely manner to ensure the Bookstore and Library are able to stock the appropriate texts and to provide sufficient time for the SAS to provide any alternate format accommodations.
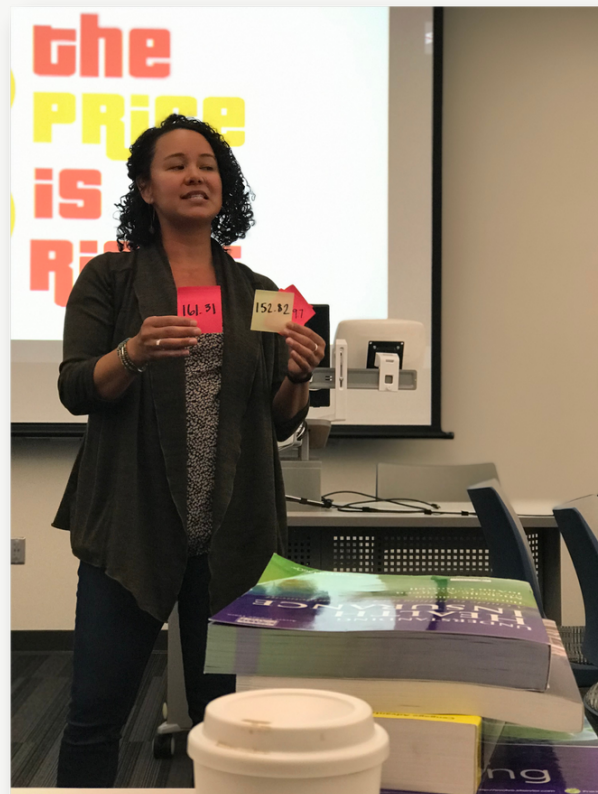
Dr. Melanie Aponte-Chu presenting on textbook costs at a faculty professional development day.

Communicate to your students the value and importance of the textbook. Encourage your students to read not only the assigned text but also other supplementary material appropriate to the course. Whenever possible, faculty are encouraged to identify Open Education Resources (OER) to replace expensive textbooks and access codes. See the OER section for more information.

RECOMMENDED TEXTBOOKS

Recommended textbooks are treated the same way as required textbooks with the exception that students are not required to purchase them. Whenever possible, faculty are encouraged to identify Open Education Resources (OER) to replace expensive textbooks and access codes. See the OER section for more information.

STANDARDS FOR TEXTBOOK SELECTION

A critical component of every course is the accompanying textbook. It is your responsibility to acquire a desk copy of the adopted textbook. The Instruction Office and the Bookstore have developed the following procedure to assist you in obtaining an instructor's copy of the text.

- Contact the Instruction Office for textbook information (for example, title, author, publisher, and edition).
- Inform the publisher that you are teaching a particular course (course number and title) at Lake Tahoe Community College and request a desk copy of the adopted text as well as any ancillary resource materials. Be sure to tell the publisher when you need the book to allow sufficient time for you to prepare for the course.
- Have the publisher ship the materials to:

YOUR NAME
Lake Tahoe Community College
One College Drive
South Lake Tahoe, CA 96150-4524

If it is less than three weeks before the quarter begins:
- Follow the steps outlined above to obtain a desk copy from the publisher. Inform the publisher that this is a rush request, and you need the desk copy immediately.
- All loan copies must be returned by the fifth week of classes or a date otherwise specified to allow the bookstore ample time for returns. Otherwise, at the end of the quarter, all loan copies that have not been replaced are charged to your department.

Travel

As the budget allows, each full-time faculty member may be provided funding for travel to/from and participation in discipline-related conferences and meetings.   To travel to discipline-related conferences and meetings, faculty are required to apply for Faculty Professional Development funding. Speak to your Academic Senate President for more information.


President Jeff DeFranco at the LTCC State of the College Address (SOCA).

Technology

Community college faculty should prioritize the use of technology in innovative teaching because it can enhance students' engagement, learning outcomes, and career readiness. Classroom technology, such as interactive whiteboards, digital projectors, and learning management systems, can make lectures more engaging and interactive. Media tools, such as videos, podcasts, and simulations, can provide a more diverse and immersive learning experience. The Internet provides access to vast information and resources that can enhance students' research and critical thinking skills. Zoom and other video conferencing tools allow for synchronous and asynchronous learning, making education more flexible and accessible. Emerging AI technology, such as chatbots and personalized learning platforms, can provide personalized and adaptive learning experiences tailored to students' needs and preferences. In conclusion, incorporating technology in innovative teaching can improve students' learning experiences and prepare them for the demands of the modern workforce. In 2022, a Foundation Student Success granted offered a series of workshops designed to focus on technology and the classroom. The entire series, as well as many other useful tutorial videos, are available on the Teaching & Learning Website Technology tab.
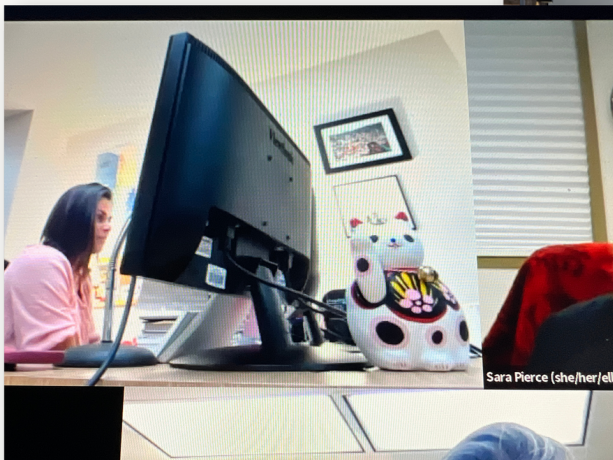
Faculty member Catalina Goralski

Section VII: Part-Time Faculty

While this section pertains only to policies and procedures relating to part-time faculty, the other sections of the handbook contain information pertinent to all instructional faculty, including part-time and adjuncts.

PART-TIME FACULTY PRE-EMPLOYMENT REQUIREMENTS
Tuberculosis Clearance
All employees (except work-study students and some part-time, temporary classified staff) are required by law to have a current (within 60 days of the start of employment) Tuberculosis (TB) clearance (either chest x-ray or verbal test) prior to employment. LTCC provides free TB testing through a questionnaire located in Human Resources. If your TB questionnaire comes back positive, proof of a negative TB test will be required within 60 days of employment.

Fingerprinting
All full-time and adjunct faculty members are required to have a criminal history background check on file. Fingerprinting for this purpose is coordinated by Human Resources with local law enforcement agencies at no charge to the employee.

Payroll Packet
All first-time employees receive a packet of payroll forms from Human Resources that must be completed prior to the first day of work, including attendance at workshops or orientation. Incomplete payroll forms may result in one month or more delay in payment.

Employment Contracts
Human Resources creates contracts, "Instructor Notification of Assignment," the business day prior to the start of the quarter. Instructors teaching face-to-face courses will find their contract in their LTCC on-campus mailbox on the first day of the quarter. Instructors teaching online courses will find their contract in their LTCC email on the first day of the quarter. Adjunct faculty must sign and submit their contract to Human Resources by the due date indicated with the contract. If you do not receive your contract, please contact Human Resources at 530-541-4660 ext. 226 or by email at humanresources@ltcc.edu.

Payroll Process

Payroll is processed through the College's Fiscal Services Department, and checks are produced at the El Dorado County Office of Education. Therefore, it is important that you understand the following procedures and deadlines to ensure that adjunct faculty are paid on time.

Payments are made in equal installments over the duration of the course. Adjunct employees may enroll in direct deposit through the fiscal services office. To remain eligible, adjuncts must comply with all deadlines stated in the requirements of the Faculty and Board of Trustees Agreement 5.2.7: "Prior to receiving the monthly pay warrant, adjunct faculty shall submit keys and all required forms including, but not limited to, positive attendance, census rosters, grade reports, timesheets, absence reports, and TB tests as required during that month." If an Adjunct misses three (3) deadlines, their eligibility for auto deposit is revoked.

Part-Time Faculty Member of the Year, Solange Schwalbe.

All hourly timesheets must be completed, signed, and submitted to the Instruction Office by the 25th of the month in which the work is completed so that payment can be processed. Timesheets submitted after that date may be processed with the next payroll, resulting in a one-month delay. Timesheets must be complete, including signatures, employee ID, and budget codes. Payroll hire forms and agreements must be submitted to Human Resources prior to hire. Late timesheets and/or incomplete information may be processed on the SUP 2 payroll, resulting in a one-week delay or with the next payroll, resulting in a one-month delay, depending on how late the timesheets are submitted. Absence Reports must be submitted to the Instruction Office immediately upon return to work and forwarded to Fiscal Services by Instruction Office staff NO LATER THAN THE 25th OF THE MONTH. If an absence report is not received according to these guidelines, the absence is considered Leave Without Pay, and a deduction is made against your wages.

Your paycheck cannot be issued unless the following items are on file with the Human Resources or Payroll Offices:

- DHS Form (I-9)
- Tuberculosis clearance (current within 60 days of work)
- Produce for copying a Social Security card or other work authorization document (for example, birth certificate or passport) AND driver's license.
- Form W-4
- Loyalty Oath
- Employment Information Card
- Fingerprint Clearance
- Signed Academic Contract

Pay periods are from the 26th to the 25th of the month. Pay dates are on or about the 10th of the following month. Checks may be picked up in the Fiscal Services (A110). Paychecks are available on payday and the following business day. Any paychecks unclaimed by the end of the second business day are mailed if all payroll documents are complete. You and anyone you have authorized to collect your paycheck is required to show ID. No final checks are released before your class is completed for the quarter, and grades, census rosters, and positive attendance rosters are submitted. Please report any address changes to Human Resources immediately.

Notes

If you are teaching a full quarter-length class, your contract is usually divided into equal payments.

If you are teaching a short-term class or a class that does not fall within the regular quarter dates, your total contract may be divided accordingly and paid around the 10th of the month for each month worked.

Timesheets

If you are contracted by the hour rather than the course (e.g., office hours, FEC employees, NC ESL instructors), you must submit an hourly timesheet each month. It is the adjunct faculty's responsibility to properly fill out the appropriate monthly timesheet, including the correct budget code, and submit it for signature to the Instruction Office by the 25th of the month in which the work is completed so that payment can be processed. Payroll hire forms and agreements must be submitted to Human Resources prior to hire. Monthly paychecks are not processed unless the timesheet has been received by Payroll on time with all correct signatures. Failure to meet the deadlines may result in the delay of your paycheck, and failure to turn in the proper paperwork (agreements, rosters, and grades) results in a delay in receiving your final paycheck.

Adjunct faculty who receive a quarterly Notification of Assignment detailing the compensation for each course taught are paid from that agreement and are not required to complete a monthly timesheet.

Sick Leave

Adjunct faculty are entitled to 0.64 hours of sick leave credit for each Weekly Teacher Contact Hour (WTCH) per quarter. WTCH is calculated as though the class is offered over a regular quarter, even if the class is offered in other time frames. For information regarding accrued sick leave, please contact the payroll office at (530) 541-4660, ext. 271. Adjuncts paid on an hourly basis (e.g., Fitness Education Center, part-time counselors) earn sick leave at a rate of 0.046 hours of sick leave for each hour worked. Full-time and adjunct instructors employed for the summer session may draw upon their accumulated sick leave for illness during the summer session and are entitled to 0.64 hours of sick leave credit for each Weekly Teacher Contact Hour (WTCH).

Salary Schedule

The College has instituted tiered rates for adjunct faculty. The lecture/lab rate varies according to how many quarters an adjunct has worked.

Bumping

In the event of an adjunct faculty being bumped by a full-time faculty member within two weeks of the beginning of the quarter, the adjunct faculty is compensated at the applicable hourly rate for adjuncts for no less than the appropriate number of hours for the first class meeting. See Agreement Between the LTCCD Board of Trustees and the LTCC Faculty Association. If an adjunct faculty is bumped after the first class meeting, the adjunct faculty member is compensated for the actual number of hours the adjunct faculty member met with the class plus one additional class meeting (see contract language noted above).

Committee Assignments

The College's governance processes are modeled upon the principles and practices of participatory governance involving constituent groups from across campus. The adjunct faculty have representation on key college committees and bodies, including Academic Senate, Curriculum Committee, Institutional Effectiveness Council (IEC), College Learning and Enrollment Management Council (CLEMC) program review planning teams, and full-time faculty hiring committees. In most cases, adjunct faculty are compensated for their participation. For information on appointments as adjunct faculty representatives to these committees, please contact the Academic Senate President or the Vice President of Academic Affairs.

Classroom Demonstration with
Faculty Dr. Behnaz Gangursky

Office Hours

While not required to have scheduled office hours, adjunct faculty are expected to be available to students for consultation and advising as pertains to individual faculty member's teaching. To contribute to the success of students, Lake Tahoe Community College has a program to provide for a limited number of paid office hours for adjunct faculty. Continuation of this program is contingent upon available funding.

To be eligible for adjunct faculty office hours, an adjunct faculty member must teach at least 3.2 units in the quarter being considered. Part-time faculty office hours are potentially available to those adjunct faculty members who are nominated by the full-time faculty member in their area or are solicited by a Dean of Instruction, or who choose to apply for office hour funding. Adjunct faculty who are interested or are nominated must complete the "Application for Adjunct Faculty Office Hour" form that is sent out from the Instruction Office during the primary terms (fall, winter, spring). Once a pool of applicants has been established, the Deans of Instruction select from that applicant pool. The decision of the Deans is final.

The Deans of Instruction use the following criteria to select adjunct faculty members to be funded for office hours:

- A demonstrated student need in a course for significant amounts of help outside of class
- A significant chance that contact with an adjunct faculty member during office hours will contribute to individual student success
- Availability of funding
- Teaching a load of 6 or more units
- Number of students currently enrolled in the course
- Teaching Golden Four courses (English, math, critical thinking, oral communication)
- Teaching foundational skills courses

Weekly student contact hours may also be taken into consideration. Past authorizations are not indicative of future approvals.

Adjunct faculty members who meet these criteria may be selected to conduct one or two office hours per week in addition to the time they spend in class with students. Office hours are limited to 10-20 hours per quarter and within the dates specified. Hours submitted in excess of the hours approved per quarter or that exceed the parameters of dates specified will not be paid. Compensation is at the adjunct faculty extra duty assignment rate per hour.
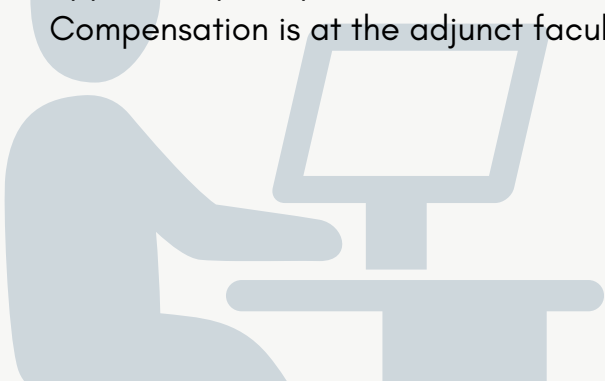
Travel Stipends

Adjunct faculty who travel 50 vehicle miles or more (one-way) on the most direct route from their residence to Lake Tahoe Community College receive a quarterly travel stipend as outlined below:

For full quarter-length courses:

- Assigned course(s) meets one day per week: $400.00 travel stipend
- Assigned course(s) meets two days per week: $800.00 travel stipend
- Assigned course(s) meets three or more days per week: $1,200.00 travel stipend

For short-term courses:

- Adjunct faculty who teach courses meeting for less than a full quarter receive a pro-rata stipend based on the number of required trips to scheduled class meetings.

The Instruction Office initiates the process for those adjunct faculty eligible for a travel stipend. Travel stipend payments are spread over the duration of the teaching assignment.

Use of Fitness Education Center (FEC)

LTCC reimburses adjunct faculty for any LTCC FEC class up to the maximum number of times the class is repeatable. Previous quarters of successful course completion of FEC courses do not count toward this repeatability requirement (but are not reimbursed). Adjunct faculty are responsible for providing transcripts to document successful course completion.

To be reimbursed, the adjunct faculty member must be in active status (that is, teaching that quarter), must request reimbursement in advance of taking the course, and must successfully complete the course.

Once maximum repeatability is exhausted, the adjunct faculty member has access to the FEC without needing to enroll in an FEC course if the adjunct faculty member is in active status (that is, teaching that particular quarter). Use of the FEC facility under this provision is at the option and risk of the adjunct faculty member. The College assumes no responsibility for accidents or injury resulting from this use of the FEC. For detailed information about this program, please contact the Instruction Office.

Part-Time Faculty Representation

Part-time faculty at LTCC play a vital role in the academic community, and their voices are heard through various avenues of representation. Part-time faculty have representatives on the academic senate, the faculty association, and many college committees. These representatives ensure that the needs and concerns of part-time faculty are heard and addressed in the decision-making process. Additionally, part-time faculty serve on faculty hiring committees, providing valuable input in the selection of new faculty members.

Part-time faculty also contribute significantly to the student experience at LTCC. They play a significant role in student events like Coyote Kickoff, providing a welcoming environment for students as they begin their college journey. Part-time faculty are instrumental in supporting departmental activities, teaching classes, ordering supplies, and providing direction for the academic program. They are valued members of the academic community, and the college recognizes their contributions by providing opportunities for private meetings with just part-time faculty, allowing their voices to be heard and their concerns to be addressed.

Faculty Dr. Cathy Cox

Faculty member Cristi Ellingford

Section VIII: Students

At Lake Tahoe Community College, students are at the heart of our mission as a community college. We are committed to providing our students with an outstanding education, supportive resources, and a welcoming environment that fosters personal and academic growth. As faculty members, we have the unique opportunity and responsibility to help our students reach their full potential and achieve their educational goals. In this section of the Faculty Handbook, we will explore the policies, procedures, and resources that are available to help us support and guide our students throughout their educational journey at LTCC. Whether you are a new or experienced faculty member, we hope that this information will help you to better understand and serve our students, who are the reason we are all here.

LTCC Faculty Sasha Davila, Equity Director Laura Salinas, and student leaders.

FERPA

STUDENT PRIVACY AND CONFIDENTIALITY OF RECORDS

A student's privacy is protected under FERPA, the Federal Family Educational Rights and Privacy Act of 1974 as Amended. The College is required to obtain the written consent of the student before releasing personally identifiable information or educational records. Faculty and staff must have a legitimate educational interest to have access to these records. If posting grades, faculty must use a unique identifier other than the student's name or any portion of their social security number. Course rosters are confidential documents that should be treated as such. Directory information as specified in the LTCC Catalog may be released at the discretion of the District. If you have any questions about student privacy rights and/or access or if students have questions or concerns, please contact the Director of Enrollment Services. A brochure on student privacy is also available to all employees.

Helpful Tips

Websites

If you intend to post student information (such as name, e-mail address, photo, etc.) or student work that identifies the student on a website, please obtain written consent from the student.

Grades

Publicly posted grades should never include a student's name, social security number, or student ID. Students should never be allowed to retrieve their graded papers or exams from a stack that includes other students' work.

Rosters

Never provide anyone with a list of students enrolled in your class for commercial or other purposes. Rosters are confidential.

Student Schedules

Please do not provide anyone, other than college employees, with the course in which a particular student is enrolled.

Letter of Recommendation

As a faculty member, writing a letter of recommendation for a student can be incredibly helpful. Such a letter can provide valuable insights into the student's academic and personal strengths, achievements, and potential. The letter can also highlight specific skills or experiences that may be relevant to the student's desired program or job. This can help the student stand out among other applicants and increase their chances of success. Additionally, writing a strong letter of recommendation can help build positive relationships with students, alumni, and colleagues, and can contribute to a culture of support and mentorship within the academic community.

Progress

Please do not discuss the progress of any student with anyone other than the student (including parents) without the student's consent. You may discuss a specific student's progress with a school official (such as a Dean of Instruction) who has a legitimate educational interest. If you have a special admit student (K-12th grade student or dual enrollment) in your class, you may also discuss progress with their parent at your discretion because a release form was filed with Enrollment Services at the time that the minor student registered.

Phone/E-mail

Don't give out any information over the phone or by e-mail unless you can verify the student's identity through a series of questions.

Locks/Password Protection

If you are leaving student information unattended, please lock doors, files, and/or password-protect your computer to ensure that no one has unauthorized access.

Right to Inspect

FERPA provides students with the right to inspect and review their educational records. Please be aware that some records kept by instructors may be considered educational records and may be subject to review.

Records

Please be aware that if you provide student information to a third party (e.g., grades in a letter of recommendation or posting class pictures on a website), you must retain the student's signed release form indefinitely. If you prefer not to store these release forms, you may send them to the Director of Enrollment Services for inclusion in the student files. When in doubt, don't give out the information.

Other Student Issues

Work Experience

Work Experience is available for any student who wishes to develop better work habits, identify new and challenging objectives, achieve professional growth and advancement, and earn college credits while working. The Internship Program offers ten-week placements in professional worksites for on-the-job experience in specified career fields. Students gain valuable experience, clarify career and academic goals, and earn transferable credits.

Child Development Center

The Child Development Center (CDC) is a fully licensed childcare facility located on the Lake Tahoe Community College campus. It is licensed for 46 children aged 6 weeks through pre-kindergarten and provides childcare services to students, staff, and the local community. Additionally, the CDC serves as the lab school for Early Childhood Education students. To inquire about space availability, please contact the center at least one month prior to the anticipated need.

Add/Drop Forms

Under the conditions described below, instructors may submit an Instructor Drop Form to the Enrollment Services Office. Drop forms are also available on Passport. Forms can be submitted after business hours through the mail slot in the door of the Enrollment Services office. Instructors may not involuntarily drop a student for reasons that are unrelated to attendance.

Adding Students

Here are the two processes for adding students to your classes.

Face-to-Face courses: Students may register for classes online through the first day of the class. After the first day of class and through the end of the second week of the quarter, students may register late or add full quarter classes with written permission from the instructor. Registration must take place within five business days of receiving permission to enroll.

Online courses: Students may register online through Wednesday of the first week of class. From Thursday of the first week of class through the last business day of the second week of class, students may register with written permission from the instructor. Late registration forms for online classes are available at www.ltcc.edu. No enrollment is allowed after the second week of class.

Dropping Students

To ensure that class rosters are accurate and to maintain compliance with Title 5, both students and instructors have specific responsibilities. First, it is the student's responsibility to drop the class, and they should never assume that the instructor will automatically do so. If a student stops attending class, it is important that the instructor notifies Enrollment Services by crossing out their name on the returned roster or by submitting their name on the Instructor Drop Form.

This notification is crucial as many students receive state, federal, or private sector grants based on attendance.

In addition to dropping students who have stopped attending, instructors must also ensure that students who have not registered for the class are not attending. If a student does not appear on the roster, they have not registered for the class and must do so before being allowed to attend again. If a student is absent from class for two or more sessions than the number of times the class meets per week, they may be dropped from the class unless other arrangements have been made with the instructor. The Enrollment Services Office provides Instructor Drop Forms for this purpose.

Finally, for students who remain enrolled in the course beyond the withdrawal period, instructors must assign a letter grade ranging from "A" to "F", or a pass/fail grade if they have opted for a pass/no pass grading basis. To facilitate these responsibilities, instructors should regularly check their mailboxes for communication from the Enrollment Services Office, which will occur via college email or interoffice college mail.

Waitlists

If a class fills to capacity, students may add themselves to the waitlist for any seats that may become available before the class begins. Students will be notified through their college email account if they receive permission to register for an open seat. Instructors may view the students who have added themselves to the waitlist in WebAdvisor via Passport. Instructors are expected to honor the waitlist when signing late registration permits after the class has begun.

LTCC Faculty Sasha Davila,
and students at Coyote Kickoff.

First Class Meeting Attendance Policy

Students who fail to attend the first class meeting may be dropped from the course by the instructor. However, students who miss the first class meeting may be allowed to remain enrolled in the class if they advise the instructor of the absence prior to the first class meeting.

Regular Attendance

Regular attendance in class and laboratory sessions is an obligation assumed by every student at the time of registration. Students are expected to attend all scheduled classes and laboratory sessions, and to be on time. Absences from class and laboratory sessions are a serious loss of educational opportunity. Therefore, the following district-wide attendance policy has been adopted:

Students may be dropped from a class when total absences are two more than the number of times the class meets per week. In the case of impacted classes, instructors may drop no-show students during the first week of class. All no-show students should be identified on the census roster.

In the case of excessive absences due to special circumstances, a student may file a petition for continuance with the instructor and the Vice President of Academic Affairs Office. A student may remain in the class until the petition is acted upon.
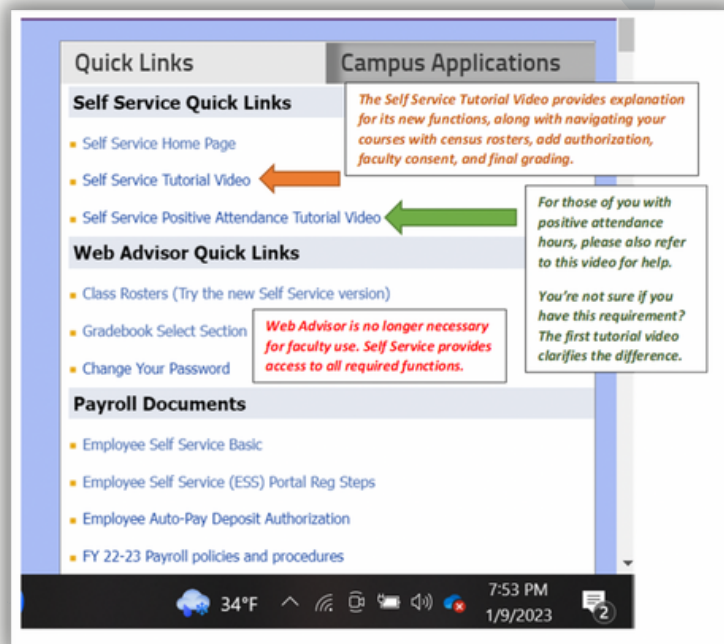
Instructor Error and Class Reinstatement.
An instructor may reinstate a student dropped from a class in error by completing an Instructor Reinstate Form available in Enrollment Services.

Maintenance of Class Roster
Although it is ultimately the student's responsibility to officially drop a class, the instructor also has a responsibility to update the class rosters received from the Enrollment Services Office.
Any students not attending must be lined off the roster and the corrected roster returned to the Enrollment Services (ES) Office where staff will drop those students. This must be done so that class enrollments are correct for reporting enrollment hours to the state. Many students receive state, federal, or private sector money/grants that are based on attendance. It is crucial the Enrollment Services Office be notified when students stop attending. Students whose names do not appear on your roster are not registered and under no circumstances should be allowed to attend. All students with registration problems should go to the Enrollment Services Office or email at enrollmentservices@ltcc.edu.

Self-Service
LTCC offers a self-service system for students and faculty to access information related to their courses and enrollment. Students can use Self-Service to view and print schedules, unofficial transcripts, and grades, update personal information, and search for classes. Faculty members can use Self-Service to access their class rosters, enter grades, and view their schedules. Self-Service can be accessed through Passport, the online portal for LTCC.

Class Rosters

Rosters & Grading	Course Type	Date Distributed	How to Complete
1st Roster	All	Via Self-Service	Keep for your records
Census Roster	All except very short classes	Mailbox or Weblink	Notate students you wish to drop. Return to ES by the due date.
Positive Attendance Roster	Positive attendance courses	Via Self-Service	Record the actual hours of attendance for each student in your records. Submit hours of attendance for each student online and forward student attendance sign in sheets to Enrollment Services by the due date. (Instructors of positive attendance courses receive a memo at the beginning of the quarter. These courses are generally short-term, irregularly scheduled or have TBA hours.)
Grade Sheets	All	Available via Self-Service at any time	Submit online through Self-Service. (Grades may be submitted at any time after your course has ended.)

Refer to the table on the next page for details on forms to use to change ES records and the approximate schedule for receiving rosters during the quarter. Please let us know immediately if you do not receive your rosters. These rosters are time sensitive, and we are unable to assist you with dropping students once the deadlines have passed.
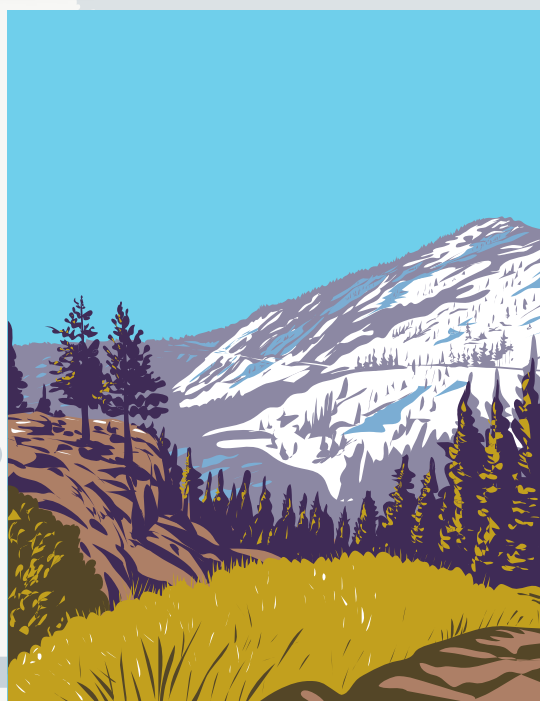
Forms	Where	How to Use the Form
Instructor Drop Form	Available in ES	You may request a drop form at any time to drop students who are "no shows" or have stopped participating in your course. Drop with no record – Must be received by ES prior to the drop with no record deadline (varies based on schedule, but approximately the 10% point of the class). Drop with a W grade – Must be received by ES prior to the withdrawal deadline (approximately the 58% point of the course). Specific dates are printed in the front of the Schedule of Classes for full-quarter and six-week courses. See Enrollment Services for the dates of other courses. *Note: These deadlines are in accordance with California State regulations and cannot be changed. LTCC is required under Title V to drop "no show" students from the roster.*
Instructor Reinstate Form	Available in ES	You may request a reinstate form at any time to reinstate a student dropped from your course in error.
Instructor Switch Form	Available in ES	You may request an instructor switch form at any time to switch a student between different sections of the same course. If you are not the instructor for both sections, the other instructor must also sign the form.
Incomplete Form	Available in ES	If a student has incomplete academic work because of <u>unforeseeable, emergency, and justifiable reasons</u> at the end of the term, he/she may consult with the instructor and request the instructor issue an "I" (incomplete). The incomplete form must be submitted whenever an "I" grade is to be assigned to a student. Prior to assigning the incomplete, the student must agree to a plan for making up the missing work and sign the incomplete form. If the student does not sign the form, the instructor must assign the appropriate grade for the work completed.
Grade Change Form	Available in ES	This form may be used to correct grading errors. Please note that all grades are final in the absence of a mistake, fraud, bad faith, or incompetence per Title V. Instructors should not change a final grade except when correcting a technical error or when converting an "I" incomplete grade.

Auditing of Classes

By Board Policy, students may audit classes under specified circumstances described below:

- The audit fee is established at the maximum allowed by law: $10.00 per unit. In addition, the student must pay a mandatory health fee and an optional Student Representation Fee.
- Auditors must be eligible for admission to the College as regularly enrolled students.
- Auditors must meet the course prerequisites.
- Auditor status is allowed only if the student has taken the class for credit and exhausted the family repeat possibilities available to a regular (credit) student.

- Faculty must sign an audit card to show approval for students to attend class as an auditor on a space-available basis. Under no circumstances can an auditor be given preference over a student enrolled for credit.
- Auditors can register only after the second week of the class has concluded by walk-in registration. If the course is less than two weeks, students may enroll after the first class meeting.
- Students auditing a class are not considered in the number needed for deciding if a class is to continue.
- No refunds are allowed for audit or the mandatory health fees and optional student representation fee unless the class is canceled.
- A transcript of record is maintained.
- Auditors must provide their own class materials and pay for any related instructional costs.
- No student auditing a course is permitted to change his/her enrollment to receive credit for the course (Education Code section 76370[c]).
- Students enrolled in 15 units may audit up to a maximum of four units at no charge with a counselor's approval (Education Code section 76370[b]). Should the student drop below 15 units, they are charged. If the student is unable to maintain satisfactory progress (C or better) in the 15 units, they are not allowed to continue auditing.
- Audited classes are not counted toward a student's unit load.

Grades & Positive Attendance

It is important that faculty members maintain accurate grade records for classes. These records serve to document the process by which a student earned a particular grade in the course. Thorough documentation allows for verification and reconstruction of a student's grade should a dispute arise at a later date. In addition, accurate attendance records must be maintained for all positive attendance classes or where you have specified that student attendance contributes to the course grade.

Contact the Instruction Office for additional information and training on Gradebook. Instructors should always follow the standard practice of keeping records of student grades and attendance for at least three years. It may be necessary for you to access these records to document student performance if a student disputes their grade.

Grading Policy

Grades are submitted electronically through Gradebook. Instructors can access Gradebook from any computer with Internet access. For assistance with Gradebook, please contact the Instruction Office. Grades are due within three business days of the end of the course. Faculty must adhere to the deadline for submitting final grades.

Students can see their grades via Passport if the instructor allows access and used the Gradebook for more than final grading. Grades which are turned in late create many problems for our students, including unnecessary delays in eligible students receiving their financial aid; unnecessary delays for students attempting to enroll in the next class of a sequential course; unnecessary delays in producing transcripts; inability to meet admission deadlines for transcript submissions at transfer institutions and the like. Timely submission of final grades avoids these problems.

It is a recognized principle that evaluation in college-level courses is a prime responsibility of the instructor. Such evaluation involves the measurement of achievement against the objectives of the course, and the assignment of a letter grade to denote the outcome of the student's work. (In "pass/no pass" classes, a student must earn a grade of "C" or better to obtain the "pass" notation).

Also involved is the mandate to the instructor that the grade book must provide evidence, in matters of attendance and achievement, of the grade assigned. The grade assigned by the instructor shall be final except in cases of mistake, fraud, bad faith, or incompetency (see Academic Standards and Grade Changes). Each instructor is expected to explain a grade to a student who makes an inquiry.

Grade Symbols

Grades from the following grading scale shall be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade shall receive four points, and the lowest grade shall receive 0 points, using only the following evaluative symbols (there are no plus or minus grades).

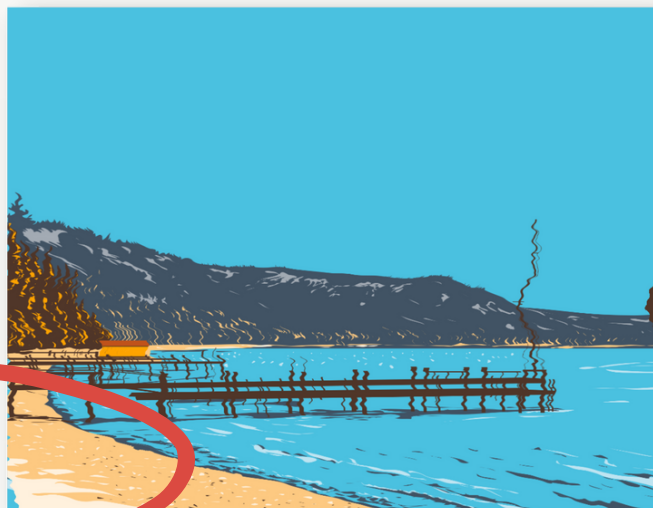Symbol Definitions: Per Unit
A = Excellent (4)
B = Good (3)
C = Satisfactory (2)
D = Passing, less than satisfactory (1)
F = Failing (0)

Note: Most students use the gradebook inside of Canvas to check their grades.

For certain courses, pass/no pass is an available grading option. For those courses that have this option, the student is held responsible for all coursework, assignments, and examinations and will earn a "P" if his/her final grade is a "C" or better. A "NP" is issued by the instructor when the final grade earned is a "D" or "F."

P = Pass: At least satisfactory--units awarded not counted in GPA.
NP = No Pass: Less than satisfactory, or failing--units not counted in GPA.
I = Incomplete: The "I" symbol shall not be used in calculating units attempted nor for grade points.

If a student has incomplete academic work for unforeseeable emergency and justifiable reasons at the end of the term, he/she may consult with the instructor and request the instructor issue an "I" (Incomplete) on the student's record. The condition for removal of the "I" shall be stated by the instructor on the Condition(s) for Removal of Grade of Incomplete form available from the Enrollment Services Office. This form shall list the conditions for removal of the "I" and the grade assigned in lieu of its removal.

This form must be signed by both the student and the instructor, with each keeping a copy. The original is kept on file with the Director of Enrollment Services until the "I" is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated or when the time limit for completing the work has passed.

Time Limit: The "I" may be made up no later than one academic year following the end of the term in which it was assigned. A student may petition the appropriate Dean for a time extension due to circumstances which are unusual or beyond the student's control. The instructor may stipulate a time limit of less than one academic year.

IP = In Progress: The "IP" shall not be used in calculating the grade point average.

The "IP" symbol shall be used to denote that the class extends beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of a substantive grade must await its completion. The "IP" symbol shall remain on the student's permanent record to satisfy enrollment documentation. The appropriate evaluative grade and unit credit shall be assigned and appear on the student's record for the term in which the course is completed.

RD = Report Delayed: The "RD" shall not be used in calculating the grade point average.

The "RD" symbol may be assigned by the Director of Enrollment Services only. It is to be used when there is a delay in reporting the grade of the student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible.

W = Withdrawal: The grade of "W" is authorized for students who withdraw from a class or classes during the following periods of time:
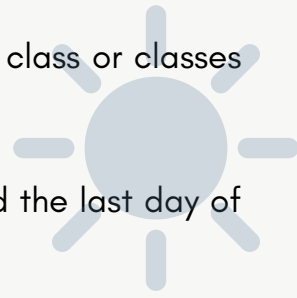
For the regular length quarter: between the end of the second calendar week and the last day of the seventh calendar week of classes.

For all other courses, the last day to withdraw is generally prior to the 58% point of the class. No notation shall be made on the academic record of the student who withdraws from a class or classes prior to the beginning of the period of time for which a grade of "W" is authorized. The academic record of a student who remains in a class or classes beyond the time authorized to give a grade of "W" must reflect a grade other than "W."

In extenuating circumstances clearly beyond the control of the student, such as verified accidents or extended illnesses, the student may petition the Director of Enrollment Services for a grade of "W" beyond the authorized time for such a grade. The "W" shall not be used in calculating the grade point average, but excessive "Ws" shall be used as factors in probation and dismissal procedures.

EW = Excused Withdrawal: The grade of "EW" is authorized for students who withdraw from a class or classes due to specific events beyond the control of the student affecting their ability to complete a course(s).

MW = Military Withdrawal: The grade of "MW" shall be authorized upon verification that a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. This grade may be issued at any time following the end of the drop with no record period. Military withdrawals shall not be counted in progress probation nor dismissal calculations. Probation and dismissal procedures should be factored in.

Grade Point Average

Lake Tahoe Community College computes the grade point average (GPA) using only grade points and units for courses graded from "A" to "F." The grades of "P" and the units earned in such courses are not counted in calculating the GPA but are counted in determining probation status. A minimum overall GPA of 2.0 is required for graduation from Lake Tahoe Community College.
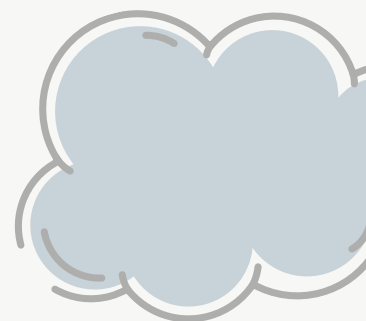
Pass/No Pass Courses

A maximum of 12 units earned in courses where a grade of "P" is received may be used toward the course requirements for the A.A. degree. A maximum of 4 units earned in courses where a grade of "P" is received may be used toward the course requirements for certificates. Courses taken for P/NP may not transfer as major preparation courses. Students are encouraged to work with a counselor for all transfer planning.

Students must inform the Enrollment Services Office by the end of the fourth week of full-quarter classes which grading option they choose for those classes where P/NP is available. Deadlines for shorter courses are available from the Enrollment Services Office.

Academic Standards and Grade Changes

The sole responsibility for assigning grades rests with the individual instructor. Instructors are requested to employ their best judgment, keeping in mind that they must issue grades according to what they deem to be fair to a student for the work performed and in accordance with their grading policy as described in their course syllabus. Instructors should be aware of the importance of maintaining the academic integrity of Lake Tahoe Community College.

Grade Changes

Per the Grading System section of the Board Policy Manual (BP/AP 4231), the determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency. These circumstances are defined as follows:

- Mistake: Some unintentional act, omission, or error by the instructor or the college.
- Fraud: A deception deliberately practiced to secure unfair or unlawful gain.
- Bad Faith: An intent to deceive in an act of dishonesty.
- Incompetency: A lack of ability, legal qualification, or fitness to discharge a required duty.

A student who feels that an instructor has given an evaluative grade based on a mistake, fraud, bad faith, or incompetency, and has evidence to substantiate the claim, must follow the steps indicated in the Administrative Procedure 4231.

Repeat Policy

All courses require a grade of "D" or better to earn credit. Courses completed with a grade of "C" or higher may not be repeated unless otherwise noted in the course description of the catalog. Courses completed with a grade of "D" or "F" may be repeated once but not for duplicate credit (limitations may apply to repeatable courses). The higher of the two grades is used in computing the GPA. Additional repeats may be allowed by petition. Students must meet with a counselor before submitting a petition to repeat. Extra repeats for substandard grades are NOT allowed for repeatable courses.

Students on financial aid should check with the Financial Aid Office before repeating courses because of the effect it may have on their award.

Special Admit Students

Upon approval, LTCC allows (dual) enrollment of K–12 students who can benefit from advanced scholastic coursework. These minor students are protected under the Child Abuse and Neglect Reporting Act. Faculty are required to immediately report suspected child abuse involving students under age 18 to Child Protective Services or the local police/sheriff's office. The age of the student involved may be verified by contacting the Director of Enrollment Services. If the Director is unavailable, please contact one of the staff in either the Enrollment Services Office or the Instruction Office.

Credit by Examination (Challenge Exams)

Courses that can be challenged through the credit by examination process are listed at the beginning of each subject area in the Course Description section of the catalog. To receive credit by examination, students must petition to challenge a specific course with the Enrollment Services Office. Students are strongly advised to meet with a counselor before pursuing the credit by examination process.

The student must complete the Credit by Examination Petition form, which is available from the Enrollment Services Office. The Enrollment Services Office submits the petition to the Instruction Office, which, in turn, notifies the affected instructor to prepare for the challenge examination.

The instructor must make the exam available to the Instruction Office before the designated examination date. Challenge exams are administered by the Instruction Office and returned to the instructor for grading. Instructors have two instructional days after the examination date to grade the exam and file the grades in the Enrollment Services Office. The grade is assigned and recorded on the Challenge Petition, signed by the instructor, and returned to the Enrollment Services Office for processing.

Registration

Students can register online through Passport or in person at the Enrollment Services Office. The quarterly schedules contain detailed priority registration dates and times. The following resources are available for students and faculty related to registration/enrollment:

Resource	Where is it?	How is it used?
Passport	http://portal.ltcc.edu	In the LTCC portal, you'll find forms, information, governance sites, WebAdvisor, Gradebook, and more.
WebAdvisor	Within Passport	Use WebAdvisor to access Gradebook, search the schedule, and view course enrollments. Students also use WebAdvisor to register for classes, view financial aid information, and access their records.
Gradebook	On the WebAdvisor menu	View your rosters, track grades, submit positive attendance, and email your students
Colleague	Available online to counselors and non-instructional faculty	This is our primary administrative database and student information system. It is used by counselors and staff to provide student service, maintain institutional data, and run operational processes.
Online Schedule	http://schedule.ltcc.edu	Anyone can access the public version of the schedule which has online section listings and a PDF of the printed quarterly schedule.

Late Registration

Written permission from the instructor on the Late Registration Permit form is required after the first class meeting. Students enrolling in online classes may register through Wednesday of the first week without a permit. There is no registration allowed after the second week of school for full-quarter classes without approval from a Dean of Instruction. No registration is allowed after the course has ended.

Vice President of Instruction Dr. Ray Gamba and Dean of Workforce Development & Instruction Brad Deeds at LTCC Staff Development Day

Student Appeals/Student Petition Committee

The Lake Tahoe Community College Catalog states that students may petition for exceptions to academic policies and procedures. The Vice President of Academic Affairs is responsible for ruling on these petitions. In addition, the authority for departmental petitions is typically delegated to the Dean or director responsible for the area. The Vice President of Academic Affairs has established the Student Petitions and Appeals Committee to advise him/her regarding student petitions for non-routine exceptions to policies and procedures. Student petitions may or may not be sent to the Student Petitions and Appeals Committee for consideration and development of a recommendation to the Vice President of Academic Affairs. The Vice President of Academic Affairs may also refer appeals to petition decisions to this committee. More information can be found at http://www.ltcc.edu/academics/catalog.php.

Student Conduct Standards

At LTCC, fostering a collegiate atmosphere of study, inquiry, and learning is a responsibility shared by all members of the College community. Students, non-students, and guests are expected to conduct themselves in a manner that aligns with the College's function as an educational institution and adheres to its policies and regulations.

The foundation of student conduct on campus is built on the principle of personal honor. The College trusts that its students are mature and self-respecting adults, capable of behaving as responsible and ethical members of society. To uphold these standards, LTCC has established conduct guidelines that all members of the campus community must abide by. For more details, please refer to the LTCC Catalog.

LTCC is dedicated to providing a safe and supportive environment for all students and staff. Ensuring campus safety is a top priority, and every concern, support request, or report is taken seriously to promote the health and well-being of everyone on campus. As a community, it is our collective responsibility to identify and report any concerns to ensure the College can provide appropriate response, services, and resources to maintain campus safety.

Log on to Maxient here

Coyote Concern

The LTCC Coyote Concern/Support Request is designed as a resource for students, faculty, and staff to share concerns they have about students who may be in distress in class, on campus, or online.

rams & Pathways

Canvas

Passport Login

Lake Tahoe College Promise

Diversity, Equity & Inclusion

Report Accessibility Issues

Report a Concern

Submit a Coyote Concern/Support Request if you are:

- Concerned for a student's wellbeing (non-emergency)
- Observing distressed behavior.
- Behaviors outside of the student's baseline, indicating emotional distress, but not necessarily disruptive: nervous, anxious, sad, crying, depressed, inability to concentrate, spaced-out or disheveled appearance
- Noticing a pattern of behavior that is out of character and impacting others.

Academic Dishonesty and Plagiarism Policy

Academic dishonesty and plagiarism are major concerns in higher education. Lake Tahoe Community College is committed to promoting honesty, integrity, and originality in all aspects of the classroom. More information can be found in the LTCC Catalog and in the Canvas Student Suites.

Disciplinary Actions and Procedures

Disciplinary actions and procedures may be initiated at any time when a student is found to be in violation of any LTCC Student Conduct standards. These disciplinary actions and procedures can be found in the LTCC Catalog. College authorities determine which type of action is appropriate. Any member of the College community (for example, faculty, staff, or student) may file a written complaint with a College administrator against any student for misconduct.

Prior to the initiation of these formal disciplinary actions, the parties involved are encouraged to seek resolution through informal efforts. Should either party wish to pursue an informal resolution, the Vice President of Academic Affairs, Vice President of Student Services, and the Deans of Instruction are available to meet with the parties and mediate and assist with such informal efforts.

Drug-Free School Policy

Lake Tahoe Community College District is committed to providing a healthy, safe, and drug-free learning environment.

The District prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students or employees on any property owned by the District. This standard of conduct also applies to students and employees attending any activity of the District.

Pursuant to Education Code, the District Board or president of a community college shall suspend or expel a student, depending on the circumstances, for good cause. Under Education Code, the term "good cause" includes, but is not limited to, the use, sale or possession on campus of, or presence on campus under the influence of, any controlled substance.

Student Health Services

No direct medical services, except for first aid kits, are available at the College. All LTCC students have access to TimelyCare, a free 24/7 mental health and medical support provider for universities and colleges that gives students easy and quick access to mental and medical healthcare services so they can thrive at school and in life.

Optional Student Health Insurance

Students enrolled in six or more units and actively attending classes may be eligible for commercial student health insurance plans. Information and applications for such plans are available through Student Services.

Emergencies and First Aid

In case of life-threatening emergencies, call 911. See the Injury and Illness Prevention Program (IIPP) for information on accident reports and Passport for information on emergency procedures.

Student Referrals

Instructor referral of students to the counseling office is normally done informally and verbally or via email -- no form is established for this process. Instructors may suggest that students seek assistance or accompany students to the Counseling Office. Faculty may suggest to the student that they seek assistance for financial aid, tutoring, career counseling, transfer planning, academic advisement, and personal problems from the Counseling Office. Instructors may also contact counselors to suggest that particular students be sought out by a counselor for direct assistance.

Progress Reports

Students receiving certain special college-administered financial assistance are required to maintain satisfactory academic standing in their courses. Periodically, the student will take a progress report form to each of their instructors. The instructor evaluates the student according to the criteria listed on the form and returns the completed progress report to the student.
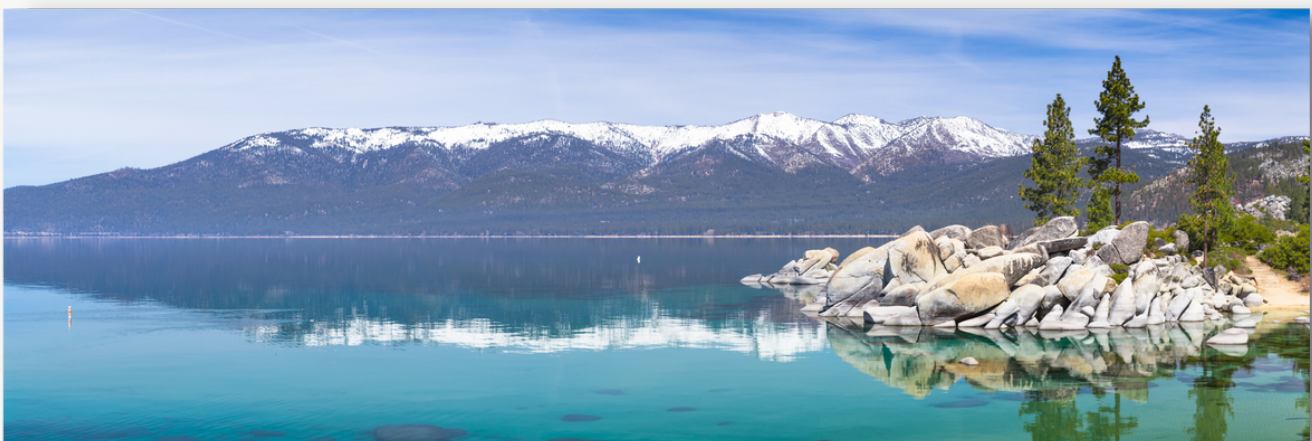
Counseling

The programs of the Counseling Office are described in detail in the College Catalog, and faculty are encouraged to familiarize themselves with the many services available to their students through this department. Services available include:

Academic Counseling

Counselors are trained to help students attain their educational and career goals by providing career and academic counseling, helping them explore and select a major, providing them with information to meet transfer, degree, or certificate requirements, and assisting them with educational planning, goal setting, and problem-solving. All students are encouraged to meet with a counselor to ensure they are following the best course for reaching their goals.

English and Math Placement

Students are placed into English and math with an academic counselor during their first counseling appointment. Students and the Academic Counselor review previous transcripts, school experience, and work experience to determine their skill levels and appropriate placement. Assessment tests in math and English are no longer administered based on regulations of AB705.

CALWORKS

Students who are receiving CalWORKs benefits are eligible for supportive services through the College, including childcare vouchers, paid work-study positions, and free employment preparedness workshops.

Career Counselor

The Career Counselor offers state-of-the-art career and educational planning software to help students research careers. The Career Counselor is available to help students explore and clarify their goals and develop a strategy to achieve them.

Transfer Center

The Transfer Center provides services for students intending to transfer to a four-year university. Services include transfer counseling, access to a catalog library which includes all catalogs in the nation available in either hard copy or via the internet, application assistance, workshops on preparing to transfer, visits from university representatives, visits to four-year colleges, and other activities designed to help students make the transition to a four-year college.

LTCC Faculty Cristi Ellingford and Beth Marinelli-Laster

Student Accessibility Services

Student Accessibility Services (SAS) provides services to students with learning, psychological, hearing, visual, and communication disabilities, as well as health disorders, mobility limitations, and other verifiable disabilities. A variety of accommodations are available, such as interpreters for the hearing impaired, extended test-taking time, special equipment and technology, and other assistance as appropriate.

Financial Aid, Extended Opportunity Programs and Services (EOP&S), and Cooperative Agencies Resources for Education (CARE)

The Financial Aid, EOP&S, and CARE programs operate on the premise that no student should be denied the opportunity to pursue higher education for lack of funds. To this end, the Financial Aid Office offers the following:

- Information on scholarships, grants, loans, fee waivers, and work-study employment;
- Assistance in applying for the most appropriate forms of financial assistance to fit each case;
- Financial aid awards, including scholarships, grants, loans, fee waivers, and work-study employment; and
- EOP&S, a California program of assistance for needy, disadvantaged community college students. This program emphasizes services above and beyond basic services, including additional tutoring, counseling, priority registration, and book vouchers.

CARE is designed to provide additional support to those EOP&S students who are single parents receiving CalWORKs/TANF Services, including grants and additional services.

Student Support and Success Program (SSSP)/Guidance and Planning for Success (GPS)

The College shall provide matriculation (GPS: Guidance and Planning for Success) services to students for the purpose of furthering equality of educational opportunity and academic success. The purpose of Student Success and Support Program (SSSP) services is to bring the student and the college into agreement regarding the student's educational goal through the college's established programs, policies, and requirements. These procedures are outlined in the College Catalog.

TRIO-ETS Program

Educational Talent Search (ETS) is a program designed to assist middle and high school students on their journey to college. The program works to improve the academic strengths and college readiness of students in grades 6-12. Adults who have dropped out of high school or college and who are interested in re-entering school may also participate in ETS. The services include educational counseling and support, tutoring, workshops, field trips, college tours, and more. For more information, please call South Tahoe High School at (530) 541-4111, Ext. 1810, and South Tahoe Middle School (530) 541-6404, Ext. 1744.

TRIO-Upward Bound

Upward Bound (UB) is a free program that provides fundamental support to High School students in their preparation for college. The goal of UB is to increase the rate at which participants complete high school and enroll in and graduate from institutions of higher education. UB serves students between the ages of 13 and 19, who are low-income, potentially the first in their families to go to college, or at-risk youth. UB participants receive free tutoring, academic advising, and workshops focusing on study skills, career exploration, financial literacy, and the college application process. In addition, the program offers instructional support through Saturday and summer classes, as well as trips to four-year schools. To learn more about the UB program, please call our office at South Tahoe High (530) 541-4111 Ext. 1845.

Student Equity

Equity at LTCC means ensuring that all students have access to academic support, mentoring, and financial assistance necessary for their success in college and to reach their full potential. The Equity Office is committed to improving access and closing performance gaps for underrepresented students, including first-generation college students who face multiple obstacles such as language barriers, affordable childcare, and multiple jobs that can impede academic success.

Gladys Aguilar,
TRiO Program Director

Services provided by the Equity Program include personalized support and guidance, free mentoring services, priority registration, access to the free Quarterly Textbook Lending Program and Basic Needs Center services, additional counseling services for career guidance and academic planning, free trips to nearby colleges to encourage progression, participation in cultural events, and more.

Students can apply to the Equity Program and find out about other support programs for which they may be eligible.

Basic Needs Center

The Basic Needs Center at LTCC assists eligible students in meeting their most basic needs so they can focus on their studies and succeed. If a student is facing financial hardship and needs emergency supplemental food, mental health or medical assistance, help with housing, transportation, utilities, or childcare, they should submit a Basic Needs Center Intake Form so they can be connected with services.

LTCC Director of Student Equity, Laura Salinas

Diversity, Equity, Inclusion

Diversity, equity, and inclusion are crucial for faculty at Lake Tahoe Community College for several reasons. Firstly, a diverse faculty body can bring a range of perspectives and experiences that can enrich the learning environment for students. It can also help to create a more welcoming and inclusive campus culture that values differences and promotes equity. Secondly, an equitable and inclusive workplace can lead to increased job satisfaction and retention rates for faculty members. When faculty members feel valued and respected, they are more likely to be productive and engaged in their work. Finally, promoting diversity, equity, and inclusion aligns with the college's mission to provide access and opportunity to all students, regardless of their background or identity. LTCC has formed a DEI taskforce to address issues of anti-racism and equity at the college and in the community. In addition, the Academic Senate has written a value statement on anti-racism. By prioritizing these values, Lake Tahoe Community College can better serve its diverse student body and create a more just and equitable community.

Canvas Student Suites

The Canvas Student Suites is an excellent resource for Lake Tahoe Community College faculty to help create a more effective and engaging learning environment for students. This resource contains a range of policies and resources that can be downloaded directly into Canvas classes, making it easy for faculty to access and share with students. Some of the key features of the Canvas Student Suites include accessibility tools to support students with disabilities, academic integrity policies, and resources for student success, such as tutoring and counseling services. Additionally, the Canvas Student Suites provides information on campus policies, including Title IX, discrimination and harassment, and safety procedures. By incorporating the Canvas Student Suites into their classes, Lake Tahoe Community College faculty can help promote a safe, inclusive, and equitable learning environment that supports student success. Check them out here, and here.

LTCC TEACHING & LEARNING
CANVAS STUDENT SUITES
STUDENT RESOURCES

MODULE

Canvas Student Suite: LTCC Student Resources

Undergraduate

Scott Lukas

↓ 186   ☆ 8

Office
Stude...
College Closures
Preferred Pronouns
Instructor Contact & Professional Expectations
Land Acknowledgment
Class Success Tips
Class Paper & Writing Guidelines
Student Accessibility Accommodations

Faculty Virat Vji working in the T&L Office.

Section IX: Instructional Support

Director of Online Learning

This position is responsible for the implementation and support of quality instruction, innovative use of instructional technology, and cohesive services to support online students. The position supports online students via coordination with existing student services, by supporting faculty and staff professional development, and by collaborating with faculty and staff in the design and implementation of the College's distance education plan, policies, and procedures. The Director is also the go-to person for all things related to Canvas, our LMS or Learning Management System. As well, the Director is responsible for coordinating all activities related to POCR. Peer Online Course Review, is an online teaching strategy that involves having peers review and provide feedback on each other's course materials. This peer review process is typically facilitated by an instructor and is designed to promote collaboration and improve the quality of the course content. Peer reviewers provide constructive feedback on various aspects of the course, such as course objectives, assessment methods, and instructional materials. The POCR process allows instructors to receive feedback from their peers and make improvements to their courses, leading to a more effective and engaging online learning experience for students.

Faculty Lead of RSP

The Faculty Lead of RSP, or Rising Scholars Program, at LTCC is responsible for coordinating the program with faculty who teach within it. This individual ensures that RSP courses are designed to meet the unique needs of incarcerated students and that they align with LTCC's academic standards. The Faculty Lead works closely with RSP faculty to provide ongoing support, training, and guidance on best practices for working with incarcerated students. Additionally, they collaborate with RSP staff to ensure that students have access to the resources they need to succeed, including academic support, counseling, and career services. Overall, the Faculty Lead of RSP is a critical link between the program, faculty, and students, ensuring that everyone is working together to promote student success and provide a pathway to higher education.

Faculty Chair of Teaching & Learning

As described previously in this handbook, the Faculty Chair of Teaching and Learning at LTCC is a crucial position that is focused on supporting new faculty onboarding and providing resources and training to help faculty members improve their pedagogy, promote student success, and effectively use technology in the classroom. This individual works closely with faculty members to ensure that they have access to the latest teaching methods, techniques, and tools that will enable them to engage students and promote effective learning outcomes. The FCTL also collaborates with other members of the LTCC community to develop and implement programs and initiatives that promote effective teaching and learning. Overall, the Faculty Chair of Teaching and Learning plays a vital role in ensuring that faculty members have the support and resources they need to succeed as educators, which ultimately benefits students and the entire LTCC community.

Faculty Leads

Faculty Leads at LTCC play an important role in helping new and part-time faculty succeed as educators. They offer a wealth of knowledge and experience that can assist in navigating the complexities of teaching at the college level. The Faculty Leads can provide guidance on syllabi development, instructional strategies, and classroom management techniques. They also offer support in accessing departmental supplies, resources, and technology to enhance teaching and learning.

Faculty Leads Meeting with Dr. Ray Gamba, Fall 2022

Faculty Leads at a Glance

A Faculty Lead at Lake Tahoe Community College (LTCC) is responsible for overseeing and maintaining the quality of courses offered within their department across all modalities, including online and RSP, and within Title V and District guidelines. Faculty Leads are also responsible for selecting and ordering textbooks, manuals, and other course materials.

In addition to these academic duties, Faculty Leads at LTCC are also responsible for assisting with the development of teaching and course schedules on a quarterly and annual basis. They work with the deans, other programs, and part-time faculty to ensure that course offerings are coordinated and meet the needs of students. Faculty Leads also assist with the development of the department's budget and the implementation of long-range programmatic goals and objectives, including in annual AUPs, RRRs, and less regular CPRs.

Faculty Leads at LTCC are also responsible for directing the work of others within their department. They supervise and guide the work of instructional aides and assist in hiring part-time faculty. Faculty Leads also train and guide part-time faculty as needed, including those who teach online, face-to-face, and RSP courses.

In addition to these specific duties, Faculty Leads are also responsible for submitting a variety of institutional reports, such as annual unit plans, program reports, and department plans. They maintain departmental student learning outcomes and perform budget reports. Faculty Leads may also administer and grade challenge exams, attend leads meetings (on a quarterly basis), and handle disciplinary issues.

For faculty members in departments that require laboratory work, such as art and science, Faculty Leads are also responsible for overseeing the maintenance of laboratory facilities. This includes ordering supplies, maintaining equipment, cleaning and organizing the laboratory space, and ensuring a safe work environment for both students and faculty. The workload associated with these tasks is directly proportional to the degree to which the laboratory is in use, and Faculty Leads must ensure that they have the necessary resources and support to maintain a high level of quality and safety within their laboratory facilities.

Overall, Faculty Leads at LTCC play a vital role in ensuring the academic success of students within their department. They work closely with faculty, staff, and administration to maintain high standards of academic quality, coordinate course offerings, and support the professional development of faculty within their department.

Current Faculty Leads

Name	Department	Email
Aponte Chu, Melanie	Library and Learning Services	mchu@ltcc.edu
Cox, Cathy	Physics/Physical Sciences	cox@ltcc.edu
Ewing, Julie	ENG	ewing@ltcc.edu
Franz, Carl	BIO/CHM	cfranz@ltcc.edu
Goralski, Cata	World Languages	goralski@ltcc.edu
Greiner, Kellie	SAS	greiner@ltcc.edu
Johnson, Tim	PEA/PEF/PEH/PET	johnson@ltcc.edu
Lukas, Scott	ANT	lukas@ltcc.edu
Pierce, Sara	World Languages	pierce@ltcc.edu
Richardson, Steve	MAT	richardson@ltcc.edu
Spina, Mike	PEA/PEF/PEH/PET	spina@ltcc.edu
Tierney, Amber	SOC	tierney@ltcc.edu
Thomas, Treva	BSN/ECO	treva@ltcc.edu
Tomolillo, Christina	PSY	tomolillo@ltcc.edu
Valentine, Scott	Earth Sciences	valentine@ltcc.edu
Vij, Virat	HOSP/CUL	vij@ltcc.edu
Williams, Mark	MUS	williams@ltcc.edu
Williams, Sarah	COU	sewilliams@ltcc.edu
Yerian, Bryan	Art	yerian@ltcc.edu

Hours @ a Glance

The college's main switchboard is (530) 541-4660. All college offices are open Monday through Friday 8:00AM to 5:00PM with the exception of summer hours, which are 7:30AM to 4:00PM.

Enrollment Services/Counseling Ext. 211	Mon-Thurs: 8:00AM – 6:00PM Fri: 8:00AM-5:00PM *View current Schedule of Classes for special hours.*
Student Accessibility Services (SAS) Room A205 Ext. 249	Mon-Thurs: 9:00AM – 4:00PM Fri: 8:30AM – 12:30PM
Instruction Office Room A104 Ext. 752	Mon-Fri: 8:00 AM – 5:00PM
Library and Learning Services Ext. 232	Mon-Thurs: 9:00AM – 7:00PM Friday: 9:00AM – 4:00PM Sunday: 3:00PM – 7:00PM *For special hours go to library.ltcc.edu*
Reprographics Room B100 Ext. 200	Mon-Fri (FA, WI, SP): 8:00AM – 5:00PM Mon-Fri (Summer): 7:30AM – 4:00PM

Faculty Self Care

Faculty members face a wide range of stressors, including heavy workloads, deadlines, administrative tasks, and student issues. To manage stress and maintain a healthy work-life balance, it's important for faculty members to practice self-care, set realistic goals and boundaries, and prioritize tasks effectively. This might include taking regular breaks, exercising, meditating, or engaging in hobbies outside of work. It's also important to seek support from colleagues, mentors, or mental health professionals if needed. By taking care of themselves and maintaining a healthy work-life balance, faculty members can be better equipped to meet the demands of their job and provide high-quality education to their students.

Important #s

OTHER CAMPUS CONTACTS	EXTENSION	ROOM
Superintendent/President's Office	210	A104
Fiscal Services/Payroll	365	A110
Human Resources Office	221	A111
Media Services	234	D129
Maintenance	270	B106

Textbooks

Faculty Tips for Textbook Selection

Choosing the right textbook can be an important decision for college faculty. Here are some tips to consider when selecting a textbook:

1. Consider the learning objectives: Think about the goals and learning outcomes of your course. Choose a textbook that aligns with these objectives and covers the material you want your students to learn.
2. Evaluate the content: Take a close look at the content of the textbook. Check if the material is up-to-date, relevant, and accurate. Consider if the book is well-organized and easy to follow.
3. Check the readability: Make sure the textbook is written at an appropriate reading level for your students. Consider if the language is clear and understandable, and if the book has helpful visuals and illustrations.
4. Review the supplementary materials: Look at the supplementary materials that come with the textbook, such as study guides, online resources, or instructor manuals. Consider if these materials will be helpful for your students and if they align with your teaching style.
5. Consider the cost: Keep in mind that textbooks can be expensive for students. Look for options that are affordable, such as e-books or used textbooks, and consider if the book is something your students will use for multiple courses. Discover the posssibilities for OER and ZTC in other sections of this handbook.
6. Ask for recommendations: Ask colleagues or other faculty members for recommendations on textbooks they have used in the past. Consider their feedback and experiences when making your decision.

Remember, selecting a textbook is an important decision that can impact your students' learning experience. Take the time to evaluate your options and choose a book that will help your students succeed.

College Bookstore

LTCC currently is looking for options to run our bookstore and food services.

The library now coordinates the book adoption process. Adoptions are due three weeks after the current quarter begins for the next quarter. Adoptions for the fall quarter are due by the beginning of June.

Faculty Textbook Selection

The Library acts as a liaison between the Faculty, the Instruction office, and LTCC's bookstore vendor (eCampus) through the management of the LTCC Booklist (bit.ly/LTCCbooklist). This booklist streamlines the selection process for faculty and improves textbook transparency for students, faculty, and the institution.

LTCC's bookstore vendor does not stock a physical inventory of textbooks on-site, and delivery times to South Lake Tahoe can often be delayed. Therefore, timely selection of textbooks ensures (1) students can make informed decisions about the classes for which they are registering, (2) students can acquire materials through their preferred vendor and modality, and (3) the library can acquire materials for the quarterly textbook program and for reserves. Timely selection also ensures that reasonable accommodations and alternative formats can be provided as needed via Student Accessibility Services.

Library

TThe booklist for courses is compiled by the Instruction office twice a year - once for Summer/Fall and once for Winter/Spring, after registration. If there were no previous selections for a course, the selection is left blank. The library sends a reminder to faculty in the middle of the current quarter for the following two terms' opening for registration. The reminder is sent in mid-Spring for the Summer and Fall terms and mid-Fall for the Winter and Spring terms. A complete list of textbooks is due to eCampus for upload at least 4 weeks prior to the start of the term. Based on enrollment, eCampus compiles a warehouse of selected texts.

Late addition of texts can cause a delay in sourcing materials. The Instruction office sends a final reminder two weeks prior to the submission deadline. The booklist is an active living document that is updated with faculty confirmations as they are submitted. The textbook selections become live for purchase one week prior to the term via www.ltcc.ecampus.com

Faculty

Faculty members can confirm, add or update their textbook selections for upcoming terms by responding to the Library email. The Instruction office will remind late or new hires of this process. If a faculty member is added after the 4-week deadline, their selections will be manually added. However, late additions may cause a delay in sourcing by eCampus.

If a section is filled within two weeks of the start of the term and there is no textbook selected, the Department Head or Full-Time Faculty (based on the previously used selection) will confirm a textbook to be supplemented by the Part-Time Faculty.

Students

The Quarterly Textbook Program provides students at Lake Tahoe Community College with access to textbooks purchased by Equity, EOPS, CARE, CalWORKs, VTEA/CTE, Veterans Services, and College Promise. Students affiliated with a student support program have priority access to quarterly textbooks, from registration through the first week of classes. Quarterly textbooks become available to all LTCC students beginning the second week of classes. Books are available on a first-come, first-served basis, while supplies last. The Library is not able to purchase access codes or workbooks. Please note: reserve copies of most textbooks are available for 2-hour usage in the Library.

Students can place their request via the Quarterly Textbook Request Form bit.ly/LTCCtextbookrequest as soon as they have registered for classes. While the Library tries to have the booklist updated prior to the beginning of the term, students do not need to know the title needed to place a request. Requests can be placed for the current and upcoming quarters.

While the library tries to have the booklist updated prior to the beginning of the term, students do not need to know the title they need in order to place a request. Requests can be placed for the current and upcoming quarters.

Once the student request has been placed, the library staff will confirm their program eligibility. If the text has been confirmed by faculty and is in stock, students will be notified and the materials will be held for pick-up.

If students do not pick up their materials, they will be held until the Monday of the third week of classes and then redistributed. In case the confirmed textbook is out of stock, program funds will be utilized to purchase the materials. As there is no on-campus bookstore, all materials will be shipped to campus. However, late requests may experience delays due to shipping times.
Please note that the program funds utilized by the library cannot be used to purchase single-use items such as e-texts, access codes, or workbooks.

Those students who are not eligible for student support programs can also place their requests as soon as they register. These requests will be filled based on inventory beginning the second Monday of the term.

Teacher-Produced Materials for Sale to the Students

Faculty may prepare and reproduce instructional materials to sell to students, provided that they have the approval of the appropriate Dean and that the materials are prepared in accordance with all applicable copyright laws. If interested in pursuing this, teachers should work with their Dean and the bookstore manager. The materials must be reproduced and sold to students by the College Bookstore.

Materials produced by the College Bookstore may be sold to students without royalty or profit to the teacher. The price will be determined by the College Bookstore and set in such a manner as to cover the cost of reproduction and normal handling costs.

The College Bookstore shall reproduce all instructional materials by obtaining quotations or bids from established firms that meet the educational specifications determined by the author. Instructional materials may be in printed form or in other forms such as films, charts, recordings, CDs, or DVDs.

Materials published and distributed widely by a recognized publisher and adopted by colleges outside the district shall follow the usual policies of textbook adoption and sale.

Library & Learning Services

The Library Program exists to help provide a full range of digital, print, and multimedia materials as well as instructional support services for students, faculty, and staff as well as community members.

Library Materials Section

The Library & Learning Services is committed to providing quality educational resources and services in support of student learning and research needs. Responsibility for materials selection and acquisitions lies with the Library Director, but all faculty are encouraged to participate in the selection of books, periodicals, databases, and other library materials related to the curriculum.

Course Reserves

A Reserve collection is maintained at the Circulation Desk for student use. The library has limited collection development funds to purchase textbooks for reserve, therefore faculty are encouraged to donate a copy whenever possible. Texts which happen to be part of the library's collection, however, are pulled automatically from the general collection each quarter if they are required for that quarter's classes. Instructors should make it a practice to place collateral and suggested readings and films on reserve. Faculty are responsible for retrieving their personal materials from the Reserve collection at the end of each quarter.

Library Orientation and Skills Instruction

All faculty members are encouraged to contact the Director of Library and Learning Services to arrange for library instruction, information literacy workshops, online modules for Canvas, and orientation tours. An instruction session typically consists of a librarian teaching students how to find, critically evaluate, and cite sources appropriate for college-level research. However, library instruction can be tailored to individual classes. Faculty may get in touch with the Library Director to design an instruction session or an assignment to meet the needs of their students. Library faculty can also assist in identifying Open Education Resources or other materials to support classroom instruction.

Media Services

A broad inventory of audiovisual equipment and allied services and materials is available through the Media Services program. Instructors normally request and schedule audiovisual services and materials directly with the Multimedia Technician at Ext. 234 or by email at awgautreau@ltcc.edu.

Student Use of Audiovisual Equipment

The library provides an audiovisual viewing room for small-group or individual use. Students wishing to use audiovisual equipment for classroom presentations need to have their instructor schedule the equipment set-up with the Multimedia Technician. Supplies for student audiovisual productions are not provided by Media Services, nor is equipment loaned for use outside the library facility without the permission of the Director.

Proctoring

We are pleased to offer a new set of procedures for the remaining part of the 2022-2023 academic year. As a reminder, primary proctoring is available for students registered with Student Accessibility Services or for student athletes who are on college business often during their competition schedule.

These new procedures, managed by the Instruction Office (separate from SAS), will provide limited options for students with extenuating circumstances and clarify procedures for Finals Week. If a student has extenuating circumstances and is not registered with SAS or an athlete, we ask that the faculty member work with that student directly to determine an alternative option.

The Instruction Office can provide assistance on a limited basis for students who have extenuating circumstances where the instructor cannot provide testing during their office hours. However, the Instruction Office will not provide testing accommodations for entire classes. During Finals Week, we ask instructors to collaborate with each other to have students take the exam in another instructor's face-to-face class.

We will provide proctoring to the eligible students mentioned above in the University Center at the following times and days:
a. Wednesdays from 9am to 3pm in University Center Room 113
b. Thursdays from 3pm to 9pm in University Center Room 111

The faculty will schedule an appointment for proctoring through the Instruction Office. To make an appointment, faculty members must fill out this form. Appointments must be made no later than 5pm on the Thursday of the week prior to the appointment. Same-week appointments will not be available. The faculty member must submit the form and any testing material directly to the Instruction Office at instruction@ltcc.edu. The forms must be complete, with clear instructions, and all required materials attached. A proctor must be able to understand the requirements of the test and have everything they need to proctor the test without having to go back and forth with an instructor. Incomplete forms or missing materials will result in the student not being able to complete the proctored work at their scheduled time.

Maintaining testing integrity is a top priority of proctoring services. To help us ensure this, please provide as much detail as possible about your testing requirements to the Instruction Office. This includes information on computer use, calculator use, and any materials that students may or may not be allowed to use during their assessment.

The Instruction Office follows similar proctoring guidelines provided by SAS, which include the following:

1. Proctoring appointments must be requested at least five days in advance.
2. If a student is late for a proctoring appointment, they will forfeit the amount of time they missed.
3. If you are unable to attend your appointment, please provide 24-hour notice to the Instruction Office. If you do not provide notice, the Instruction Office will wait to be contacted by the instructor before making a follow-up appointment.
4. Schedule appointments during Instruction Office hours and consider other scheduled responsibilities. Do not miss other classes to take an exam in the Instruction Office. Schedule your appointments around your schedule.
5. During testing, students must relinquish backpacks, all smart devices, and heavy coats or outerwear. They may only access water and food brought into the testing room prior to starting their exam. Students may not access any other belongings during test-taking.
6. Students are allowed to take breaks but may only access the closest restroom and should not communicate with any other students. All testing materials and tools must be left in the proctored room.
7. The proctoring room may be video monitored.
8. If cheating is suspected, the proctor will take the exam and return it to the instructor.

By following these guidelines, we can ensure a fair and secure testing environment for all students.

The Office of Instruction is working to support SAS students and those unable to attend class due to college-related activities. While we acknowledge that this solution may not be ideal in the long term, we are committed to determining the best way to meet students' needs. As instructors, we will do our best to address any extenuating circumstances that individual students may be facing and provide necessary support.

Tutoring

As of Fall 2017, the Tutoring & Learning Center (TLC) merged with the Library & Learning Services to provide students with comprehensive support for their tutoring, research, and learning needs. Math tutors are available during all library hours in the Math Success Center to assist students with everything from Algebra to Statistics and Calculus. Writing tutors are available during select hours and via email to provide personalized feedback on draft papers and assignments in the Writing Center. Additionally, subject-specific tutors for subjects like Sign Language, Biology, and Spanish are scheduled throughout the week. For targeted English and Math classes, embedded tutors work closely with instructors to support students. Since Spring 2020, all tutoring services are available on Cranium Cafe (ltcc.craniumcafe.com). The proctoring center is also located in the library, and students must schedule an appointment for a test at least 24 hours in advance by calling the Library at (530) 541-4660 x232, emailing proctor@ltcc.edu, or visiting the Library's main desk.

Digital Print & Mail Room Office Services (formerly Reprographics)

The Digital Print & Mail Room Technician I is responsible for providing the following services to faculty and staff: document creation which includes graphics arts assistance for posters, reports, and handouts, composing flyers, typing materials, and proofreading; duplication services which encompass advising on regulations governing copyright and violations, collating and stapling, binding, document reductions and enlargements, and hole punching; lamination; postage and mailing assistance; receiving and distribution through the email receiving@ltcc.edu; and providing scratch pads for office use.

Policies

To ensure timely and accurate duplication of work, all requests must be accompanied by a completed Reprographics Request Form. Forms can be found in the College mail room or on Passport under Faculty/Staff Resources. For email requests sent to reprographics@ltcc.edu, it is the requester's responsibility to provide all necessary details required to run the job as per their needs.

Routine duplication jobs must be submitted at least one (1) full business day before the required date. For larger projects requiring special services or graphics, more time should be allowed. Orders submitted without indicating the time needed on the form or in the email are processed for completion at 5:00 PM on the date requested. Orders can be e-mailed to reprographics@ltcc.edu or dropped off in the Digital Print drop box. When emailing orders, please refer to the Request Form and provide all necessary information. For rush orders, please contact the Reprographics Technician directly.

Confidential materials, such as exams, should be clearly marked as "confidential." The Digital Print Technician will place it in a sealed envelope for return to the instructor.

Completed duplication jobs for instructors will be placed in the faculty mailbox or on the table in the mail room. The Digital Print & Mail Room Technician is responsible for observing the established Copyright and Duplication of Materials regulations. Requests that violate these guidelines will be brought to the attention of the Vice President of Academic Affairs for review.

Equipment for Faculty Use

The digital print technician and designated staff members are the only employees authorized to use the high-production copy machine. The small photocopier located in the mail room is available for individual faculty members to use for small duplication jobs. A Scantron test scoring machine is located in the Digital Print & Mail Room office for faculty use.

Transparencies

Equipment and supplies for making overhead transparencies are located in the Digital Print & Mail Room office. Write-on transparency film is available from the digital print technician. Pens and other basic office supplies for faculty are available in the Instruction Office.

Mail Services

All Mail Services are located in the Digital Print & Mail Room Office (Room B100) and coordinated by the Digital Print & Mail Room Technician. All instructors should check their mailboxes and remove their mail regularly and in a timely manner. All college mail is handled by the U.S. Postal Service and is delivered directly to the College (not to a post office box). Every effort is made to have incoming mail in the boxes by 2:00 pm each day.

Official College Address
One College Drive
South Lake Tahoe, CA 96150-4500

Use this address on all College-related correspondence. If you have any questions, contact the Digital Print & Mail Room Technician at Ext. 200.

Mailboxes

Mailboxes are provided for all full-time and adjunct faculty in the mail room (Room B100). It is imperative that all instructors check their mailboxes and remove their mail on a regular and timely basis. Faculty members are supplied a code to access the door to the mail room. The code is available through the Maintenance Department (Ext. 270) or the Instruction Office (Ext. 752) and updated periodically.

The "Interoffice Mail" slot located in the mail room is available for mail to be distributed to a designated office or person. If you cannot find or do not have the time to find a specific department or person, the "Interoffice Mail" slot can be used as a time saver. The Digital Print & Mail Room Technician distributes the mail items for you. In-house mail is distributed to the boxes in the early afternoon.

The "Student Mail Drop" slot is located in the B-wing corridor, just outside the side door to the bookstore. Faculty members are to inform their students that this slot is where students can direct mail, assignments, or notes to their instructors. Due to security and confidentiality issues, faculty are requested to direct students to use the "Student Mail Drop" slot rather than entering the mail room. Students MUST put their instructor's name on the assignment. Please do not ask your students to pick-up items in the mail room.

Outgoing Mail

Outgoing mail procedures at the College are as follows:

- There are two outgoing mail slots in the mail room: the "Outgoing Mail" slot and the "Stamped Outgoing Mail" slot.
- The "Outgoing Mail" slot is for mail that requires postage. Instructors should indicate the name of the originator or office on the envelope. Mail must be received by 10:00 AM for same-day mailing. This information allows returned mail to be forwarded to the appropriate originator without being opened, and helps the Instruction Office, Administrative Services, or Reprographics Technician identify the originator in case of any questions.
- The College provides postage for business mail only. The postage meter is not available for personal use. Personal mail must carry sufficient postage provided by the originator.
- The "Stamped Outgoing Mail" slot is for mail that already has postage on it. This slot should be used only for personal mail. Please note that if you need to send urgent or time-sensitive mail, it is recommended to use an alternate mailing service such as USPS Express or UPS.

Parcels

If an instructor has a parcel awaiting pick-up in the mail room, the Digital Print & Mail Room Technician will email the instructor and leave a pick-up notice in the instructor's mailbox. The parcel may be found under the counter in alphabetical order. All College purchases must ship to the College address; please do not ship items to your home address.

Teaching-Related Services

Excellence in Teaching Workshops

The Excellence in Teaching Workshops aim to enhance the teaching skills of full and part-time faculty. These workshops are available in both face-to-face and online formats at different times throughout the year. The small group format allows all participants to actively engage in the teaching and learning experience.

Faculty Professional Development Program

The Faculty Professional Development Program supports the professional development of both full-time and part-time faculty members. The program provides a wide range of educational approaches and support services to ensure that students achieve their highest potential. It encourages teaching, counseling, and library faculty to engage in activities that promote professional growth and improve teaching and learning in line with the institutional mission and professional development needs.

The Faculty Professional Development Committee allocates funds to faculty, staff, and administrators based on a competitive application process. These funds can be used for professional development activities. Funding decisions are made on a cyclical basis and depend on the availability of funds. Keep an eye on your college email for announcements regarding funding opportunities.

Part-Time Faculty Office

The Part-Time Faculty Office is located in the library wing (Room L132). The purpose of the PT Faculty Office is to provide the faculty with a designated space for collaboration and development. It is a place where faculty can work together to modify curriculum and implement new teaching strategies to enhance the academic quality of all our programs and improve the success of LTCC students. The office also supports faculty in their roles as teachers.

The room serves various purposes, including:

- Facilitating meetings and idea-sharing among teachers Hosting faculty development workshops
- Providing access to technology for instructional development
- Offering resources such as books and periodicals related to pedagogical issues
- Supporting instructional development on both theoretical and practical levels

The PT Faculty Office is equipped with computers, a photocopier, printer, webcams, and a phone. If you need access to the Part-Time Faculty Office, please contact the Instruction Office for the access code.

Teaching Resources

The Library's collection includes works on topics such as teaching, student learning outcomes, and educational technology. Faculty are encouraged to make recommendations for additional resources the Library might purchase.

Professional Literature/Institutional Membership

Funds to support professional literature/institutional memberships may be requested through the Faculty Professional Development Committee.

Faculty Support with the LTCC T&L Website

The LTCC Teaching and Learning website (www.ltccteachingandlearning.com) is an invaluable resource for new faculty members looking to brush up on teaching, technology, and professional development. The Onboarding section provides helpful information about the college, including its history, culture, and mission. The Teaching section includes resources and tips for effective classroom management, lesson planning, and assessment. The Workshops section offers information about upcoming professional development opportunities, including webinars, conferences, and training sessions. The Technology section provides guidance on the use of instructional technology, including Canvas, Zoom, AI and other digital tools. Finally, the year-end Reports section includes an overview of the focus of LTCC Teaching .& Learning for the given year. Overall, the LTCC Teaching and Learning website is an excellent tool for new faculty members looking to enhance their teaching skills and stay up to date with the latest trends and best practices in higher education.

Staying in Touch

Staying connected and up-to-date with the latest news and events is important for faculty members at Lake Tahoe Community College (LTCC). One way to stay informed is by reading the Academic Affairs Weekly Update, which is sent via email by Dr. Ray Gamba, the Vice President of Academic Affairs. This update provides information about upcoming events, important deadlines, and other academic affairs news. Another way to stay connected is by joining the Curriculum Committee and Instruction Office Canvas shells, which provide a platform for faculty to communicate and collaborate on important issues related to curriculum development and instruction. By staying connected through these channels, faculty members can stay informed, engage with colleagues, and contribute to the ongoing success of LTCC.
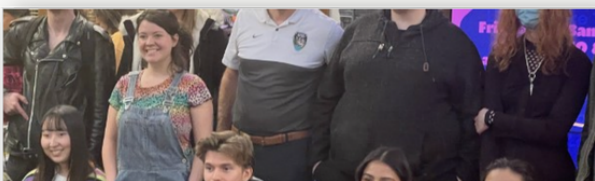
LTCC Academic Affairs Weekly Update (Vol. 20)

What a wonderful celebration of our students who earned academic distinction last fall quarter!

Join the Instruction Office Canvas Page

Section X: Administrative Support

Evening and Weekend Support

Administrative support in the Instruction Office is available from Monday through Friday, 8:00 am to 5:00 pm. The Enrollment Services (ES) Office is open until 6:00 pm, Monday through Thursday and until 5:00 pm on Friday. See the current Schedule of Classes for special hours during registration. At the main campus, the evening maintenance person can be contacted by calling (530) 721-9010. That person is available from 5:00 pm to 10:30 pm, Monday through Friday. See the website for accident reporting. On Saturday, assistance with facilities is available from 8:00 am through 5:00 pm. Custodians can be reached by calling (530) 721-9010.

Human Resources

Health and Welfare Coverage (FT Faculty Only)

Information regarding health, dental, vision, life, and long-term disability is available on the Benefits page of the Human Resources website. Qualifying events (due to marriage, divorce, and birth of a child) must be made within 30 days of the event. It is the employee's responsibility to report all status changes to maintain eligibility. Information regarding the college's policy on tax-sheltered annuities is available on the Benefits page of the Human Resources website.

Accidents

Call 911 for immediate medical assistance, including life and limb-threatening injuries. See the website for reporting accidents. See Passport for campus emergency procedures.
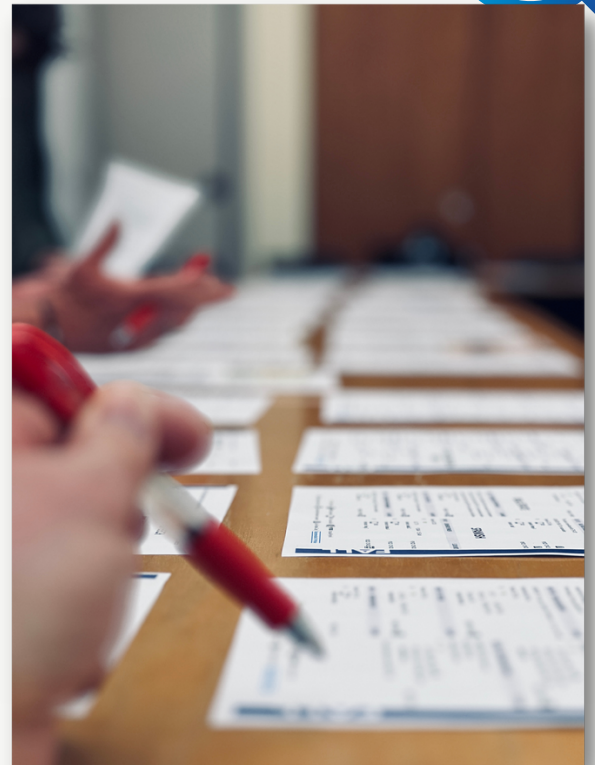
LTCC faculty making final changes to the summer and fall schedules.

Staff

Employees are covered by Worker's Compensation for on-the-job injuries. If an accident is life or limb-threatening, call 911. Accidents are to be reported on the Incident Report form immediately, as well as to the Human Resources Office, so the appropriate forms can be completed.

Students

If an accident is life or limb-threatening, call 911. If a student is injured, the instructor must file an Incident Report form immediately. All students are covered by student accident insurance, and student claims cannot be processed without instructor verification. If the student requires medical attention, additional forms will be required. Please send the student to Human Resources. Claims submitted later than 90 days from the incident are automatically denied by the insurance carrier.

Hiring Part-Time Personnel

Human Resources has open positions for Instructional Aides and Tutors. Applications are accepted throughout the year. If necessary, Human Resources can also run a specific ad for your opening.

Key Policies and Procedures

Per Board Policy, the issuance and control of keys are maintained by the Maintenance Office for the purpose of ensuring the security of district property. All instructors, lab aides, and tutors must obtain a written request from the Instruction Office, indicating the time period for which a key(s) is to be loaned, and bearing the appropriate signature. Keys may then be obtained from the Operations Technician, Monday through Friday, 8:30 a.m. to 4:30 p.m., Room B106. Adjunct faculty, lab aides, and tutors must return their assigned key(s) to the Operations Technician before final paychecks are released. Lost or stolen keys should be reported immediately to the Operations Technician.

Maintenance and Operations

Hours of Operation
Main Campus:
Monday-Friday 7:00 a.m. – 10:30 p.m.
Saturday 8:00 a.m. – 5:00 p.m. (Monday through Saturdays only when classes are in session.)
Closed Sundays* and Holidays (*Open Sundays when events are scheduled on campus and for Library open hours (3:00 p.m. – 7:00 p.m.).)

PE Building
Monday–Friday 6:00 a.m. – 10:00 p.m.
Saturday 8:00 a.m. – 4:00 p.m. (Except when classes are not in session.)
Closed Sundays and Holidays

Child Development Center
Monday–Friday 7:30 a.m. – 6:30 p.m.
Closed Saturdays, Sundays, and Holidays

Special Events
For the building to be open during times not normally scheduled, please ensure a request is forwarded to the Schedule Production Office a minimum of two weeks in advance.

Services and Procedures

Custodial Services
Custodial services are provided by our contract custodial service and our Maintenance & Operations staff. Direct suggestions, observations, or comments to the Director of Facilities.

Demonstration Garden
The college campus is the host site of a demonstration garden immediately north and west of the main building. This garden was designed by a landscape architect working with a steering committee in collaboration with the California Tahoe Conservancy, the South Tahoe Public Utility District, and other local agencies.

Utility District and Other Local Agencies
If you have a class that may benefit from a tour of or work on the garden, please contact the Executive Assistant to the Vice President of Administrative Services to schedule and coordinate your planned activity at Ext. 219.

Maintenance Services

Routine Maintenance Requests
To request maintenance services, please complete a request through the college's online help desk software, SchoolDude. Please note that this request is for maintenance or repair services, not for construction, physical plant changes, or new equipment. Classroom realignment requires special authorization from the Deans of Instruction in consultation with impacted faculty members. Upon receipt, the Director of Facilities assigns a priority to the request and schedules a work assignment based upon that priority.

Emergency Repairs

For any maintenance or repair service that you feel is an emergency, please report it immediately. If the emergency occurs during working hours, contact the Maintenance Department (Ext. 260) or Administrative Services (Ext. 219). The Director of Facilities or the Operations Technician have radios and can be reached at any time through Administrative Services or the Instruction Office. If the emergency occurs during hours when the offices are not open, refer to this page for the Emergency Contact List.

Security Services

Building Security

Locking the Building: Maintenance and Operations staff are responsible for the security of the building, including unlocking the building in the morning and securing the building in the evening. College staff should ensure all windows are closed and locked prior to leaving. Offices should be locked, and all lights should be turned off at all times a room is vacated.

Alarm System: When the building is secured, the alarm system is activated. If you are in the building when the alarm system is activated, remember that the system is built in zones. You must have the appropriate code prior to entering an alarmed zone. If you are unsure, please ask prior to entering any campus area.

Should an alarm sound when you are in the building, the following occurs. Within one minute of the alarm sounding, the alarm rings at Lake Alarms. Lake Alarms either contacts the college's Emergency Contact Personnel or dispatches the police or both. You may call Lake Alarms at 1-877-213-7041 and ask for Dispatch. They can tell you which alarm is sounding. Together you can determine the best course of action: dispatch the police or investigate. Please use your common sense and proceed with extraordinary caution. By calling Lake Alarms, you ensure that the police, if dispatched, will know that you are in the building.

Parking

The college has established parking regulations and has erected appropriate signage so that campus visitors, staff, and students clearly know where to park legally. Violators, including LTCC faculty and staff, are ticketed, and the parking violations are enforced by law enforcement and judicial agencies.

Warehouse and Receiving

Receiving is performed by the Reprographics Technician in coordination with the Maintenance Department. If you are expecting to receive a package which you need immediately upon receipt, please notify the Reprographics Technician. Routine receiving delivers packages within five working days of receipt. Items ordered by the College are normally delivered directly to the staff member/office which placed the order after being received by the Reprographics Technician.

Most parcels are shipped via UPS from the warehouse. United Parcel Service makes pick-ups and deliveries once each day at approximately 10:30AM. The technician weighs parcels and fills out the appropriate paperwork. (It is necessary to provide a street address and ZIP code for UPS shipments.) It is the responsibility of the sender to ensure that the parcel is appropriately wrapped and sealed in compliance with UPS regulations.

Please do not have personal packages mailed or delivered to the College. This adds extra work to our staff, creates confusion regarding official receiving procedures, and can result in your personal packages being opened in search of packing slips or invoices.

The warehouse is the designated storage location for student records, financial records, retired permanent files, Bookstore supplies, and a variety of other supplies, equipment, and materials which need to be secure. Please do not enter this area unless specifically authorized or accompanied by an authorized individual. If you need assistance to enter, contact the Operations Technician.
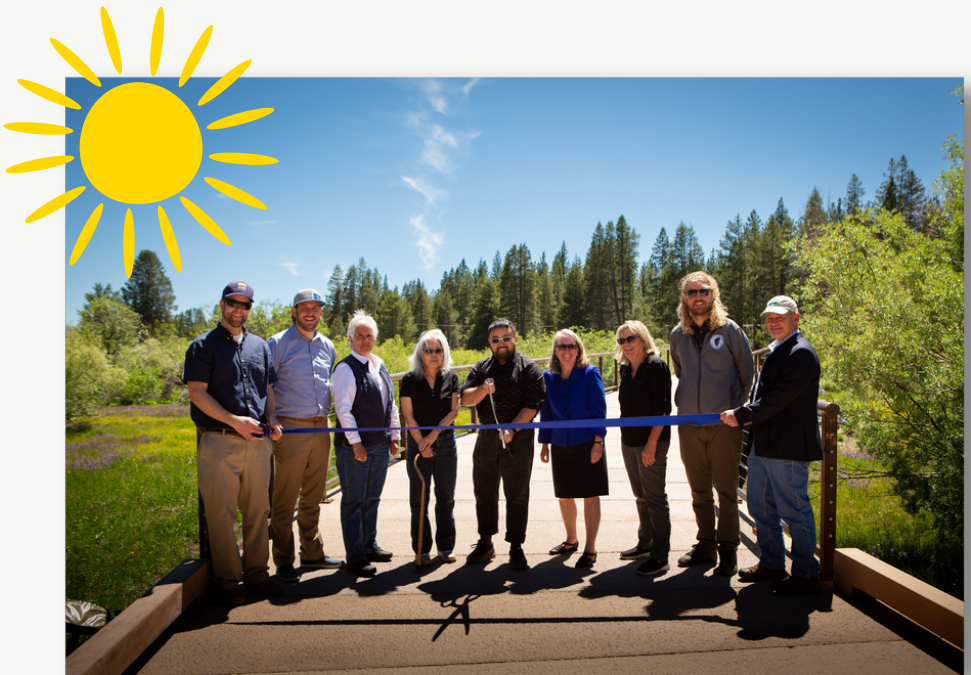
LTCC Greenway Trail ribbon cutting

Other Services

Energy Conservation
All lights should be turned off when a room is unoccupied for ten minutes or longer. Please make it a habit to turn off lights when they are not needed. When a class is over for the day, please turn off all lights. During winter months, keep windows closed. If the room gets too hot and you must open a window, please close the window when you leave the room, and report the heating problem to the Maintenance Department. In all rooms that have air conditioners, the doors and windows should be kept closed for the system to function properly and to conserve energy.

Room Arrangements
If you would like the room arranged in a manner other than the routine arrangement, please discuss changing the permanent arrangement with the Dean. Any time you change the room arrangement (for example, moving desks into a circle), please see that the room is returned to the routine arrangement before you leave the room at the end of the class.

Suspicious Occurrences
If you observe any suspicious occurrence, please assist us by reporting it to security (530-721-6188), an administrator, a director, anyone on the Maintenance staff (530-721-9010), and, if necessary, call 911. Also follow up by submitting via our "Report a Concern" webpage.

Personal Services Contracts
Personal Service Contracts (PSCs) must be used when contracting services that clearly do not establish an employee/employer relationship. Contact the Director of Fiscal Services to determine if a PSC is appropriate for your needs.

Purchasing
Purchase Orders
All purchasing is to be done by the Purchasing Department. No employee shall commit the District to any purchase or service obligation as per Board Policy.

Full-Time Faculty Members
Full-time instructors should complete a purchase requisition using an approved vendor. Please contact the Purchasing Department for a list of vendors. All purchasing forms are available online at www.ltcc.edu/purchasing Once a purchase requisition is submitted via the online form, the Purchasing Department will review and route to the appropriate Dean for approval and processing.

Part-Time Faculty Members
Adjunct faculty who require supplies should meet with their full-time faculty member to request these supplies or with the Instruction Office if there is no full-time faculty in the department.

Requisitioning

The Purchase Requisition form is used to initiate a purchase order for budget-approved instructional and operational supplies or services.

The Purchase Requisition form should include information such as the date items are required, background information, special instructions, pertinent paperwork, and suggested vendor name, address, and telephone number. An appropriate budget code must be on all purchase requisitions.

Please note: Failure to provide complete information may result in a delay in processing or issuing of the purchase order.

Purchasing Process

The Purchasing Department reviews purchase requisitions for correct budget codes and availability of funds. Purchase orders will not be issued against an account where there are insufficient funds, unless an approved Budget Transfer Request form accompanies the requisition. If you are in doubt as to the amount available in a particular budget, please consult your Dean or Fiscal Services. Once correctness is verified, the Purchasing Department begins a vendor search that may include a bid process. A selection of educational and office supply catalogs is maintained in the Purchasing Department to facilitate vendor/product selection. Your suggestions for vendors are appreciated, but ultimately, it is the responsibility of the Purchasing Department to determine the best price and decide which vendor to use.

Vendors are selected without favor or prejudice. All communications with vendors shall be through the Purchasing Department, except in special cases where technical details make it advisable for the Purchasing Department to ask for assistance from the originator.

A contract for work to be done involving an expenditure with an expected cost of more than fifteen thousand dollars ($15,000) or materials or supplies involving an expenditure more than the bid threshold established annually by the Board of Governors requires a published sealed bid process, as per Education Code.

A one-to-two-week turnaround period is a reasonable expectation for the creation of the purchase order once the requisition reaches the Purchasing Department. Please allow ample time for obtaining administrator approval, processing, and delivery of orders.

If the order has not been received in a reasonable period (two weeks+ depending on the vendor), you should contact the Receiving Department at Ext. 200. This starts the vendor follow-up process.

Please keep in mind that the mid-April to June months may necessitate a longer turnaround period due to fiscal year-end requirements. Year-end purchasing deadlines are distributed to all employees each Spring. If you have any questions, the Purchasing Office is located in Administrative Services or you may call Ext. 212. Please plan ahead!

Requests for Expenditure Reimbursement

Reimbursements are provided in those instances where:
- Time constraints and instructional needs necessitate expenditure by the employee
- The purchase is consistent with the program budget
- Sufficient funds are available

Reimbursements to employees for appropriate out-of-pocket expenditures are made in a reasonable time frame. To assist this effort, please be sure proper receipts, budget codes, transfers (if necessary), and approvals are included with a complete purchase requisition.

Small Purchase and Petty Cash Reimbursements

You can be reimbursed for purchases you make up to $25.00 that are directly related to fulfilling instructional or other job-related duties. As with all other purchases, approval must be obtained from your Dean before making the purchase. Fill out a Petty Cash Reimbursement form and attach the receipts, include the budget code, and submit it to your Dean for signature. These forms are forwarded to Fiscal Services for processing. Petty cash expenditures are reimbursed in cash. Reimbursements are distributed from Fiscal Services.

Telephone Services

Local Calls
Dial "9" to Get an Outside Line.

Long Distance Calls
Only Calls Related to College Business May Be Charged to the College. Personal Long-Distance Calls Are Not Authorized on District Telephones. Please Refrain From Making Personal Long Distance Calls While on Campus. The Phone System Provides the District with Reporting Capabilities. Long Distance Reports Are Run Periodically to Monitor Appropriate Use.

Telephone Bills
Telephone Bills Which Reflect Unusual or Excessive Charges Are Routinely Brought to the Attention of the Director of Fiscal Services Who May Forward a Copy of the Bill to the User for Identification of Any Personal Calls. The Telephone System Tracks Both Long Distance and Local Phone Calls by User.

Technical Problems

Technical Problems with the Phone System Should Immediately Be Brought to the Attention of the Office of Information and Technology Services (OITS) through the LTCC Online Help Desk or by Calling Exts 297 and 735.

Student Use of College Telephones

Students Are Not to Use College Phones Except in Emergency Situations. Student "Courtesy" Phones Are Available to Use for "On-Campus" Ext.'s, Emergency 911 Calls, 800 Numbers, and Local Calls. These Are Located:

- In the Commons Area near the Staircase
- In the Physical Education Building.

Voice Mail

Please Record a Personal Message for Callers and Monitor Your Voice Mailbox Daily. The Office of Information and Technology Services Is Available to Assist You. Instructions on the Use of the Phone System Are on Passport.

To Access Your Voice Mailbox from Off Campus, Dial the Main Number, (530) 541-4660, then Press Asterisk (*) Followed by Your Extension.

Adjunct Faculty Do Not Receive Voicemail Boxes.

Equal Employment Opportunity

The district's comprehensive policy regarding its affirmative action and equal opportunity practices is described in the Lake Tahoe Community College's Faculty and Staff Diversity Plan as adopted by the Board of Trustees on August 10, 1999. A complete copy of this document is available to all employees in the Human Resources Office. Inquiries regarding discrimination are handled by the Director of Human Resources, who serves as the District's Equal Employment Opportunity Officer.

Sexual Harassment Policy
Policy Statement

It is the policy of Lake Tahoe Community College to provide an educational and employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by state and federal statutes. It shall be a violation of this policy for anyone to engage in sexual harassment, and any person who engages in such sexual harassment, as defined below, is subject to disciplinary action pursuant to established district policies and applicable laws.

Definition

The following Equal Employment Opportunity Commission guidelines aid in identifying the kinds of behavior that constitute sexual harassment:

- Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment, or participation in other college activity;
- Submission to or rejection of such conduct by an individual is used as a basis for making academic or human resources decisions affecting an individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive college environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record as a whole and to the totality of the circumstances, including the nature of the sexual advances and the context in which the alleged incidents occurred.

Process

Any person who feels she/he has been subjected to sexual harassment as defined above should follow the grievance procedures as set forth in the Unlawful Discrimination Complaint Resolution Procedures and Sexual Harassment Policy available in Human Resources or on our college website. Report an incident of sexual harassment using the Title IX / Sexual Misconduct (Gender-based discrimination or harassment) Reporting form. Incidents of sexual harassment that are submitted via this platform are sent to the Title IX Coordinator, Shelley Yohnka.

Section XI: Miscellany

Accident Reporting/Emergency Procedures

See the website for accident reporting procedures and Passport for emergency procedures.

Animals on Campus

Except for guide dogs for the blind, hearing-impaired, and service animals, no animals are allowed on district property, including campus buildings and grounds.

Bus Transportation

Current bus schedules may be obtained directly from the Tahoe Transportation District Website.

Food and Beverages

No food or beverages are permitted in the science labs, computer labs, or any room or area so restricted by the Superintendent/President. In any room where food and beverages are not prohibited, instructors shall be authorized to permit or prohibit food and beverages at the instructor's discretion.

Lost and Found

Items left in classrooms, offices, and the commons at the main campus are routinely turned in to the Library.

Quick Links

LTCC

Teaching & Learning

Faculty Contract

eLumen

Instruction Office Canvas Page

Board Docs

Canvas

Passport

Calendar

Emp. Self Service

Download Microsoft Office for Free

Handbook Team

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